



THE PAUSE THAT REFRESHES—demonstrators had a chance to rest during the takeover of the Faculty Club yesterday. Photo by John Franklin

## Students circle Faculty Club with gusto

Students marched to the Faculty Club yesterday after an initial rally near the Administration Building and occupied the area. This was done in an effort to end the stalemate which has resulted from the unchanged stance of administration officials on the Bill Allen controversy.

Unobstructed by police or university personnel, students barricaded the road with faculty club furniture and proceeded to enjoy the club facilities.

In order to avoid being trapped inside the building, students massed in the surrounding area. Atmosphere was more one of festivity than of serious protest, as demonstrators enjoyed the club's liquor, food and swimming pool facilities, and sang songs together.

Close to 3 p.m., students exited from the club and proceeded to the free speech area behind the UCen. After remaining in the area and listening to several speakers including Allen, protestors marched to the Administration Building where they lined up in front of the police.

Prior to the Faculty Club takeover, students gathered outside the police-surrounded Administration Building to inform the students of the course of action for the day.

Tape recorded messages from several of the 19 arrested students were played over the speaker system. They asked that the demonstrating students continue their protest.

"It's painful not to be there. Keep up the fighting—if not, all our efforts will be in vain," one of the student defendants said.

Martin Legassick, assistant professor of history and one of the members of a student-faculty negotiating team, described the current status of the negotiations with administration officials.

Legassick stated that they are negotiating on three separate proposals:

1. A committee to review the Allen case and make a public report.
2. A permanent review procedure for all terminations of all non-tenured faculty on a basis of student-administration-faculty parity.
3. The dropping of all charges against the arrested UCSB students.

"You can't imagine the insanity, lies and provocations that have been going on,"

declared Legassick in reference to the negotiations.

In addition to the three negotiating proposals, Legassick listed seven

recommendations dealing with the handling of 16 UCSB students arrested Monday.

These recommendations would have been made public.

While the proceedings went

# EL GAUCHO

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Wednesday, February 4, 1970

University of California, Santa Barbara

## GSA & A.S.

### Need review of firing

By VALERIE BAKER  
Staff Writer

Proposals concerned not only with the Bill Allen case, but also with the entire structure and function of the University, have been made this week by the Legislative Council and Graduate Student Association (GSA) in an effort to resolve the crisis on campus and initiate reforms to prevent further conflict.

The consensus of both the graduate and undergraduate representative bodies is that the termination of Bill Allen's contract must be reviewed by a special committee.

GSA suggested that the committee be an impartial

body composed of faculty members from the anthropology department who "would receive testimonies from all interested parties, including students."

Unlike the graduate representatives, Leg Council members specified that the special committee "consist of six students along with six other people, representing the Academic Senate and Chancellor's Office. Specifically, there would be four undergraduate and two graduates appointed by Leg Council and GSA. Two administrators would be chosen by the Chancellor and four faculty members by the

Academic Senate Committee.

That all matters of confidentiality pertaining to the Allen case be limited to the members of the joint committee was stressed by the Leg Council resolution, which stated "only the recommendations of the special committee would be made public to the entire University community."

An investigation period of three days, commencing Wednesday, Feb. 4 to Friday, Feb. 6, was specified by the Leg Council. Within these days, the committee would consider the case, and after investigation present its conclusions to the Chancellor and Academic Senate.

Feeling that much more

## ADMIN. SAYS 'NO' TO DEMANDS OF STUDENTS

At the end of two days of negotiations with the Administration, members of the Radical Union announced yesterday that the Administration has refused to accept their demands about the arrested students. The Administration was unavailable for comment.

The demands not accepted are:

1. Withdrawal of University-initiated complaints.
2. Use of Administrative influence to withdraw remaining complaints.
3. Issuing of statement by the Chancellor's office encouraging the University community to override the costs of charges not withdrawn.
4. Cessation of further warrants.
5. Removal of the 14 suspensions of arrested students.
6. Dropping of disciplinary actions which 3 students are subject to.



THE DEMONSTRATION went into its fourth straight day as protestors gathered again at the Administration Building yesterday morning. Photo by John Franklin

## Senate votes down review board idea

At its largest meeting in ten years, the Academic Senate yesterday began five hour proceedings by resolving that it "cannot support open hearings in personnel matters" because they conflict with the principle of confidentiality.

But the Senate's most significant action came at the end of the meeting, when it defeated, in a vote of 111 to 76, a proposal asking the Chancellor to set up a special commission composed of one half students, and one half faculty and administration, to study the Bill Allen case and all other terminations of faculty, and make recommendations to the Chancellor and chairman of the Academic Senate. Committee members would be sworn to confidentiality. Only their recommendations would have been made public.

on inside, three to five hundred students outside continued their protest chanting at police. A few scuffles occurred when students lined opposite police at the Administration building. Then, behind the meeting room at Ellison 1910, police suddenly attacked, swinging clubs, and seized the P.A. system.

The Senate passed three other resolutions at the meeting, but spent close to half the five hours on parliamentary procedure. One resolution directs the Campus Consultation Committee (1/2 students, 1/4 faculty and 1/4 administration) to study methods being used elsewhere to increase formal student participation to students, junior faculty and others in campus governance, "with a view to making specific proposals for constitutional revisions here." After the debating for about 45 minutes on the most desirable time limit, the body finally agreed that a preliminary report would be given at the Senate's next meeting Feb. 12.

The two other motions passed were originally considered with another proposal for a tripartite commission to review all cases of firing. After lengthy haggling over whether the commission proposal should be voted on separately, the Senate finally voted to table it. The other motions passed were:

- "That every faculty and staff member has the right to a clear written statement of the procedures and criteria used by his department for determining recommendations for advancement and promotion. He has the right to regular periodic evaluation of his performance. If he is refused advancement or promotion, or if his contract is terminated he has the right to immediate notification of the decision, and to a clear written statement of the bases upon which such judgments were made in his case."

- "That each department should immediately take steps to include undergraduate and graduate students and non-tenure faculty members in the evaluations of faculty members and staff, in decisions concerning hiring faculty members and staff, and in changes in the status of faculty members or staff whenever such changes are being considered."

The greatest enthusiasm, however, was expressed for a statement by philosophy

(Continued on p. 12, col. 5)

## Arrested students remain in jail

By JEFF PROBST  
Staff Writer

At yesterday's arraignment for the 19 UCSB students arrested in connection with Friday's demonstration, presiding judge Walter Parent delayed until today a plea for the release of students on O.R. (own recognize); the bail for each person remains at a \$1,000.

In his own opinion, Judge Parent felt that \$2,500 would have been reasonable bail for each student, but on the advice of the District Attorney it was held at \$1,000.

A plea of not guilty for all defendants was entered with the understanding that this decision could be changed and that none of the student's rights would be abridged.

Due to the lack of an available sheriff's report or evidence pertaining to reasons

for arrest, the students had attempted to enter no plea, but the plea of not guilty was entered and February 24 was set for the dates of trial setting in the matter.

Today, at 9:30, the plea for release on O.R. will be reheard. Dossiers have been compiled on the students and most of the reports should be at the court house today. The judge stated that he needs these reports before citing on release.

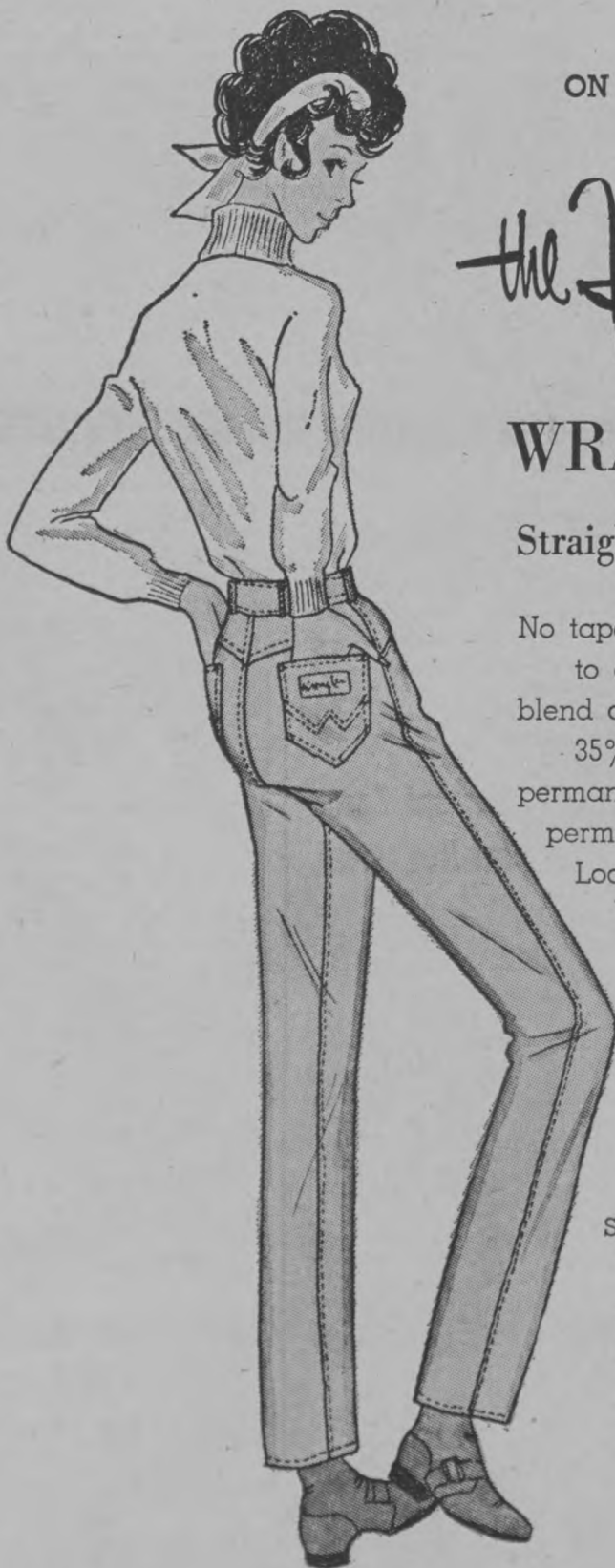
The court has a full time investigator to determine whether bail can be eliminated. Today the students can be released on O.R., bail can be reduced or the court can raise bail.

The judge appeared quite unmoved by the students' lawyer, Stanley Roden, who pointed out that the defendants (those not roused out of their beds Monday

morning) had voluntarily appeared at the court, demonstrating their intentions to have the matter heard and to be present at the proceedings. The lawyer felt that refusing to allow the students out on O.R. and keeping them in jail overnight en masse was extremely unwarranted and unreasonable.

### Faculty, look

There will be an emergency meeting of all concerned faculty and staff, especially non-tenured faculty, TA's .5 and .75 Associates to consider appropriate response to police presence on campus. 12 noon Wed. Free Speech area behind UCen.



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## Police are using UCSB audio visual cameras

By MARK AULMAN  
Staff Writer

Amid rumors that persons arrested in the aftermath of Friday's demonstration were identified in video tapes, it was disclosed yesterday that all identifications were made either by personal observation or by means of high resolution still photographs.

According to Barry Copolla of the Santa Barbara District Attorney's Office, the warrants "are not based" on video tapes.

A Santa Barbara Sheriff's Captain stated on Tuesday that "We don't even own a video recorder."

One portable video recorder has been loaned to the UCSB Police Department. Kent Bishop of the Office of Learning Resources said that the unit had been on loan throughout the weekend at the request of William Steinmetz, manager of the Safety and Security Office.

Bishop stated that he had seen the tapes of Friday's demonstration and that their quality was "so poor that you couldn't identify the individuals."

He explicitly denied Monday's Santa Barbara News Press account, which asserted

that the warrants for the arrest of 19 persons were based on video tape evidence.

Although the Office of Learning Resources did train a campus police officer in the operation of the recorder, Bishop asserted that the video taping was to be used only for "coverage" of the demonstration. In Bishop's opinion, the tapes "could never be used for evidence."

According to Bishop, any campus organization accredited by the Organizations Coordinating Board has access to audio visual equipment.

This policy was implemented after last year's North Hall demonstration. A ruling by Vice-chancellor Goodspeed stipulated that the Learning Resources Office was to loan its equipment impartially to any qualified applicant.

The Learning Resources Office arranged for the public broadcast of Tuesday's Academic Senate meeting in spite of a Sheriff's Department objection, Bishop said.

According to George Obern, manager of the Office of Public Information, the police have been using the video tapes to monitor crowd movements only.

## Annual collectors contest

UCSB bibliophiles who channel their devotion to books into collecting activities are invited to participate in the Edwin Corle Book Collection Contest through March 25.

Two competitions, one for undergraduates and the other

for graduate students, will result in three prizes for each division. For first prize, winners will receive \$200; second, \$100 and third, \$50.

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## Departmental autonomy is a political safeguard

To the Editor:

I do not support the call for an open hearing on Bill Allen's dismissal. Although student evaluations carefully obtained are invaluable in determining teaching competence, the broader question of professional competence surely can only be determined by those competent in the profession. The virtual autonomy which our academic departments do have in matters of personnel is the main safeguard of the University against the flagrant politicalization of education and research in the interests of the forces of reaction and the fashions of the marketplace.

But autonomy is one thing and accountability is another. Having the first does not free one from the responsibility for the second. I fully support the demand by Allen and his followers for a detailed statement of the reasons for his dismissal. If a statement of relevant and adequate reasons were given, that would simply be the end of the matter for most of Allen's supporters.

That it has not been given is a prima facie reason for their believing that the actual reasons are inadequate by the established and published criteria, being based perhaps mainly on Allen's political views and his apparently unconventional life style. His supporters rightly derive little comfort from the fact that the anthropology department's reasons must bear certain administrative reviews, administrators having a justly deserved reputation for less tolerance of radicals than academic departments.

Two replies may be forthcoming. First it may be

said that to give a bill of particulars which justified Allen's termination would be to invite public dispute. This is hardly interesting given the fact that there already is a certain amount of "public dispute." But it would establish a precedent for future cases. Indeed so, a good precedent, I should think, one essential to the justification of the autonomy of departments in these matters. There is simply no place in an institution devoted to the promotion of rationality for decision makers who suppose that the fact of their decision is sufficient reason for it.

The second reply may be that a full justification of a termination decision might require the disclosure of "confidential" information. Does this mean that there are secret informers who have testified to the man's incompetence in teaching? If so, surely a "name-on-file" approach could still be used when publicly releasing the testimony, or perhaps this means that esteemed professionals from other institutions have given confidential negative evaluations of the man's research.

But surely such evaluations must be suspect in the first place, for why the insistence on confidence unless the evaluator is afraid that he may be wrong? Academics normally are unafraid of negatively evaluating the work of their colleagues in review articles and face to face in professional meetings. Why should they be so afraid when their evaluations are to be used for determining personnel decisions? But even if there

were point to such confidentiality, again a "name-on-file" approach could be taken.

I have discussed these views with many student and faculty supporters of Allen. Almost unexceptionally I have found that they would be just as satisfied with an adequate bill of particulars justifying Allen's termination as they would be with open hearings. I thus recommend this as a compromise. Most students are still willing to recognize the reasoned authority of the faculty over their educations (and hence their lives). But when there is no apparent reason, in desperation many will support whatever remedies seem most available. The University's best counter-measure is simply to practice what it tries so hard to teach. If it is not able to do so, it is (sadly) getting what it deserves.

JACK BARENSE  
Department of Philosophy

### Letters Policy

We welcome commentary from our readers, but if you want your letter printed, keep it short and concise, and submit it typed, triple spaced, with margins set at 10 and 70.



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BECCA WILSON, Editor  
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## Senate meeting—a refusal to deal with the issues

It is impossibly difficult to follow chronologically the events of yesterday's marathon Academic Senate meeting. The webs of parliamentary procedure they wove were remarkably dense, one of them lasting a solid 22 minutes.

It is equally impossible to follow logically the arguments on the issues. A masterful job of obstructionism by the Senate's most vocal members effectively kept the issues off the floor for most of the meeting. Bill Allen's name was hardly mentioned in the first two hours of wrangling. Whenever a substantial issue threatened to raise its head, it was promptly cut down by the Senate's establishment.

The weapons were points of information, points of personal (usually Harry Girvetz') privilege, and points of order.

By these points the session was lacerated. Any faithful description must be equally fragmented. Consider the following tidbits:

The meeting's first question was raised by Dr. Harvey Molotch — Why were they assembled in what the chairman admitted was an overcrowded, poorly ventilated room? Chairman Walters replied he could only answer that privately, and only after the meeting. This might well have been the session's keynote.

There were no straight answers. There were few enough straight questions. The managers of the meeting saw to that.

The agenda was fixed so that unanimous consent was needed to entertain resolution from the floor. The first motion on the agenda slammed the door of an open hearing in the fact of 7,776 students. The second one suggested a way that it might not happen again—maybe—or at least that we study how it might not.

Chairman Walton — the rules committee — popped up like a jack-in-the-box at the

slightest hint of legitimizing student or junior faculty participation in evaluations. If it didn't conflict with the Standing Orders of the Regents, it might conflict with the by-laws of the Statewide Senate. At one point, Walton read through a whole by-law, his voice dropping as he found, finally, it did not absolutely prohibit the participation of junior faculty in hiring and firing decisions.

Proposals for constructive solutions, when they got the floor at all, quickly had the guts cut out of them. Dr. Harris' suggestion for a half-students review board on the Allen case was quickly cut up with a compromise amendment by Dr. Hay (whose own compromises include being a pro-ROTC Ghandian, and a self-styled progressive Republican.)

If this incoherence was not deliberate obstructiveness, its cause was something equally insulting to students — the equation of student participation in review procedures with lack of confidentiality.

Time and again it was implied that students could not be trusted with information of such a serious nature. All this, of course, was in the spirit of preventing "irresponsible comment" from becoming "public to the harm of the individual involved."

Meanwhile, back in the real world, allegations about Allen's publications and research grants are plastered (smeared) all over the News-Press by one senator, while various others compete to pass around the most disparaging rumor.

These are the men who now make the decisions of who teaches you. Listen to the tape of that meeting and realise more clearly than ever the need for STUDENT PARTICIPATION and OPEN HEARINGS NOW.

### LETTERS

#### The animal emerges

To the Editor:

Put a man in a blue uniform; equip him with night stick, mace and tear gas. Have your group break a law. The man in blue will come to do the dirty work of his employer (your parents, etc.) by trying to enforce the law. When he arrives, the man in blue should be greeted with "left...left...left, right, left" and assorted jeers. These are designed to make him feel threatened....

By this time you will have you man in blue on the defensive. Make it clear to him that he is the enemy. Act defiantly (this shouldn't be difficult, since most of us practice this technique in childhood). Apply more pressure to him; sneer and call him anything you think will irritate him. Now you will probably have him on the offensive. Some of these men in blue, however, have long fuses, and may not yet have lost their cool. If your man is this way, you will find tripping or hitting him particularly effective (the act must be such, however, that he will think it was intentional and you can claim it was accidental).

In the most stubborn cases rocks may be thrown, but this method is not recommended for general use....No person, of course, not even your man in blue, can withstand this much pressure. He will eventually lose control of himself. The animal in him will emerge. He will squirt you with mace, beat you with his night stick, and perhaps even use tear gas.

Congratulations! His actions indicate your success; you've created a pig. Now whenever you see a man in blue you can call him a pig, because, after all, he does act like an animal.

ALAN ENGLAND

#### Sandblasted lungs

To the Editor:

If it isn't necessary to have a fellow wear a mask to sandblast a sidewalk, why do it? He wears protection, but do the thousands of students who breathe this "dust" have the equal protection?

This carcinoma-causing pollution should be stopped immediately. Certainly, if one watched a lung operation at Goleta Community Hospital, that sandblasting would be eliminated from the campus in one fell swoop....

D. MEGARRY

#### Damaging information

To the Editor:

It has been mentioned by the Administration and certain tenured faculty, both within and outside the anthropology department, that one of the reasons a public hearing on Dr. William Allen cannot be held is that "damaging information" on Dr. Allen would be made public and would hurt him.

Now, I don't know what they consider "damaging information" these days; the Declaration of Independence seems to be considered subversive; anything then might be considered "damaging" by the "nowhere men, sitting in their nowhere land, making all their nowhere plans for nobody, as blind as they can be, just seeing what they want to see...."

I am also touched by their selfless concern for Dr. Allen's reputation....

Could it possibly be that if they were to use this "damaging information" at a public hearing, they would run the risk that worse damaging information could be disclosed by some of us about some of them?

We shall see. Perhaps some of us wouldn't consider even that information anything to be ashamed of, but if they consider information on Dr. Allen damaging, I wonder what they would consider the other "damaging" information about some of them?

ALEX MALER

## The Laurel and Hardy of it

By RALPH COHEN

When Mr. Nixon picked his vice-presidential candidate over a year ago, even the name was hard to swallow. Spiro T. Agnew (gesundheit) did not have the heroism, the sagacity, the Grand Ole American good feeling, as such romantic names as Dwight David Eisenhower, John Fitzgerald Kennedy, and (God willing) Hubert Horatio Humphry. And when Agnew first opened his mouth on his behalf, the latent comic personage suggestive in his name first skittered out.

While the "Pollacks" down their Alka-Seltzers and the other minorities braced themselves, stomachs became ulcerous, headaches pained worried minds, disgust and despair tainted the general Republic optimism, and the Democrats saw a ray of hope. Nevertheless, Mr. Nixon, despite his ungraceful and obtrusive partner, and his nebulous, inscrutable cornucopia of promises, showed what a champion he was and rode gallantly over all barriers in his way to gain the capital prize, by a day or two. (Maybe he was just showing off.)

Even after his success, Republicans, Democrats and Newscasters alike, wondered if Nixon didn't have the poorest taste of all time. And Agnew, in this era of loud second-men, ghost writers and vice presidents, seemed set on proving their theory. But I would like to heartily disagree. I think Agnew was one of the finest picks Mr. Nixon could have made, and I'd like to illustrate why.

If you have ever watched Laurel and Hardy closely you'll notice that in a social situation requiring action of the two, Stanley will usually

make the first move while Ollie stands back and watches with scepticism. Without fail, Stanley pursues a ridiculous course of action until he reaches such a level of absurdity that Ollie scornfully slaps him away. Now Ollie takes the responsibility of action upon himself, and this is the important part.

Ollie has an acute sense of social etiquette and civility, and with all the graces of a gentleman, he apologizes for his inept partner and assures whoever is present that what must be done will be done properly. Of course, he proceeds to make an even bigger fool of himself than Stanley did, all the more poignant because he claims the opposite. But before he does, the other characters are struck by his noble character, which appears graceful and wise directly following Stanley's obvious stupidity.

From this classic interplay it seems Nixon and Agnew take their cue. The most non-committed of "committed" presidents, Nixon finds grounds for commitment in Agnew's speeches. The president often allows Agnew to make the first move on an issue, which Agnew does with consummate insipidness. This is as upsetting as Stanley's bumbling. Realizing this, Nixon steps in and with all the smiles and graces of a politician, he apologizes for his inept partner and assures us that only what is correct will be pursued by his administration. This makes him look good. Whether from here he remains faithful to the rest of the Laurel and Hardy interplay I leave to the reader to decide.

It's a pity Johnson didn't have a fall guy so he could play the straight man.



You See....  
**Bill Allen**  
 offered a class in  
**Revolution**  
 and Friday the 30th  
 was a  
**Field TRIP.**

Manuel

# Report of the Task Force on Student Participation in Campus Governance

*This Task Force was chaired by Executive Vice President John Oswald and was composed of three Student Body Presidents, three Chancellors, and three members of the Academic Senate.*

*The Report, which was requested by the Legislature, has been transmitted to the Speaker of the Assembly and the President Pro Tempore of the Senate.*

Mr. William James (Santa Barbara)  
Mr. Drummond M. Pike (Santa Cruz)  
Mr. S. Alex Stalcup (San Francisco)  
Professor Lowell J. Paige (Los Angeles)  
Professor Randolph T. Wedding (Riverside)  
Professor Robley C. Williams (Berkeley)  
Chancellor Daniel G. Aldrich, Jr. (Irvine)  
Chancellor William J. McGill (San Diego)  
Chancellor James H. Meyer (Davis)  
Executive Vice President John W. Oswald, Chairman  
Special Assistant to the President Mark Ferber,  
Secretary to the Task Force

I have informed President Hitch and Vice Chancellor for Academic Affairs Russell Buchanan of the need to distribute to the entire campus the report of the Task Force on Student Participation in Campus Governance. As a member of the Task Force, I believe that most of the vital concerns of students are included in this report. It recommends student input at almost every level of University governance. However, one extremely important point is omitted in recommendation number 4 of the report.

Here student participation in the Committee for Budget and Personnel of the Academic Senate (appointment, termination and evaluation) is not provided for. However, the student members of the Task Force are working for input on all committees including faculty evaluation. During the last Regent's meeting, I spoke particularly for Professor William Allen's case. It is my belief that the content of the report will be implemented as it was received favorably by President Hitch, Chancellor Cheadle and a majority of the Regents. I ask you to please study the report carefully.

BILL JAMES  
Associated Students President

\*\*\*\*\*

February 2, 1970

I am happy to endorse wide distribution of this document, which deserves careful study by the entire University Community.

A. RUSSELL BUCHANAN  
Vice Chancellor

\*\*\*\*\*

I think that it is an excellent report and that I will be working with the campus chancellors for its implementation.

CHARLES HITCH  
President

Dear President Hitch:

As chairman, I am pleased to transmit the Report of the Task Force on Student Participation in Campus Governance.

In accordance with the intent of the Legislature, the Task Force was composed of students, administrators and members of the faculty. All nine campuses of the University were represented.

Recognizing the considerable differences that exist among the campuses, the Report seeks to establish broad guidelines rather than detailed specifics. We have sought, within this framework, to focus on all the key decision points common to every campus. Obviously, in a system as varied as the University of California, individual adaptations will be necessary.

Clearly, the following Report requires the trust and good will of all elements within the University. No structural changes can succeed where these attitudes are lacking. It is our hope that the discussion generated by this effort will move the entire University in this direction.

Sincerely,

JOHN W. OSWALD

The supplementary report of the Committee on Conference relating to the budget bill of the California Legislature as reported by the Legislative Analyst on June 30, 1969, stated:

"It is recommended that the general issue of the student role in the process of governance and the application of that role in the current governing structure of the individual state colleges and University campuses be examined by a special task force in each segment of higher education. It is recommended that these task forces (1) be representative of administrators, faculty, and students, (2) be convened at the earliest possible date in order to implement their findings and recommendations by Fall of 1969, and (3) that final reports on the recommendations and their implementation be rendered to the Legislature by the 5th day of the 1970 session so that any financial implications can be adequately considered."

Accordingly, on July 17, 1969, President Hitch appointed a ten-man Task Force composed of three student body presidents, three Chancellors, and three faculty, under the chairmanship of Executive Vice President John W. Oswald. The Task Force was charged with establishing guidelines for the University in response to the recommendation of the Legislature.

The University of California, as stated in Section 9 of Article IX of the Constitution of the State of California, "shall constitute a public trust, to be administered by the existing corporation known as 'The Regents of the University California' with full powers of organization and government, subject only to such legislative control as may be necessary to insure compliance with the terms of the endowment of the University and the security of its funds."

The functions of the University of California were spelled out in 1960, in the following sections of the Donahoe High Education Act:

"22550. The Legislature hereby finds and declares the University of California is a primary state supported academic agency for research."

"22551. The University may provide instruction in the liberal arts and sciences and in the professions, including the teaching profession. The University has exclusive jurisdiction in public higher education over instruction in the profession of law, and over graduate instruction in the professions of medicine, dentistry, veterinary medicine, and architecture."

"22552. The University has the sole authority in public higher education toward the doctoral degree in all fields of learning, except that it may agree with the State Colleges to award joint doctoral programs in selected fields."

The Academic Plan of the University of California (October 31, 1969) states that: "The primary goal of the University is to carry out all its functions with distinction, and on a scale commensurate with the needs of the State; and the purpose of the University's academic, physical, and fiscal planning is to provide an environment that will make it possible to attain its primary goal."

Implementing these high ideals is the mission of governance at the University. Translating this language into a set of human relationships that is consistent with the broad democratic values of the society and protective of the University's unique role in higher education requires sensitive and understanding participation by a wide range of individuals. Certainly events of the past decade have made abundantly clear that students, faculty, administrators, and Regents all play crucial and changing roles in the web of relationships that constitute the system of governance at the University of California.

Against this background, the Task Force believes that it is highly appropriate for

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This supplement  
paid for by  
Associated Students  
President.

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the University to consider the student's role in the process of governance and the application of that role in the current governing structure.

Student involvement in the governance of a college or university campus, as well as the involvement of faculty and staff, can be justified on several grounds. Philosophically, we believe in the principle that individuals should be involved in decisions that profoundly affect their lives. Further, as members of an academic community, we believe that there are sound educational benefits to be derived from participating students. From the point of view of the institution, we believe that effective involvement of all concerned parties is more likely to produce decisions that are both sound and timely. Such participation is in the interest of the groups involved and should enable the University to be a more progressive institution responsive to the changing needs of its members and the society it serves. Student involvement also should be of a nature that is compatible with improvements in education, research, and intellectual vigor. This participation should foster reasonable order and discipline without infringing upon free thought and expression. The over-all objective of such participation is to permit students to participate equitably and usefully in the affairs of the University and yet enable the institution to act decisively and to have policies that are coherent.

Three major guidelines might be delineated for involving students, faculty, staff, and administration in the decision-making process.

*Students should provide the leadership in the decision-making process involving student life on campus, with close collaboration and participation by faculty and administration. A delegation of authority and responsibility in this area is necessary, with clear accountability for actions.*

*In the area of academic decision-making, particularly that involved with courses and curricula, faculty should provide leadership in the decision-making process, with collaboration and participation of students and administration. Modification in the existing procedures and rules may be required to insure proper input from students.*

*The roles for students and faculty in those broad areas of campus decision-making, such as planning, the allocation of resources, the personnel where the administration must provide the focus for leadership, need to be carefully considered and determined.*

The development of a system for governance must assure that the welfare of the institution is protected, advancement of the institution in carrying out its function is strengthened, and the public interest is served. The internal mechanism for the development of policies and programs should be such that those affected by the policies and programs are involved directly or else represented in the decision-making process. These policies and programs may arise at various levels on the campus or University-wide.

No one model of governance can be recommended because the mission, function, and size, as well as attitude and philosophy of units and groups, may dictate the acceptable model. For example, a small department or unit of less than twenty individuals may not need a formal system of governance but might rely upon informal consultation among its members; a small department of less than 100 may use a community form of arriving at decisions or policy; but a larger unit of 500 or more might use an advisory committee system, community, or council approach, depending upon the attitude and philosophy of its membership.

Any inquiry into the internal governance of a campus must take into consideration the kind of decisions made at different levels. A department, for example, is a key unit in the decision-making process because it typically initiates proposals for appointment and promotion of its faculty members, determines its budgetary needs, and makes decisions as to how funds are to be applied and personnel assignments made to accomplish its teaching mission. A college generally decides upon priorities within the college related to funding and personnel assignments, and coordinates the decides upon curricula requirements. The central campus administration sets over-all policy and provides leadership in planning, and allocates resources and positions among colleges.

Since no single model can be recommended for all units, we have attempted to delineate the critical decision areas and have arrived at the several recommendations that follow, which reflect our awareness of the considerable variety that exists within the nine campuses that together are the University of California.

The Task Force is deeply cognizant of the need for increased trust and respect among all segments of the University community. Our recommendations can have meaning only in an environment in which students, administrators, and faculty come to perceive one another as having legitimate interests in the governance of their University and behave on the basis of this point of view.

Finally, the Task Force was impressed by the considerable student participation that already exists at various points within the system. There is no question that additional involvement is needed, in varying degrees, on all the campuses. At the same time, it would be remiss in a report such as this to fail to point out that a great deal of hard work and productive effort has been put forth by a long succession of past student leaders, faculty members, and staff.

**RECOMMENDATION No.1: Departments and other similar units should establish a means for increased involvement of students in the decision-making process.**

Anyone familiar with the chain of decisions by which educational change and improvement takes place will recognize that the key administrative unit is the Department. At all other levels the process of review is paramount, but the unique role of the Department is to initiate. Thus, a decision by a Department to initiate a proposal to effect a promotion or to change a course pattern is an important step, essentially reserved to Departments, insofar as the proposal must be considered and responded to by reviewing and decision-making authorities.

In a cumulative way, the greatest potential for involvement of students in the

## Task Force Report:

decision-making process is by participation at the Department level. While no one student becomes involved in a monumental policy decision, such as might a student advisor to a Chancellor, the input from scores of students dispersed throughout Departments can have significant impact. Departments are a particularly apt unit for effective student participation because the relatively circumscribed concerns of Departments are well matched to the students' experience. Furthermore, a fair degree of personal interchange between students and the Departmental administration and staff is already likely to exist. The proper and potentially considerable influence of students in evaluating the performance of faculty members who are under consideration by Departments for promotions and appointments has been recently recognized by President Hitch in his 1969 revised Instructions to Appointment and Promotion Committees which is attached as Appendix I. The Task Force urges the immediate and effective implementation of these instructions at all campuses as a means for expanding student participation in this critical area.

The framework in which students may participate in formulating Departmental decisions, both at specific and policy levels, will vary as a function of Departmental size and formality of administrative organization. At one extreme are small departments where "town-hall" meetings are held frequently. Student involvement is readily arranged by having one or more students, selected by an organization of their peers, attend those meetings where decisions are to be made affecting the students' educational experience and life in the Department. Student membership on pertinent committees of the Department is easily brought about and is effective. At the other extreme, are large Departments that rarely meet in toto and whose decision-making mechanisms are necessarily formal. Here the selection process for student representation is cumbersome but crucial. At the very least, however, it should be possible for students in such Departments to have voices on key committees and to participate from time to time in Department meetings.

No specific system for involvement of students at the Departmental level can nor should be recommended because of the enormous variation in the mechanisms by which different Departments come to decisions. Certain guidelines can, however, be offered.

a. An awareness by students that they can participate in the real business of the University should be initiated (if not now existing) and fostered.

b. Assistance should be given to the establishment of student organizations at whose meetings the concerns of the Department become those of the students.

c. The students should select their own representatives to Departmental meetings and to pertinent committees.

d. Increased involvement of students, even to the extent of full participation in the affairs of the Department, should follow upon a showing by the students that their role in the Departmental decision-making process is informed, continuing, and responsible.

**RECOMMENDATION No.2: Colleges and multi-departmental schools should establish a means for involving students in the formulation of over-all policy.**

Surveys of the campuses show that many Colleges, as administrative units, have not been as successful in effecting student involvement in decision-making as have Departments. This situation stems from the complexity of the College unit, from its necessary concern with many matters which do not particularly concern students, and from the formal relation of committees of the Academic Senate with College decision-making. Single-department Schools have secured student involvement rather more extensively, for the obvious reason that such a School in many respects operates administratively like a Department and readily presents opportunities for student participation.

The student sees many types of decisions made at the college level which affect his educational experience and personal life and naturally is concerned that he be involved in the manner of arriving at policy decisions. For example, matters of constant concern are: the quality of the advising program, the degree requirements of the College, the rate at which Departments are allowed to expand their programs, the formalities of petitioning for exceptions to all manner of rules. But while several Dean's Councils or their equivalents do exist, it is to be noted that policy decisions of vital importance to students continue to be made at the College level without the benefits and safeguards of student opinion.

It is recommended that the College units or their equivalents work out mechanisms by which student involvement can be secured. Something like a "College Council" is implicit in the recommendation, such Council including students in its membership. A major difficulty in effecting such a mechanism is the process by which interested, responsible, and representative students are selected for Council membership. The problem is analogous to the selection of a College committee from the Academic Senate, but more refractory because of the large numbers of students involved and the relatively brief period of time in which they come to know each other. The key to acceptable student representation at the College level is observance of formal selection mechanisms. One mechanism would involve the recognized Associated Students group on each campus; there are not so many multi-department Colleges but that this student organization could handle appointments to College Councils as well as to committees advisory to the Chancellor. While appointments made directly by Deans might well secure the most effective student membership, in a technical sense, it is unlikely that they would be recognized by the students nor would they afford the sense of true participation on the part of the student segment of the University community.

The role of students on College Councils might vary, with the type of policy matter under consideration, from merely that of "input", to seriously advisory, to fully participatory. As with Departments, it might be anticipated that increased degree of participation would follow upon increased interest, responsibility, and informed concern upon the part of the students.

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# Student Participation In Campus Governance

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**RECOMMENDATION No.3:** Campus administrators should create suitable mechanisms for insuring effective student input at every appropriate point in the administrative process.

If students are to share in the fullness of citizenship within the University, it is the obligation of University administrators to assume that students should have a legitimate voice in the policies of their campus and that students must not only speak out on issues but also must have an active role in decision-making, planning, organization -- in short, with every aspect of the campus, including admissions, registration, library, housing, parking, financial aids, Educational Opportunity Programs, and other facets dealing directly with student life. Particular attention should be paid to ensuring active participation by students in those areas dealing with the allocation of resources such as the University Registration Fee and State-appropriated funds. However, to be effective, such participation cannot be achieved by measures which are expedient or improvised only as issues arise, and student involvement should certainly not consist of a series of concessions made as last steps to averting campus disruptions.

The responsibility of campus administrators is to draw students into the decision-making process in such a way that they will share in the responsibility for implementing decisions and also be held accountable for the quality of implementation. This involves more than the traditional device of giving students representation on committees and advisory councils. It requires finding a practical way by which students can share in the responsibility for governance on the campus.

The pattern which should evolve is one where a new level of trust and mutual engagement is not only possible but also is built into the policy implementation and review process through substantial student participation.

The Task Force notes with great interest the experience of some campuses where the University has actually employed student interns in key capacities in various administrative offices. The extension of such intership activity should be wisely and aggressively pursued so that students are involved not only in policy matters, but in the more important area of program implementation. In a sense, student participation in decision-making can be successful only when students also share in the responsibility of implementing programs as well as being held accountable for their success.

While student involvement as interns provides significant opportunity for the participation by students in the governance of the University, every effort should be made by campus administrators to utilize the officially constituted student government organization as the principal mechanism for engaging students in the decision-making process on the campus. No other campus organization provides wider representation from the student body or is authorized to conduct in its behalf as wide an array of activities. Student government would be strengthened if its participation in campus governance were formally recognized and widely known by all members of the campus community.

**RECOMMENDATION No.4:** The Academic Senate should continue to develop and implement procedures by which students become increasingly involved in consultation and discussion of matters related to scholarly endeavors, courses, and curricula.

The Academic Senate, whose membership includes all individuals in the Professor and Professor-in-Residence appointment series, provides the primary mechanism by which the faculty as a body participates in the governance of the University.

The Academic Senate is recognized in Section 105 of the Standing Orders of The Regents which states that: "The Academic Senate shall perform such duties as the Board may direct and shall exercise such powers as the Board may confer on it." The Senate is further authorized to delegate to its components various aspects of its responsibility, and it is primarily through the Divisions, Faculties, and Committees that the authority of the Senate is exercised.

Specific duties conferred on the Senate by the Standing Orders include, subject to the approval of the Board of Regents, determination of the conditions for admission, for certificates, and for degrees other than honorary degrees. The Senate recommends to the President all candidates for degrees in course and is consulted on the award of honorary degrees. The Senate determines the membership of the Faculties and councils. The Senate is authorized to advise Chancellors and the President regarding budget, the administration of the libraries of the University, and matters pertaining to the conduct and welfare of the University.

The most important matter delegated to the Senate, however, is the authority to "...authorize and supervise all courses and curricula" with the exceptions of those in the Hastings College of Law, the San Francisco Art Institute, professional schools offering work at the graduate level only, and non-degree courses in University Extension. It is primarily in the exercise of this authority that students have been and are interested in making inputs to the decisions of the Academic Senate.

The structure and operation of the Academic Senate is designed to carry out the limited responsibilities delegated by The Regents and to represent to the administration and The Regents the faculty viewpoint on matters which fall outside its delegated powers. For this reason, the Senate does not offer a suitable vehicle for expansion into an organization which would provide for the participation of the entire campus community in governance of the University. To attempt to alter its role in this way might well destroy its capacity to properly exercise its traditional role. We therefore do not recommend that its membership be enlarged to include other segments of the University or that its functions be significantly altered from those which it now exercises.

Student participation in the activities of the Senate in ways which conform to the recommendation made above is already significant. For many years, students have participated in the deliberations of Senate committees on some campuses, and the recent increase in the desires of students to become more involved in their own educational process has stimulated this type of participation to a marked degree. All

campuses now provide for some student representation on important committees, and on some campuses students chosen by the student government organization are welcomed as members of all committees except those dealing with confidential personnel matters. The Task Force believes that a logical and appropriate goal should be the seating of fully participating student members on all Academic Senate committees except those dealing with personnel matters. All student members of such Senate committees, as well as the student body president, on each campus should be given the privilege of the floor at meetings of the Senate Divisions.

Last year, the Academic Council and the Assembly of the Academic Senate, after meetings with student representatives, directed the University Committee on Educational Policy to undertake a study of the ways in which student participation in the activities of the Senate at all levels could be made more effective. Recommendations resulting from this study are expected in the near future.

In general, we believe that the recommendation regarding student participation in Senate activities is already in the process of implementation and that continued development of present trends will accomplish the desired objectives.

**RECOMMENDATION No. 5:** In the light of prior recommendations and in order to insure effective, representative student involvement in campus decision-making processes, student governments should be strengthened by all possible means.

To this point, our report has focused upon the crucial points at the campus level where decisions in which students have a legitimate interest are made. The thrust of our recommendations has been aimed at expanding the impact of student views at these decision points through formal mechanisms, advice, and participation in discussion.

Focusing on Student Governments, the Task Force feels strongly that wherever possible this formal embodiment of student interest should be utilized as the focal point for contact with other segments of the University community. Hopefully this focus will strengthen the existing student body organizations and increase their legitimacy in the eyes of the constituency they are supposed to represent.

We are deeply aware that criticism is frequently levelled at student governments on the basis of their unrepresentativeness, a criticism rejected by the Task Force. While administrative authority is highly centralized in a Chancellor's office and while a Senate Division speaks for the Faculty (however divided its votes may be), questions are often raised about the validity of pronouncements of student governments because of a low vote in student government elections or, more frequently, because the particular stand is distasteful to the critic. While rejecting this point of view, we do, however, feel strongly that the validity of student government will be strengthened in the view of other campus constituencies if student participation in student body elections is increased. We urge, therefore, that student leaders make every effort to raise interest and participation in student elections. This, coupled with our other recommendations, should go a long way to strengthen the student governments.

The Task Force recommends that wherever possible other members of the campus community utilize the elected student body organization in selecting membership on committees, advisory groups, etc. The student governments, in turn, should give serious consideration to the problems of recruiting additional student leaders, of providing a basic orientation for them, and of working in cooperation with the other centers of power on the campus. This interaction, providing continuity, valid student viewpoints, and strengthening of the legitimate student organizations, we find decidedly preferable to the ad hoc, crisis-oriented, arrangements that have been utilized, all too frequently, in the past.

To further strengthen student governments, the Task Force believes that all income derived from student activities fees (self-assessed) should be administered by students. This would include allocations to such student-life activities as student press, recreational activities, and student union programs, and the implementation of these activities. Faculty and administrative advice should be limited to providing an understanding of budgets, contracts, and other documents so that all transactions will stay within University guidelines.

While our main concern has been with student participation, the Task Force also recommends that faculty and administration spokesmen should be, where appropriate, granted similar opportunities to present their views before student body groups. Communication, to be effective, must be a two-way affair and this, we believe, can only be accomplished by increased involvement by all members of the University in those areas of mutual concern.

**RECOMMENDATION No. 6:** Campuses should provide a means by which broad concerns of the University can be discussed by representatives of the entire community -- faculty, students, staff, and administration -- and which would provide advice to the various segments of the University.

Our recommendations have essentially dealt with student participation in campus governance. The Task Force also believes that there is a need for some mechanism whereby all constituencies on the campus may come together. There is value in a broad campus forum, involving students, faculty, administration, and staff, to consider campus-wide issues and problems which are of interest to more than one group. This forum would serve in an advisory capacity to each of the constituencies on the campus. Furthermore, such a group might be a coordinating body for preparing policy proposals and for providing a mechanism for debate on paramount matters affecting the whole campus.

How this forum is developed will depend on the relationship values on the campus, historical development, size and the philosophy and attitude of its constituent members.

Regardless of form, however, consideration must be given to the involvement of students in the development of any broad campus mechanism. Further, as involvement of students at various levels of decision-making on a campus develops, the provisions for a broad campus forum for policies and issues cannot be ignored. We do not envision such a forum as limited to advising the administration but rather any segment of the campus -- student government and Senate Division as well as Chancellor.

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# Instructions to Appointment and Promotion Committees

Herewith you will find an official copy of the newly revised *Instructions to Appointment and Promotion Committees*. This version is effective immediately. It supersedes the version which appears in the May 1968 edition of the *Faculty Handbook*, and which was issued by the President on December 31, 1965.

As you know, the process of revision has involved lengthy consultation with Academic Senate committees, both at campus and Universitywide levels, discussions in the Council of Chancellors, and the efforts of a joint ad hoc faculty-administrative committee.

These Instructions play a very important role in the maintenance of the quality of the University. I believe that some significant improvements have been made in the Instructions. I know they will continue to serve us well.

Charles J. Hitch

## PURPOSE AND RESPONSIBILITY OF THE REVIEW COMMITTEES

The quality of the faculty of the University of California is maintained primarily through objective and thorough appraisal, by competent faculty members, of each candidate for appointment or promotion. Responsibility for this appraisal falls largely upon the review committees nominated by the Committee on Budget and Interdepartmental Relations and appointed by the Chancellor or his designated representative. It is the duty of these committees to ascertain the present fitness of each candidate and the likelihood of his pursuing a productive career. In judging the fitness of the candidate it is appropriate to consider his professional integrity as evidenced by his performance of his duties. (A useful guide for such consideration is furnished by the Statement on Professional Ethics issued by the American Association of University Professors. A copy of this Statement is appended to these instructions for purposes of reference.) Implied in the committee's responsibility for building and maintaining a faculty of the highest excellence is also a responsibility to the candidate for just recognition and encouragement of achievement.

## MAINTENANCE OF THE COMMITTEE'S EFFECTIVENESS

(1) THE MEMBERSHIP, DELIBERATIONS, AND RECOMMENDATIONS OF THE REVIEW COMMITTEE ARE STRICTLY CONFIDENTIAL. The chairman of an appointment or promotion committee should remind members of the committee, and others whom it is essential for the committee to consult, of the confidential nature of the assignment. This should be kept in mind for arranging for all written or oral communications; and when recommendations with supporting documents have been forwarded, all copies or preliminary drafts should be destroyed.

(2) The whole system of review by appointment and promotion committees depends for its effectiveness upon each committee's prompt attention to its assignment and its conduct of the review with all possible dispatch, consistent with judicious and thorough consideration of the case.

(3) The Chairman of the review committee has the responsibility of making sure that each member of the committee has read and understands these instructions.

## PROCEDURE

(1) General — Recommendations for appointments and promotions normally originate with the Department Chairman. His letter of recommendation should provide a comprehensive assessment of the candidate's qualifications together with detailed evidence to support this evaluation. The letter should also present a report of the Department Chairman's consultation with the members of his Department, including any dissenting opinions. In addition to his letter of recommendation, the Department Chairman is expected to assemble and submit to the Chancellor an up-to-date biography and bibliography, together with copies of research publications or other scholarly or creative work.

(2) Appointments — The Department Chairman should include in his documentation opinions from colleagues in other institutions where the nominee has served and from other qualified persons having firsthand knowledge of the nominee's attainments. Extramural opinions are imperative in the case of proposed appointments to tenure status of persons from outside the University.

(3) Promotions — Promotions are based on merit; they are not automatic. Achievement, as it is demonstrated, should be rewarded by promotion. Promotions to tenure positions should be based on consideration of comparable work in a man's own field or in closely related fields. The Department and the review committee should consider how the candidate stands in relation to other people in his field outside the University who might be considered alternative candidates for the position. It is also recommended that the Department Chairman supplement the opinions of his colleagues within the Department by letters from distinguished extramural informants.

(4) Assessment of Evidence — The review committee shall assess the adequacy of the evidence submitted. If in the committee's judgment the evidence is insufficient to reach a clear recommendation, the committee chairman, through the Chancellor, shall request amplification. In every case all obtainable evidence shall be carefully considered.

If according to all obtainable evidence, the candidate fails to meet the criteria set forth in Section d. below, the committee should recommend against appointment or promotion. If, on the other hand, there is evidence of unusual achievement, and exceptional promise of continued growth the committee should not hesitate to endorse a recommendation for accelerated advancement.

## CRITERIA FOR APPOINTMENT AND PROMOTION

The review committee shall judge the candidate with respect to the proposed rank and duties, considering the record of his performance in (a) teaching, (b) research or other creative work, (c) professional activity, and (d) university and public service. In evaluating the candidate's qualifications within these areas, the review committee shall exercise reasonable flexibility, balancing, where the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. The review committee must judge whether the candidate is engaging in a program of work that is both sound and productive. As the University enters new fields of endeavor and refocuses its ongoing activities, cases will arise in which the proper work of faculty members departs markedly from established academic patterns. In such cases the review committee must take exceptional care to apply the criteria with sufficient flexibility. However, flexibility does not entail a relaxation of high standards. Superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions. Insistence upon this standard for holders of the professorship is necessary for maintenance of the quality of the University as an institution dedicated to the discovery and transmission of knowledge.

The criteria set forth below are intended to serve as a guide in judging the candidate, not to set boundaries to the elements of performance that may be considered.

(1) Teaching — Effective teaching is an essential criterion to appointment or advancement. Under no circumstances will a tenure commitment be made unless there is clear documentation of ability and diligence in the teaching role. In judging the effectiveness of a candidate's teaching, the committee should consider such points as the following: the candidate's command of his subject; his continuous growth in his field; his ability to organize his material and to present it with force and logic; his capacity to awaken in students an awareness of the relationship of his subject to other fields of knowledge; his grasp of general objectives; the spirit and enthusiasm which vitalize his learning and teaching; his ability to arouse curiosity in beginning students and to stimulate advanced students to creative work; his personal attributes as they affect his teaching and his students; the extent and skill of his participation in the general guidance and advising of students. The committee should pay due attention to the variety of demands placed on

instructors by the types of teaching called for in various disciplines and at various levels, and should judge the total performance of the candidate with proper reference to his assigned teaching responsibilities. The committee should clearly indicate the sources of evidence on which its appraisal of teaching competence has been based. In those exceptional cases where no such evidence is available, the candidate's potentialities as a teacher may be indicated in closely analogous activities.

It is the responsibility of the Department Chairman to submit meaningful statements, accompanied by evidence, including evaluations of the candidate solicited from students, concerning the candidate's teaching effectiveness at lower-division, upper-division, and graduate levels of instruction. If such information is not included in the letter of recommendation, it is the review committee chairman's responsibility to request it, through the Chancellor.

No single set of satisfactory criteria can be prescribed; however, among significant types of evidence of teaching effectiveness are the following: (1) Opinions of other members of the candidate's Department, particularly if based on class visitations, on attendance at public lectures or lectures before professional societies given by the candidate, or on the candidate's results in courses prerequisite to those of the informant. (2) Opinions of students. (3) Opinions of graduates who have achieved notable professional success since leaving the University. (4) Number and caliber of students guided in research by the candidate and of those attracted to the campus by his reputation as a leader. (5) Development of new and effective techniques of instruction.

(2) Research and Creative Work — Evidence of a productive and creative mind should be sought in the candidate's published research or recognized artistic production in original architectural or engineering designs, or the like.

Publications in research and other creative accomplishment should be evaluated, not merely enumerated. There should be evidence that the candidate is continuously and effectively engaged in creative activity of high quality and significance. Work in progress should be assessed whenever possible. When published work is joint authorship (or other product of joint effort) is presented as evidence it is the responsibility of the Department Chairman to establish as clearly as possible the role of the candidate in the joint effort. It should be recognized that special cases of collaboration occur in the performing arts and that the contribution of a particular collaborator may not be readily discernible as is by those viewing the finished work. When the candidate is such a collaborator it is the responsibility of the Department Chairman to make a separate evaluation of the candidate's contribution and to provide outside opinions based on observation of the work while in progress. Accounts should be taken of the type and quality of creative activity normally expected in the candidate's field. Appraisals of publications or other works in the scholarly and critical literature provide important testimony.

Textbooks, reports, circulars, and similar publications normally considered evidence of teaching ability or public service, or contributions by candidates in the professional school faculties to the professional literature, the advancement of professional practice or of professional education, should be judged creative work when they present new ideas or incorporate scholarly research.

In certain fields such as art, architecture, dance, music, literature, and drama, distinguished creation should receive consideration equivalent to that accorded to distinction attained in research. In evaluating artistic creativity, an attempt should be made to define the candidate's merit in the light of such criteria as originality, scope, richness, and depth of creative expression. It should be recognized that in music, drama, and dance, distinguished performance, including conducting and directing, is evidence of a candidate's creativity.

(3) Professional Competence and Activity — In certain positions in the professional schools and colleges, such as architecture, business administration, dentistry, engineering, law, medicine, etc., a demonstrated distinction in the special competences appropriate to the field and its characteristic activities should be recognized as a criterion for appointment or promotion. The candidate's professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems. It is the responsibility of the Department Chairman to provide evidence that the position in question is of the type described above and that the candidate is qualified to fill it.

(4) University and Public Service — The faculty plays an important role in the administration of the University and in the formulation of its policies. Recognition should therefore be given to scholars who prove themselves to be able administrators and who participate effectively and imaginatively in faculty government and the formulation of departmental, college, and University policies. Services by members of the faculty to the community, state, and nation, both in their special capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality, should likewise be recognized as evidence for promotion. Similarly, contributions to student welfare through service on student-faculty committees and as adviser to student organizations should be recognized as evidence.

## THE REPORT

(1) The report of the review committee forms the basis for further review by the Budget Committee and for action by the Chancellor and by the President. Consequently, it should include an appraisal of all significant evidence, favorable and unfavorable. It should be specific and analytical and should include the review committee's evaluation of the candidate with respect to each of the qualifications specified above. It should be adequately documented by reference to the supporting material.

(2) The review committee has the responsibility of making an unequivocal recommendation. No member should subscribe to the report if it does not represent his judgment. If the committee cannot come to a unanimous decision, the division of the committee and the reason therefore should be communicated either in the body of the report or in separate concurring or dissenting statements by individual members, submitted with the main report and with the cognizance of the other committee members.

For reference, the AAUP Statement on Professional Ethics follows.

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS BULLETIN  
VOL. 52, P. 290-291, 1966  
(REPRINTED) VOL. 55, P. 86-87, 1969  
STATEMENT ON PROFESSIONAL ETHICS  
(ENDORSED BY THE FIFTY-SECOND ANNUAL MEETING)

I. The professor, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the special responsibilities placed upon him. His primary responsibility to his subject is to seek and to state the truth as he sees it. To this end he devotes his energies to developing and improving his scholarly competence. He accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. He practices intellectual honesty. Although he may follow subsidiary interests, these interests must never seriously hamper or compromise his freedom of inquiry.

II. As a teacher, the professor encourages the free pursuit of learning in his students. He holds before them the best scholarly standards of his discipline. He demonstrates respect for the student as an individual, and adheres to his proper role as intellectual guide and counselor. He makes every reasonable effort to foster honest academic conduct and to assure that his evaluation of students reflects their true merit. He respects the confidential nature of the relationship between professor and student. He avoids any exploitation of students for his private advantage and acknowledges significant assistance from them. He protects their academic freedom.

III. As a colleague, the professor has obligations that derive from common membership in the community of scholars. He respects and defends the free inquiry of his associates. In the exchange of criticism and ideas he shows due respect for the opinions of others. He acknowledges his academic debts and strives to be objective in his professional judgment of colleagues. He accepts his share of faculty responsibilities for the governance of his institution.

IV. As a member of his institution, the professor seeks above all to be an effective teacher and scholar. Although he observes the stated regulations of the institution, provided they do not contravene academic freedom, he maintains his right to criticize and seek revision. He determines the amount and character of the work he does outside his institution with due regard to his paramount responsibilities within it. When considering the interruption or termination of his service, he recognizes the effect of his decision upon the program of the institution and gives due notice of his intentions.

V. As a member of his community, the professor has the rights and obligations of any citizen. He measures the urgency of these obligations in the light of his responsibilities to his subject, to his students, to his profession, and to his institution. When he speaks or acts as a private person he avoids creating the impression that he speaks or acts for his college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.



# Mansfield on the movies

by  
Richard  
Mansfield

Though films show little evidence of having exhausted sexual display, there seems to be a pause just now, a period of rest.

Several years ago, you will remember, the world was shocked by the naked breasts of a whore in "The Pawnbroker." This was the first high-quality film to go topless.

Then other sexual matters became popular: sadism, homosexuality, graphic display of the private zones of many stars, rape, orgy and all the rest.

And now, for some reason, films are including only a brief and expedient scene, usually unrelated to the overall film and placed, like a postage stamp, merely to get the message across.

These new cameo dramas,

where the hero and heroine stop together for a while, are similar to the Elizabethan practice of praising the queen or Chaucer's apologies.

In a curious way, the director often seems to include his minute of sex to demonstrate that his film is honest and realistic.

Realism in art has had an unfortunate and, I think, losing war with Romanticism. Crudely stated, the Realist Tradition attempts to "portray life as it really is."

Proponents, then, avoid the bizarre and the artificial in favor of earthy and often crummy subject matter.

But "as it is" life is too often depressing or simply boring. That is one of the reasons we go to films in the first place. We want some excitement, some compression.

It is unfortunate that certain movies are trying so very hard to show us our own world. We would prefer to see the more interesting world of the theatre.

You realize, don't you, that films like "Medium Cool" and "Easy Rider" are popular only because they take a popular moral position?

As art they are incompetent and tedious. But merely because they express a viewpoint which is currently in vogue—they are lauded by thousands of microskirted teenieboppers and their intellectual kind.

Have you even wondered about all the things that happen in real life that never happen in art? Have you ever read or seen on film someone: passing air, picking his nose or scratching himself in areas

where one is least likely to scratch in public?

Well, get ready. Since sex is no longer shocking, and since violence is recherche—the little moments of human realism, never before seen, are coming next.

The Realist tradition is relentless. "Portnoy's Complaint" has released a flood of disgusting exhibitionists in all the arts and now, to "portray life as it really is," we shall see our hero and heroine performing all their physical functions.

Why have artists traditionally paid no attention to the bathroom as an area of human activity? Because going to the bathroom is very ugly and very boring.

But these are jaded times. And I suppose it is only fitting that we now look for novelty and sensations in things which are old and tiresome.

The director of "Lillies of the Field," Ralph Nelson, has made a new movie called "Soldier Blue" which includes,

among other things, the amputation of Candy Bergen's breast which is then used as a ball—soldiers hit it back and forth.

Also, actor Peter Strauss will throw up on screen for us, violently, followed by a series of dry heaves.

A friend of mine said that this is a correct form of entertainment for a society which fouls its drinking water and its air.

"Movies," he went on, "would surely be much more relevant if reality instead of fantasy were more often the case."

"Much more relevant," I replied in my finest Eighteenth Century syntax, "my dear fellow, I dare say, but it would not be near so much like a movie."

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came through  
a glimpse beyond the sharper edge  
of splinters  
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harder lines  
than shadows of Herself  
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is but a sharp edge  
we walk upon  
picking splinters from our feet  
and blinded by reflections

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A Service of Film-makers And Theaters.  
G—General Audiences  
M—Mature Audiences  
R—Persons Under 16 Not Admitted  
X—Persons Under 18 Not Admitted

# EL GAUCHO KIOSK

## Meetings

Honeybees: no meeting this week.  
 Chimes: today in 2284 UCen, 4 p.m.  
 IRO: today at the Interim, 4 p.m. IRO discussion with Garrett Hardin on "Abortion."  
 Spurs: today in 2272 UCen, 4 p.m.  
 Poli. Sci. 194 (JAR): today in 2272 UCen, 6 p.m. Mandatory for poli. sci. 194 (JAR) students.  
 Flying Club: today in 1802 Psych., 7 p.m. Slides of Apollo 12 will be shown.  
 Photography Club: today in 1124 SH, 7 p.m. Bring prints for a show-and-tell critique session.  
 Rugger Huggers: today in 1125 RG, 7 p.m.  
 Young Democrats: today in 1131 SH, 7 p.m. Y.D. dialogue series with Bill Allen, and a discussion of upcoming campaigns.  
 PILL: today in the carpeted area of the UCen cafeteria, 7:30 p.m. General meeting for all members.  
 Sailing Team: today at 6651 del Playa No. 9, 9:30 p.m.  
 Big Brother and Big Sister Program: today at Dick's, 10 p.m.

## Things

Concert: chamber music, today in Lehmann Concert Hall, noon.  
 Lecture: "Mainstream Mantle Convection and Fossil Subduction Zones," today in 1100 Phys. Sci., 4 p.m.  
 Chem seminar: "Free-radical Substitution and Addition Reactions of Allenes," today in 1171 Chem., 4 p.m.  
 Engineering Lecture: "Lasers and Their Application to Deep Space Communications and Tracking," by Michael S. Shumate, chief communications scientist, Jet Propulsion Lab, Pasadena, Caltech. Today in 1104 Engr., 4 p.m. Open to all students.  
 Table Tennis: every Wednesday in the Anacapa rec room, 7-10 p.m.  
 Drama: performances by the East Bay Sharks of "Noah" and "Pumpkin," today in the UCen Program Lounge, 8 p.m. No admission charge.  
 Dance: every Wednesday in the UCen Program Lounge, 9 p.m.  
 Goleta Valley Night: in conjunction with the opening of RRR, tonight in CH, 8 p.m.

## Tomorrow

"Soviet Peking Relations and Its Implications on Foreign Policy": by Paul E. Zinner, UCD, tomorrow in 1640 Physics, 4 p.m.  
 Chemistry Seminar: "Biological and Chemical Nitrogen Fixation," by George W. Parshall, Central Research Department, E.I. Dupont de Nemours and Co.; tomorrow in 1171 Chem., 4 p.m.  
 Roadrunner Revue: Musical and comedy production, tomorrow through Saturday in CH, 8:30 p.m. Tickets at the door \$2.25; students, faculty and staff in advance Feb. 4-5, \$1; Feb. 6-7 \$1.75 at UCen information booth.

## Announcement

Sign-ups are now being taken for the All-Cal Winter Carnival ski trip to be held at Heavenly Valley. Three and five day packages are available. Limited number of reservations available, so sign up now. For further information, contact Rec Office.

# Chamber music concert to feature Faure works

Works by Mozart, Beethoven and Faure will form the program for a UCSB Faculty Chamber Music concert in Lotte Lehmann Concert Hall at 8 p.m. Friday, Feb. 6. The performing quartet will include Stefan Krayk, violinist; Peter Mark, violist; Geoffrey Rutkowski, cellist; and Robert Silverman, pianist.

The public is invited to attend the concert. A \$1 donation at the door will benefit the Music Scholarship Fund. The faculty artists also will appear in an open rehearsal at noon tomorrow in Lotte Lehmann Hall to which the public is invited without charge.

## Series of best films presented

The best of recently produced student-made films, about 40 in all, will be shown in a three-part series entitled "Take One" to be seen in UCSB's Campbell Hall beginning Friday, Feb. 13, at 6 and 9 p.m.

Student-made films from UCLA and the University of Southern California have been shown locally on a regular basis, but this series is the first presentation of such films from colleges and universities throughout the country.

The program will include "Duo in G Major, K. 423, for Violin and Viola" by Mozart; "Trio in C Minor, Opus 9, No. 3, for Violin, Viola and Cello" by Beethoven; and "Quartet in C Minor, Opus 15, for Piano, Violin, Viola and Cello" by Faure.

All members of the UCSB music faculty, the artists are well known for their appearances here and elsewhere. Professor Krayk, former violinist with the Paganini Quartet, is the founder of the Fine Arts Trio. Now in his twentieth year at UCSB, he is a veteran soloist who has been a guest with major orchestras throughout the nation.

Cellist Rutkowski is a former student of Pablo Casals and also had studied with Gabor Rejto at the University of Southern California and later with Jaza Nelsova of the Juilliard School of Music. He is a member of the Fine Arts Trio. Winner of numerous scholarships and prizes, he has studied since the age of eight and made his debut at age 13. Rutkowski has been acclaimed by critics in a number of performances and plans his European debut next fall.

A member of the UCSB faculty since 1965, Mark is violist with the Los Angeles String Quartet and principal violist of the California Chamber Symphony in Los Angeles. He has performed recitals in Europe, South America and the U.S. and has appeared as solo violist with the Juilliard, Santa Barbara and Princeton Symphonies and the Chicago Lyric Opera.

Silverman, 1967 recipient of the \$5,000 first prize in Canada's top piano competition, the Concours Jeunesses Musicales, has made appearances throughout North America. He has performed with major symphony orchestras under such distinguished conductors as Soiji Ozawa, Walter Hendl, Laszlo Somogyi, Wilfred Pelletier and Arthur Fiedler.

# Classified Ads

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COMMENT IN PASSING

## A Punch for the Park

By JOHN R. PETTMAN

It was a sight to behold last Friday night when some 18 scraggly, yet brave boxers checked into Robertson Gymnasium for the official weigh-ins prior to a program of fistic frolic and furor.

Draped in a variety of colorful costumes, ranging from a pair of flamboyant black tights with gold supporter to the more familiar faded blue gym shorts, this staggering array of masculinity could have well been mistaken for a stranded gypsy ballet company rather than a stranded gypsy ballet company rather than a hard-nosed gang of pesky pugilists.

Here was Salvador Ortiz, whose name lent credence to this crusty evening of combat, standing dripping wet on the scales which failed to tip 120 pounds, while behind him awaited a snorting Mark Espy whose muscular frame shook the weights to 212.

### Friday Night at the Fights

With their chests expanded and guts sucked in, these behemoths of the ring filed one by one onto the scale and on past the locker room mirror for a final flex before charging down the corridor to ringside.

Meanwhile, an apprehensive yet energetic crowd began to cry for action and the stage was set. It was truly Friday Night at the Fights!

The event was a fitting climax to one of the most productive and successful Greek Weeks ever held at UCSB, and for the price of a Teddy Roosevelt pass to help build Permanent Park, fight fans never had it so good.

### Gross Nearly \$4,200

Promoters Shel Thompson, president of the Inter-Fraternity Council and Bill Matthews, Greek Week chairman, did a whale of a job in piloting this year's Permanent Park project which has grossed nearly \$4,200 to date.

Earlier activities included the All Greek vs. Independent IM basketball titanic and there was a mammoth Scofield Park outing thrown in too...all for the price of a buck.

It was a pretty cheap investment for helping to make Isla Vista a better and more beautiful place to live.

Not satisfied in just directing Greek Week operations 14 hours a day from a variety of campus command posts, Thompson insisted in practicing what he was preaching and entered himself in the boxing tournament.

### Toothpick Arms

Looking more like a caricature of Sad Sack than a toughened 161 pound middleweight, the pride of Sigma Pi powered his way to a scintillating draw with Greg Lauer, a 170 pound independent who matched Thompson not only in the ring, but in blond hair, blue eyes and toothpick arms.

The Lambda Chi's were well represented with five entrants including former football flash Jack White, a 181 pound heavyweight who prevailed over Larry Flashberg, 166 pound middleweight representing ENF.

There were nine bouts in all, each one a smash hit in its own right, and the entire evening was coordinated by Ray Tischer of the Santa Barbara Recreation Department and Boxing Club.

Tischer and his crew, including referee Hugh Lindsay and judges Jack Fox, Bill Richardson and Bob Kelly all helped to turn a possible fiasco into a polished and fun-filled evening.

To all concerned, from the clean-up crews to the captain of the ship, congratulations for a job well done—and may the flowers spring eternal from Permanent Park!

## Lambda Chis have it tough - GBTB's tonight

By CLAY KALLAM  
Staff Writer

Lambda Chi Alpha has a tough week coming up. Tonight in Robertson Gym they face the defending champion GBTBs in a battle of undefeated teams—and then Sunday they take on the powerful Delts, a pair of games that will go a long way toward deciding the outcome of the Carrier League race.

In the Alcindor League, a replay of the first Pass/Fail Sigma Chi game (which was won 64-59, maybe, by Sigma Chi, but scoresheet discrepancies caused the replay) is set for Sunday at 9 a.m. and tomorrow night Pass/Fail meets the Phi Delts.

But basketball is not the only activity underway over in the new IM offices (trailer 568B, next to Robertson Gym) as tennis doubles have been

rescheduled for this weekend. Entries can be filed up to Friday with competition starting at 10 a.m. on the West courts.

In tennis singles, George Houghton of Pima grabbed off first place for both himself and his team, Dave Manella came in second and Robert Burroughs (Nicklebaggers) and Blair Hoffman (Cypress) tied for third. Sigma Chi tied for first in the team totals as they continued their attempt to earn their second All-School trophy in the last three years.

Women's flag football, which will get underway this spring, has a mandatory meeting for all managers and team captains next Tuesday at 4 p.m. in 1125 RG. The Strapp and the Chinese Bandits both will return again this season to renew their titanic conflict of last year.

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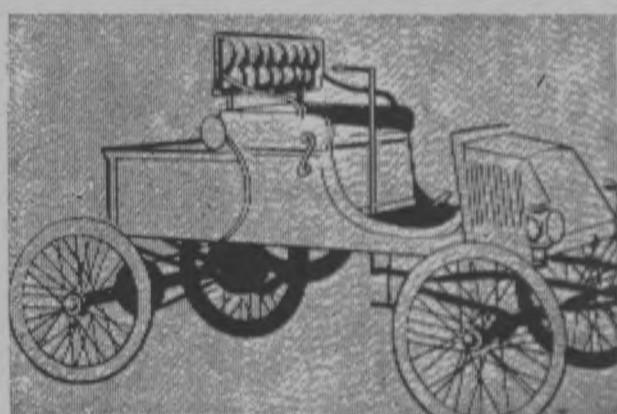
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FEBRUARY 10, 1970 Interviews

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# AP poll indicates draft lottery failing in quotas

By GARY HANAUER  
Staff Writer  
(Third in a series on the Draft)  
A recent Associated Press poll indicates that the month-old draft lottery system is already failing.

Selective Service officials in 15 states say they probably will be unable to fill their February draft quotas because of federal orders to call no one beyond lottery number 60.

Officials in 15 other states and New York City said they could not tell at this time. California is included among these states.

Selective service officials in 16 states and the District of Columbia said they thought they could meet their quotas. Four state officials could not be reached for comment.

A Selective Service spokesman said the point of the February ceiling was to determine whether the Pentagon's call for 19,000 men could be met under such a restriction. He said if it could not be, the difference would be made up in a later call.

Another purpose of the ceiling is to insure that the 366 lottery numbers are called relatively uniformly

throughout the country. Without a ceiling there could be a wide difference in lottery numbers called by local boards. One board might have a large pool of men distributed fairly evenly over the 336 numbers, while another might not.

A look at the January and February draft quotas reveals another startling thing about the "new" draft system: if lottery calls keep up at the present rate, all 366 numbers will be called this year.

The January call ceiling was to number 30. February added an additional 30 numbers.

States which said it was unlikely they could meet their quotas were: Iowa, Louisiana, Mississippi, South Carolina, Alabama, Missouri, Georgia, Florida, Oklahoma, Illinois, Washington, New Hampshire, Maine, Michigan and New York state (excluding New York City).

States which said it was likely they could meet their February quotas were: Ohio, Nebraska, Nevada, West Virginia, Texas, Minnesota, Vermont, Indiana, Wyoming, Montana, Kentucky, Utah, New Mexico, Colorado, Connecticut and Idaho.

Officials in Alaska, Delaware, North Dakota and South Dakota could not be reached for comment.

## Firing review

(Continued from p. 1)  
than just the question of Allen's job is involved in the current controversy at UCSB, both the graduate and undergraduate councils outlined certain long-range objectives concerning increased student participation at the departmental level for the assessment, recruitment and promotion of faculty members.

GSA members urged that the Academic Senate pass a "resolution to enable representative graduate and undergraduate students to participate in the deliberations of all Academic Senate and departmental committees, including Budget, Privileges, Tenure and Academic Personnel."

They particularly requested a change in the Standing Orders of the Regents to grant student representatives the right to vote in the Academic Senate.

## Recommendations

(Continued from p. 1)  
the withdrawal of university initiated complaints, the use of administrative influence to withdraw the remaining complaints, the issuing of a statement by the Chancellor's Office encouraging the university community to override all costs of charges not withdrawn, the cessation of further warrants, the removal of the 14 day suspensions, the dropping of disciplinary actions which three students are subject to and university supplied references to enable the defendants to be released on their own recognizance.

Legassick also informed the students at the rally that students were identified through the aid of administration officials and that Dean Evans personally signed two warrants. He claimed that 12 other warrants were also signed by administration officials.

## Senate

(Continued from p. 1)  
professor Harry Girvetz, chairman of the Committee on Privilege and Tenure. Girvetz talked about hard battles fought by faculty in the past to convince the Regents to allow them the autonomy of professionalism through confidential judgement by peers. He said that if the Senate was to "sabotage the structure by giving power to the students" then it would in effect give the power back to the Regents "to where it came from and really is."

After Lewis Walton, statewide chairman of the committee on rules and jurisdiction, said that the Senate did not have the authority to set up a tripartite review board including students, it was proposed that the Senate recommend that the commission be set up by the Chancellor.

Acting Chancellor Buchanan then declared that the Chancellor "cannot act on releasing confidential material unless instructed by the Senate," whereupon Senate Chairman Walters said that he thought the Senate did not have that authority. He was joined by Walton, who predicted that his committee would rule that such a recommendation would be illegal.

## Leg Council

There will be a Leg Council meeting tonight at 7 sharp. It will be held at St. Mark's to accommodate Vice President Greg Knell and Non-Affiliated Rep Linda Rudolph, who are among those banned from campus.

### Shumate laser lecture is today

Use of the laser as a means of transmitting high speed data, relating specifically to its proposed utilization in deep-space probes to Mars and beyond, will be discussed in a lecture by Michael S. Shumate today in 1104 Engineering at 4 p.m.

Shumate is a group leader in the Communications Elements Research Section at the California Institute of Technology's Jet Propulsion Lab.

The lecture is open to all those interested.

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