

1968 Unrest

Faculty Perspectives on

1968

# CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

# WESTERN UNION

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CHAIRMAN OF THE BOARD

# TELEGRAM

R. W. McFA (349)  
PRESIDENT  
1968 MAY 20 AM 8-08

# SYMBOLS

DL=Day Letter

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P BRA379 PDF=BALTIMORE MD 19 346P EDT=

DR LUNA MISHOE=

PRESIDENT OF DELAWARE STATE COLLEGE DOVER DEL=

:SORRY ABOUT THE SITUATION AT YOUR INSTITUTION DONT GIVE  
UP IF WE CAN HELP LET US KNOW=

PROFESSOR AND MRS WOODWARD MORGAN STATE COLLEGE=



DELAWARE STATE COLLEGE  
Dover, Delaware

A STATEMENT OF THE FACULTY ON THE DISRUPTION OF A COLLEGE ACTIVITY

The Faculty of Delaware State College hereby censures the group of students who prevented the dedication of the MARTIN LUTHER KING, JR. STUDENT CENTER and the MEN'S DORMITORY NUMBER TWO on Friday, May 10, 1968.

The actions of these students disgraced the college community, were disrespectful to the Governor of the State and the President of this College and dishonored the memory of the late Dr. Martin Luther King, Jr. These actions we censure and condemn.

We further find that in asserting its right to name the new men's residence hall, this group seemed willing to deprive the Alumni, the Faculty, the Administration and the Board of Trustees of their traditional parts in such a decision. Such wanton disregard of others' rights is not consistent with responsible student power and must be condemned.

This group attempted to dictate its will to the Board of Trustees, not merely as to the name of the new residence hall, but also as to when the Board would make its decision. This attempt to avoid democratic procedure, evidences an immaturity inconsistent with responsible student power. It must also be condemned.

"Enrollment in the College carries with it obligations in regard to conduct not only inside, but also outside the classroom, and students are expected to conduct themselves in such a manner



as to be a credit both to themselves and to the College." (Student Handbook, Page 29)

The Faculty wishes to take this opportunity to inform the Students that:

1. The disruption of any official College function  
or
  2. The public insult of any state official, college administrator, or faculty member,
- carries the penalty of immediate suspension.

THE FACULTY

Delaware State College

May 13, 1968



## SUMMARY REPORT OF THE FIVE COMMITTEES OF THE FACULTY WORKSHOP

May 27, 1968

### I. Increased communication among students, faculty and administration.

- \*A. Recommend electing every year a committee with a representation similar to the present "grievance" committee, e.g., 6 students, 4 trustees, 4 faculty members, to meet monthly or bi-monthly on a regular basis, to allow continuing discussion of problems of mutual concern. This committee might also be useful as an appeals committee, or grievance committee, when required.
- \*B. Recommend holding regularly scheduled monthly meetings open to all interested faculty (administrators too, of interested) and students, to maintain a continuing dialogue covering problem areas. A committee (student, or student-faculty) should be elected and charged with seeing that they are publicized, smoothly run, offer refreshments if desired. This committee might decide to specify certain topics to be discussed at each meeting.
- C. Recommend holding additional faculty meetings for informal discussion of basic issues, long-range plans, general policy, as well as more specific items, since the regular faculty meetings are always crammed with immediate necessary business, and less immediate issues are continually postponed. Suggest a monthly or bi-monthly informal discussion, or workshop. Topics to be decided by faculty.
- D. Recommend suggesting that students initiate a bi-weekly student newsletter to increase student-student communication.
- \*E. Recommend publication of the student handbook as quickly as possible to provide guidance for next year's students. Mimeographing would be preferable to printing, since revisions are made easier. Students should help, if possible. The handbook should include a clear statement of campus rules and penalties for infractions.
- F. Recommend faculty organize a series of workshops and leadership conferences for advisors and chief officers of student organizations.
- G. Recommend faculty and staff members wear identification badges during first week of school.
- H. Conduct orientation (at least of freshmen) concerning regulations, penalties, administrative officers and functions, student government, and relation of Delaware State College to present structure of American education.

### II. Increased student responsibility.

- A. Recommend that freshman orientation no longer be taught in Education 101, but instead that students themselves organize and carry out the orientation which they think necessary and helpful, for the benefit of freshmen.
- B. Each student organization should be free to select its own advisor(s) from the faculty. Faculty members should be free to accept or decline if overburdened.
- C. Recommend students (e.g., junior class, in spring) elect individuals who they think will provide good examples for incoming freshman, to live in freshmen dorms during their senior year, acting as friends and counselors.
- D. Each dormitory should elect a student committee to set up rules and means of enforcement for the residents.
- E. Recommend creating a student judiciary system with authority to judge and administer discipline in certain types of cases of infractions of rules.

\*Recommended by more than one committee



- F. Recommend that faculty advisors work with students to form a more stable and strong student government association.
- G. Recommend that students, with help of advisors, make efforts to awaken interest in campus problems on part of commuting students.
- H. Recommend that elected student representatives make sure (by polling if necessary) that they truly represent the majority of the student body when presenting statements and requests to faculty and administration. To avoid the possibility of a minority speaking for the majority, the faculty and administration ought carefully to determine that student assertions are really supported by the majority of students.

### III. Non-academic faculty responsibility.

- A. Faculty committees charged with specific tasks should be given a deadline, and progress reports should be required if the task is lengthy. The Dean should require compliance with deadlines for the benefit of faculty.
- B. Faculty members accepting advisory positions to student organizations should be responsible and energetic in their task.
- C. Freshmen would benefit from having one advisor in addition to department chairman. Recommend faculty freshman advisors.
- D. Recommend a faculty committee to be concerned with dormitory life.
- E. Recommend faculty work at maintaining a friendly, cordial campus atmosphere, to try to overcome the generation gap by encouraging free expression, but always retaining status as a teacher.
- F. The teacher should promote the development of the whole student, not merely his academic side. The teacher should provide a good example socially and culturally, as well as academically.
- G. Recommend attitude that student-faculty relations and problems are serious and should be dealt with in most thoughtful, enlightened manner.
- H. Recommend rethinking the Lyceum program, its aims and offerings, to make it more acceptable to students. Perhaps a larger budget should be requested, perhaps fewer programs should be attempted, perhaps both. The relation of the student activity fee to Lyceum and other cultural programs should be clarified.
- I. Recommend some faculty members be retained on 11-month basis to devise an orientation program. (Cf. I, H and II, A)
- J. Recommend a revival of the junior class symposium in which faculty members presented a series of open-end discussions.
- K. Teachers should suggest their students attend conferences and programs on class-related subject matter, as well as encouraging them to attend all activities sponsored by students and faculty. Faculty should also be encouraged to support these programs.
- L. Recommend utilizing opening faculty conference for discussing question: What shall we do with students who come to the College? The admissions policy is not as important as this question.

### IV. Academic Recommendations.

- A. Class sizes should be reduced to manageable proportions to allow better student-faculty contact.
- B. Teacher should clearly state the requirements of a course at the beginning. He should be prepared to justify his grading on an objective basis.
- C. Recommend more realistic method of grading, truly reflecting the student's achievement. Many grade too easy, some too hard.



- D. Faculty performance in class should be evaluated by some means. E.g. an outside evaluating organization. Or self-evaluation by each teacher.
- E. Student apathy reflects faculty apathy, which prevents best teaching. Faculty apathy could be reduced by: improved pay scale, less red tape. Improvements would also avoid our good faculty leaving. Recommend, to eliminate much confusion and red tape, that the Dean have an assistant dean to relieve him of more routine matters, free him for important matters.
- F. Recommend department chairman take more energetic role to improve instruction.
- G. Recommend that other members of the department share the advisory jobs with the chairman. (There should be a file folder for each student so that the necessary background information could be easily given to the advisor chosen) The advisor should recognize his limitations, however, and be ready to refer his advice to the department chairman for certain information or decisions, or to a non-academic counselor, depending on the student's need. Close intra-departmental relationships should exist for best atmosphere.
- H. Recommend more inter-departmental discussion on topics of mutual concern.
- I. Recommend yearly testing of majors by each department for help in assessing gains made by students in the particular discipline during that year. (These tests would not effect the student's grades, but would be for information)
- J. New teachers should be sought as soon as an opening appears, not at the last minute. Departmental representatives should attend professional conferences to recruit.
- K. Freshman English, grammar and composition, reading, and mathematics must be improved; this is more important than the social and cultural aspects.
- V. Miscellaneous recommendations.
  - A. Recommend careful selection of personnel who work directly with students on basis of personality traits which are needed for working with students.
  - B. Recommend improvement of the physical amenities on campus, e.g., more trees, shrubs, benches.
  - C. Recommend coordinating academic, social and cultural events of the College to avoid conflicts of schedule.
  - D. Recommend investigating procedures of other colleges and universities for handling student problems.

5/27/'68

Rona G. Finkelstein



September 16, 1968

To the Members of the Board of Trustees from the Faculty of  
Delaware State College:

We, the members of the Faculty of Delaware State College, would like to express our sincere appreciation to the members of the Board of Trustees for their untiring efforts and continual vigilance on behalf of the College. We are sympathetically aware of the difficult and demanding role the Board members have had to play since the student disorders last spring, and we understand the weight of the responsibility they bear. We especially wish to commend the Board of Trustees for its wholehearted cooperation in the important work of the Trustee-Student-Faculty Committee, which has begun the crucial job of furthering constructive communication within the College community.

The August 14 Policy Statement of the Board of Trustees provides an additional opportunity for constructive communication between Faculty and Trustees. The circumstances surrounding the Statement's release are themselves symbolic of the Trustees' openness to change and constant improvement. Meeting as it did in unprecedented summer session, and acting as it did without the accustomed assistance of the other sectors of the Delaware State College community, the Board of Trustees provided the College as a whole with an excellent example of the kind of spirit necessary in solving the problems which face us all. We would like, therefore, to offer some suggestions concerning the Policy Statement, in the belief that the Trustees will welcome the Faculty's considered judgement on these matters in the same cooperative spirit they have already manifested so well.

We find ourselves in complete agreement with the concern of the Trustees to avoid disruption of normal college functions while safeguarding the basic rights of all individuals.

Nevertheless, we believe that the Board of Trustees, in its understandable haste to set the record straight after a very difficult period for the College as a whole, has not done full justice to certain matters of principle and practice which are important to the proper functioning of Delaware State College. We therefore submit to the Board of Trustees our respectful disagreement with certain sections of its August 14 Policy Statement, together with



the reasons for our disagreement. It is our hope that the Board of Trustees will see the value of our reasoning and modify its policy in accordance with that reasoning.

Our disagreement with #5 of the Policy Statement is based upon four main points. First, the permit requirement outlined in #5 is so easily circumvented that it would do nothing to prevent disruptive activity. Secondly, the deterrence of campus disorders is effectively provided for in Trustee and Faculty statements exclusive of #5. Thirdly, the permit requirement is quite likely itself to provoke the very kind of student disorder it was drafted to prevent. We should like to discuss these points in some detail.

1. The permit requirement outlined in #5 is so easily circumvented that it would do nothing to prevent disruptive activity.

The members of the Faculty recognize and appreciate the Trustees' concern for the well-being of all the members of the Delaware State College community. We also appreciate their desire to protect the buildings and other physical property of the College, for which they are responsible to the people of Delaware, against the destruction and vandalism which often accompany student disorders. But we firmly believe that #5 will effectively protect neither people nor property. It is just too easily circumvented. The student agitator could simply ignore the regulation and hold his disruptive demonstration anyway. Or he could conceal his motives, obtain a permit, and hold his revolt under official auspices. Or he could let others organize an authorized demonstration and then attempt to turn it to his own disruptive purposes. The literature of radical agitation is filled with ways of circumventing regulations such as #5. In short, the permit regulation might prove a minor annoyance to the organizers of legitimate parades and demonstrations, but it would be no hindrance at all to the agitators of student revolution.

2. The deterrence of campus disorders is effectively provided for in Trustee and Faculty statements exclusive of #5.

First of all, the August 14 Policy Statement exclusive of #5 provides a more than adequate general basis for preventing disruptive behavior. #1 provides the basic principle: the right of demonstration does not permit the abridgement of the rights of others. And #4 makes explicit the chief offenses which constitute a violation of #1.

Furthermore, the Faculty resolution of May 13, 1968 gives disciplinary "teeth" to the general principles of #1 and #4. The



resolution includes the statement that:

"The disruption of any official College function,  
 . . . . ., carries  
 the penalty of immediate suspension."

Taken together, the Policy Statement and the Faculty resolution put every student on notice that disruptive behavior will under no circumstances be tolerated, and that if it occurs it will incur the severest penalties. If this notice does not suffice to deter student disorder, we cannot see what kind of College-based regulation might deter it.

3. The permit requirement is quite likely itself to provoke the very kind of student disorder it was drafted to prevent. Ironically, while the permit regulation can do no good, it may very well do irreparable harm. For it is quite possible that the regulation will itself become the students' chief grievance against Delaware State College. History shows that overt protest is not always directed to the heaviest burden. It is often concentrated on a single highly noticeable symbol of the things which are objected to, and opposition builds around this symbol. American history provides a famous example of such symbol-making in the American colonies' opposition to the Stamp Act. The stamps and their nominal cost were not the truly important thing, but they provided a symbol about which opposition to the British could organize.

The permit regulation could very well become the Stamp Act of student revolt at Delaware State College.

The student disorders last spring provide the context within which students will be watching very carefully for signs as to the future direction of the College. An obvious place to look for signs is the Trustees' Policy Statement, and an obvious section to give careful attention is #5.

In the present situation, we believe, it is important to avoid the appearance of repression as carefully as we avoid the practice. Radical rhetoric is too much in the air for Trustees and Faculty to assume that students will merely assume that Trustees and Faculty are always acting in good faith. Those in authority at Delaware State should therefore avoid regulations such as #5, which can easily be construed as decreasing the degree of student freedom. At a time when the whole idea of authority in higher education is under attack, we should be concerned above all with reaffirming the essential principle: Delaware State College's determination not to tolerate disruptive



behavior. The piling up of new detailed regulations at a time when students are extraordinarily sensitive to all forms of regulation is thus, in our opinion, a very questionable procedure.

Our next disagreement concerns the wording of #8, #9, and #10, which appear to curtail certain areas of traditional Faculty responsibility.

#8 and #9 imply that the Faculty is not at liberty to determine the membership of its own committees without the express authorization of the Board of Trustees. #10 implies that Faculty decisions concerning the student judiciary system are not legitimate unless authorized by the Board.

It is the Faculty's understanding that the determination of the constitution of its own committees is a legitimate and proper function of the Faculty. Further, the Charter and By Laws of Delaware State College charges the Faculty with specific responsibility for the governance of students. We believe that it is neither necessary nor desirable to require the Board's authorization for the legitimate exercise of normal Faculty functions.

It may have been the Board's intention to express in #10 its concurrence with the previous decision of the Faculty of May 27, 1968 concerning the student judiciary; if this is the case, then our disagreement is purely a semantic one. Accordingly, we would suggest that the expression of #10 be amended to avoid misleading terminology such as "authorize."

#8 and #9 could not, however, have been intended as support of previous Faculty positions, since they express policies (including and excluding students from certain Faculty committees) which were not authored by the Faculty, and which must therefore be attributed solely to the Board of Trustees.

We believe that the determination of the constitution of Faculty Committees is a normal and proper function of the Faculty; we further believe that the governance of students is a normal and proper Faculty function; and we believe, finally, that legitimate exercise of such functions does not and should not require authorization by the Board of Trustees. To the extent that #8, #9, and #10 imply that the Faculty cannot legitimately fulfill these responsibilities without Board authorization, we disagree with these Items.

In #12, may we suggest the small but important addition of the word 'qualified' before the word 'students.'

Our disagreement with the preceding Items logically requires that we disagree also with #16, which would apply the disputed Items to each member of the College community.



We have confidence that the Trustees of Delaware State College will accept this communication in the cooperative spirit in which it was sent. We trust that the Board of Trustees will, at the earliest opportunity, consider the judgment of the Faculty of the College, as explained and justified above, that the Board will reconsider #5, #8, #9, #10, and #12, and that the Board will issue a revised Statement of these Items.

In closing it is our hope that the Board will give top priority to discussion of #5, which many of us view with alarm as the most likely provocation of a future student protest.



Consolidated Report of  
the Faculty Work-Shop Groups  
September 5, 1968



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Group I	Handbook Revision and Content Chairman - Mr. Walker Recorder - Mr. McFarland
Group II	Student Judiciary System Chairman - Dr. Batt Recorder - Mr. Valle
Group III	Student Life Program and Philosophy Chairman - Mr. Cooper Recorder - Mrs. J. McLeod
Group IV	Residence Hall Programs Chairman - G. S. Hicks Recorder - Miss Lowson
Group V	Faculty Organization Chairman - Dr. Brockington Recorder - Dr. Dill



## Group #1: Student Handbook

Members: A. Baker, A. Bragg, J. Eurns, H.D. Carpenter, T. Ferguson, J. Howell, J. McFarland, R. Walker, G. Winston, Mr. A. Bragg served as chairman of the group. Mr. J. McFarland served as recorder.

### Statements

1. The Student Handbook should be a clear and complete description of the institutional structures and procedures which affect student life at Delaware State College.

2. The Student Handbook should be an integral part of an overall effort to improve the quality of communication between the students and the other members of the DSC academic community.

3. The primary consideration in drawing up the Handbook should be the extent to which its contents are what the students themselves want to know about the institutional structures and procedures at DSC. Student approval of the Handbook is therefore vital.

4. Furthermore, the Handbook should be something of constant use and service to the students, not a collection of regulations they must obey under pain of sanctions.

5. Many students will be inclined to be skeptical of the good faith of Administration and Faculty in attempting to foster improved communications. One of the functions of the Handbook should therefore be to "sell" the students on the Administration and Faculty's willingness and desire to serve them. The authors of the handbook should try in every way to show how the various procedures of the College exist for the students' benefit.



6. The members of the Student Handbook discussion group agree wholeheartedly with the aims and specific proposals of the Handbook revision section of the Report of the Student Life Study Committee (9/3/68). We should also like to add several of our own proposals.

#### Proposals

1. That the SLC's Major Proposed Change #2 be broadened to include a section of the chief administrative officers of the College and their functions.
2. That the Handbook explain in detail the avenues of appeal from the decisions of the Faculty and of administrative personnel. The Handbook should also explain the general grievance procedures of the College.
3. That special attention be given to the role of the Trustee-Student-Faculty Committee in the life of the College.



## Group #II: Judiciary System

### Statements

1. This committee supports the establishment of a student judiciary system as generally outlined in the report of the Student Life Study Committee chaired by Dr. Albert B. Miller.

2. We stress the need for clear cut, effective, consistent procedures in dealing with all disciplinary cases.

3. We believe that the proposed student judiciary should have high prestige among student government organizations on campus and that it should receive firm backing subject to faculty review in all of its decisions.

### Recommendations

1. We recommend that the following policies be adopted with regard to handling student disciplinary cases.

- a. That offenses be classified as either misdemeanors or felonies along the lines laid down in the Delaware Legal Code.
- b. That offences should be identified in the disciplinary courts on campus just as they are identified in legal courts off campus. For example: :fighting: would be treated and identified as "assault", or "assault and battery:", or "aggravated assault", whichever is relevant.
- c. That the students be made aware that any felony committed on campus will be reported to the State Police through the office of the President of the College as a matter of routine policy.
- d. That student disciplinary cases involving felony offences where there is no test on constitutional principles should be dealt with as quickly as possible and that penalties should be administered as



soon as practical once guilt is established. Students subject to disciplinary action because of activities that involve a test of constitutional principles should be subject to longer and more deliberate judicial review than students accused of simple felonies.

2. We recommend that the powers, authority, and responsibilities of the Campus Security Forces be fully defined and made known to the college community.

3. We recommend that entrance applications for admission to Delaware State College should contain a statement of previous arrest record and that a record of previous arrests should disqualify an applicant unless satisfactory evidence of rehabilitation is present.

4. We recommend that a medical examination be administered to all students at the beginning of every school year for the purpose of detecting drug addiction and that students currently using narcotics at the time of the test not be admitted.

5. We affirm that the students have the right to initiate changes in the rules and regulations governing discipline on campus if they proceed through proper channels. Until changes are officially realized, however, they are charged to obey all campus rules and regulations in force.

In closing, we would like to state that it is the opinion of a majority of this committee that attendance of this college is the privilege, not the right, of the young people of Delaware, that they are all here on a voluntary basis, and that the disciplinary philosophy of this campus should reflect these concepts.



Group #III: Student Life, Program  
and Philosophy

The members of this group deliberated "long and hard: and reached consensus on the following recommendations:

I. Freshman Orientation

- A. Freshman orientation as it appeared in the Committee report was too social in nature. We recommend that more activities during orientation point toward helping students adjust to academic demands of being a student at DSC and that more orientation programs be devised to help students matriculating here grow intellectually and culturally.
- B. We feel that our incoming freshmen could benefit well from the "Big Sister" and "Big Brother" plan which is used in some colleges and we strongly urge the adoption of this idea. Further, at least two (2) student counselors should be on each floor in the dorms.

II. Faculty

- A. To help motivate faculty members to attend more regularly college sponsored events and activities, this group urges that department heads consider attendance at said events in making their yearly evaluative reports of their respective staff members. Surely the administration and other sponsoring individuals or groups must recognize the need for events and activities which will be of such a quality as will attract the faculty.

III. Student Union (Center)

It is our desire to see other departments follow the planned policy of Physical Education Department and plan programs jointly with the Student Center staff. Music and art could be especially active, we think.

IV. Student Activities

We feel that the Lyceum programs must be more carefully selected to meet the needs and desires of students and faculty. We recommend strongly that the college give or sponsor many more social activities which will give more class, variety, and breadth to the kinds of social activities which occur on campus. We are especially concerned about the large number of rock and roll dances given and the total lack of formal and semi-formal affairs. The Student Government Association should be greatly involved in matters of this kind.

V. Religious Life

This group acknowledges the importance of religion in life and recommends the building up of this aspect of student life at Delaware State College. We specifically recommend that vesper services be held every Sunday (non-compulsory, of course).

VI. Counseling

In addition to what the Committee reports, we recommend that tutoring services be provided and information about this service and the individuals providing it be localized in the office of one of the student personnel directors.

Concluding Statement.

(The group was asked to conclude its deliberations before we had the opportunity to discuss, (1) student leadership and (2) Dean of Students



but upon cursory examination, we found nothing objectionable or in need of amplification under those headings.)

Further, it should be pointed out that our recommendations are not intended to negate or supplant the views of the committee but rather to augment and expand them. And it was pointed out on several occasions in our deliberations that the Student Government Association should work in close with the administration in trying to improve general student life on campus.

#### Group #IV: Resident Hall Program Report

Areas of concern in the Resident Hall Program were involvement of faculty with the Resident Hall Program, Direction of Students into the decision making process; Director's role in the program; relevancy of the Resident Program and credibility of the Director and staff with the Resident Hall Program.

There was a consensus of opinion that the faculty is a needed segment in the total program if a solid relationship is to be achieved within the Resident Hall Program. The mix must be more from the invitational basis coming from the residents with either an informal or formal format. It was pointed out that this is no area for the faculty to come wagging a finger, making castigations and demeaning either his faculty member role or the role of the residents. Positive action is the watchword. There is an area in this faculty, resident hall relationship in which the Resident Hall Program can be effective and that is in positive direction. Identify the pitfalls and direct the residents to the identification of avenues toward a positive direction of his goals.

Decision making is a difficult process at best. This need not be shunted aside because of its unpleasantness, but should be made an integral part of an individual. The director and staff should be sensitive to the residents' moods and be able to keep the resident keyed to the facts that will maintain his decisions. These are future leaders and the decision making process is a fundamental facet of a leader. Sound principles lead to sound decisions.

The director's role in the Resident Hall Program is the most encompassing role an individual can be in. The details of individuals come at him in such various ways as to make him sensitive and attentive to the residents of his domain. He is housekeeper, confidant, social director and arbiter in the fullest meanings of the terms. These terms imply that the director must be alert to every detail of the physical plant and have a comfortable relationship with the residents. He must be a director not a driver, though there are times when driving is necessary. The difference of approach is in the end product. A stiff neck, abiding by past actions, driver will never be a confidant and arbiter because none will come to him nor can he successfully seek and find



anyone who will confide in him. The paternalistic attitude is an attitude that worked in the past. This attitude must be modified to the times of today.

The director should be in position to guide the programmed segments of the resident within a sound frame of reference without a sound frame of reference, impossible is the role of an arbiter.

The social activities which are an integral part of any community must be aimed and directed at the full community with the aim of majority participation, hence the purpose of the director is total participation with the view that total participation will be enjoyed by all residents during the year. During the year, is the key phrase because 100% total participation at 100% of the activities is the ultimate in perfection and the human is not perfect, though perfectionist, he may be...

Credibility is an overworked, though often misunderstood word. There is a mode of variability in the English Language and "credibility" is caught up in it. Truthfulness is creditability, when to use the whole truth is credibility. Within the domain of the Resident Hall Program, we understand credibility as to imply that there will be no hedging or mincing of words to mislead any resident. This should be followed to the letter. Without full open discussion, the roll of confidence is not open and the effectiveness of the director is greatly diminished in his role as confidante.

There were some potent observations made in the workshop:

1. Urge work - study areas in resident halls
2. Residents will fully govern their respective halls under guidance of the hall director.
3. Social activities of residence halls need not be pre-empted because of coincident dates of other campus activities. The thought here is that with an activity pre-empted, the individual, and we are individuals, may be able to make his choice. With one choice, he may not participate.
4. Student workers under supervision of resident hall director or assistant until 1:00a.m.
5. Perimeter patrol by security
6. Alcoholic beverages. The use of alcohol as a beverage is not condoned, we also realize the mountainous task of preventing the use. We urge modification of the rule and feel that discretion is the watchword.
7. A positive footing with a sound frame of reference for sex is the most gigantic step that should be taken in the resident hall program, and with a sound programmed sex education unit started, using all available leaders in the staff and state and nation as resources. We feel we can provide a sound frame of reference within the Resident Hall Program.
8. Urge staff members of Resident Hall Program to join professional organizations, state, regional, and national.

The Resident Hall Program must be included as an integral part of the total college family. The basis of campus life, social activities, academic inclinations, and all other points of value do have their relevant points of origin in the resident hall program and the relevance must be maintained. We, in no area of this campus can attempt to stand as an island. Without relevancy of the director to the residents, there is no base for positive leadership and nothing other than positive leadership should be considered.



## Group #V - Faculty Organization

A frank and candid appraisal of faculty organization was undertaken using the report of the Student Life Study Committee as a basis for discussion.

The following general recommendations and comments were made:

1. The number of faculty committees should be reduced, where practical, by merging committees whose functions overlap.
2. Students need to do a better job of communication with their fellow students when serving on faculty committees.
3. In some cases, it might be helpful for the faculty to give instructions to its representatives on certain committees.
4. Because it appears to be the practice for the Dean to make appointments to most committees, it is suggested that the language of committee descriptions be brought into line with this practice. As a general guideline, it may be helpful to state that academic members of committees be appointed by the Dean and non-academic members of committees appointed by the President.
5. A general discussion of Faculty Control of its business erupted on several occasions. The concepts of Representation and Control were discussed, but not defined. Opinion of the members ranged from the suggestion that the College should be run more like a corporation to the suggestion that running the College like a corporation may be what's wrong with it. The Board of Trustees' formation of the Athletic Council was cited as an example of the Faculty's loss of control of its business. One member suggested that the Faculty should challenge the Board's right and its method in forming the Athletic Council.

The following specific recommendations were made by a majority vote of the members of the workshop:

### 1. Athletic Council

In accordance with the Trustees' establishment of the Council, the composition of the Council should be increased by the appointment of one additional student member and one additional faculty member. The suggested composition of the Council would be -

- 5 faculty (including the Director of Athletics)
- 2 students
- 1 alumni
- 1 trustee
- 1 president

It is recommended that the four undesignated faculty members be elected by the Faculty.

### 2. Administrative Council

Remove from list of standing committees of the Faculty since it is not a committee of the Faculty.

### 3. Assembly Committee and College Activities and Scheduling Committee

It is recommended that these two committees be merged and that the



two committees be merged and that the functions of the Assembly Committee be added to the Activities and Scheduling Committee.

The composition of the College Activities and Scheduling Committee should be enlarged by the addition of 2 faculty, 2 students, and the Director of Athletics.

It was noted that it may be practical for administrative members, alone, to act on the routine matters of scheduling.

4. Curriculum Committee

It is recommended that the Director of Career Placement be added to the standing membership of the Committee.

A discussion of student participation in matters of curriculum planning produced the suggestion that students might best be able to participate at the Departmental Level. It is recommended that students be encouraged to participate in Departmental discussions of curriculum matters. While it is recommended that the implementation of this suggestion be left to the discretion of each Department, it should be noted that the idea of having departmental majors elect representatives was favorably received by the workshop members.

5. Faculty Executive Committee

It is recommended that the last statement under the description of the committee's function be deleted. That sentence reads as follows: "All actions of the Committee must be reviewed and approved by the Faculty, except in cases where the Faculty authorizes the Committee to act for the body."

A lengthy discussion of the pros and cons of deleting this statement was held. Some members felt that the committee should be given more "executive" power, while others felt that the Faculty Executive Committee should be closely controlled by the entire Faculty.

6. Faculty-Staff Welfare Committee and Social Committee

It is recommended that these two committees be combined into a Faculty-Staff Welfare and Social Committee.

Further recommended that:

1. The Composition of the Committee be the same as the composition of the Faculty-Staff Welfare Committee with the addition of the Director of Public Relations (not as chairman).

2. The staff elect their own members to the Committee.

7. Student Welfare Committee

It is recommended that the following three committees be merged to form this committee:

1. Food Service Committee
2. Student Health and Welfare Committee
3. Student Personnel Committee

It is further recommended that the Dean of Students serve as chairman of this committee.

The discussion was ended in order to begin the meeting with the members of the Board of Trustees.