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Tenure Process Has Many Elements

by Cindy Craig Collegian Staff Writer

Editors Note:

"It seems like professors are no longer here for students, but students are here for professors." More and more we hear sentiments like these echoing around campus. Students want to know if teaching is being neglected for research as faculty struggle to gain job security. After tenure is achieved, does it become a free-ride? In this indepth look at the faculty tenure system, Collegian staff writer Cindy Craig explores how tenure works, weighing the benefits and the problems for both faculty and students.

understood that tenure is a universally accepted concept used to regulate the relationships between institutions of higher learning and the faculty of that institution. Conventional wisdom tells us that to be

Tucker Proposes Model School

by Maria Plaza Collegian News Editor

competitive an institution has no choice but to offer a tenure package. The contents of this package are generally determined by the specific needs and goals of that institution.

The general objective of tenure, at any institution, is to guarantee "academic freedom and to safeguard the right of free expression and risk-taking inquiry." Tenure is a state of being guaranteed a job for as long as a faculty member wishes to stay. Without tenure a university could arbitrarily dismiss faculty engaging in unpopular or potentially embarrassing research or writings. Theoretically, without tenure research like Alfred Kinsey's on sexual behavior, theories like Charles Darwins' on evolution and works of fiction like the more recent "The Satanic Verses" would become prey to First of all, it must be the "keepers" of traditional values. inter and the set of the

College faculty members generally concur it is with controversy and questioning of traditional values that progress is

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Bernice Sandler Speaks on Times That Try Men's Souls'

by Laura Weaver Collegian Staff Writer

On Wednesday, March 8, the Behrend Speaker Series continued in the Reed Lecture Hall with Dr. Bernice Sandler speaking on "Women on Campus: These Are Times That Try Men's Souls."

Dr. Sandler began by pointing to past, present and future issues of the Women's movement. Looking to the past, she noted several policies now incorporated including sexual discrimination laws which are "among the best in the world."

Sandler also spoke on the changing role of women in the workplace. She suggested women today are still being unfairly treated in the job market. "Women are allowed to work as long as they know their place." Sandler also noted that "most women still enter the so-called 'female' fields."

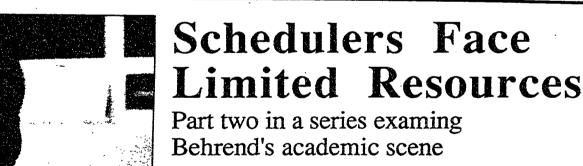
"There are no occupations in which women earn more money then men," said Sandler, noting that full-time working women still make 63 cents on the dollar compared to men.



photo by Tracey Cross

Sandler made a list of "hostile." Men who have a bad to be "domineering." Men are "fun to be with," and women are

differences between men and day are said to "blow their tops," women as pertains to career while women just have "that workers. Men are said to be time of the month." Men are "assertive" while females are said "go-getters;" women are "un-Cont. P. 9



by **Bill Warner**

Dr. Eva Tucker, Behrend geoscience professor and Erie School Director, hopes that a proposed model school program will prevent students from falling behind and lower the course failure rate in Eric schools.

"We believe every child can learn," Tucker said, and he believes that a curriculum from an inner-city school in Baltimore may help more children reach their full potential.

The program, called "Success for All," groups children in kindergarten through third grade into groups by reading ability. The groups, limited to no more than fifteen students, spend an hour and half per day on reading. According to Tucker, Erie elementary students currently spend between 30 and 40 minutes a day on reading.

"It's designed to do two things: to prevent reading deficiencies and to giveimmediate intervention to those kids who have problems," Tucker

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photo by Marybeth Zawistoski

said. Tucker said the "Success for All" program has resulted in lower course failure rates and fewer students in learning disabled classes, both serious concerns in the Erie School District. In the second reporting period, black students in the Erie

School district had a course failure rate of 54.5 percent and white students had a 40.2 percent course failure rate. The school in Baltimore has about 80 percent minority students.

Tucker hopes that a program

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Collegian Staff Writer

Despite Behrend's physical expansion, it does not meet the standards for classroom space and availability that have been suggested by the federal government for effective scheduling flexibility. Behrend's high percentile utilization of classroom space combined with its growing student population make scheduling a difficult and time consuming task.

In an interview with The Collegian, Behrend College Registrar Robert Schenker explained that governmental agencies concerned with higher education consider classroom utilization of 62 to 68 percent to be ideal.

"In the fall of 1988, our classroom utilization at Behrend was in the high 90's (percent). In many cases 100 percent room usage was realized, in our facilities, from eight in the morning to as late as nine or ten at night. University Park close to 68 percent," said Schenker.

While the student population for the spring of 1989 only

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