

The Collegian

Wednesday, March 15

PENN STATE ERIE'S WEEKLY NEWSPAPER

Volume XXXVII, No. 13

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 in-depth 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.

First of all, it must be 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

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 Darwin's on evolution and works of fiction like the more recent "The Satanic Verses" would become prey to the "keepers" of traditional values.

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 than 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 differences between men and women as pertains to career workers. Men are said to be "assertive" while females are said to be "domineering." Men are "fun to be with," and women are

"hostile." Men who have a bad day are said to "blow their tops," while women just have "that time of the month." Men are "go-getters;" women are "un-

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Tucker Proposes Model School

by Maria Plaza
Collegian News Editor

Dr. Eva Tucker, Behrend geoscience professor and Eric 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, Eric 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 give immediate intervention to those kids who have problems," Tucker



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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Schedulers Face Limited Resources

Part two in a series examining Behrend's academic scene

by Bill Warner
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

probably schedules their facilities close to 68 percent," said Schenker.

While the student population for the spring of 1989 only

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