



JANUS

A FACULTY JOURNAL

The University of Montana

Number 3

Fall 1992

IN THIS ISSUE:

- Albert Borgmann Page 1
Teaching and Leading the Good Life
- Don Robson Page 6
Club or Habit, It Serves the Faculty
- Walt Hill Page 14
Them and Us - The Union and the Faculty
- Phil Wright Page 20
Zoology's Ph.D. Program
- Robert Frazier Page 21
Support for Higher Education in Montana

DEPARTMENTS:

- The Question of Large Lecture Halls Page 8
Reine Hilton and Bill Knowles
- Reflections - Annie Pontrelli Page 12
Rudy Autio and The Story of the Grizzly Bear

*
*
*
* JANUS is the work of a small group of partly retired and retired faculty designed to *
* provide, each term, a continuing forum to all faculty for thoughtful discussion of *
* University of Montana topics. The editorial board discusses and solicits manuscripts *
* on specific issues but unsolicited manuscripts are very welcome. To take advantage *
* of low cost reproduction techniques, which will make this journal effort economically *
* feasible, we ask that all manuscripts be limited to 10 pages single spaced and be *
* camera ready without pagination. Manuscripts ready by April 16 should be sent to *
* the Department of Mathematical Sciences. For further information, please call one or *
* other of the following on campus or at home: W. Ballard, M. Chessin, D. Hampton, *
* T. Payne, H. Reinhardt or R. Smith. JANUS is funded with the help of the University *
* of Montana Faculty Senate. *
*

Teaching and Leading the Good Life

As a rule, the kind of life professors lead is better than the kind of life they teach. This, at first glance, is surprising since preaching should be easier than practicing. It seems the more surprising as professors are a reflective and verbal sort; one would expect explicitness and consistency in what they say and do.

Teaching the good life, of course, is the explicit task of only some professors, viz., of those who teach ethics; and some of those would think of their assignment more modestly as one of enabling their students to choose a good life rather than telling them what the good life is. But even to aim at this humbler goal is an attempt to do a good thing and to make everyone's life better. It would take artful skepticism to deny that professors share a high-minded ethos, a dedication to the betterment of the human condition.

In the humanities and social sciences the bright and the dark sides of the human condition are very much in the foreground, and hence the concern with the good life is more pronounced here than in the natural sciences. Yet even in the latter, there is a firm understanding that the sciences constitute a noble and ennobling enterprise, one that helps humans to be more insightful and powerful. Similarly, each professional school has a characteristic alignment and devotion to the good life.

In short, all professors at every moment of their professional lives are somehow concerned with the good life. Inevitably, they signal that concern to their students and teach them that life, more or less expressly. But is there a prevailing orientation to this concern? Indeed there is. Most professors think of the good life as one of equality, liberty, and prosperity. (The environment, looming so large as a challenge to the good life, is typically discussed and ultimately valued in relation to these norms.) One might think of these three goals as a spectrum arrayed from left to right. That spectrum, of course, spans this country's population entire. What distinguishes academia as a class is that professors typically value equality and liberty more highly than does the population as a whole.

Since professors in the humanities and their kinfolk in the social sciences are most directly engaged with questions of the

good life and most adept at verbal sparring, they set the tone for teaching the good life on campus. While academics are liberal within the population, humanists and social theorists tend to be liberal within academia and--dare I say it?--socialist within the population. Perhaps it is more accurate to say that they are normally liberal and socialist only where provoked. Usually, then, the notion of the good life that provides the background for their teaching is dominated by liberty, liberally conceived.

Liberty in the liberal democratic view is the freedom to do whatever one pleases, the only limit on that freedom being the next person's freedom to enjoy the same liberty. This notion of freedom infuses the substance of humanist and social science teaching in two ways. One is the demonstration of the great variety of styles of life in the world's literatures and cultures that one ought to be free to choose from. The other is the constant suspicion and rejection of institutions that threaten a person's freedom to choose.

Yet the cultural variety professors teach does not take in their students' lives. Most students do not leave the universities to devote themselves to various literary and cultural pursuits. It is not the case that some become life-long, avid Renaissance scholars, others devote themselves to 19th century French fiction, some take up the crafting of birch bark canoes to explore the calmer water of this continent, and others, finally, dedicate themselves to indigenous African music. Rather students leave us for law school, medical school, or business school to become rich and respected.

These are our good students, the ones who faithfully do their Shakespeare assignments and write their history papers. But they often do so disdainfully. Their attitude is: "Tell me what it takes to get an A, and I'll do it. But don't expect me to get worked up about it." We are domestics to these students, not models. They are on their way to affluence and prestige, and they know that we possess neither. Our relations with the less gifted students are more complicated and dispiriting still.

I have overdrawn the picture, to be sure. We sometimes hear of our former students that they have learned important lessons from us, that we have been important in their lives. But even such cordial remarks have a wistful tone. We represent the road not taken. Even scientists, I imagine, and professors in professional schools must feel marginal when they see their students leave academia. What for the professor is noble and ennobling becomes commercial and aggrandizing in the life of the student.

When professors reflect on their socially marginal condition they are provoked to anger. Much else that truly deserves anger

feeds the professorial ire--social injustice and environmental destruction most of all. This anger almost always is cast into the Marxian mold of x oppressing y. The standard values of capitalist and worker often instantiate this relation, but there are numerous variations. What makes them all Marxian is the definition of the remedy for oppression and of the desirable end state, viz., equality, in terms and units of economic power. In the sixties and seventies, academics would also invoke the Marxian conceit that the oppressors were doomed. But despair has lately overtaken this prophecy; the academics' song of equality has grown old and bitter.

In sum, when the liberal notion of liberty guides professors' notion of the good life, the variety of cultural styles that they offer remains inconsequential to their students' lives; when in the name of equality they attack the social system that is so indifferent to cultural variety, they do so in agreement with the social standard that makes a student disdainful of their teachings and their stature, that standard being economic power and prosperity.

The irony is that professors typically lead a kind of life wherein the possibilities of culture have become actual and where the spell of invidious affluence has been broken. In their lives too, academics exhibit a distinctive orientation. It is evident in our own lives. We immediately recognize it when we enter the house of a colleague here in Missoula or anywhere on this continent. It is a style of dwelling and living that is notably different from that of physicians and salespeople. What are its distinctive features?

The professorial life is first of all one of citizenship. Academics are familiar with the historical, geographical, and political dimensions of the nation and the world. They subscribe to the journals and buy the books that keep them acquainted with the currents of contemporary life. They vote, they work for political candidates, and they serve in public office. Second, the academics' life is healthy. Professor more often than not are physically vigorous. They run, fish, play handball or tennis and work in their yards. They eat reasonably. With the exception of some elite professors whose frenetic pursuit of fame and fortune emulates the life of the economically powerful, academics lead a well-paced life, sanely balanced between work, family, and leisure. Third, the professorial life is artful and musical in the broad and unhappily obsolete senses of these epithets. Professors are connoisseurs or practitioners of poetry and music, of painting and sculpture. The grace and inspiration of the arts lends depth and color to their leisure, their homes, and the way they look at the world.

Professors, by and large, lead a commendable life, one that deserves praise and admiration. It is commendable also in

deserving to be commended to others. Extensive air travel excepted, it is a relatively simple life and could be widely shared without driving the global environment to destruction. Thus it differs markedly from the life that the culture at large emulates and extols in advertisements, a life of such conspicuous consumption that it would ruin the earth if it were extended to everyone. Professors live within their relatively modest means and often below them. They ride their bikes when they could drive a Camry, and they drive a Camry when they could afford a BMW. As long as one is securely employed, the academic's life is economically robust and resilient. Reading poetry, listening to music, pruning trees, and bicycling to work are not imperilled by a recession. Attaining greater excellence is not a matter of rising consumption.

This sketch of the professorial life is based on my observations and intuitions. Obviously it needs the test and correction of social science data. But let us assume for the moment that the outline above is substantially accurate. What, then, would it mean if academics were to bring their preaching more nearly in line with their practice?

In the teaching of humanists and social scientists there would be a subtle but crucial modification in the liberal unfolding of cultural possibilities. Right now the emphasis is on the great variety of choices and on the need to combat and resist the forces of constraint. As long as this is the dominant stress, students infer that unencumbered choice is the major lesson being taught here. But such choice is possible only among the commodities of supermarkets and shopping malls. Financial matters aside, one choice does not encumber the next. Deciding on French cuisine today does not prevent me from picking Chinese food tomorrow. But it is very different with culture. If I decide to study German this semester, switch to Japanese next semester only to abandon it for Spanish the semester after that, and so on, I will never master any foreign language at all. Similarly if I flit from instrument to instrument or from sport to sport.

There must be choice in contemporary culture. But all possibilities of choice come to naught unless there is the readiness to embrace one possibility and make it actual in one's life. This is a lesson the consumer society suppresses if it does not scorn it. But professors, in the way they live, demonstrate that a life devoted to culture and disciplined by it can be lived, that it is not easy to learn that life, but that in the end such a life is a splendid thing. We are preaching the possibilities of the good life and are practicing the actuality of it. It is the latter lesson that needs to be added to the former.

Leading the good life is the only way of breaking the spell

of invidious affluence. When academics rail against the rich, they imply that the rich have arrogated unto themselves too much of a good thing. Students inevitably conclude that they should strive for the greatest possible share of that good thing. Thus they emulate the rich and perpetuate and even aggravate inequality. But to the extent that great affluence underwrites extraordinarily conspicuous consumption, it is not a good thing at all; and to the extent that the rich lead a truly good life, they do not need extraordinary affluence.

We cannot give up the struggle for greater equality, but we must redefine the terms of the endeavor. The challenge is not to shift something precious from one end of the social order to the other, but first to disclose the center of the good life and then to invite and move both ends of the economic spectrum to that center.

In the sciences and schools these lessons will have more implicit force. They would help professors to imply and recommend a kind of life where the insight and power they impart to their students would be safe from the current trivialization and corruption. And if, in speaking of the ennobling force of their work, they refer to their own kind of life as the proper context, the claim of the nobility of the sciences and professions will have resonance in reality.

Club or Habit, It Serves the Faculty

Call them fat cats, call them hep cats, call them Bobcats or call them what you will. The faculty "cats" at Montana State University established a faculty club of sorts and it has been working quite well since about 1987. The idea was to have a place where faculty could gather either socially or professionally and feel a sense of proprietorship, belonging, and comfort. In a real sense, faculty were looking for a perk, a fringe benefit which would be a form of recognition of their special status and importance to the campus. Clearly, the structure of the University organization breeds separation, often isolation of faculty. Few, if any institutional mechanisms existed to promote the concept of faculty as a community. Faculty wanted a place that would be theirs. They wanted to be able to gather socially with their colleagues, share refreshments, take visitors, hold meetings, establish and maintain collegueship.

Working with a small but dedicated group, faculty and administrators explored a number of alternatives ranging from the ridiculous to the sublime. Ultimately, circumstances developed to provide a range of possibilities somewhere less than sublime but quite a lot better than ridiculous. The objective realities of the situation ultimately produced both constraints and opportunities. Economic times were tough. There were no State appropriated dollars to devote to such an enterprise. The University had been showing a small but steady decline in enrollments, and a number of facilities (primarily dormitories) were under-utilized. At the same time, the food services office was trying to promote an on-campus restaurant, open to the campus community in the dining room of Hannon Hall. The enterprise was named "The Hannon Habit." Offering a limited menu, the Hannon Habit was struggling to develop a clientele.

The combination of the faculty's desire for a faculty club, the availability of space in an under-utilized dormitory, and the food service's efforts to establish an on-campus public restaurant were the elements in place. Since that time, a faculty club at MSU has been operative. Its characteristics address the particular circumstances of MSU, but the model may be applicable to other contexts. Space was found in an unused dormitory area which provided several moderately large spaces in what once were the living room, sitting room areas. The club also got a large basement room for bigger groups and meetings. Finally, several "upstairs" rooms were also included. These provide the possibility for small group, private meetings. The MSU club includes a limited menu restaurant which is open to the public between the hours of 11:00 and 2:00 each weekday. Tables are set up in the sitting room areas. The kitchen facilities are utilized for the restaurant operation. Tables are removed or rearranged during times when the "Habit" is not in operation. The facility is made available to on-campus departments for meetings and other functions which they may wish to conduct away from their offices. Professional groups such as Phi Delta Kappa make regular use of the club facility.

In charge of the social function of the club, a small faculty/administrator committee plans numerous activities and

collects a moderate fee. At its inception, an annual fee of \$25.00 was charged to each faculty member who wished to join. This fee provided access to the faculty club via a key for use during those times when the club was not operating as a restaurant. A sitting room and small library were available, stocked by faculty contributions. For those who wished to share an alcoholic beverage, a locker system was available. Faculty were allowed to store their own refreshments in an assigned locker and could purchase mixes, ices, etc. Soft drinks were stocked and available in a refrigerator. Regular Friday afternoon functions were planned by the faculty club committee. Similarly, St. Patrick's Day, Christmas, and other holiday functions were well attended. Generally, a small charge to participants made these functions self-supporting.

The faculty club at MSU continues in operation much as described above. It has not attracted the participation of all faculty and administrators, but continues to accommodate the enthusiastic participation of a dedicated group. The luncheon trade is brisk; the facility is well maintained, clean and spacious. Clearly it does not address the needs and desired of all faculty. Yet, it is a beginning which seems to have endured. There is currently discussion of the feasibility of a faculty club at The University of Montana. An individually supported, faculty organized club such as that in operation in Bozeman may be a reasonable model to adopt.

* * * * *

A UM Faculty Club?

At a meeting of the Council of Deans last Spring, nostalgia was expressed for the former Hellgate Dining Room, and some sentiment was heard about a faculty club. To look into these issues committee was formed, consisting of Deans Sharon Alexander of Continuing Education, Don Robson, Education, and Dave Forbes, Pharmacy, and John Madden, Davidson Honors College, together with Jim Lopach, Acting Associate Provost. One of the first things we discovered was that our sister institution has had a faculty club for some time. Since we thought that the UM faculty might be interested in learning more about it, Dean Robson, who spent a previous incarnation on that campus, has written the description of how the club works. If you have any thoughts or reactions or suggestions about this subject, please pass them on to one of the members of the committee, in person or in writing.

John Madden



Opinion

For each issue JANUS invites response to a specific question and publishes interesting answers.

- Q. AS A FACULTY MEMBER WITH LONG EXPERIENCE AS A LARGE GROUP LECTURER ON CAMPUS, WE ASK YOUR COMMENT ON WHICH ARE OUR BEST AND WHICH ARE OUR WORST LARGE GROUP LECTURE FACILITIES. WHAT ARE THE PROBLEMS?

Large Lecture Halls

After having taught in several large lecture halls, I find that using SS352 or SS356 to be the most comfortable for me. Putting the overhead on the floor with the students, makes you feel part of the class. The disadvantages are that there is only one overhead to use, and if the class uses most of the seats, then it is necessary to have two versions of all tests. Since it would be impossible to know all of the students in the class, I require a picture ID for all tests.

The ULH is good for a very large class, but you feel isolated while teaching. Also, using transparencies off of the computer makes reading them from the back of the room difficult. The Music Recital Hall is a difficult place to teach. Portable screens are necessary and there is no blackboard. In both of these rooms, it is better to have help in proctoring the tests. I have found that the Music Department makes you feel like an intruder. Therefore, I have requested, if at all possible, not to teach in the MRH.

Reine Hilton
Computer Science Department

Intro to Mass Media

Once A Year in the Big Room

by Bill Knowles
Associate Professor. Journalism/Radio-Television

Since the tragic, premature passing from throat cancer of Dr. Warren Brier in 1988, I have been teaching the combined JOUR/RTV 100 course. Introduction to Mass Media. School of Journalism Dean Charles Hood has always, thankfully, guaranteed that the course be taught in one large section, only in the fall, in whatever days-of-the-week format the instructor preferred.

In Autumn 1987, Dr. Brier and I team-taught the course in McGill 215, a hot, stuffy room with uncomfortable, wooden seats that jam students together shoulder-to-shoulder. We had suspected class-cutting was high. I recall at the beginning of the final exam looking up and seeing an almost standing-room-only crowd.

"Where's everybody been?" I asked.

Some students grinned back with that sheepish, knowing look, making it clear to us that many of them had not shown up very often for lectures. We had hoped it was the classroom, not us, that had caused many of them to cut, or if they were there to fall asleep from time to time.

The next year, having pleaded with Dean Hood to make proper remonstrations to the Registrar for a better classroom assignment, I was pleased to be assigned to Science Complex 131.

"Wow," I thought. "Journalism amongst the test tubes and beakers. Wotta deal!"

Wrong! When I chatted on the first day of class with Bob Wachtel, the video maven of IMS, he said:

"You can't show video in there."

"What do you mean?" I asked, incredulous. "A big part of this course is about television. How can I not show any video?"

"Because there is no room for the video projector. The up-front seats won't come out. They're bolted to the floor."

I went straight to Dean Hood, raving:

"What is it with the Registrar? This is a survey course about the mass media and I can't show any TV!"

The dean calmed me down, called the Registrar's classroom assigner and got me changed--back to McGill 215!

That autumn it was warm--sometimes downright hot--until late November. Special fans had to be brought into the classroom to keep me and the students from falling asleep. Shouting over those fans was an adventure in theatrical voice projection. That's something that broadcasters don't have to do, so they rarely learn how.

Part of JOUR/RTV 100 deals with the legendary Golden Age of Radio, and that means exposing students to the likes of Jack Benny, Fred Allen and Fibber McGee & Molly. Hearing uproarious laughter coming from MGH 215, some professors whose offices were nearby might have thought some maniac had taken over from 12:40 to 2 on Tuesdays and Thursdays. Once, after a particularly noisy class, a neighboring professor approached me afterward and asked, "What class is this?" On that particular day I had played for the class the famous Abbott and Costello routine. "Who's On First?"

Next year--more pleading with the Registrar. This time we came up big: LA 11. A smaller, cooler room where I wouldn't have to shout as much and students are closer to the video and overhead screen. The only problem was that fall we broke all enrollment records for the course: 201. That was more than the official classroom capacity. I figured with the normal class-cut rate, I could get away with not having to move. A few times we had students sitting on the floor, but most of the time everybody got a seat. The fact that it took three classrooms to give an exam--so students could sit a seat apart--was a nuisance for the Registrar's people, but they co-operated.

Finally I said to Dean Hood, "This course is big enough. When can I get the Underground Lecture Hall?"

After Dr. Hood checked, the answer came back: "Tuesday-Thursday, 3:40 to 5." So in the fall of 1990 I hit the big time: Urey Lecture Hall. (It's a good thing the university wanted to honor a guy whose last name begins with U because the ULH designation will stand forever.) It comes with stereo overhead projectors, and not only a big-screen video projector, but my own operator! And even a microphone if I wanted it (no thank you, I talk loudly enough). For an ex-newsman in his first college teaching job, "I have finally made it as an academic." I thought. Students will flock to this palace to hear me pontificate. Right? Wrong! Registration? Down 40.

Must be the time of day, I reasoned. "Why don't we try this baby at night?" I asked the dean as we planned the next year. "But only if the Underground (old habits die hard) Lecture Hall is available."

It was, so I--and plenty of video and graphics--held forth for

three hours each Wednesday night last Autumn Quarter. The required restructuring of the course, and my increasingly large collection of videos, caused me to depend on a terrific IMS technician named Dawn Willian, who was assigned to ULH on those evenings.

"You should register for the course," I told her. "You have to sit through this stuff anyway."

Ms. Willian politely declined, but I gave her a copy of my notes each week, much like a TV director gets a copy of the anchor's script. She knew where to start and stop all the videos, and the course worked like clockwork. Enrollment was up about 25.

ULH--the big bomb shelter--is by far the best of 'em all, even though my mid-sized class is really too small for its 400-plus capacity. But the course is too large for LA 11, too noisy for McGill 215 and too media-conscious for SC 131.

And each year, when the course rolls around to a discussion of the early days of radio, I will always remember the look on that professor's face who stuck her head in the door of McGill 215 and wondered what was going on.

"What in the world," she must have thought, "do Abbott and Costello have to do with education?"



Reflections

Rudy Autio and the story of the Grizzly Bear by Annie Pontrelli, UM Centennial Coordinator

Arne Rudolph Autio came to The University of Montana during the fall of 1957 as an art professor and taught through 1984 when he retired. Initially planning to teach part-time after he retired, he later decided to quit altogether and launched into a very successful career as a full time ceramicist, which he continues to enjoy to this day.

To trace Rudy's journey to the university, we must go back to his affiliation with the Archie Bray Foundation in Helena as resident artist and director. Carl McFarland, then the University of Montana president from 1951-1958, frequented the Bray Foundation and subsequently met Rudy. After five years at Bray, Rudy moved on to the state historical society creating museum exhibits and worked closely with Ross Toole, then director of the society. Because of a strong friendship between Toole and McFarland, Rudy too became good friends with the university president. When an opening developed in the university's art department, McFarland offered Rudy a position, which he accepted.

The foremost project on Rudy's agenda was to set up the ceramics program. A barracks building pre-dating WWI housed skating rink machinery and his shop. Despite an overcrowded building and floors breaking through, an excellent art program developed and produced several students who went on to very distinguished careers in ceramic art.

One of the most visible contributions from Rudy on campus is the grizzly bear sculpture on the west end of the oval, which developed from an informal chat in 1967 with Robert Pantzer (UM President from 1966-1974) on the top of the San Francisco Fairmont Hotel while on a fund-raising tour. They began talking about the need for a campus mascot and conversation ensued until the decision was made that a grizzly bear, sculpted by Rudy, would be an appropriate symbol of the University of Montana.

Not even sure what a grizzly bear looked like, Rudy began extensive research to find a suitable bear to exemplify the campus. After visiting various zoos and viewing pictures of bears, he discovered that bears are just as individualistic as people; some were skinny, some were fat, some didn't have any fur, some had strange heads, others had small gnarled feet...each one different.

His studio quickly became what he called an "animal cage," filled with grizzly bear prototypes of varying sizes and shapes. Several faculty and administrators visited Rudy's "cage" and agreed on one model which looked like it had promise, and subsequently became the bear now on campus.

After working on this project for a year and a half, Rudy took the huge model, had it boxed and sent to a San Francisco art foundry to have it cast in bronze. The finished bronze was then sent by beer truck from San Francisco to campus and was directed in place.

Donations came from Pacific Hide and Fur and Burlington Northern so the only costs incurred were the foundry expenses (about \$12,000) and the construction of the stand on which the bear rests. (\$17,000) One can only guess at what the cost would be today, but rest assured, it would be significantly more.

Little did Rudy know that this grizzly bear sculpture, erected in 1969, would become one of the most photographed structures on campus and indeed has become a prominent mascot for the University of Montana.

Used by permission. This is from an interview of Rudy Autio conducted by Annie Pontrelli, as part of the Centennial oral history series available in the Mansfield Library Archives.

THEM AND US - THE UNION AND THE FACULTY

Walt Hill

When I was invited to write this article, I had mixed emotions. My feelings are still quite strong and biased, much the same as they were in 1978 when the union became the bargaining agent. My fear is that what I say will offend some friends and colleagues who are union supporters. Yet, there are some points that should be made and I would hope that these may provide some basis for further discussion and hopefully, release us from a program that doesn't seem to be working.

Although there are many levels at which one can discuss the need for a union, for me the most important level is the practical level - that is, what does it cost us and what are we getting in return. Various points affecting this cost/benefit ratio will be analyzed in this article. I suspect that some personal biases will be aired as well.

First, and probably foremost, a union should be an advocate for the members and the unit for which it bargains. Historically, unions were created to allow workers to counterbalance management and, in so doing, to better their employment circumstances, most often the wage and benefit structure. I believe that the union was established at the University of Montana with the same purpose in mind. Have we been successful in this primary goal?

The table included provides a chart of the number of faculty at the various ranks by year and their average remuneration. The University of Montana entered into collective bargaining in 1978. In that year the full professor salary average at UM was \$21,900 and at MSU, \$23,000, a 5% differential. In 1991, the values are \$40,000 and \$47,000 respectively, representing a 17.5% differential in favor of MSU. Associate professors were at \$17,200 and \$19,200 respectively in 1978 and are now at \$33,000 and \$39,500 respectively, a 12% and a 20% differential respectively. At the Assistant Professor level, the rates in 1978 were \$15,100 and \$15,800 respectively and in 1991, \$31,600 and \$34,000 respectively, a 4% and 8% differential respectively.

Clearly we have fallen behind MSU in our salary at all levels, especially at the full professor level. In addition, it should be noted that the assistant professors at UM have seen an increase of 109% in their salary, but the full professors here have only seen an increase of 83%, whereas at MSU, the assistant Professors have seen an increase of 115% and the full professors an increase of 104%. Not only has MSU increased its salary levels at a much greater rate, but it have done so uniformly over all ranks.

It can be argued that the distribution in ranks allows MSU more latitude in their salary structure. However, MSU has over 125 more faculty than UM and spends 50% more in salary than does UM.

	PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		INSTRUCTOR		ALL RANKS AVERAGE	
	\$	Number	\$	Number	\$	Number	\$	Number	\$	Number
Montana State University										
1991-92	47.7	161	39.5	145	34.0	156	27.5	20	40.0	482
1990-91	43.0	170	35.0	143	31.4	148	24.2	19	36.3	480
1989-90	40.4	164	32.7	146	28.8	133	22.1	15	34.0	458
1988-89	38.4	160	30.4	150	25.6	137	14.4	5	31.6	452
1987-88	38.6	158	30.5	145	26.0	143	18.1	35	30.9	481
1986-87	38.5	163	30.9	157	26.1	158	20.4	10	31.7	488
1985-86	36.4	175	29.3	160	24.9	176	19.3	21	29.8	532
1984-85	35.8	179	28.8	167	24.0	170	19.2	25	29.2	541
1983-84	34.8	182	28.2	173	23.3	169	19.1	23	28.5	547
1982-83	33.7	191	27.3	163	22.9	161	19.8	20	28.0	535
1981-82	30.4	185	24.7	157	21.1	166	17.1	27	25.2	535
1980-81	26.1	192	21.7	150	17.9	162	15.5	33	21.7	537
1979-80	24.7	174	20.4	153	16.7	154	14.3	36	20.3	517
1978-79	23.0	171	19.2	153	15.8	150	13.5	34	19.1	508
1977-78	22.0	107	18.1	129	15.2	112	13.0	18	18.1	366
1976-77	21.1	106	17.1	127	14.4	108	12.3	37	17.0	378

University of Montana

1991-92	40.0	190	33.0	76	31.6	82	22.2	10	36.1	358
1990-91	39.6	187	32.7	74	30.7	77	21.5	11	35.6	349
1989-90	36.4	191	30.5	81	26.9	63	20.6	15	32.6	350
1988-89	34.0	200	27.4	83	25.4	68	19.0	15	30.3	366
1987-88	34.1	200	27.6	95	24.6	51	20.0	13	30.5	359
1986-87	33.7	200	27.5	89	24.3	61	20.2	12	30.1	362
1985-86	33.1	193	26.5	96	23.5	72	19.9	13	29.1	374
1984-85	32.3	201	26.2	103	22.5	63	17.2	5	28.7	372
1983-84	31.8	194	25.7	114	22.1	66	22.4	2	28.2	376
1982-83	30.9	192	24.8	121	21.4	67	20.5	1	27.3	381
1981-82	28.2	176	22.4	120	19.5	81	17.4	8	24.3	385
1980-81	24.9	168	19.9	136	17.2	69	15.9	10	21.5	383
1979-80	23.8	165	18.9	139	16.4	81	15.3	6	20.4	391
1978-79	21.9	161	17.2	138	15.1	97	13.3	18	18.4	414
1977-78	22.1	153	17.5	136	14.9	132	12.4	15	18.2	436
1976-77	20.7	161	16.6	123	14.0	150	11.8	23	17.0	457

In part this is due to the large amount of discretionary money available to MSU. Whatever the cause, the numbers show a clear decrease in comparative salaries for UM since collective bargaining came to campus. So on this count, and after almost a decade and a half of union bargaining, I would have to conclude that the union has been an abject failure.

I should note that the union charges all of us 1% of our salary for the benefits they generate. We would all be at least 1% better off financially without the union. And agency fee members shouldn't be paying 1% in any case, since there was a U.S. Supreme Court decision in 1988 in which it was ruled that those that are not union members pay an agency fee, which amount cannot exceed the fair share of the amount used for the purpose of collective bargaining, contract administration or grievance adjustment. This amount will be substantially less than the 1% fee now levied, but the union has never so informed the agency-fee paying members.

A major problem with a union on a state campus is that the negotiations take place with the Regents, not with the legislature. The result is that we get into situations, as we did this last year, in which a raise was contracted and granted, but the legislature did not fund part of that raise. So the raise was granted at the expense of the jobs of some of our colleagues. This is not a good way to do business.

Collegiality rings loud in my ears as an important part of campus life and interaction. When I first arrived on campus in 1969, I was greeted warmly by my colleagues and associates across campus. As with most of us, I served on numerous committees and interacted with faculty and staff and students in many of them. I served when asked, and did my best to contribute to the degree possible. I served in the Senate and even as Chair during the year of no return. In all of this service and these interactions, I felt a sense of mutual respect and collegiality. After the union took over, and I resigned as chair of the Senate due to my strong feelings about the union, I was subjected to increasing loss of gentility and collegiality from my respected colleagues. This issue was not always kept at a professional level of philosophical discussions about the purpose of unions or the goodness of collective bargaining. I was labeled a scab, a hypocrite, a cheat, a drag and felt a considerable loss of respect by colleagues with whom I had previously shared some rapport. I sensed hostility, animosity, exclusion and lack of collegiality in the extreme. I was even honored at one time to be openly rebuked in the UTU Focus. To be sure, some of this animosity attenuated with time, but there are still edges felt from time to time. I should expect that this article will rekindle some flames anew.

But the issue is not one of me as a person, but rather the union members and those associated with the union versus those of us outside. The contract has a one-way street in its clauses that forces a dissenting person to enter the union, or at least an agency level, by failing to register as a charity contributor. If

a person lapses his or her charity status in a fall-semester memory lapse, he or she contractually becomes an agency fee-paying member in perpetuity. There is no way out! Those who manage to avoid this pitfall are looked upon by some members of the union community as less than acceptable members of the human race and are reminded of that from time to time. That loss of collegiality should have no place on a university campus. It is not professional, which we all should try to be.

In addition, the collective bargaining agreement puts enormous stress on the relations of the faculty and the administration. In the early years, rather free interchanges on almost all subjects took place between faculty and administrators, both on an individual basis and in committee interactions. Shared governance was real, albeit not without problems. Now there are entire areas that cannot be discussed because they are within the collective bargaining contract and the freedom of interchange is curtailed significantly. The dialogue between the administration and the faculty has become inimical in some instances and there have been numerous schisms develop. Faculty governance at UM has suffered an almost lethal blow as a result of the union. The Senate still struggles with those issues it is still allowed, but the union shadow in the Senate is heavy indeed.

Another issue which is obliquely connected with collegiality is the atmosphere of the campus, as observed by those who might wish to come. The presence of a faculty union is met in different ways by different faculty candidates. To some, it is looked upon as part of the campus atmosphere and accepted as such. Others clearly have much stronger views. In some cases, once they have found that a union is the collective bargaining agent, they wish to proceed no further with their application. This is unfortunate in the highest degree. Quality faculty are the hallmark of this University. Any artificial impediment to attracting such faculty should be eschewed. In some cases, the union presence is precisely that impediment. Although I was not faced with such a situation as I applied, I am satisfied that I would not have come to a campus governed by a union. I suspect many others have felt similarly since 1978.

The flip side of this argument is true as well. Excellent faculty have left campus, or in some cases, retired early to avoid the union presence. I would therefore argue that the union presence is deleterious to the acquisition and retention of an excellent faculty.

An adjacent issue of faculty quality is that of retention. There are really two aspects of this. The first deals with the grievance procedure. This elaborate grievance process makes it virtually impossible to terminate individuals. Lengthy and costly hearings have been held which have caused widespread distress within departments and across campus. Some that these efforts have been deleterious to the campus community as a whole.

The second aspect of retention looks innocuous, but is possibly even more debilitating in obtaining and retaining an excellent faculty. I am speaking here of the contractual language which allows individuals to remain faculty on this campus ad infinitum without obtaining tenure. Tenure was initially designed to allow institutions to retain quality faculty and guarantee them positions. Unfortunately, in recent years, it has been used as a shield behind which some hide less than average performance. A contract which does not mandate an "up or out" clause is debilitating to the institution. It allows those with marginal credentials to remain dormant for extended periods of time, doing enough to retain normal increments, but not enough to merit tenure. In mandating this course, the union has created a mechanism for diluting the quality of the faculty.

In addition to not allowing a time-mandated review of tenure potential, the union also provides another lack of incentive in the locked-in floors and steps mandated in the contract. Although there are merit increments given from time to time, the periodic floor adjustments generally nullify those almost completely. To a great degree this destroys any incentive such merit increments might have had. Although "market adjustments" can be made, there is generally no money to fund them. Recently two professors quit their positions, then applied for the open positions in order to start at a level they could never have reached by staying in rank. This policy causes inversions in the salary structure which can only be negated by the infusion of sufficient dollars to equilibrate the system again. Granted some of this is not a product of collective bargaining, but the lock-step progression and lack of the ability to really provide incentives to "heavy hitters" is costly to the University.

The collective bargaining agreement itself has always bothered me. It seems to say so much, yet so little. For instance, retirement benefits are often one of the major legs in a collective bargaining agreement in the world of labor and management. Yet our agreement has precious little to say about retirement issues. Why? It certainly isn't because our retirement perks are too generous already and needn't be negotiated. The union has just failed to act on this critically-important point.

And why was the union so powerless when the regents made the inane decision to go to semesters? Was this completely academic issue not this a negotiable item?

Finally I would mention the cost of doing union business itself. I am not sure how many faculty hours are spent doing union business each year. I have often wondered what might happen if those hours were transformed into hours of productive, scholarly activity. Those that are active in the union process generally accomplish this at the cost of teaching and research. Unquestionably the time spent diminishes their available time. It almost seems that union activity and active scholarship cannot co-exist. This in itself is a cost to the University.

So the presence of a union has produced a wealth of dysfunctions, schisms, inimical feelings and untenable relationships within the university and has tarnished the quality of the faculty at this institution. I should note that not all has been bad. The collective bargaining agreement, with its many faults, has crystallized thoughts and placed in writing policies that otherwise might have been overlooked or not dealt with properly by the administration. Unfortunately, these small pluses have been generated at the very high cost of a fractured faculty and diminishing salaries.

On the philosophical side, I have never quite understood why a faculty would willingly cast aside a promise of shared governance for a clearly-defined role as labor in a management/labor context. I had always considered faculty as professional. I strongly object to the connotation that I am labor.

I think I can summarize my feelings by saying that in the more than a decade of union presence on this campus, morale has sunk, collegiality has eroded, salaries have failed to keep nominal pace with peer institutions or even MSU, quality colleagues have disappeared and polarization has been generated where none existed before. In my opinion, the union is the single most detrimental happening on the UM campus in the last twenty years.

Zoology's Ph. D. Program

Phil Wright

In the recent issue of Janus, Ellis Waldron, Graduate School Dean, in the late '50's, describes vividly the events that led up to initiation of doctoral programs at UM. He indicates this was a trying time for him, but in summary he that this was a successful move. Because Zoology had a strong record of research activity by its faculty and an active and successful master's program, it was, as Waldron writes, invited to explore the possibility of embarking on a doctoral program. A review of our program by outside reviewers was strongly positive, and we along with Microbiology, Psychology, and Geology were the first departments to be given the green light to proceed. Within the department, intensive review of requirements for doctoral candidates, decisions about the specialties of most needed faculty additions, and detailed plans for our space in the new Health Sciences Building were attacked with enthusiasm and vigor. Several lucrative NDEA fellowships were granted in the early '60's. These fellowships attracted high quality graduate students and provided adequate stipends. The NDEA also provided the department with substantial discretionary funds for capital equipment, expansion of library holdings, and field and laboratory research.

Other departments, particularly, Mathematics, Biochemistry, Microbiology, and Psychology, cooperated with enthusiasm. The move to the newly completed Health Sciences building in 1962 provided adequate space for the first time for teaching, research labs, animal quarters, museum space, and offices for faculty and graduate students. I was the department chairman during these years and responsible for the implementation of these plans and the development of the program. I was also the chairman of the building committee for the Health Sciences Building.

Our first doctoral degree was awarded in 1963 and 50 such degrees have now been completed. Virtually all of these recipients have found professional employment and many have followed with distinguished scientific careers in teaching, research, or administration. No less than 18 individual faculty members have supervised the graduate programs of these students. Those of us who have been involved with this program are justly proud of the record of these men and women.

The recruitment of additional faculty members capable of directing doctoral students helped us strengthen course offerings and improved the undergraduate curriculum as well. All of the doctoral candidates have been required to teach as graduate assistants, for a limited time at least, and some of these developed enviable evaluations by the enrolled students.

With the recent organization of the Division of Biological Sciences candidates for the Ph. D. with interests in zoology now earn the degree in Organismal Biology and Ecology.

SUPPORT FOR HIGHER EDUCATION IN MONTANA
AS CONTRASTED TO ITS NEIGHBORING STATES

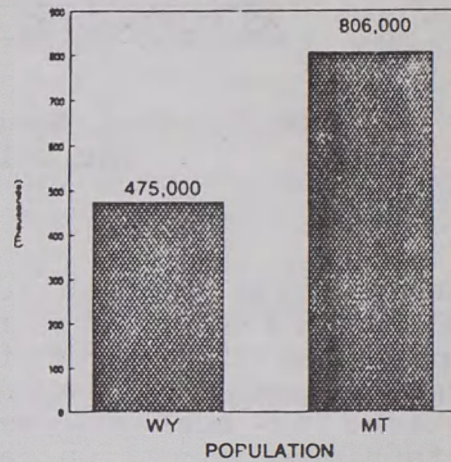
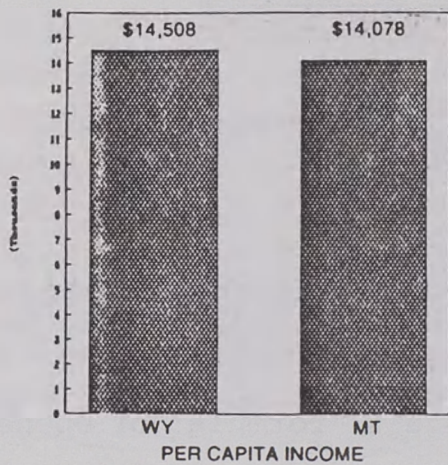
by Bob Frazier, Special Assistant to the President
The University of Montana

Montana's state general fund investment in higher education is often compared to neighboring western states. Commonly referred to as "peer institutions," these colleges and universities help Montana determine the average amount of spending to support higher education. The average constitutes Montana's "formula" of spending for its higher education campuses.

If we examine the state general fund revenue committed to universities of similar size with The University of Montana (10,800) and Montana State University (10,100), there are some startling disparities. The following chart demonstrates the differences in state appropriations:

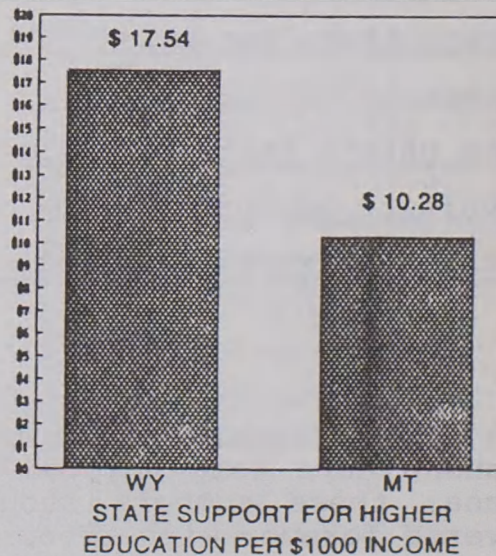
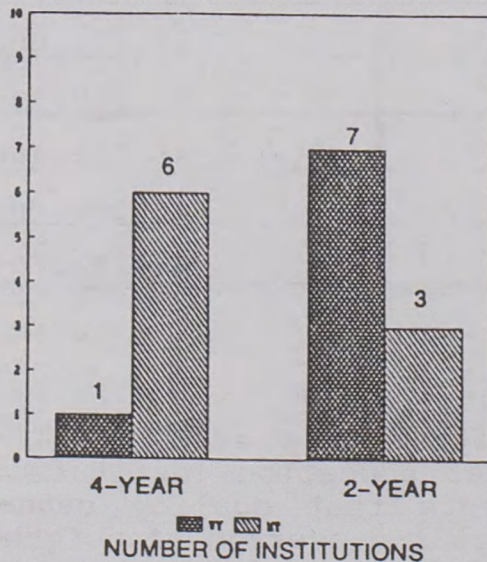
The University of Montana	30,420,797
Montana State University	37,520,000
University of Idaho	53,820,054
North Dakota State University	45,705,456
University of North Dakota	46,392,789
Northern Arizona University	67,984,300

While these figures serve to demonstrate the exceptional value Montanans have long enjoyed at higher education institutions in Montana, these numbers should connote that quality cannot be delivered forever with resources below the average of neighboring states. Perhaps the best example of this disparity lies in our neighbor to the south, Wyoming. Montana and Wyoming have many things in common. They are intensely rural, have a similar economic base, small populations, about the same per capita income (Montana: \$14,078, Wyoming: \$14,508), and they are both rich in natural resources.



These two states, however, differ greatly in both the method of delivering higher education services and the monetary commitment to their institutions.

Wyoming operates a feeder model with one university and seven community colleges. Montana, on the other hand, delivers higher education through two universities, three four-year colleges, one four-year branch campus, and three community colleges.



With that type of disparity, many people have wondered if Montana wouldn't be better served by a system similar to the Wyoming model. Since Wyoming has no four-year colleges, a closer examination of university and community college enrollments and spending deserves scrutiny.

	Enrollment	State Appropriations
Montana State University	10,100	37,500,000
The University of Montana	10,800	30,420,000
University of Wyoming	12,300	79,186,000

In other words, Montana's two universities educate 8,600 more students with 11.266 million dollars less in state appropriations.

Community colleges also pose an interesting contrast.

	Enrollment	State Appropriations
Wyoming Community Colleges (7)	16,218	40,125,000
Montana Community Colleges (3)	4,736	3,182,000

Montana educates 30% of the students Wyoming serves at its community college campuses. However, it is important to note that Wyoming spends about three and one-half times more state money to educate each student. Once again, a demonstration of the exceptional value Montana's taxpayers enjoy. And what if we add those four-year college campuses back into this discussion? That would add another 8,000 students and twenty-nine million dollars worth of spending to Montana's total. That's still \$19.2 million less in total state dollars committed to higher education while serving 4,650 more students than Wyoming.

As a final thought, it is worth mentioning that there is one additional important difference between these two states: the population. Wyoming offers its more expensive "feeder" system with only 58% of Montana's population.

BF/crk



Did you know ?

UNIVERSITY OF MONTANA FACULTY WORKFORCE 1981-1989

Full Time

	Male	Female	Total
1981	392	85	477
1985	384	102	486
1989	300	82	382

Part Time

1981	0	1	1
1985	0	0	0
1989	123	81	204

Based on EEO-6 Reports



✓
ARNOLD BOLLE
1630 JACKSON
MISSOULA, MT 59802