

The MIT Faculty Newsletter

Vol. II No. 1

October, 1989

Low Tech or High Tech?

The Future of MIT

James R. Melcher

Some years ago, I gave a talk to a small group of MIT students who had responded to a title that went something like "Do We Have a Defense if We Can't Light Our Lights?". It was a typical Melcher attempt to raise awareness of the degenerate influence that Reagan's military and deficit spending based

...our history shows [MIT] to be overwhelmingly shaped by outside "political" influences....

approach to pumping up the US economy was having on American industry...in particular, the US power apparatus industry. Jay Keyser was there (bless him) and made a comment which has echoed in my mind as I have had to live with the consequences of those policies while trying to discern a course toward an acceptable future for my country and my institution. Jay said, "Jim, MIT is not a political place."

Remember Referendum 4 as it appeared on the Massachusetts ballot at the time of the last presidential election? A "yes" vote called for shutting down Massachusetts nuclear power plants until certain conditions had been met. Through editorials, full page advertisements and TV spots, MIT's president, provost, two deans and about a dozen other faculty backed a "pro-nuclear no" vote on that

(Continued On Page 8)

Presidential Search Continues

Faculty Committee Formed

Robert M. Solow

The formal responsibility for choosing Paul Gray's successor as President of MIT belongs to the Corporation. The search is being carried out by the Corporation Committee on the Presidency (CCOP) which has nine members, with Carl Mueller as Chairman. (Mueller played the same role in the process that led to the selection of Paul Gray.) The Faculty Search Committee, whose membership is listed below, is in principle advisory to the CCOP, but we have been assured that the faculty will participate equally in every phase of the process that leads up to a (presumably *pro forma*) final vote. That is certainly our firm intention.

The choice of a new president is necessarily an occasion when an institution like ours rethinks its future direction. The time constants are different, of course. We will have a new president in a year, presumably. But it will take much longer to articulate and discuss alternative views about the way MIT should take advantage of its opportunities and meet its problems in the next decade. The two processes are obviously connected. Some members of the MIT community want the Institute to focus on its role as a premier teaching and research institution; others prefer to focus on the Institute's dual national role: in public policy with respect to science and engineering, and as a resource for U.S. industry. It has long been MIT's position that these two roles are complementary and not

(Continued On Page 9)

Foreign Languages at MIT

From Success to ...?

Catherine V. Chvany

In Spring 1985, Foreign Languages and Literatures was the MIT Humanities success story. FLL led all Humanities fields in the number of Concentrators and was second only to Economics in the School of Humanities and Social Sciences (SHSS). Total enrollments (based on final grade sheets) for 1984-85 were 1896, but in the following four years they slipped to 1718, then 1528, then 1503, down to 1497 in 1988-89. In the same four years, Concentrators fell from 505 to 328. In view of national trends showing a 50% increase in foreign language enrollments

...MIT's once leading German program is staffed entirely by temporary people.

everywhere else for the same period, the loss of language students at MIT is far greater than the 20% actual drop in numbers. It has become more difficult for freshmen at this international institution to continue language study or to begin a new foreign language early enough to achieve fluency. While foreign study is today the norm at most other elite schools, only a very few MIT students can qualify for the rapidly expanding opportunities for study and employment abroad.

Spin-offs from the HASS changes are only part of the reason, though the message that three terms of a foreign language are less broadening or

(Continued On Page 3)

INSIDE: From The Faculty Chair - Page 5
The Context Review Group - Page 7
Harassment at MIT - Page 10
Table of Contents - Page 2

Table of Contents

Low Tech or High Tech? The Future of MIT	1
Presidential Search Continues Faculty Committee Formed	1
Foreign Languages at MIT From Success to ...?	1
Editorial - Creating a Newsletter	3
A Comment on the Report of the MIT Commission on Industrial Productivity	4
From The Faculty Chair Issues for the Coming Year	5
MIT Parking: Social Irresponsibility?	6
The Context Review Group	7
Harassment at MIT: Think Prevention	10
MIT Numbers	11

EDITORIAL BOARD

Stephan L. Chorover
 (Brain & Cognitive Sciences)
***Catherine V. Chvany**
 (Foreign Languages & Literature)
Phillip L. Clay
 (Urban Studies and Planning)
Glorianna Davenport
 (Media Arts & Sciences)
Sy David Friedman
 (Mathematics)
Jack B. Howard
 (Chemical Engineering)
Daniel S. Kemp
 (Chemistry)
***Judith T. Kildow**
 (Ocean Engineering)
Jonathan A. King
 (Biology)
Vera Kistiakowsky
 (Physics)
***Lawrence M. Lidsky**
 (Nuclear Engineering)
***James Melcher**
 (Electrical Engineering & Computer Science)
Fred Moavenzadeh
 (Civil Engineering)
Uttam L. Rajbhandary
 (Biology)
John van Maanen
 (Sloan School of Management)
***David Gordon Wilson**
 (Mechanical Engineering)

David Lewis
 (Production Editor)

***Editorial Subcommittee**

Authors

Stephan L. Chorover is Professor of Brain and Cognitive Sciences.

Catherine V. Chvany is Professor of Foreign Languages and Literature.

Henry D. Jacoby is Professor, School of Management; Chairman of the Faculty.

F. E. Low is Institute Professor of Physics.

James R. Melcher is Professor of Electrical Engineering and Computer Science.

Mary Rowe is Adjunct Professor of Management; Special Assistant to the President.

Robert M. Solow is Institute Professor of Economics; Chairman of the Faculty Search Committee.

David Gordon Wilson is Professor of Mechanical Engineering.

Editorial

Creating a Newsletter

Putting together our Faculty Newsletter differs from editing a conventional newspaper in at least one important way. Our authors are the faculty. If the issue's editorial subcommittee sees a "story" in the making, having it covered is not just a matter of assigning a reporter. Even if a faculty member gives oral expression to concerns and insights, getting hard copy that they are willing to expose to their colleagues is another matter. Putting together this Newsletter is a bit like husbanding and then shaking a tree. With this issue, you can see what fell out this time around. But, as you well know, it is only a fraction of what is still on the tree. One of the rewards of serving on an issue's editorial subcommittee is the insight into the Institute that results, far beyond what is reflected in the issue. Consider that as a reward for serving on an editorial subcommittee.

We wish that we could tell you about the articles that are not here. The reasons range from lack of time and a feeling that good soldiers speak when asked, to a concern for first reaching a committee consensus or maturing a thought. Some of these articles will appear in later issues. In thinking about writing an article, there is in the background the contemplation of what it means to express yourself in the Newsletter. Are the comments really betwixt us family? Or, are they going to be seen on the front page of the Globe the next day? Obviously, they are at least as public as a Faculty Meeting. But they are addressed to the Faculty, and will be taken as such wherever they are properly referenced.

The Newsletter is intended as a measure of the vibrancy, the awareness, the humanity and hence the real strength of our Institute.

We encourage contributions of all kinds from the MIT faculty and

related community: articles, letters, cartoons, etc. Please mail your submissions to: MIT Faculty Newsletter, 38-160; or contact any member of the Editorial Board listed on page two.

Editorial Subcommittee

Foreign Languages at MIT

(Continued From Page 1)

humanistic than a HASS-D taught in English has certainly been damaging. So has the exclusion of the first three terms of foreign language from the Minor: in any language started at MIT, the Minor requires 9 rather than 6 subjects, and thus exists mainly on paper.

In 1985, an external review team appointed by Dean Friedlaender, impressed by MIT-FLL's successful integration of language-literature-culture (which is now widely imitated elsewhere), recommended that the section's research strengths in literature be complemented by a research group that would build on current strengths in second language acquisition theory and related disciplines. The appointment of Claire Kramsch as Professor and section head followed on these recommendations.

Today, however, MIT's once leading German program is staffed entirely by temporary people. After the denial of the last tenure case in foreign literature, which had been strongly supported by the section, Kramsch resigned as section head. On leave this year at Cornell, she has accepted a professorship in the German department at UC Berkeley as of June 1990. I cite (with Kramsch's permission) from a report she wrote in November '88: "... FLL had not been able to convince the rest of the Institute of its educational mission, nor to persuade the School's Council that learning a foreign language had any humanistic value per se."

Other factors have also contributed to FLL losses. Our mandate from the previous dean--to grow and build a first-rate program--turned out to have been seriously underfunded. Since the abolition of the Humanities Department in 1982, apparently without provision for a slush fund to respond to shifts in enrollments, FLL had been running at a sizable annual deficit. Dean Friedlaender appointed economist Cary Brown as acting head, with a mandate to straighten finances. In one year, all FLL programs, some already minimal, had to be cut by some 10%. Fewer and larger classes, reduced offerings in literature, closing of small advanced classes, all led to reduced enrollments.

Another coincident factor was the ruling that all Bulletin listings must be offered at least biennially. In small programs such as Russian, some subjects had been offered in three- and even four-year rotations to insure that the few majors would have a different subject to take each year. The loss of these longer rotations effectively reduced some programs (and their attractiveness for faculty development) by another 33%.

Dean Friedlaender, now in her second year as acting head, has improved working conditions. Some of the language sections lost in 1986 have been restored; we manage to stay within budget as long as faculty vacancies are covered by low-cost temporary staff. We are in the second year of searching for a head. All other vacancies are on hold until we find one.

The question for the 1990s has two sides: What can be done to encourage rather than discourage the study of foreign languages and cultures by students MIT is training for world leadership? And how can MIT, more specifically SHSS, insure that foreign languages, like all other MIT subjects, will be taught, or at least closely monitored, by scholar-specialists?

A Comment on the Report of the MIT Commission on Industrial Productivity

Stephan L. Chorover

The first thing that caught my eye on the cover of the June 1989 issue of *Scientific American* was the headline announcing "MIT's Rx for building a new industrial America." A few pages inside, I read, with interest, an advertisement describing the upcoming (September) single-topic issue on "Managing Planet Earth" as perhaps "the most important yet" because of the interlocking economic and ecological crises of unprecedented scope and urgency confronting contemporary industrial society. "As the 20th century draws to a close," the magazine's editor observed, "one issue looms as the central challenge we face: Can the earth be made safe for human beings and other forms of life?"

With this question in mind, I then turned to the article referred to above. After finding nothing in the proffered prescription about the need for an industrial policy that reconciles economic growth and development with a habitable environment, I wrote the following letter to the Editors.

* * *

It is a notorious fact that the way problems are defined tends to determine how they will (and will not) be dealt with. In their summary of the more extensive and much-publicized report of the MIT Commission on Industrial Productivity, my esteemed colleagues, Suzanne Berger, Michael L. Dertouzos, Richard K. Lester, Robert M. Solow and Lester C. Thurow, make several important suggestions for improving the competitiveness of the manufacturing sector of the U.S. economy, ["Toward a New Industrial America," *Scientific American*, June, 1989].

It is unfortunate, however, that the members of the MIT Commission did not take more to heart their own prescription for changes in "some of

the most cherished American operating procedures and assumptions." Had they done so, they might have spent less time rehearsing such stale social darwinist slogans as "competitiveness," "military power," and

It is unfortunate...that the members of the MIT Commission did not take more to heart their own prescription for changes....

"the nation's ability to retain its influence and standing in the world at large," and devoted greater attention to the ways in which our present economic predicament is systematically linked to poverty, hunger, population growth, excessive military expenditures and other geopolitical factors.

Further to the point, had the authors heeded the earlier findings of the World Commission on Environment and Development (the Brundtland Report), they might have broadened their definition of the problem enough to avoid ending, as they do, with the patriotically alluring, but geopolitically simplistic vision of the U.S. "moving into the 21st century with the same dynamism and strength that made it a world leader a generation ago."

There is a growing general understanding that industrial and agricultural "dynamism" represents the major anthropogenic source of air, water and soil pollution. Surely the authors of "the MIT prescription for building a new industrial America" are not unaware of the extent to which past and present patterns of industrial and agricultural productivity have posed and are posing a threat to the limited carrying capacity of our

planetary biosphere. Presumably they also agree with the conclusion arrived at by the Brundtland Commission that sustainable human progress can only be achieved through a system of international cooperation that treats environmental protection and economic growth as inseparable. Why, then, are they silent on the need for industrial practices and lifestyles that are both economically and ecologically sustainable?

No doubt there are many and varied pervasive weaknesses in U.S. industrial practices, but their proper diagnosis and treatment requires an approach that takes more than what is

...they might have...devoted greater attention to the ways in which our present economic predicament is systematically linked to poverty, hunger, population growth, excessive military expenditures and other geopolitical factors.

going on inside the nation's production system into account. Even an in-depth study extending systematically "from the factory floor to the corporate boardroom" and conducted by "a distinguished group of experts" isn't enough. When it comes to defining and dealing with the problems plaguing relatively affluent and highly industrialized nations like ours, such "bottom-up" or "inside-out" approaches must be complemented by others which proceed in a "top-down" or "outside-in" direction. In short, we must learn to define and deal both with local economic imperatives and their global ecological contexts.

FROM THE FACULTY CHAIR**Issues for the Coming Year**

Henry D. Jacoby

I am pleased that the Faculty Newsletter is starting up for another year. I hope all of us will be willing to help if asked, so it can be sustained without an undue burden on those recruiting and editing the various issues. We are not as balkanized as some universities, but it still is difficult to create a sense of faculty cohesion in such a complex institution as MIT. The Newsletter can help us keep informed about events and issues of common concern, and in touch with the views of colleagues.

In this vein, I want to call attention to two areas that need faculty attention in the near term, one personal and one strategic. The first concerns the interior life of the Institute: the way we treat one another. We are a community of striking diversity, with differences in gender, race, religion, cultural background, sexual orientation, family status, individual talents, and personality. Moreover, the faculty, students, and staff are more diverse now than five or ten years ago, and the trend is likely to continue in the future. In the face of such change, it is a continuing challenge to maintain an environment where all of us feel valued and supported in our work, study, and personal growth.

There are many aspects of this task, but three call for special attention in the next few months. First, this fall we will be discussing a new proposed Institute policy on the public display of pornographic films. The issue is a delicate and difficult one, because there seems to be no easy way out of the tension between a concern for protection of the community environment and worries about the erosion of constitutional protection of free speech. The new proposal is an improvement over past efforts to deal with this problem, I

believe, and I hope it is one the Faculty can support. Your thoughtful consideration of the policy is crucial, because it is our own Committee on Discipline, along with the office of the Dean for Student Affairs, that will be asked to enforce it.

A second problem in the domain of internal personal relations is harassment, which MIT policy defines as, ". . . verbal or physical conduct which has the intent or effect of unreasonably interfering with an individual's or group's educational or work performance at MIT or creating an intimidating, hostile or offensive educational and work environment." Particular concerns are sexual, racial, and religious harassment, because we seem to be in a time of increasing incidence of events of this type. [Related article, page 10.] This rise may be the result of the changing population of the Institute and in the willingness to report these problems. But whatever the source, it is an aspect of our classroom, office, and laboratory environment that needs continual attention. Also, faculty frequently must take a role in mediating or otherwise resolving these situations when they arise. It is important that we be competent in handling these difficult circumstances, and aware of the grievance procedures and specialized staff resources that are available. These issues likely will be discussed in a fall faculty meeting, along with a report of the number and types of cases we are experiencing.

Third, under the leadership of Peter Elias a committee has been studying issues of Family and Work. Many of us filled out their questionnaire last spring. They will be reporting their findings in the next few months, and they are likely to have important things to say about the proliferation of family forms (broadly

defined) and the implications of this change for the ways we have organized faculty life, employment benefits, campus services, etc.

The strategic issue relates to the presidential search. (See Solow, page one.) It is important for us to think as clearly as possible about what we as a faculty believe is the current circumstance of the Institute, and what we think must be done over the next decade to maintain MIT as a premier institution for research and teaching. It is impressive how much of our internal time is spent trying to deal constructively with forces of change outside the Institute. Examples that come quickly to mind are the erosion in the relative economic and technical position of the United States, shifts in national budget priorities and the political status of the major research universities, changes in societal attitudes about science and engineering, and the evolving demography of the Country.

We will not reach consensus about what our environment will look like in 1995 or 2000, or what the Institute needs to do to get out ahead of these apparent trends. But clear expressions of analysis and viewpoint will be important to our Faculty Committee as it advises the Corporation on the presidential choice.

Don't wait. The Faculty and Corporation Committees will move quickly over the next couple of months to formulate issues, and to search and cull names.

Also, the value of faculty effort put into this process will not end with the selection. Common threads of analysis and opinion will help inform the next administration, whoever may lead it, about faculty assessments of the challenges ahead, the things we want to preserve, and the new directions the Institute should take.

MIT Parking: Social Irresponsibility?

David Gordon Wilson

The MIT parking situation has some parallels with the HUD scandal. That is a rather extreme statement, but I need to get your attention. At HUD, people allegedly lined their pockets at the expense of many. The supposed crimes were victimless, in that usually no one person was seriously hurt. Large sums of money were collected from a large number of people, including U.S. taxpayers. Perhaps more serious was the destruction of incentives to take socially desirable actions. If there is an incentive to get personal benefits, there is automatically a negation of an incentive to put a great deal of costly effort into solving the problems of the general community.

To put the parking situation at MIT into the same category as schemes of grand larceny might seem far-fetched. But what is involved certainly has considerable value. Parking in Cambridge is in very short supply and is very costly. Yet a subset of the MIT community provides itself with essentially no-charge parking. The cost to MIT however is high. My assessment, taken from the March 1986 Report on Parking Policy (Planning Office) and calculated from data provided by past parking-committee chairs and administration officers, is that the cost approaches \$3000.00 per parking place per year. A large part of this is the annualized cost of the parking garages plus maintenance, plus a share of the cost of parking attendants, plus a share of the cost of the MIT Police, and a share of MIT's payment to Cambridge in lieu of taxes.

The cost to the surrounding community could be higher. The effect of providing no-charge parking on an area is discussed in a U.S. Department-of-Transportation report "Free parking as a transportation problem." The flow of personal

vehicles induced by no-charge parking at MIT (and other employers, of course) causes traffic jams in Cambridge and elsewhere, induces huge expenses for police and other traffic-control methods, in general not paid for by road users, and greatly reduces the attractiveness of alternative methods of commuting, especially the buses, which become very sluggish in rush-hour traffic. Walking and bicycling are also made much more unpleasant by the crush of

...the cost approaches
\$3000.00 per parking
place per year.

highly subsidized automobiles, competing angrily and dangerously for "their share" of a limited resource, the roadway.

The ideal economic solution to this problem is either to charge the full costs, internal and external, for parking; or to use the principle of congestion pricing as used, for instance, by the phone companies for phone service. W. C. Vickrey (Columbia University economist) recommends that parking charges should be gradually increased until on average one out of five places is free at all times. He reckons that this type of fee should be extremely popular, because it guarantees that parking is available anywhere at any time, and because the charges would be much less than the motorist's valuation of her/his time otherwise spent looking for parking spaces.

The principal obstacle preventing a fully rational solution to the parking problem is crazy legislation. The D.O.T. report pointed out that "(t)he major incentive for

employers to provide free parking appears to be the fact that as a fringe benefit, free parking escapes income taxation." There are also, nowadays, other problems connected with parking allocations being "grandfathered" under pollution-abatement regulations.

The D.O.T. report made two recommendations to avoid these obstacles.

1. No-charge parking should be limited to those vehicles carrying three or more people.

2. The Internal-Revenue Code should be amended to permit employers to pay employees a tax-exempt travel allowance in lieu of free or subsidized parking.

The second recommendation has a strong appeal from the fairness viewpoint. There is no logical reason why one favored group of people at MIT should vote themselves a subsidy of three-thousand dollars each per year from funds that would otherwise be available equally for general pay raises and for a reduction of overhead on research contracts, while simultaneously inflicting discomfort, hardship and danger on others who use public transportation or who walk or bicycle. (Bicyclists would like this option: they could get a new bike every week of the school year.) But the Internal Revenue Code excludes this option from consideration at present.

If, therefore, we wish to be socially responsible we should move towards implementing the first recommendation, requiring, perhaps, that for the first year, parking charges should be waived for vehicles with only two occupants. Single-occupant vehicles should be assessed an economically justifiable charge.

Even Harvard imposes parking fees of several-hundred dollars per year. Can we allow ourselves to be socially less responsible than Harvard?

The Context Review Group

F.E. Low

The Context idea is that students and instructors should be made aware of and have knowledge about the contexts--cultural, political, economic, environmental, ethical--within which the practice of science and engineering takes place. Two faculty committees had been involved in catalyzing the development of Context subjects which would be taught cooperatively by faculty from different schools of the Institute. Twelve such subjects had been developed and approved by the end of the 1988-89 academic year.

The Context Review Group was appointed by Dean Margaret MacVicar in October, 1988, to evaluate Context offerings, think about the Context program and make proposals for the future. The members of the group were: Maurice S. Fox (VII), Elias P. Gyftopoulos (XXII), Lacinda R. Hummel '91 (VII), Arthur Kaledin (XXI), Lawrence M. Lidsky (XXII), David H. Marks (I), Margaret S. Richardson (U.E.O.), Merrit Roe Smith (STS) and Arthur Steinberg (XXI).

I served as chairman. The Group met once a week throughout the school year and submitted a report to Dean MacVicar at the end of June, 1989.

The review group came to a number of conclusions (almost all of them unanimously) which I list below.

1. The Context notion should be an important component of MIT's educational program--for undergraduates, graduates and teachers. With respect to the latter, one of the important benefits of the program has been the self-education achieved by the bringing together of faculty members from widely differing disciplines.

2. Even before the formal Context courses were established there had been a substantial exposure of

MIT students to contextual ideas through existing subjects and programs. The review group believes that the distinction between the formal Context subjects and the pre-existing "natural" Context subjects is artificial and will wither away if the Context notion takes hold at the Institute.

3. We would like to see the Context notion enter more firmly into MIT culture. We believe the diversity of student preparation, career goals and interests can make this happen

The Context notion should be an important component of MIT's educational program....

through a variety of opportunities. These opportunities can be characterized in various ways:

- By organization: formal subjects, projects, other experiences
- By level: freshman, senior, graduate, faculty
- By academic structure: with departmental prerequisites, with interdepartmental prerequisites, by association (as a section, satellite or module) with an Institute or departmental core subject.

The group carried out a few experiments with discussion workshops using video tapes as an introduction ("What Should MIT Be Doing About the Greenhouse Effect?" and "Animal Experimentation--Do Animals Have Rights?"). The sample was too small to draw definite conclusions as to the future feasibility of this mode; however, the results were encouraging. IAP would probably be a particularly good time to continue these experiments. We believe such

workshops, especially in conjunction with UROP and the Undergraduate Seminar Program, should be encouraged.

4. Although the group was unanimously enthusiastic about the Context program, it is not recommending that there be an Institute requirement. There are four reasons for this. First, it does not seem useful to burden students with increasing numbers of degree requirements. Second, MIT students are at different stages of maturation, and pursuing diverse goals; hence there is no universal need. Third, it is not clear that there are existing faculty resources for such an effort. (Of course, individual departments or schools may well choose to introduce such a requirement and supply or create or negotiate the resources to do so.) Finally, we note, as discussed earlier, that there is a substantial Context effort at MIT.

5. There should be a faculty member, with financial resources, who would serve as intellectual leader for the program: To plan, stimulate, publicize, negotiate and in general to make sure things happen.

Finally, the group emphasized that the success of the Context program would require the interest and commitment of a substantial number of faculty members, and the willingness of their departments to remove bureaucratic and other barriers to their participation.

We must believe in free will. We have no choice.
Isaac Bashevis Singer

Low Tech or High Tech?

(Continued From Page 1)

referendum. As I remember, the endorsements were not presented with the proviso that they were from individuals acting as private citizens. Rather, it was the MIT affiliation and titles that were intended to make the endorsements persuasive. Clearly, MIT had shown that it could be a political place.

Mind you, having imbibed of a "late-50's" MS education in nuclear engineering, and having spent three

Now, we are propelled by national policies that erode our industrial base and therefore threaten our own Institute.

decades observing the disparity between the public's appetite for energy and willingness to truly pay for it, I have grave misgivings about the recommendation of nuclear power without the expression of strong concerns for nuclear waste disposal. Yet, it was a relief to see that MIT could openly be a political place.

Given the recent Congressional hearings of the Weiss and Dingell committees, it is evident that vituperative years are ahead for MIT. To be fair, Jay could have been anticipating that MIT is poorly suited to reaching goals through political action and is indeed politically vulnerable. We do not have a natural political constituency. So it is that we have little political leverage unless we draw on our institutional identity.

Or perhaps Jay was anticipating yet another pitfall for institutionalizing political issues. Rumbblings among the faculty over what amounted to an MIT position on Referendum 4 pointed to the need for internal academic and administrative

guides for defining the line between appropriate representation of the Institute and usurpation of individual prerogatives. These guidelines come from experience and so its no wonder they do not exist. One such guideline will surely be that the Institute should not get embroiled in political issues that are outside its purview. However, given its continued commitment to its own Nuclear Engineering Department, Referendum 4 was the Institute's business.

Much as we like to picture MIT as determining its own direction, our history shows us to be overwhelmingly shaped by outside "political" influences over which we have had little control. Once the US decided to fight the battle of the North Atlantic, MIT responded with the Radiation Laboratory. The post WWII decision to defend against Russian ICBMs resulted in our Lincoln Laboratory. Our Space Center originated from Kennedy's commitment to put a person on the moon and our Energy Laboratory reflected the concerns of the 70's for energy and environment.

Our ability to provide a vibrant and responsive educational environment has not only hinged on the research programs associated with these initiatives, but on having highly regarded professional opportunities for our graduating students. With our science and engineering base, we could not be an elite institution but for being indigenous to a country with a premier industry. Our posture differs from that of other elite institutions. When the US becomes industrially second rate, Harvard will be more or less Harvard but MIT will have become much less than MIT as we know it. Now, we are propelled by national policies that erode our industrial base and therefore threaten our own Institute. Our ability to fight

the "battle of the northeast", to defend against incoming civilian electronic products, etc., is stunted by the retarded view of national priorities that presently prevails in Washington. Given that MIT's future is inextricably

...it is clear that MIT must now enter the political arena.

the future of US industry, and that political decisions will be decisive in turning resources from fighting the ghosts of the past to the real problems at hand, it is clear that MIT must now enter the political arena. MIT's future is MIT's business.

We have one of two Techs in our future. The first, call it Low Tech, tries to keep a low profile, letting outside influences determine the agenda, much as it has in the past. It would opportunistically get support for its research oriented educational endeavors however it could, passively accepting an agenda dictated from without. Given the US compulsion during the 80's to retain the appearance of the status-quo by selling itself, Low Tech could go well into the 90's and still have a third of its budget committed to defending against ICBMs. And then, as the tragedy dawned on the American electorate, the sun would set on the DOD and on MIT alike. MIT would be left standing on industrial rubble, caught in the cross-fire of congressional hearings and the like and deservedly holding little of its past glory. Low Tech might have educated some leaders during this period, but hardly by example.

We should aspire to another Tech. This High Tech would draw

(Continued On Page 9)

Low Tech or High Tech

(Continued From Page 8)

upon its heritage in science and technology, upon its inherent economic, public policy and administrative insight, to forge new relationships with government and industry. Our Leaders in Manufacturing Program provides a glimmer of light leading in that direction.

High Tech would foster the likes of a Commission on Industrial Productivity with enough fortitude to identify the real enemy even if it is amongst us. It would have a program in Technology and Policy sophisticated enough to be both a source of objective studies and a resource for formulating and implementing strategies that would make MIT an active participant in shaping the environment within which it must operate. It could then have the likes of a Moses-Lincoln Laboratory Committee recommending the martialling of resources, from

Massachusetts Congressional representatives to leaders from industry, for rechartering the Lincoln Laboratory. Its charter, say under the Department of Commerce, would allow us to loose Lincoln's legendary talents on the mushrooming civilian communications business.

High Tech would be on the high ground so that it could take the cynical pot-shots that will be aimed at any institution committed to a first hand relationship to industry and turn them to its advantage in pressing for a change that is in the national interest. And in the MIT tradition, High Tech would teach itself and hence its students something about how leadership can spring from a heritage in engineering and science. There would then be no argument about whether or not those who approach technology and policy the MIT way are among the heavyweights.

Presidential Search Continues

(Continued From Page 1)

contradictory. Nevertheless, your leanings on that issue will undoubtedly spill over into your preferences about the sort of person we should be seeking for the presidency of MIT.

During the fall term, members of the Faculty Search Committee will be meeting with Schools, Departments, and members of the faculty generally to solicit opinions at all levels of generality, from views about the proper nature of MIT, major strategic problems we face, to recommendations about specific individuals. To keep all lines of communication open, we would welcome thoughtful comments on any aspect of the presidential search. Some of those have started to come in, as a response to the memorandum we circulated to the faculty on July 25th. We hope more will be forthcoming. This is not the way to conduct a poll, and we will not treat it as such. We are looking for ideas and for some sense of the wishes and concerns of the faculty. You can communicate with any member of the Committee.

Faculty Search Committee

Faculty Member	Department	Room	Phone
H. Kent Bowen	Materials Science & Engineering	12-011	x6892
Claude R. Canizares	Physics	37-501	x7500
Bernard J. Frieden	Urban Studies & Planning	3-411B	x2017
Hermann A. Haus	EECS	36-351	x2585
Lawrence M. Lidsky	Nuclear Engineering	38-174	x3808
John H. Lienhard	Mechanical Engineering	3-162	x3790
Barbara H. Liskov	EECS	NE43-528	x5886
Robert B. McKersie	Sloan School	E52-581	x2671
Leigh H. Royden	EAPS	54-814	x1292
Eugene B. Skolnikoff	Political Science	E38-762A	x3140
Marcus A. Thompson	Humanities (Music)	14N-210	x6951
Phyllis A. Wallace	Sloan School	E52-587	x7169
Phillip A. Sharp (Vice Chairman)	Biology	E17-529B	x6421
Robert M. Solow (Chairman)	Economics	E52-383	x5268

Harassment at MIT: Think Prevention

Mary Rowe

Is there more harassing and mean behavior in US institutions? Is it an increase in reporting or an increase in behavior? I believe that there is an increase in reporting and an increase in harassing behavior, all over the country, and at MIT.

In 1973 MIT was probably the first major employer and the first academic institution in the US to use the term harassment and to develop policies and procedures about offensive, intimidating and hostile behavior that has the intent or effect of unreasonable disruption of the

...the most common harassment concerns were from graduate students upset about unreasonably mean behavior from faculty members....

educational or work environment. (The present policy (see box, page ?) developed from recommendations of a faculty committee chaired by Peter Elias ten years ago.) Not only have we worked on these questions and developed some of the more widely recommended procedures for dealing with harassment concerns, but we have had, since 1973, two presidents and three provosts who feel strongly about the subject.

In fact most people at MIT feel really strongly that harassment is unacceptable. Those who care a lot about diversity and equal opportunity find harassment repugnant, cruel, contemptible. The least consciousness-raised among us still rejects harassment: it distorts the meritocracy and pursuit of excellence that is MIT. Like its Janus-twin favoritism, harassment distorts the environment so that creativity and

genius are twisted out of their proper paths. Harassment is an unacceptable corrosion of objective excellence and accomplishment.

So how are we doing? I am concerned about this question. Let me give you some reasons. I am contacted by MIT people hundreds of times a year about harassment. Some is sexual: drunken advances in living units, pawing and propositions, posters and graffiti, jokes, a dildo at Christmas. Some is based on gender, on sexual orientation, on religion and color and nationality and appearance. Some is based on race: a failure to invite one person, the only African American in the office, to any office birthday party or picnic. Some is just plain human meanness: grossly foul language, interference with work in the lab, humiliating public tantrums, the faculty member who won't read a graduate student's thesis for months and months, or keeps breaking appointments or the administrator who is unconscionably offensive with a support staff person. (In an April 1988 survey the most common harassment concerns were from graduate students upset about unreasonably mean behavior from faculty members; in recent weeks a number of support staff have reported very mean behavior from faculty, staff, students.)

Am I talking about a wide range of behavior? Yes. Would everyone here agree that a slide of a partly clad woman in a science lecture is harassment? No. One person's ethnic joke causes another to lose sleep, one person's tirade seems like normal behavior to another. The student who harasses a professor may think "it is just a hack." People also sometimes harass each other. These are among the many reasons that it is difficult to keep statistics. But whether you would agree that a given incident is or is not harassment, there

are hundreds of MIT people a year who contact me, who feel their lives "unreasonably disrupted." And I am just one of the several dozen people who hear a lot about harassment.

Another reason I am concerned is that too many of these incidents cause demonstrable damage. A graduate student is recalled to her home country just short of her PhD because of a defamatory letter sent to her parents. Each year several dozen faculty, staff, and students report being quite frightened by obsessed persons harassing them. A handful of people injure each other physically. A handful of women and men each year report that they give in to sexual coercion. Another handful quit courses or projects or employment at MIT because they will not give in to what they see as coercion. Students and secretaries warn each other away from a handful of MIT students and professors and employees, letting each other know of the student who makes anti-Semitic remarks, the A.O. who does not want to work with people of color, the professor who stands in the hall and stares at women or calls them late at night, or makes suggestive remarks in the office.

I am also concerned because harassment really is disruptive. Loss of sleep, pinched neck, inability to concentrate, unexpected tears, loss of appetite, a loss of interest in making love, stomach ache, fury, sadness, frustration, fear and heartache accompany harassed persons into my office; on the average at least two or three times a day.

I am also concerned because harassment is a peculiar problem to deal with. First of all people disagree strongly about what harassment is, especially if a case goes formal. And only about one case in a hundred has enough evidence of wrong-doing for a responsible (fair process)

(Continued On Back Page)

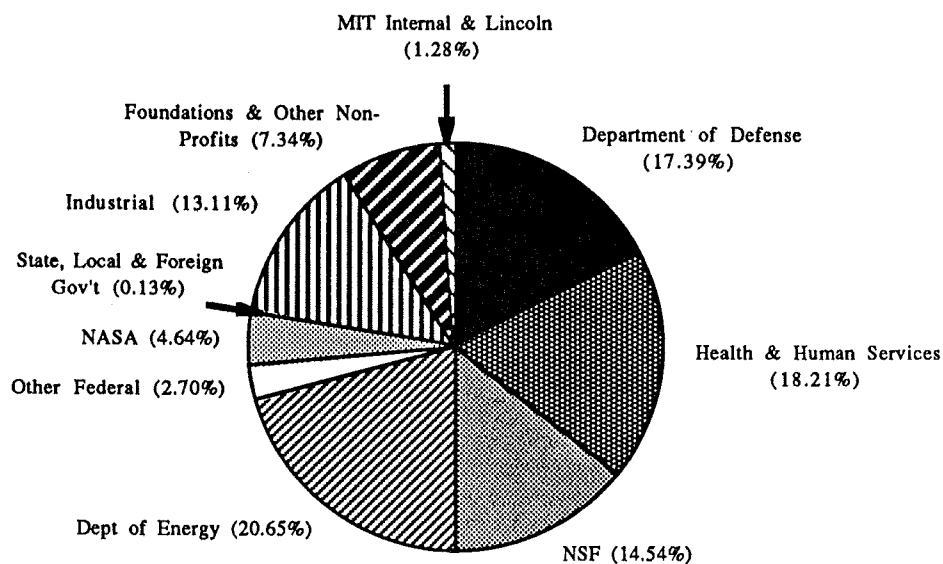
M.I.T. NUMBERS

ON-CAMPUS RESEARCH EXPENDITURES BY MAJOR SPONSOR Constant Dollars (1988=100), (\$000)

	FY 1973	FY 1978	FY 1983	FY 1988
Dept of Defense	31,293.3	23,050.4	37,517.8	46,836.0
Health & Human Services	31,113.1	31,555.9	36,467.6	49,069.9
NSF	37,427.2	36,748.1	36,483.1	39,176.6
Dept of Energy	19,805.6	54,431.0	56,802.2	55,638.8
Other Federal	9,361.9	12,575.2	12,097.4	7,283.5
NASA	19,745.0	13,574.4	12,291.1	12,509.4
State Local & Foreign	1,803.6	1,920.8	1,267.2	351.1
Industrial	5,969.6	11,353.0	23,244.5	35,314.9
Foundations & Other Nonprofit	16,585.5	13,325.3	15,528.2	19,778.6
MIT Internal & Lincoln	2,240.4	2,230.2	2,795.2	3,445.3
TOTAL	175,345.2	200,764.3	234,494.3	269,394.1

Note: Due to rounding, totals may differ from actual figures by ± 100.

ON CAMPUS RESEARCH EXPENDITURES BY MAJOR SPONSOR (FY 1988)



Information From the MIT Factbook;
Courtesy of the MIT Planning Office.

Harrassment at MIT

(Continued From Page 10)

administration to punish an offender. And at least 90% of offended persons ask to pursue one of a variety of informal and confidential options with respect to their concerns; these cases rarely come to light. For these reasons, the community at large does not readily comprehend the extent to which MIT people feel their lives unreasonably disrupted by mean behavior.

In the past two years we have seen strong initiatives from MIT student groups concerned with racial, religious and sexual harassment (including people working on acquaintance rape). For example a group composed mainly of graduate student women has called for sweeping change of MIT policy and procedures on sexual harassment.

The ODSA, COD, Personnel Offices and Campus Police have streamlined their formal processes and

extended their outreach. John Deutch, Jay Keyser, past and present Faculty Chairs, Shirley McBay, Constantine Simonides, the Working Group on Support Staff Issues and various academic and administrative department heads have been working actively in recent months on various specific initiatives including wider publication of aggregate data on complaints, support to those who are harassed anonymously, Tell Someone booklets, and a proposal for a new Provost's Committee on Sexual Harassment.

What can an individual faculty member do? Please encourage those who feel harassed to "tell someone"--to consider the wide variety of adjudicative and problem-solving options open to offended people. If you see harassment, stop it. If you know someone who harasses, ask them to seek counsel. (Confidential counsel

is open to all.) Mean, violent, sexist and racist behavior is more prominent all over the U.S. But we need not tolerate it at MIT.

Do people who harass know they are doing it? Sometimes not. It is important to encourage someone who is being meanly treated to talk with the person of their choice: a religious counsellor, a health care or personal assistance practitioner, a supervisor, a dean, an advisor, a personnel officer, a department or lab head, a housemaster, a graduate resident, the Campus Police, a friend, yourself, my colleague Clarence Williams or me. But prevention is even better. **Each of us should also encourage those who treat others meanly to seek advice.** If you know someone who is harassing others, please do not collude with the behavior; please help get the behavior to stop.

Policy on Harassment

Harassment of any kind is unacceptable at MIT and is in conflict with the policies and interests of the Institute. Moreover, many forms of harassment have been recognized as violations of the civil rights laws, by the U.S. Equal Employment Opportunity Commission, and by the courts.

Harassment is defined as verbal or physical conduct which has the intent or effect of unreasonably interfering with an individual's or group's educational and/or work performance at MIT or creating an intimidating, hostile, or offensive educational and work environment on or off campus. Harassment on the basis of race, color, sex, religion, national origin, or sexual orientation includes harassment of an individual in terms of a stereotyped group characteristic, or because of that person's identification with a particular group. With reference to sexual harassment, the definition also includes unwelcome sexual advances and requests for sexual favors which might be perceived as explicitly or implicitly affecting educational or employment decisions concerning an individual.

Any member of the MIT Community who believes that he or she has been harassed is encouraged to raise the issue, or lodge a complaint, in accordance with the established grievance procedures of MIT described in Section 3.24.

From MIT's Policies and Procedures.