Allocation of power explained

In recent weeks the cry has risen for student participation in policy-making, allocation of power, and in all the decisions that determine the course of a university's growth. The problem is that there is a great number of claims for the apparatus for student participation already exists and is functioning but goes unused.

Nearly a dozen student faculty groups are now operating and involved in educational reform and the day to day process of making MIT run. Since a few of these groups are so open to further participation by interested students and faculty, the following com- petition of the apparatus for administra- tion and evaluation of the educa- tion system has been made. The primary source of information is Peter Harris, former chairman of the SCP and a participant in a broad range of educational reform. In fact, it is no small coincidence that the focal point of student involvement and Peter Harris has prom- ined the same time.

Faculty Committee on Educational Pol- icy

Most decisions made about general education are the province of the Committee on Educational Policy. The CEP has power to conduct experiments (for example, courses taught in small groups) and to make changes in requirements; it studies pol- icy questions including ROTC and technical or academic credit for students in the military programs. The primary tool of Harris' Committee is an ambitious and thorough policy which is a counterpart to the CEP. SCEP's communication with the faculty is through the Instrumental Professorship. John Gregory of MIT (with Edgar Schein respectively) and Jerome Wiesner, the graduate Planning Professor (Jerome Wiesner) is a guiding force of the committee. When a faculty member wishes to innovate he first approaches CEP. The group considers proposals that are submitted written them with a recommenda- tion to the faculty. The CEP has as members the Provost and Undergrad- uate Dean (Professor Hal Berman, or Edgar Schein respectively) and ten members of the faculty with two or three terms of two years. Questions concerning course content as well as more administratively technical aspects of teaching may be addressed to the Academic Policy Committee, which is a counterpart to the CEP. SCEP's communication with the faculty is through the Faculty Instrumental Professorship.

The chairman of the committee is the chief instrument of the committee. The CEP often meets with the CEP and a number of joint task forces are considering the possible health effects of nuclear power. The joint task force CEP revealed a number of shortcomings in the past two years.

One of the SAE's key roles is that of a coordinating committee, a role it has assumed in the past. CEP has done a superb job in this task, the CEP has always been a place for students to meet with faculty and outside visitors to the University to discuss educational questions. CEP has been formed to provide a place for students and faculty to discuss educational questions. CEP has been formed to provide a place for students and faculty to discuss educational questions.