



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University
Senate Consultative Committee
302E Eddy Hall
192 Pillsbury Drive Southeast
Minneapolis, MN 55455
Telephone (612) 373-3226

October 21, 1977

Senate Consultative Committee
October 27, 1977
355 Coffman Union
12:30 - 2:30 p.m. *

AGENDA (D)

1. Latest enrollment figures
2. Implications of 504 Regulations (Professor Morrison)
3. Student representation on the Regents' Committee of the Whole (Ms. Lewis)
4. Copyright regulations (Vice President Koffler's letter attached)
5. Academic responsibility of faculty (Professor Rasmusson's letter attached)
6. Proliferation and overlapping of institutional research offices (Dr. Kanun's letter attached)
7. Future legislative relations activities

* Box lunches will be provided at 12 o'clock so that we may begin our meeting at 12:30.

BWR:11c
Attachments (3)
Enclosure: Committee Roster for 1977-78



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320 - 16th Avenue Southeast
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MINUTES OF THE SENATE CONSULTATIVE COMMITTEE

Meeting of October 27, 1977

The All University Senate Consultative Committee convened its fifth meeting of the 1977-78 academic year on Thursday, October 27, 1977 in Room 354 of Coffman Memorial Union on the Minneapolis Campus.

Members present included Laird Barber, George Blake, Mark Bufkin, Ann DeGroot, Wendell Glick, Robert Holt (ex-officio), Harriet Lewis, Terry Marchiniak, Fred Morrison, Richard Purple, Betty Robinett (chairperson), Philip Ryan, Barbara Stuhler, Michael Wagner and Mahmood Zaidi. There was one visitor from the general public who observed the meeting for approximately the first half-hour.

The meeting was called to order at 12:30 p.m. by Professor Robinett.

1. Latest Enrollment Figures

Professor Robinett gave the committee copies of a report published by the Office of Student Affairs and the Office of Admissions and Records entitled "Official Registration Statistics - Fall Quarter 1977" which was dated October 11, 1977. She noted that the document contained no comparative data for previous years.

Harriet Lewis raised the question of how the persons who prepared the report arrived at the figure shown in Table III indicating the number of in-state graduate assistants. It is not clear whether out-of-state graduate assistants who pay in-state tuition were included in this figure.

Professor Glick commented that there are different systems of counting students for the purpose of determining enrollment figures. The state college system uses a head count; the University uses what is called "Full Year Enrollment," or FYE, which is calculated by taking the total number of credits taken by all University students divided by the average student credit load. He remarked that it is important to keep this difference in mind when comparing statistics.

2. Daily Articles on the Search for the
Vice President for Administrative Operations

Professor Holt asked that the agenda for the meeting be suspended for fifteen minutes for the purpose of discussing the possibility of a response to a series of articles published recently by the Minnesota Daily dealing with the search for the new Vice President for Administrative Operations. At the end of the discussion, the committee asked Professor Robinett to send a letter to the Daily editor to provide clarification of the Search Committee's role and the procedures it used to arrive at the final slate of candidates. (See Daily, "Letters to the Editor" section, October 29, 1977.) A copy of the letter will be sent to the Regents and to President Magrath.

*

*

3. Student Representation on the
Regents' Committee of the Whole

Student Chairperson Harriet Lewis distributed a typed statement dealing with student representation on the Regents' Committee of the Whole which she asked the committee to review, discuss and possibly endorse before the document was forwarded to the Regents. Some faculty members pointed out that there is no faculty representation at meetings of this committee, nor is there representation for civil service personnel. Professor Holt explained the nature and purpose of the meetings of Committees of the Whole in general, emphasizing that no official action can be taken at such meetings.

*
MOTION Professor Morrison moved that the matter be referred to the Student
PASSED Consultative Committee for action. The motion was carried.

4. Copyright Regulations -
Vice President Koffler's Letter of October 11, 1977

Vice President Koffler's letter to President Magrath on "activities to understand and deal with problems raised by the new copyright law" was discussed. The proposed symposium for faculty on the new law which is scheduled to be held sometime in late November was felt to be a welcome step. The Consultative Committee received the item as an informational one, pending further developments.

5. Academic Responsibility of Faculty -
Professor Rasmusson's Letter of October 17, 1977

Professor Rasmusson's letter to Professor Robinett proposed a review and fact-finding effort to determine the veracity of charges made last spring that some University faculty are not meeting their classes and that some students do not receive counseling. He suggested that the Consultative Committee might want to work in conjunction with SCEP on organizing such an investigation.

*
MOTION After some discussion, Professor Glick moved that the letter be referred
PASSED to SCEP for action. Professor Purple pointed out that SCEP, of which he is a
 member, already has a full schedule of items to consider this year and that
 the matter most likely would be referred by SCEP to the University Appeals
 Committee on Academic Freedom and Responsibility. The motion was passed,
 with Professor Purple abstaining.

6. Proliferation and Overlapping of Institutional
Research Offices - Professor Kanun's Letter of October 18, 1977

Consultative Committee members discussed Professor Kanun's letter to President Magrath concerning the need for a review of the use of "resources and the inefficiencies consequent to the proliferation of University institutional and administrative research offices." A motion was made to refer the matter to SCRAP. Professor Morrison brought to the attention of SCC members that, since the Planning Council is already working on questions such as this one, there was no need to refer it to SCRAP. The motion was withdrawn.

Professor Zaidi commented that the President would probably refer the letter to the Planning Council for inclusion in a study they are doing on questions of duplication of effort in the administration and governance systems of the University, thus the Consultative Committee did not need to take any action.

*
MOTION
PASSED

After some further discussion, a motion was approved that Professor Robinett write a letter to President Magrath expressing the concern of the Consultative Committee over the questions raised in Professor Kanun's letter and that what is discussed therein is related to matters currently being worked on by the Planning Council. A copy of the letter will be sent to Professor Kanun and to Professor Leon Green, Chairman of SCRAP.

7. Future Legislative Relations Activities

Professor Robinett reported to the committee that Professor John Brandl had agreed to meet with the Consultative Committee on November 9 at 2:30 p.m. (Reference October 20, 1977 SCC Minutes.) The meeting will be held in Room 402 of the Campus Club. All Consultative Committee members were asked to attend.

8. Graduate Student Legislative Relations Advisory Committee (GSLRAC)

Student Chairperson Harriet Lewis brought the committee up to date on her efforts to ensure graduate student participation in legislative relations activities. (Reference September 15, 1977 SCC Minutes.) Vice President Kegler has agreed to an independent lobbying group made up of four or five graduate students which will develop its own contacts with legislators so that these students can discuss from their perspective the research efforts at the University, such as the loss of graduate assistantships because of cutbacks in legislative appropriations. Vice President Kegler will also provide time for testimony before the Legislature from the graduate student group, if GSLRAC so desires.

9. Coordinate Campus Faculty Representation on LRAC -
Professor Crawford's (UMD) Letter of October 21, 1977

Professor Robinett had received a letter from Professor Dean Crawford (UMD) in which he had suggested the names of faculty from out-state campuses as possible members of the Legislative Relations Advisory Committee (LRAC). After a brief discussion, it was decided that Professor Robinett would write a letter to Professor Crawford to inform him that Professor Wendell Glick was currently serving on LRAC, thus providing a coordinate campus representation at that time, but that we appreciated receiving the names of persons who are willing to help in this activity.

10. Meeting of the Legislative Relations Advisory Committee (LRAC)

Professor Robinett announced that the first meeting of LRAC would be held on November 11, and she asked the committee members to contribute ideas to be discussed there. (SCC members Glick, Keller and Purple are on LRAC.)

Professor Zaidi, Chairman of UCRRBR and SCC member, expressed the hope that in this first effort at having faculty work directly with the administration on legislative relations, the SCC members of LRAC would monitor very carefully the faculty input into the biennial budget request.

Professor Morrison added that the major responsibilities of LRAC members as he saw them were to 1) advise the Vice President on how to make presentations, 2) participate in the presentations before the Legislature, and 3) act as effective lobbyists for the University. He also felt that individual faculty members could be effective lobbyists outside of the formal presentation stage.

11. Admissions & Records' Problems

* Student Chairperson Harriet Lewis presented the committee with a two-page list, compiled by the Graduate Assistant Office with input from the Student Consultative Committee, which indicated the types of problems students have had in dealing with Admissions & Records. She asked the faculty members of SCC to contribute items to this list the next time this item appears on the SCC agenda.
* Professor Robinett suggested that certain portions of the list be reworded to help clarify the intent of the statements. Ms. Lewis agreed to do this.

* Professor Robinett said that this item would be on the December 1 agenda for the Consultative Committee and asked faculty to have additional items ready at that time. Ms. Lewis will write a letter to James B. Preus, Coordinator of Student Support Services for Admissions & Records, and she will discuss the problem with Vice President Koffler.

12. Agenda for the Meeting with the Regents

* Professor Robinett called for a discussion of agenda items for the November 9 meeting with the Regents. Members asked that biographies of the Regents be distributed to SCC faculty members prior to the November dinner meeting. Professor Robinett said she would ask Duane Wilson, Secretary to the Regents, to provide them before the meeting.

Professor Purple proposed that SCC members thank the Regents who participated in, either in person or by phone, the sessions which were held at the University on the faculty collective bargaining issue.

Professor Zaidi spoke about the topics which were covered with the Regents the last time that SCC met with them: 1) the Regents' view of the University; 2) what the Regents saw as appropriate activities for faculty and students; and 3) what activities the Regents had been engaged in which they saw as contributing to the University. He proposed that a valuable exchange might take place concerning the subject of legislative relations; for example, the question of who (faculty/ Regents) does what in relation to approaching the legislators from a lobbying or informational standpoint. Professor Blake asserted that it would be important to assure the Regents that the faculty, through individual activities or LRAC efforts, is not attempting to usurp the vital role the Regents have played in facilitating relations with the Legislature.

13. Facilitative Committee Meeting

Professor Robinett announced that there would be a meeting of the Senate Facilitative Committee on Wednesday, November 16, at the Campus Club. She asked for any items that the Consultative Committee might wish to have her discuss with the Facilitative Committee.

* Ms. Lewis asked why there were no student representatives appointed to the Facilitative Committee. Professor Robinett said that she would ask the Facilitative Committee members on November 16 if a student representative could be a participant at future meetings. Professor Robinett reminded the Consultative Committee members that the Facilitative Committee, made up of the chairpersons of all Senate committees as well as the chairperson of the University Committee on Business & Rules, is a consultative body, without any power or charge to take action on items before it.

Professor Blake said that the question of overlapping Senate committees seemed an appropriate topic of discussion for the Facilitative Committee. Professor Zaidi interjected at this point that the Carl Adams' subcommittee report to the Planning Council deals with this subject and that Consultative Committee members should be sent a copy for reference. Professor Robinett said she would have copies sent to all SCC members.

Professor Morrison brought up the subject of referral of Senate committee business to the appropriate committee(s) and the referral of such items from committee to committee. He suggested that this issue be raised at the Facilitative Committee meeting. Professor Zaidi commented that it would be helpful if the President would let the Consultative Committee know which committees should take action on what kinds of what kinds of issues. In this way, the SCC could facilitate the referral of Senate business to the right committee(s).

Ms. Lewis asked if SCC members would be getting copies of Facilitative Committee minutes; Professor Robinett said that they would.

14. Selection of Textbooks Written by Professors

Professor Morrison told the committee that a letter had been sent to faculty from Vice President Koffler's office which contained what was referred to as a "clarification" of the University's policy on the use of textbooks in a class taught by the same professor who wrote the book. Professor Morrison felt that there were some substantive changes indicated by this "clarification" of policy, and that the Consultative Committee should discuss them. Due to time constraints, the matter was tabled; it will be on the agenda for the December 1 SCC meeting.

15. Regulation 504 and the 504 Task Force

Professor Morrison had been asked by the SCC at their September 15, 1977 meeting to review this new regulation and report on the salient issues for and possible impacts on the University. At today's meeting, by way of introduction, he said that most of the major concerns the law had elicited when it first went into effect have been resolved by now.

Professor Robinett reminded SCC members that the President's Office still wants SCC to suggest the names of persons to serve on a task force being developed by Ann Pflaum, so the University is still engaged in efforts to deal with issues raised by attempts to implement the new law. It was suggested that the Extension Division should have a representative on the task force, and that faculty who are also handicapped persons would obviously provide useful input into task force projects or discussions. Professor Robinett asked Professor Stuhler to suggest someone from the Extension Division.

Professor Morrison told the committee that the decision to assist blind students was made forty or fifty years ago; the same decisions are now being made about persons with other handicaps, most of them physical, although the new law mandates certain changes in relation to improving access for mentally handicapped students as well. Post-secondary institutions do not have to accept unqualified applicants but may not discriminate against them on the basis of handicap. Once admitted, institutions must make reasonable adjustments to accommodate the needs of the handicapped student. The cost for such adjustments will be either borne by individual departments affected or come out of a central budget account. Professor Morrison favors the central budget account approach.

If an institution receives federal funding, it is subject to the new law. Professor Morrison said that he is aware of only one post-secondary institution in the United States which does not receive any form of federal aid; Brigham Young University in Utah. He feels that the University of Minnesota is likely to see an increase in the number of handicapped students coming here, mainly because it is one of the largest state institutions and will therefore provide a number of services for such students that they would not find at smaller schools.

Professor Robinett thanked Professor Morrison for the time he had spent studying this topic for the committee and for his presentation today.

The meeting was adjourned at 4:00 p.m. The next meeting of the Senate Consultative Committee will be held on December 1, 1977 at 12:30 p.m. in the Dale Shephard Room at the Campus Club.

Respectfully submitted,
Linda L. Compton
Administrative Fellow
Senate Consultative Committee



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November 18, 1977

TO: The Honorable Erwin L. Goldfine
 The Honorable Lauris Krenik
 The Honorable Robert Latz
 The Honorable David M. Lebedoff
 The Honorable L. J. Lee
 The Honorable Charles F. McGuiggan
 The Honorable Wenda W. Moore
 The Honorable Lloyd H. Peterson
 The Honorable Mary T. Schertler
 The Honorable Neil C. Sherburne
 The Honorable Michael W. Unger
 The Honorable David C. Utz, M.D.

Dear Ladies and Gentlemen:

At the November 10, 1977 meeting of the Student Consultative Committee, the following resolution was passed unanimously:

"The All University Senate Student Consultative Committee would like to encourage the Board of Regents to seat a Student Representative to the Board of Regents at the meetings of the Committee of the Whole for the following reasons:

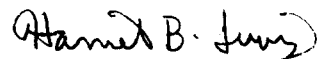
1. Students are the largest constituency in the University community; service to that constituency is enhanced if that constituency is able to participate in discussion of the key issues. Student lifestyles in terms of health facilities, legal facilities, dormitory policies, etc., are affected in a way which other constituencies are not affected. Students are the major consumer group at the University.
2. Many of the Regents' issues are discussed only at the Committee of the Whole. Student input on those issues is limited if student representatives are not seated at those meetings.

Members of the Board of Regents
November 18, 1977
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3. The Student-or-recently-graduated Regent cannot be expected to be the sole student voice. That Regent, when expected to represent only the student constituency, is limiting his/her constituency in a way which the other Regents are not limited; all other Regents represent every Minnesotan."

We wish you luck in your deliberations on this issue.

Sincerely,



Harriet B. Lewis, Chairperson
Student Consultative Committee

HBL:llc

cc: President C. Peter Magrath
Student Consultative Committee
Faculty Consultative Committee

Compton
Agenda Item #1
October 27, 1977

OFFICIAL REGISTRATION STATISTICS

FALL QUARTER 1977

UNIVERSITY OF MINNESOTA

OFFICE OF STUDENT AFFAIRS

OFFICE OF ADMISSIONS AND RECORDS

CHARLES F. LIESENFELT
RECORDS AND REGISTRATION OFFICE
140 WILLIAMSON HALL
376-1656
OCTOBER 11, 1977

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TABLE I
1976 AND 1977 ENROLLMENT BY CAMPUS AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

CAMPUS	1976			1977			PERCENTAGE CHANGE		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
CROOKSTON	596	396	992	616	420	1036	3.4	6.0	4.4
DULUTH*	3566	2995	6561	3668	3058	6744	3.3	2.1	2.8
MAYO-GRADUATE SCHOOL	353	24	377	378	31	409	7.1	29.2	8.5
MORRIS	876	693	1569	883	678	1561	0.8	- 2.2	- 0.5
TWIN CITIES	26473	19280	45753	25468	19275	44743	- 3.8	0.0	- 2.2
WASECA	434	417	851	495	463	958	14.1	11.0	12.6
TOTAL UNIVERSITY	32298	23805	56103	31526	23925	55451	- 2.4	0.5	- 1.2

*INCLUDES DULUTH GRADUATE ENROLLMENT

TABLE II
1976 AND 1977 ENROLLMENT BY CAMPUS, UNIT, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

CAMPUS/UNIT	-----1976-----			-----1977-----			---PERCENTAGE CHANGE---		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
CROCKSTON	596	396	992	616	420	1036	3.4	6.0	4.4
DULUTH									
BUSINESS & ECONOMICS	612	196	808	803	248	1051	31.2	26.5	30.1
EDUCATION	374	665	1039	366	658	1024	- 2.1	- 1.1	- 1.4
FINE ARTS	137	211	348	137	194	331	0.0	- 8.1	- 5.9
GRADUATE SCHOOL	154	87	241	145	113	258	- 5.8	29.9	7.1
LETTERS & SCIENCES	2197	1748	3945	2117	1745	3862	- 3.6	- 0.2	- 2.1
(DENTAL HYGIENE)*	0	36	36	0	69	69	0.0	91.7	91.7
MEDICINE**	72	21	93	91	17	108	26.4	-19.0	16.1
SOCIAL DEVELOPMENT	20	67	87	27	83	110	35.0	23.9	26.4
SUBTOTAL DULUTH	3566	2995	6561	3686	3058	6744	3.3	2.1	2.8
MAYO-GRADUATE SCHOOL	353	24	377	378	31	409	7.1	-29.2	8.5
MORRIS	876	693	1569	883	678	1561	0.8	- 2.2	- 0.5
TWIN CITIES									
AGRICULTURE	1313	617	1930	1268	613	1881	- 3.4	- 0.6	- 2.5
(AG BUS)	--	--	--	115	13	128	--	--	--
BIOLOGICAL SCIENCES	361	174	535	362	171	533	0.3	- 1.7	- 0.4
BUSINESS ADMINISTRATION	1184	355	1539	1060	394	1454	-10.5	11.0	- 6.5
EDUCATION ***	1032	1732	2764	919	1687	2606	-10.9	- 2.6	- 5.7
(AG ED)	48	3	51	49	6	55	2.1	100.0	7.8
(HE ED)	0	55	55	1	56	57	--	1.8	3.6
FORESTRY	452	96	548	366	90	456	-19.0	- 6.3	-16.8
GENERAL COLLEGE	1659	1359	3018	1518	1300	2818	- 8.5	- 4.4	- 6.6
GRADUATE SCHOOL	4611	2683	7294	4315	2745	7060	- 6.4	2.6	- 3.2
HEALTH SCIENCES									
DENTAL HYGIENE	7	339	346	4	352	356	-42.9	3.8	2.9
DENTISTRY****	541	41	582	519	53	572	- 4.1	29.3	- 1.7
MEDICAL SCHOOL*****	1430	279	1709	1484	343	1827	3.9	22.9	7.0
MEDICAL TECHNOLOGY	26	103	129	24	102	126	- 7.7	- 1.0	- 2.3
MORTUARY SCIENCE	84	7	91	75	7	82	10.7	0.0	9.9
NURSING	29	411	440	32	420	452	10.3	2.2	2.7
OCCUPATIONAL THERAPY	7	63	70	5	68	73	-29.6	7.9	4.3
PHARMACY*****	263	140	403	240	146	386	- 8.8	4.3	- 4.2
PHYSICAL THERAPY	11	50	61	11	49	60	0.0	- 2.0	- 1.6
PUBLIC HEALTH	173	164	337	159	172	331	- 8.1	4.9	- 1.8
SUBTOTAL HLTH SCI	2571	1597	4168	2553	1712	4265	- 0.6	7.2	2.4
HOME ECONOMICS	68	1307	1375	74	1276	1350	8.8	- 2.4	- 1.8
LAW SCHOOL	478	230	708	486	246	732	1.2	7.0	3.4
LIBERAL ARTS	8755	8465	17220	8324	8303	16627	- 4.9	- 1.9	- 3.4
TECHNOLOGY	3681	441	4122	3942	510	4452	7.1	15.6	8.0
(AG ENGINEERING)	40	0	40	40	5	45	0.0	--	12.5
UNIVERSITY COLLEGE	102	131	233	80	123	203	-21.6	- 6.1	-12.9
VETERINARY MEDICINE	206	93	299	201	105	306	- 2.4	12.9	2.3
SUBTOTAL TWIN CITIES	26473	19280	45753	25468	19275	44743	- 3.8	0.0	- 2.2
WASECA	434	417	851	495	463	958	14.1	11.0	12.6
TOTAL UNIVERSITY	32298	23805	56103	31526	23925	55451	- 2.4	0.5	- 1.2

*****15 students on quarter leave not included
*ENROLLMENT IN PROGRAMS IN PARENTHESES IS INCLUDED IN THE IMMEDIATELY PRECEDING UNIT LISTED WITHOUT PARENTHESES
**Includes 26 male medical fellow specialists
****3 students omitted in error

*****does not include 34 medical students from North Dakota
***Vocational Technical Education Special Service students total 447; 337 who have been completely registered and are included in collegiate total, 7 registered but not processed, 100 expected.

TABLE III
ENROLLMENT BY UNIT, CLASS LEVEL, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

UNIT/CLASS LEVEL	-----RESIDENT-----			-----NONRESIDENT-----			-----TOTAL-----		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
CROOKSTON									
FRESHMAN	255	157	412	47	31	78	302	188	490
SOPHOMORE	221	113	334	34	24	58	255	137	392
SPECIAL	52	87	139	7	8	15	59	95	154
TOTAL	528	357	885	88	63	151	616	420	1036
DULUTH - BUSINESS & ECONOMICS									
FRESHMAN	214	91	305	21	4	25	235	95	330
SOPHOMORE	166	53	219	16	6	22	182	59	241
JUNIOR	176	41	217	9	4	13	185	45	230
SENIOR	177	43	220	23	3	26	200	46	246
SPECIAL		3	3	1		1	1	3	4
TOTAL	733	231	964	70	17	87	803	248	1051
DULUTH - EDUCATION									
FRESHMAN	35	111	146	6	4	10	41	115	156
SOPHOMORE	48	115	163	8	10	18	56	125	181
JUNIOR	61	131	192	11	12	23	72	143	215
SENIOR	113	189	302	17	13	30	130	202	332
MASTER	15	7	22	7		7	22	7	29
SPECIAL	36	54	90	9	12	21	45	66	111
TOTAL	308	607	915	58	51	109	366	658	1024
DULUTH - FINE ARTS									
FRESHMAN	33	52	85	2	6	8	35	58	93
SOPHOMORE	24	36	60	4	2	6	28	38	66
JUNIOR	25	42	67	1	3	4	26	45	71
SENIOR	38	43	81	6	3	9	44	46	90
SPECIAL	3	6	9	1	1	2	4	7	11
TOTAL	123	179	302	14	15	29	137	194	331
DULUTH - GRADUATE									
MASTER	17	17	34	11	12	23	28	29	57
CERTIFICATE									
DOCTORAL	28	10	38	4	7	11	32	17	49
SPECIAL	55	49	104	30	18	48	85	67	152
TOTAL	100	76	176	45	37	82	145	113	258
DULUTH - LETTERS & SCIENCES									
FRESHMAN	642	596	1238	60	68	128	702	664	1366
SOPHOMORE	533	485	1018	62	53	115	595	538	1133
JUNIOR	338	220	558	38	28	66	376	248	624
SENIOR	372	223	595	25	18	43	397	241	638
SPECIAL	34	45	79	13	9	22	47	54	101
TOTAL	1919	1569	3488	198	176	374	2117	1745	3862

TABLE III (CONT)
ENROLLMENT BY UNIT, CLASS LEVEL, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

UNIT/CLASS LEVEL	-----RESIDENT-----			-----NONRESIDENT-----			-----TOTAL-----		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
DULUTH - MEDICINE									
1ST YEAR	30	10	40	7	1	8	37	11	48
2ND YEAR	27	6	33	1		1	28	6	34
Medical Fellow Specialists *		0			0		26	0	26
Total	57	16	73	8	1	9	91	17	108
DULUTH - SOCIAL DEVELOPMENT									
FRESHMAN	9	33	42		1	1	9	34	43
SOPHOMORE	6	20	26				6	20	26
JUNIOR	3	11	14	3		3	6	11	17
SENIOR	4	14	18	2	1	3	6	15	21
SPECIAL		1	1		2	2		3	3
T O T A L	22	79	101	5	4	9	27	83	110
MAYO-GRADUATE									
MASTER	2		2	3		3	5		5
DOCTORAL	1	1	2	1	1	2	2	2	4
SPECIAL	190	13	203	181	16	197	371	29	400
T O T A L	193	14	207	185	17	202	378	31	409
MORRIS									
FRESHMAN	272	197	469	30	21	51	302	218	520
SOPHOMORE	211	169	380	23	9	32	234	178	412
JUNIOR	160	116	276	12	12	24	172	128	300
SENIOR	143	111	254	5	8	13	148	119	267
SPECIAL	26	31	57	1	4	5	27	35	62
T O T A L	812	624	1436	71	54	125	883	678	1561
AGRICULTURE									
FRESHMAN	135	68	203	16	12	28	151	80	231
SOPHOMORE	216	103	319	39	24	63	255	127	382
JUNIOR	273	133	406	36	20	56	309	153	462
SENIOR	438	178	616	43	18	61	481	196	677
MASTER	3	5	8	2	2	4	5	7	12
SPECIAL	31	40	71	36	10	46	67	50	117
T O T A L	1096	527	1623	172	86	258	1268	613	1881
BIOLOGICAL SCIENCES									
JUNIOR	96	41	137	12	8	20	108	49	157
SENIOR	180	81	261	27	4	31	207	85	292
SPECIAL	38	31	69	9	6	15	47	37	84
T O T A L	314	153	467	48	18	66	362	171	533

*breakdown between resident and nonresident not available

TABLE III (CONT)
ENROLLMENT BY UNIT, CLASS LEVEL, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

UNIT/CLASS LEVEL	-----RESIDENT-----			-----NONRESIDENT-----			-----TOTAL-----		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
BUSINESS ADMINISTRATION									
JUNIOR	343	143	486	23	21	44	366	164	530
SENIOR	614	184	798	42	18	60	656	202	858
SPECIAL	31	19	50	7	9	16	38	28	66
T O T A L	988	346	1334	72	48	120	1060	394	1454
EDUCATION									
SOPHOMORE	24	49	73	4	7	11	28	56	84
JUNIOR	101	233	334	7	21	28	108	254	362
SENIOR	359	611	970	24	58	82	383	669	1052
MASTER	61	201	262	23	20	43	84	221	305
SPECIAL	246	382	628	70	105	175	316	487	803
T O T A L	791	1476	2267	128	211	339	919	1687	2606
FORESTRY									
FRESHMAN	37	16	53	2	5	7	39	21	60
SOPHOMORE	69	21	90	7	2	9	76	23	99
JUNIOR	92	24	116	12		12	104	24	128
SENIOR	123	12	135	12	4	16	135	16	151
SPECIAL	8	6	14	4		4	12	6	18
T O T A L	329	79	408	37	11	48	366	90	456
GENERAL COLLEGE									
FRESHMAN	693	556	1249	70	52	122	763	608	1371
SOPHOMORE	475	412	887	56	30	86	531	442	973
JUNIOR	96	93	189	7	12	19	103	105	208
SENIOR	37	65	102	5	2	7	42	67	109
SPECIAL	68	68	136	11	10	21	79	78	157
T O T A L	1369	1194	2563	149	106	255	1518	1300	2818
GRADUATE SCHOOL									
DULUTH - SEE DULUTH									
MAYO - SEE MAYO-GRADUATE									
TWIN CITIES									
MASTER	1158	1095	2253	1015	562	1577	2173	1657	3830
CERTIFICATE	15	13	28	3	1	4	18	14	32
DOCTORAL	734	493	1227	1155	400	1555	1889	893	2782
SPECIAL	93	80	173	142	101	243	235	181	416
T O T A L	2000	1681	3681	2315	1064	3379	4315	2745	7060
DENTAL HYGIENE									
FRESHMAN		78	78		23	23		101	101
SOPHOMORE	3	112	115		44	44	3	156	159
JUNIOR	1	44	45		15	15	1	59	60
SENIOR		29	29		3	3		32	32
SPECIAL		3	3		1	1		4	4
T O T A L	4	266	270		86	86	4	352	356

TABLE III (CONT)
ENROLLMENT BY UNIT, CLASS LEVEL, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

UNIT/CLASS LEVEL	-----RESIDENT-----			-----NONRESIDENT-----			-----TOTAL-----		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
DENTISTRY									
1ST YEAR	102	19	121	19	4	23	121	23	144
2ND YEAR	119	2	121	17	1	18	136	3	139
3RD YEAR	117	13	130	16		16	133	13	146
4TH YEAR	106	14	120	18		18	124	14	138
SPECIAL	2		2	3		3	5		5
T O T A L	446	48	494	73	5	78	519	53	572
MEDICAL SCHOOL									
1ST YEAR	151	43	194	30	15	45	181	58	239
2ND YEAR	176	46	222	12	5	17	188	51	239
3RD YEAR	192	41	233	16	3	19	208	44	252
4TH YEAR	212	43	255	11	2	13	223	45	268
Medical Fellow Specialists *		66			67		65.5	133	788
VACATION	20	9	29	9	3	12	29	12	41
T O T A L		248			95		1484	343	1827
MEDICAL TECHNOLOGY									
JUNIOR	8	36	44	1	4	5	9	40	49
SENIOR	12	45	57		3	3	12	48	60
SPECIAL	2	10	12	1	4	5	3	14	17
T O T A L	22	91	113	2	11	13	24	102	126
MORTUARY SCIENCE									
JUNIOR	13		13	10	2	12	23	2	25
SENIOR	35	4	39	17	1	18	52	5	57
SPECIAL									
T O T A L	48	4	52	27	3	30	75	7	82
NURSING									
SOPHOMORE	12	118	130		16	16	12	134	146
JUNIOR	7	128	135	2	15	17	9	143	152
SENIOR	10	134	144		6	6	10	140	150
SPECIAL	1	2	3		1	1	1	3	4
T O T A L	30	382	412	2	38	40	32	420	452
OCCUPATIONAL THERAPY									
JUNIOR		29	29					29	29
SENIOR	5	38	43				5	38	43
SPECIAL					1	1		1	1
T O T A L	5	67	72		1	1	5	68	73

*breakdown by resident and nonresident not available

TABLE III (CONT)
ENROLLMENT BY UNIT, CLASS LEVEL, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

UNIT/CLASS LEVEL	-----RESIDENT-----			-----NONRESIDENT-----			-----TOTAL-----		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
PHARMACY									
1ST YEAR	59	41	100	12	7	19	71	48	119
2ND YEAR	60	37	97	12	5	17	72	42	114
3RD YEAR	63	35	98	12	6	18	75	41	116
PHARM D I				2	1	3	2	1	3
PHARM D II	5	5	10	9	4	13	14	9	23
SPECIAL	4	3	7	2	2	4	6	5	11
T O T A L	191	121	312	49	25	74	240	146	386
PHYSICAL THERAPY									
JUNIOR	5	21	26		1	1	5	22	27
SENIOR	6	27	33				6	27	33
SPECIAL									
T O T A L	11	48	59		1	1	11	49	60
PUBLIC HEALTH									
SOPHOMORE	5	8	13	19	3	22	24	11	35
JUNIOR		2	2	2		2	2	2	4
SENIOR		5	5		3	3		8	8
MASTER	45	87	132	45	23	68	90	110	200
SPECIAL	20	26	46	23	15	38	43	41	84
T O T A L	70	128	198	89	44	133	159	172	331
HOME ECONOMICS									
FRESHMAN	7	136	143		14	14	7	150	157
SOPHOMORE	14	265	279		34	34	14	299	313
JUNIOR	13	296	309	2	25	27	15	321	336
SENIOR	26	408	434	6	34	40	32	442	474
SPECIAL	3	48	51	3	16	19	6	64	70
T O T A L	63	1153	1216	11	123	134	74	1276	1350
LAW									
1ST YEAR	113	61	174	44	33	77	157	94	251
2ND YEAR	143	71	214	21	7	28	164	78	242
3RD YEAR	144	65	209	18	9	27	162	74	236
SPECIAL	2		2	1		1	3		3
T O T A L	402	197	599	84	49	133	486	246	732
LIBERAL ARTS									
FRESHMAN	1713	1783	3496	218	234	452	1931	2017	3948
SOPHOMORE	2055	2053	4108	261	244	505	2316	2297	4613
JUNIOR	1595	1642	3237	210	164	374	1805	1806	3611
SENIOR	1655	1423	3078	179	154	333	1834	1577	3411
SPECIAL	347	485	832	91	121	212	438	606	1044
T O T A L	7365	7386	14751	959	917	1876	8324	8303	16627

TABLE III (CONT)
ENROLLMENT BY UNIT, CLASS LEVEL, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

UNIT/CLASS LEVEL	-----RESIDENT-----			-----NONRESIDENT-----			-----TOTAL-----		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
TECHNOLOGY									
FRESHMAN	680	81	761	88	12	100	768	93	861
SOPHOMORE	671	84	755	116	15	131	787	99	886
JUNIOR	834	124	958	114	23	137	948	147	1095
SENIOR	1064	118	1182	144	22	166	1208	140	1348
BEYOND SENIOR									
SPECIAL	126	22	148	105	9	114	231	31	262
T O T A L	3375	429	3804	567	81	648	3942	510	4452
UNIVERSITY COLLEGE									
FRESHMAN	1	2	3	1		1	2	2	4
SOPHOMORE	1	4	5		1	1	1	5	6
JUNIOR	20	25	45	3	3	6	23	28	51
SENIOR	44	81	125	7	5	12	51	86	137
SPECIAL	3	1	4		1	1	3	2	5
T O T A L	69	113	182	11	10	21	80	123	203
VETERINARY MEDICINE									
1ST YEAR	27	19	46	16	13	29	43	32	75
2ND YEAR	40	18	58	7	13	20	47	31	78
3RD YEAR	37	13	50	17	10	27	54	23	77
4TH YEAR	40	13	53	15	6	21	55	19	74
SPECIAL	1		1	1		1	2		2
T O T A L	145	63	208	56	42	98	201	105	306
WASECA									
FRESHMAN	206	175	381	3	20	23	209	195	404
SOPHOMORE	177	160	337	7	17	24	184	177	361
SPECIAL	99	87	186	3	4	7	102	91	193
T O T A L	482	422	904	13	41	54	495	463	958
T O T A L UNIVERSITY	25454	20374	45828	6072	3551	9623	31526	23925	55451

TABLE IV
NEW STUDENT ENROLLMENT* BY CAMPUS, UNIT ENTERED, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

CAMPUS/UNIT	-----RESIDENT-----			-----NONRESIDENT-----			-----TOTAL-----		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
CROOKSTON	275	219	494	40	30	70	315	249	564
DULUTH									
BUSINESS & ECONOMICS	274	105	379	27	7	34	301	112	413
EDUCATION	57	163	220	10	7	17	67	170	237
FINE ARTS	40	61	101	2	6	8	42	67	109
GRADUATE SCHOOL	18	15	33	13	17	30	31	32	63
LETTERS & SCIENCES	714	655	1369	66	66	132	780	721	1501
MEDICINE	20	6	26				20	6	26
SOCIAL DEVELOPMENT	10	44	54		1	1	10	45	55
S U B T O T A L DULUTH	1133	1049	2182	118	104	222	1251	1153	2404
MAYO-GRADUATE SCHOOL									
MORRIS	271	196	467	33	22	55	304	218	522
TWIN CITIES									
AGRICULTURE	229	101	330	45	24	69	274	125	399
BIOLOGICAL SCIENCES	28	11	39	3	4	7	31	15	46
BUSINESS ADMINISTRATION	68	38	106	5	9	14	73	47	120
EDUCATION	141	242	383	13	39	52	154	281	435
FORESTRY	55	26	81	11	5	16	66	31	97
GENERAL COLLEGE	523	460	983	69	50	119	592	510	1102
GRADUATE SCHOOL	134	170	304	457	290	747	591	460	1051
HEALTH SCIENCES									
DENTAL HYGIENE	1	41	42		19	19	1	60	61
DENTISTRY	44	14	58	13	3	16	57	17	74
MEDICAL SCHOOL	86	29	115	18	9	27	104	38	142
MEDICAL TECHNOLOGY	2	15	17		2	2	2	17	19
MORTUARY SCIENCE	14		14	13	2	15	27	2	29
NURSING		31	31		9	9		40	40
OCCUPATIONAL THERAPY		8	8					8	8
PHARMACY	22	18	40	11	8	19	33	26	59
PHYSICAL THERAPY		10	10					10	10
PUBLIC HEALTH	17	24	41	47	14	61	64	38	102
S U B T O T A L HLTH SCI	186	190	376	102	66	168	288	256	544
HOME ECONOMICS	15	234	249		32	32	15	266	281
LAW	69	34	103	20	15	35	89	49	138
LIBERAL ARTS	2198	2399	4597	370	393	763	2568	2792	5360
TECHNOLOGY	975	130	1105	196	29	225	1171	159	1330
UNIVERSITY COLLEGE	1	3	4				1	3	4
VETERINARY MEDICINE	9	4	13	13	8	21	22	12	34
S U B T O T A L TWIN CITIES	4631	4042	8673	1304	964	2268	5935	5006	10941
WASECA	262	182	444	1	12	13	263	194	457
T O T A L UNIVERSITY	6572	5688	12260	1496	1132	2628	8068	6820	14888

*STUDENTS REGISTERED FOR THE FIRST TIME AT THE UNIVERSITY. INCLUDES ENROLLMENT FIGURES FROM TABLES V, VI, AND VII. IF ENROLLMENT OF STUDENTS NEW TO A UNIT IS DESIRED, ADD FIGURES FROM TABLE VIII TO THOSE IN THIS TABLE.

TABLE V
NEW HIGH SCHOOL (FEWER THAN 39 PREVIOUS COLLEGE CREDITS) ENROLLMENT
BY CAMPUS, UNIT ENTERED, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

CAMPUS/UNIT	-----RESIDENT-----			-----NONRESIDENT-----			-----TOTAL-----		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
CROOKSTON	233	144	377	36	27	63	269	171	440
DULUTH									
BUSINESS & ECONOMICS	206	89	295	15	4	19	221	93	314
EDUCATION	31	110	141	4	1	5	35	111	146
FINE ARTS	32	52	84	2	4	6	34	56	90
LETTERS & SCIENCES	614	565	1179	42	55	97	656	620	1276
SOCIAL DEVELOPMENT	8	32	40				8	32	40
S U B T O T A L DULUTH	891	848	1739	63	64	127	954	912	1866
MORRIS	226	164	390	24	18	42	250	182	432
TWIN CITIES									
AGRICULTURE	113	55	168	10	9	19	123	64	187
DENTAL HYGIENE		20	20		9	9		29	29
FORESTRY	27	13	40	2	5	7	29	18	47
GENERAL COLLEGE	461	406	867	56	38	94	517	444	961
HOME ECONOMICS	7	110	117		11	11	7	121	128
LIBERAL ARTS	1388	1485	2873	180	198	378	1568	1683	3251
TECHNOLOGY	629	76	705	75	12	87	704	88	792
UNIVERSITY COLLEGE									
S U B T O T A L TWIN CITIES	2625	2145	4770	323	273	596	2948	2418	5366
WASECA	255	162	417	1	12	13	256	174	430
T O T A L UNIVERSITY	4230	3483	7713	447	403	850	4677	3886	8563

TABLE VI
NEW ADVANCED STANDING ENROLLMENT (39+ PREVIOUS COLLEGE CREDITS) FROM
OTHER INSTITUTIONS BY CAMPUS, UNIT ENTERED, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

CAMPUS/UNIT	-----RESIDENT-----			-----NONRESIDENT-----			-----TOTAL-----		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
CROCKSTON	17	8	25	3	2	5	20	10	30
DULUTH									
BUSINESS & ECONOMICS	68	14	82	11	3	14	79	17	96
EDUCATION	19	38	57	4	3	7	23	41	64
FINE ARTS	6	8	14		1	1	6	9	15
GRADUATE SCHOOL	18	15	33	13	17	30	31	32	63
LETTERS & SCIENCES	80	70	150	17	9	26	97	79	176
MEDICINE	20	6	26				20	6	26
SOCIAL DEVELOPMENT	2	11	13				2	11	13
S U B T O T A L DULUTH	213	162	375	45	33	78	258	195	453
MAYO-GRADUATE SCHOOL									
MORRIS	37	20	57	8	3	11	45	23	68
TWIN CITIES									
AGRICULTURE	110	32	142	19	15	34	129	47	176
BIOLOGICAL SCIENCES	20	8	28	2	3	5	22	11	33
BUSINESS ADMINISTRATION	59	24	83	4	6	10	63	30	93
EDUCATION	48	87	135	10	20	30	58	107	165
FORESTRY	27	9	36	5		5	32	9	41
GENERAL COLLEGE	62	45	107	13	11	24	75	56	131
GRADUATE SCHOOL	134	170	304	457	290	747	591	460	1051
HEALTH SCIENCES									
DENTAL HYGIENE	1	20	21		10	10	1	30	31
DENTISTRY	44	14	58	12	3	15	56	17	73
MEDICAL SCHOOL	84	24	108	12	5	17	96	29	125
MEDICAL TECHNOLOGY		8	8		1	1		9	9
MORTUARY SCIENCE	14		14	13	2	15	27	2	29
NURSING		31	31		9	9		40	40
OCCUPATIONAL THERAPY		8	8					8	8
PHARMACY	22	18	40	11	6	17	33	24	57
PHYSICAL THERAPY		10	10					10	10
PUBLIC HEALTH	9	15	24	28	10	38	37	25	62
S U B T O T A L HLTH SCI	174	148	322	76	46	122	250	194	444
HOME ECONOMICS	5	113	118		16	16	5	129	134
LAW	68	34	102	19	15	34	87	49	136
LIBERAL ARTS	662	710	1372	150	153	303	812	863	1675
TECHNOLOGY	290	44	334	69	13	82	359	57	416
UNIVERSITY COLLEGE	1	3	4				1	3	4
VETERINARY MEDICINE	8	4	12	13	8	21	21	12	33
S U B T O T A L TWIN CITIES	1668	1431	3099	837	596	1433	2505	2027	4532
WASECA	4	9	13				4	9	13
T O T A L UNIVERSITY	1939	1630	3569	893	634	1527	2832	2264	5096

TABLE VII
NEW SPECIAL ENROLLMENT BY CAMPUS, UNIT ENTERED, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

CAMPUS/UNIT	-----RESIDENT-----			-----NONRESIDENT-----			-----TOTAL-----		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
CROOKSTON	25	67	92	1	1	2	26	68	94
DULUTH									
BUSINESS & ECONOMICS		2	2	1		1	1	2	3
EDUCATION	7	15	22	2	3	5	9	18	27
FINE ARTS	2	1	3		1	1	2	2	4
GRADUATE SCHOOL									
LETTERS & SCIENCES	20	20	40	7	2	9	27	22	49
MEDICINE									
SOCIAL DEVELOPMENT		1	1		1	1		2	2
SUBTOTAL DULUTH	29	39	68	10	7	17	39	46	85
MAYO-GRADUATE SCHOOL									
MORRIS	8	12	20	1	1	2	9	13	22
TWIN CITIES									
AGRICULTURE	6	14	20	16		16	22	14	36
BIOLOGICAL SCIENCES	8	3	11	1	1	2	9	4	13
BUSINESS ADMINISTRATION	9	14	23	1	3	4	10	17	27
EDUCATION	93	155	248	3	19	22	96	174	270
FORESTRY	1	4	5	4		4	5	4	9
GENERAL COLLEGE		9	9		1	1		10	10
GRADUATE SCHOOL									
HEALTH SCIENCES									
DENTAL HYGIENE		1	1					1	1
DENTISTRY				1		1	1		1
MEDICAL SCHOOL	2	5	7	6	4	10	8	9	17
MEDICAL TECHNOLOGY	2	7	9		1	1	2	8	10
MORTUARY SCIENCE									
NURSING									
OCCUPATIONAL THERAPY									
PHARMACY					2	2		2	2
PHYSICAL THERAPY									
PUBLIC HEALTH	8	9	17	19	4	23	27	13	40
SUBTOTAL HLTH SCI	12	22	34	26	11	37	38	33	71
HOME ECONOMICS	3	11	14		5	5	3	16	19
LAW	1		1	1		1	2		2
LIBERAL ARTS	148	204	352	40	42	82	188	246	434
TECHNOLOGY	56	10	66	52	4	56	108	14	122
UNIVERSITY COLLEGE									
VETERINARY MEDICINE	1		1				1		1
SUBTOTAL TWIN CITIES	338	446	784	144	86	230	482	532	1014
WASECA	3	11	14				3	11	14
TOTAL UNIVERSITY	403	575	978	156	95	251	559	670	1229

TABLE VIII
INTRA-UNIVERSITY TRANSFER ENROLLMENT
BY CAMPUS, UNIT ENTERED, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

CAMPUS/UNIT	-----RESIDENT-----			-----NONRESIDENT-----			-----TOTAL-----		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
CROOKSTON	4	6	10	1		1	5	6	11
DULUTH									
BUSINESS & ECONOMICS	22	14	36	1		1	23	14	37
EDUCATION	12	31	43	2		2	14	31	45
FINE ARTS	5	11	16				5	11	16
GRADUATE SCHOOL	19	7	26	2	2	4	21	9	30
LETTERS & SCIENCES	58	46	104	3	2	5	61	48	109
MEDICINE	10	4	14				10	4	14
SOCIAL DEVELOPMENT	1	1	2				1	1	2
S U B T O T A L DULUTH	127	114	241	8	4	12	135	118	253
MAYO-GRADUATE SCHOOL									
MORRIS	13	11	24	6		6	19	11	30
TWIN CITIES									
AGRICULTURE	104	53	157	6	3	9	110	56	166
BIOLOGICAL SCIENCES	83	37	120	13	5	18	96	42	138
BUSINESS ADMINISTRATION	267	112	379	17	15	32	284	127	411
EDUCATION	122	220	342	11	14	25	133	234	367
FORESTRY	24	6	30	2		2	26	6	32
GENERAL COLLEGE	32	22	54	1	2	3	33	24	57
GRADUATE SCHOOL	218	209	427	50	32	82	268	241	509
HEALTH SCIENCES									
DENTAL HYGIENE		50	50		6	6		56	56
DENTISTRY	57	5	62	3		3	60	5	65
MEDICAL SCHOOL	76	19	95	1	1	2	77	20	97
MEDICAL TECHNOLOGY	9	31	40	1	3	4	10	34	44
MORTUARY SCIENCE	4	1	5				4	1	5
NURSING	14	100	114		6	6	14	106	120
OCCUPATIONAL THERAPY		22	22					22	22
PHARMACY	40	26	66	8	3	11	48	29	77
PHYSICAL THERAPY	5	14	19				5	14	19
PUBLIC HEALTH	7	20	27	1	2	3	8	22	30
S U B T O T A L HLTH SCI	212	288	500	14	21	35	226	309	535
HOME ECONOMICS	5	115	120	2	8	10	7	123	130
LAW	46	31	77	2	2	4	48	33	81
LIBERAL ARTS	290	255	545	23	13	36	313	268	581
TECHNOLOGY	176	36	212	25	6	31	201	42	243
UNIVERSITY COLLEGE	24	18	42	2	2	4	26	20	46
VETERINARY MEDICINE	21	15	36	1	4	5	22	19	41
S U B T O T A L TWIN CITIES	1624	1417	3041	169	127	296	1793	1544	3337
WASECA	2		2				2		2
T O T A L UNIVERSITY	1770	1548	3318	184	131	315	1954	1679	3633

TABLE IX
RE-ADMITTED STUDENT ENROLLMENT
BY CAMPUS, UNIT ENTERED, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

CAMPUS/UNIT	RESIDENT			NONRESIDENT			TOTAL		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
CROOKSTON	24	7	31	19	16	35	43	23	66
DULUTH									
BUSINESS & ECONOMICS	16	2	18	17	5	22	33	7	40
EDUCATION	19	12	31	18	22	40	37	34	71
FINE ARTS	2	1	3	3	5	8	5	6	11
GRADUATE SCHOOL	11	9	20	3	7	10	14	16	30
LETTERS & SCIENCES (DENTAL HYGIENE)*	50	26	76	55	40	95	105	66	171
MEDICINE				7	1	8	7	1	8
SOCIAL DEVELOPMENT				2	2	4	2	2	4
SUBTOTAL DULUTH	98	50	148	105	82	187	203	132	335
MAYO-GRADUATE SCHOOL				11	1	12	11	1	12
MORRIS	22	11	33	3	7	10	25	18	43
TWIN CITIES									
AGRICULTURE	55	26	81	28	12	40	83	38	121
(AG BUS)	3		3				3		3
BIOLOGICAL SCIENCES	19	9	28	12	5	17	31	14	45
BUSINESS ADMINISTRATION	30	10	40	9	10	19	39	20	59
EDUCATION	82	135	217	81	100	181	163	235	398
(AG ED)	3	1	4	2		2	5	1	6
(HE ED)	1	6	7		2	2	1	8	9
FORESTRY	19	2	21	1		1	20	2	22
GENERAL COLLEGE	97	47	144	23	27	50	120	74	194
GRADUATE SCHOOL	166	184	350	137	105	242	303	289	592
HEALTH SCIENCES									
DENTAL HYGIENE		4	4		7	7		11	11
DENTISTRY	1		1	4	1	5	5	1	6
MEDICAL SCHOOL	2	5	7	23	13	36	25	18	43
MEDICAL TECHNOLOGY		2	2		3	3		5	5
MORTUARY SCIENCE				1		1	1		1
NURSING	1	2	3	1	6	7	2	8	10
OCCUPATIONAL THERAPY					1	1		1	1
PHARMACY		2	2	6	1	7	6	3	9
PHYSICAL THERAPY	1		1		1	1	1	1	2
PUBLIC HEALTH	9	8	17	12	15	27	21	23	44
SUBTOTAL HLTH SCI	14	23	37	47	48	95	61	71	132
HOME ECONOMICS	2	46	48	2	24	26	4	70	74
LAW	5	4	9	30	20	50	35	24	59
LIBERAL ARTS	459	469	928	151	184	335	610	653	1263
TECHNOLOGY	140	15	155	84	8	92	224	23	247
(AG ENGINEERING)									
UNIVERSITY COLLEGE	7	10	17	4	6	10	11	16	27
VETERINARY MEDICINE				4	3	7	4	3	7
SUBTOTAL TWIN CITIES	1095	980	2075	613	552	1165	1708	1532	3240
WASECA	14	15	29	5	4	9	19	19	38
TOTAL UNIVERSITY	1253	1063	2316	756	662	1418	2009	1725	3734

*ENROLLMENT IN PROGRAMS IN PARENTHESES IS INCLUDED IN THE IMMEDIATELY PRECEDING UNIT LISTED WITHOUT PARENTHESES

TABLE X
CONTINUING STUDENT ENROLLMENT
BY CAMPUS, UNIT ENTERED, RESIDENCE STATUS, AND SEX
END OF SECOND WEEK, OCTOBER 7, 1977
FALL QUARTER, 1977

CAMPUS/UNIT	RESIDENT			NONRESIDENT			TOTAL		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
CROOKSTON	225	125	350	28	17	45	253	142	395
DULUTH									
BUSINESS & ECONOMICS	421	110	531	25	5	30	446	115	561
EDUCATION	220	401	621	28	22	50	248	423	671
FINE ARTS	76	106	182	9	4	13	85	110	195
GRADUATE SCHOOL	52	45	97	27	11	38	79	56	135
LETTERS & SCIENCES	1097	842	1939	74	68	142	1171	910	2081
(DENTAL HYGIENE)*		29	29		6	6		35	35
MEDICINE	27	6	33	1		1	28	6	34
SOCIAL DEVELOPMENT	11	34	45	3	1	4	14	35	49
SUBTOTAL DULUTH	1904	1544	3448	167	111	278	2071	1655	3726
MAYO-GRADUATE SCHOOL	193	14	207	174	16	190	367	30	397
MORRIS	506	406	912	29	25	54	535	431	966
TWIN CITIES									
AGRICULTURE	708	347	1055	93	47	140	801	394	1195
(AG BUS)	76	11	87	6		6	82	11	93
BIOLOGICAL SCIENCES	184	96	280	20	4	24	204	100	304
BUSINESS ADMINISTRATION	623	186	809	41	14	55	664	200	864
EDUCATION	446	879	1325	23	58	81	469	937	1406
(AG ED)	31	4	35		1	1	31	5	36
(HE ED)		42	42		1	1		43	43
FORESTRY	231	45	276	23	6	29	254	51	305
GENERAL COLLEGE	717	665	1382	56	27	83	773	692	1465
GRADUATE SCHOOL	1482	1118	2600	1671	637	2308	3153	1755	4908
HEALTH SCIENCES									
DENTAL HYGIENE	3	171	174		54	54	3	225	228
DENTISTRY	344	29	373	53	1	54	397	30	427
MEDICAL SCHOOL	880	195	1075	424	72	496	1304	267	1571
MEDICAL TECHNOLOGY	11	43	54	1	3	4	12	46	58
MORTUARY SCIENCE	30	3	33	13	1	14	43	4	47
NURSING	15	249	264	1	17	18	16	266	282
OCCUPATIONAL THERAPY	5	37	42				5	37	42
PHARMACY	129	75	204	24	13	37	153	88	241
PHYSICAL THERAPY	5	24	29				5	24	29
PUBLIC HEALTH	37	76	113	29	13	42	66	89	155
SUBTOTAL HLTH SCI	1459	902	2361	545	174	719	2004	1076	3080
HOME ECONOMICS	41	758	799	7	59	66	48	817	865
LAW	282	128	410	32	12	44	314	140	454
LIBERAL ARTS	4418	4263	8681	415	327	742	4833	4590	9423
TECHNOLOGY	2084	248	2332	262	38	300	2346	286	2632
(AG ENGINEERING)	29	4	33	2		2	31	4	35
UNIVERSITY COLLEGE	37	82	119	5	2	7	42	84	126
VETERINARY MEDICINE	115	44	159	38	27	65	153	71	224
SUBTOTAL TWIN CITIES	12827	9761	22588	3231	1432	4663	16058	11193	27251
WASFEA	204	225	429	7	25	32	211	250	461
TOTAL UNIVERSITY	15859	12075	27934	3636	1626	5262	19495	13701	33196

*ENROLLMENT IN PROGRAMS IN PARENTHESES IS INCLUDED IN THE IMMEDIATELY PRECEDING UNIT LISTED WITHOUT PARENTHESES

Fall Quarter

UNIVERSITY OF MINNESOTA
Office of Admissions and Records
Enrollment, Other Than Collegiate

Table XI
October 7, 1977

Close of Second Week

	Actual Attendance			Total Since July 1		
	Men	Women	Total	Men	Women	Total
Nursery School	49	44	93	79	58	137
Office of Special Programs, St. Paul	--	--	--	1725	164	1889
Extension Classes, Duluth	1231	1065	2296	1330	1166	2496
Extension Classes, Minneapolis	3589	4551	8140*	5926	7459	13385
Extension Classes, Morris	55	97	152	70	160	230
Extension Classes, Rochester	33	107	140	169	248	417
Extension Short Courses, Mpls.	116	683	799*	191	1395	1586
Extension Short Courses, Morris	47	33	80	50	43	93
Extension Short Courses, Rochester	82	196	278	114	287	401
Independent Study (Correspondence)	--	--	6994**	492	420	912***
Conferences, Duluth	35	196	231	82	235	317
Conferences, Minneapolis			figures unavailable			
Total	5237	6972	19203	10228	11635	21863

*Count only includes registrations that have been processed; currently enrolled estimate for Extension is 16,000 and short courses, 1800.

**Figures for men and women unavailable; students previously registered before July 1, 1977

***Students enrolled since July 1, 1977

Agenda Item #3

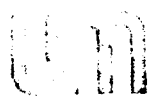
Crompton

THE SENATE CONSULTATIVE COMMITTEE

The Senate Consultative Committee would like to encourage the Board of Regents to seat a Student Representative to the Board at the meetings of the Committee of the whole for the following reasons:

1. Students are the largest constituency in the University community; service to that constituency is enhanced if that constituency is able to participate in discussion of the key issues. Student lifestyles in terms of health facilities, legal facilities, dormitory policies, etc., are affected in a way which other constituencies are not affected. Students are the major consumer group at the University.
2. Many of the Regent's issues are discussed only at the Committee of the whole. Student input on those issues is limited if student representatives are not seated at those meetings.
3. The Student or recently graduated Regent cannot be expected to be the sole student voice. That Regent, when expected to represent only the student constituency, is limiting his/her constituency in a way which the other Regents are not limited; all other Regents represent every Minnesotan.

*Agenda Item #4
October 27, 1977*



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs
213 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

October 11, 1977

TO: President C. Peter Magrath

FROM: ~~Henry Koffler~~, Vice President for Academic Affairs

SUBJECT: Activities to understand and deal with problems raised by the new copyright law which goes into effect on January 1, 1978.

In reference to your memo of October 4, 1977 to Don Brown suggesting an administrative task force to investigate these problems, you may wish to know what our office has been doing. About a year ago, shortly after the law was signed by President Ford, I asked Peter Roll to attempt to estimate some limits on its possible impact on University budgets and financial resources; his best guess at that time was that the costs of copying which would have to be done to maintain the University's educational program would not exceed a few tens of thousands of dollars, but this estimate was based more on guesswork than on analysis. Since then Dr. Roll and Eldred Smith have been keeping up with the literature on the subject for the Office of Academic Affairs. Both attended a Minnesota Library Association conference last spring at which Barbara Ringer, Registrar of Copyrights, spoke on this subject. Mr. Smith has set in motion the studies and policy-procedure development in the University Libraries which will be necessary for them to deal with the new situation. Dr. Roll has encouraged EDUCOM to take a more active role in this area by testifying on copyrights for computer-based materials, by maintaining an awareness of developments in copyright law and interpretations, and by arranging a special session on the work of the Commission on New Technological Uses of Copyrighted Works (CONTU) at the EDUCOM Conference here in Minneapolis on October 26, 1977 (Dr. Roll is the program chairman of this conference).

Late this summer, Professors Wesley Simonton and Jean Leigh proposed to us that the Library School sponsor some kind of symposium for faculty members on the new copyright law, to be presented this fall before the law takes effect. Dr. Roll, Dr. Werntz, Mr. Smith, and Mr. Tierney have been working with Professors Simonton and Leigh on the planning for such a symposium for the past few weeks. It is anticipated that it will be held during the last week of November, depending on the availability of a suitable outside speaker. There will be detailed informational presentations on this symposium and on some of the issues raised by the new law at the Council of Academic Officers meeting on Tuesday, October 11, and at the SCEP meeting on Wednesday October 12; representatives of several other University Senate Committees have been invited to the SCEP session.

The purpose of the symposium will be to make the faculty aware of the major provisions of the new law and how these may affect the University's

President C. Peter Magrath
October 11, 1977
Page Two

educational programs and teaching methods; and to generate some broad discussion of issues and options among the faculty generally, as well as among the various committees and administrative officers who have responsibilities for developing policy recommendations and implementation procedures. Some of the concerns we see for the central administration of the University relate to budgetary implications; scope of employment and liability of the University for infringements related to educational programs; and responsibilities of library staff and changes in library policies and procedures.

Dr. Roll has been in touch with Dr. David Laird of the HECB staff to discuss the advisability of a broader statewide symposium on the new law later in the year; the HECB is planning a staff discussion of this in the near future and the other educational systems in the state are concerned about the situation (especially their librarians). Mr. Tierney has checked with the Attorney General's office to determine what they are doing about the law (not much).

We hope that the symposium at the University will help us to identify some of the important issues and alternative ways of dealing with them, as well as the particular concerns and sensitivities of the faculty. This may provide important input for an administrative task force such as the one you propose in your memo to Don Brown. I would suggest two considerations in establishing this committee, however:

First, faculty members are going to have a number of different and sometimes conflicting attitudes toward the new law and its interpretation. The interests of the faculty member as author are not the same as those of the faculty member as educator; the many special provisions for use of copyrighted materials in the performing arts, recorded and broadcast materials, and computer-based materials will require special study and procedures. For these reasons, it may be inadvisable to have a publisher chair such an administrative committee -- a person with a more neutral background would be preferable.

Second, the major impacts with which we are concerned are on the educational programs of the University; for this reason it may be more appropriate to appoint the administrative committee through the Office of Academic Affairs, or jointly between our office and Don Brown's.

The discussion with CAO today would provide some additional reactions that will help us define the appropriate kind of task force to deal with the copyright problems and and issues we are likely to face.

:paw

cc: Mr. Donald P. Brown
Mr. R. Joel Tierney
Dr. Betty W. Robinett ✓
Dr. Mahmood A. Zaidi



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Agronomy and Plant Genetics
303 Agronomy Building
1509 Gortner Avenue
St. Paul, Minnesota 55108
(612) 373-0855

October 17, 1977

Dr. Betty Robinett
Chairperson
Senate Consultative Committee
154 Klaeber Court
320 - 16th Ave. S.E.
Minneapolis Campus

Dear Betty:

As you recall, we were told last spring that there are instructors at the University who don't meet their classes, and students who don't receive counseling. Obviously, it is not only what we do that is important, but how we are perceived.

For a couple of reasons, I think it would be a good idea if the faculty (perhaps via SCC in cooperation with SCEP) would investigate this situation. If even a few faculty do not meet their classes regularly, or if there are students who don't have access to an advisor, the situation needs attention. Secondly, it is important that our students, the public, the Regents and legislators perceive that we are doing a good job.

The faculty might initiate an effort that would ascertain whether or not the charges of neglect of classes and students are valid, and focus attention on the necessity of having quality instruction and advising. I recognize some of the limitations of an effort of the type I am suggesting, but I believe it could be beneficial -- both from the standpoint of doing a better job and from the standpoint of public relations.

A couple of approaches come to mind. Letters could be sent to all Deans enlisting their cooperation. They, in turn, might solicit inputs and cooperation from all units under their charge. A letter to the student body via the Daily requesting cooperation of the students in identifying problem situations might be useful. They could contact Department chairmen, College administrators, or the appropriate faculty committee. Possibly the faculty should join forces with the Office of Academic Affairs and make this a really big effort.

Such an effort would have some critics, but in light of the criticisms leveled at us, some action on our part seems in order.

Sincerely yours,

Donald C. Rasmusson
Professor

*file
faculty -
academic
responsibility*

October 31, 1977

Professor Donald C. Rasmussen
311 Agronomy
St. Paul Campus

Dean Don:

The Senate Consultative Committee received with great interest your recent communication concerning faculty responsibility. After considerable discussion, we decided that your letter should be referred to the Senate Committee on Educational Policy. The Consultative Committee has a deep and abiding interest in this matter, of course; however, we feel that this matter is more appropriately dealt with by S.C.E.P.

I miss your participation at our committee meetings.

Sincerely yours,

Betty Wallace Robinett, Chairperson
Senate Consultative Committee

BWR:llc

cc: Robert Brasted (SCEP chairman) 11/14/77 *lc*



UNIVERSITY OF MINNESOTA

Continuing Education and Extension

Agenda Item #6
October 29, 1977

Research Department
331 Nolte Center for Continuing Education
315 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455
(612) 373-9775

October 18, 1977

TO: President C. Peter Magrath
Professor Betty Robinett, Chairman, Consultative Committee

FROM: Clara ^{lb}Kanun, Director of Research

SUBJECT: Proliferation and Overlapping of Institutional Research Offices

May I recommend for your attention and review the waste in resources and the inefficiencies consequent to the proliferation of University institutional and administrative research offices.

Within my knowledge the Management Planning and Information Services, the Measurement Services Center and the Student Life Studies Office have been developed and expanded in recent years following the closing of the Bureau of Institutional Research. In addition, individual research and information officers have been appointed by some of the colleges to fill a perceived gap in student registration information and analysis. An isolated officer, once employed by the Bureau of Institutional Research, is assigned to Admissions and Records and responsible for responses to annual survey requests, particularly those from NCES.

Although assigned to the responsibility for administrative support and program evaluation research for the Summer Session (from 1959 to 1971) and for Continuing Education and Extension since 1963, there are occasions when the personnel from the other research units assume responsibility for replicating work completed in this office or undertaking research projects without benefit of the established information base accumulated since 1963. This is merely an illustration of the replication waste with which I am most familiar.

If, in your review of these matters, I can assist in gathering information details, I will be pleased to be involved.

CK:lb

cc: Dean Miller
Dean Woods

ADMISSIONS & RECORDS

Compton
Agenda Item #13
October 29, 1997

This is a list of problems which students have encountered with Admissions & Records in the past year. This list has been compiled by the Graduate Assistant Office with input from the Student Consultative Committee.

A. Transcript problems

Grade changes never made

N's given for courses students never took

N's given for courses which were withdrawn

N given for a course which was withdrawn, the operational record has two footnotes regarding this course which say "cancelled" and give two dates.

Took a course and given a grade but no credit

If a student takes a course under A-N or S-N but professor lists a grade from the other system (i.e., professor lists "A" when student is registered S-N), record lists "N".

A & R lost two years of an individual's transcript

A student who began as an adult special and then transferred those courses to the Graduate School must request two different transcripts every time transcripts are needed.

A student was put on probation because a grade was never turned in.

Inconsistencies between transcripts, operational records, and the Graduate School Quarterly Progress Reports.

There is a one-month delay from the time of notifying A & R about these mistakes and its correction on the computer.

B. Registration and Fee Problems

Special permission is needed to take over 16 credits, but some programs require that students take over 16 credits quarterly.

Students who are not required to pay the student services fees are charged for it anyway.

Inconsistent application of tuition rates (some programs have both a per-credit and a maximum limit tuition rate, and are not always charged the correct fee)

A student who had been considered in-state for two years was charged non-resident rates this fall.

There is no way to inform supervisors when mistakes are being consistently made in the fee-statement process.

Certification in A & R does not have a telephone.

C. Graduate Assistant Problems

Non-resident Project Assistants were charged non-resident tuition rates rather than the graduate assistant resident rates.

A G.A. turned in the appropriate tuition verification form for spouse's resident tuition rate, but A & R made that student get another form -- the student had the correct form in the beginning.

Staff cards for G.A.'s have never been adequately handled by A & R.

Compton

- 2 -

D. General Student Needs

Registration time is too long

More deferred payment plans are needed

Need a better way to update ID's than a large fee statement (how about stickers to put on ID's?)

A long list of problems is to be expected from a University as large and diverse as ours. However, the major problem with A & R seems to be that nearly every student has had at least one problem a year. Human error and lack of communication within A & R seem to be much too high. Any private business would not be able to stay in operation if it served its clients the way A & R serves the University community.

(Unlisted)
Agenda Item
October 27, 1977

file
L R A C

October 31, 1977

Professor Dean A. Crawford
Department of Secondary Education
220 Bohannon Hall
University of Minnesota, Duluth
Duluth, MN 55812

Dear Dean:

Thank you for your letter of October 21, 1977. You may not be aware of the fact that Wendell Glick is one of the three representatives of the Senate Consultative Committee on the newly formed Legislative Relations Advisory Committee. As yet, the committee is in the planning stages and we appreciate the names ^{of these persons} ~~which you have given us~~ who can be utilized as resources. I have shown your letter to the three Senate Consultative Committee members of the L.R.A.C. (Wendell Glick, Kenneth Keller, and Richard Purple).

Sincerely yours,

Betty Wallace Robinett, Chairperson
Senate Consultative Committee

BWR:lic
cc: Kenneth Keller - for information



UNIVERSITY OF MINNESOTA
DULUTH

Department of Secondary Education
220 Bohannon Hall
Duluth, Minnesota 55812

October 21, 1977

Dr. Betty Robinett
Professor
154 Kla Ct.
University of Minnesota
Minneapolis, Mn. 55105

Dear Betty,

Greetings! I'm tempted to open with some facetious small talk but am in a big rush and will get right to the point.

I notice in President Magrath's recent newsletter that you and Stan Kegler are putting together a Legislative Relations Committee. You've probably already considered the role of the out-state campuses in but I wanted to point out that the UMD faculty, primarily through our AAUP chapter, has a long history of contact with the legislature, has assigned a member as a paid and registered lobbyist several times, and has a fairly good relationship with individual legislators from this part of the State. Although I have played some part in this myself, our most experienced people are Bob Evans (philosophy), Tom Bacig (English), and Craig Grau (political science).

Stan, of course, is very well aware of this and also knows that the personal relationships established in these legislative activities have proved somewhat effective. There are some people up here who might be helpful.

Sincerely yours,

A handwritten signature in cursive script that reads "Dean".

Dean A. Crawford
Professor

DAC/elc

REPORT OF THE COMMITTEE ON RELATIONSHIPS BETWEEN THE
HARVARD COMMUNITY AND THE UNITED STATES INTELLIGENCE AGENCIES **

Coynton
Handout
from pro
int'l reg.
10/27/77
no discussion
necessary

Recommended Guidelines

- A. Harvard may enter into research contracts with the CIA provided that such contracts conform with Harvard's normal rules governing contracting with outside sponsors and that the existence of a contract is made public by University officials.

- B. Individual members of the Harvard community may enter into direct or indirect consulting arrangements for the CIA to provide research and analytical services. The individual should report in writing the existence of such an arrangement to the Dean of his or her faculty, who should then inform the President of the University.

- C. Any member of the Harvard community who has an ongoing relationship with the CIA as a recruiter should report that fact in writing to the Dean of the appropriate faculty, who should inform the President of the University and the appropriate placement offices within the University. A recruiter should not give the CIA the name of another member of the Harvard community without the prior consent of that individual. Members of the Harvard community whose advice is sought on a one-time or occasional basis should consider carefully whether under the circumstances it is appropriate to give the CIA the name of another member of the Harvard community without the prior consent of the individual.

- D. Members of the Harvard community should not undertake intelligence operations for the CIA. They should not participate in propaganda activities if the activities involve lending their names and positions to gain public acceptance for materials they know to be misleading or untrue. Before undertaking any other propaganda activities, an individual should consider whether the task is consistent with his scholarly and professional obligations.

- E. No member of the Harvard community should assist the CIA in obtaining the unwitting services of another member of the Harvard community. The CIA should not employ members of the Harvard community in an unwitting manner.

- F. Questions concerning the interpretation and application of these guidelines should be discussed initially with the Dean of the appropriate Faculty and, if necessary, with the President of the University or a member of his staff.

** Approved by Derek C. Bok, President, Harvard University
Cambridge, Mass., May 20, 1977.