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UNIVERSITY OF MINNESOTA

TWIN CITIES CAMPUS ASSEMBLY MINUTES

Feb. 20, 1986

The second meeting of the Twin Cities Campus Assembly was convened in 25 Law Center, Minneapolis campus, on Thursday, February 20, 1986, at 4:00 p.m. Checking or signing the roll as present were 111 voting members of the faculty, 38 voting members of the student body, 4 members of the Council of Academic Officers, and 14 nonmembers. Vice Chair David Hamilton presided.

I. MINUTES FOR NOVEMBER 14 MEETING

Action (2 minutes)

Approved

II. STUDENT STEERING COMMITTEE

STUDENT GOVERNANCE AMENDMENT

Action (10 minutes)

MOTION:

That the Twin Cities Campus constitution be amended to add to Article II.1 the following: "The student body president shall, if not otherwise elected, serve as an ex officio nonvoting member."

COMMENT:

The student body president is the legitimate representative of the whole student body and does not now have formal input into Twin Cities campus policy-making.

TIM PRATT
Chair

There were 112 affirmative votes, 0 opposed. A second vote is required at the next regular meeting to meet the requirement for a majority vote of the membership at two consecutive meetings.

**III. REPORT OF THE NOMINATING COMMITTEE
FOR THE TWIN CITIES ASSEMBLY STEERING COMMITTEE**

Action by the Faculty Assembly (5 minutes)

MOTION:

That the Faculty Assembly approve the following slate: John S. Adams, Mark Brenner, Shirley Clark, Joanne Eicher, Willard Hartup, Ronald Phillips, Burton Shapiro, W. Phillips Shively.

INFORMATION:

The Special Nominating Committee (approved by the Assembly on November 14) to fill three 1986-89 and one 1986-87 Twin Cities faculty terms on the Senate Consultative Committee presents the following eight names, from which four are to be elected by mail ballot by the faculty of the Twin Cities campus:

For 1986-89 terms:

MARK BRENNER: 1969*, Professor of Horticultural Science and Landscape Architecture, College of Agriculture. University Senate member, 1983-86 and 1980-83. Committee participation: Senate Faculty Affairs Committee; Senate Finance Committee; Senate Planning Committee (former chair); Senate Library Committee; University Planning Council; Faculty Advisory Committee for the North Central Accreditation Review for the University; College of Agriculture Consultative Committee (former chair); Special Study Committee of St. Paul Campus Libraries. Other: Director, Graduate Studies, Horticulture.

SHIRLEY CLARK: 1968*, Professor of Education and Sociology, College of Education. University Senate member, 1985-88 and 1981-84; Vice Chair, Senate, 1984-85. Committee participation: Senate Committee on Committees (chair); Senate Consultative Committee (1 year as Vice Chair of Senate); Senate Planning Committee; Assembly Student Affairs Committee, Nominating Committee for Regents Professors; UMFA Board; Task Force on Quality of Graduate Education and Research; Guy Stanton Ford Lecture Committee (chair); College of Education Senate; College of Education Consultative Committee. Other: Coordinator, Higher Education Program; former Asst. Vice President, Academic Affairs.

JOANNE EICHER: 1977*, Professor and Head of Design, Housing, & Apparel, College of Home Economics. University Senate member, 1978-81. Committee participation: Senate Faculty Affairs Committee; SCFA Subcommittee on Retirement Planning; SCFA Subcommittee on Sex Differentials in Periodic Retirement Benefits; Advisory Committee for the Alumni/Gallery Building; Committee to Review the Appropriateness of Name of College (former Chair); College of Home Economics Administrative Council; Institute of Agriculture, Forestry, & Home Economics Administrative Council; College of Home Economics Tenure Review Committee. Other: Director, Goldstein Gallery; former Head, Department of Textiles & Clothing.

WILLARD HARTUP: 1963*, Professor of Child Development, College of Education. University Senate member, 1974-77. Committee participation: Senate Planning Committee; Senate Educational Policy Committee (former chair); University Committee on Biennial Request & Budget Review; College of Education Administrative Council; University Planning Council. Other: former Director, Institute of Child Development.

BURTON SHAPIRO: 1966*, Professor and Chairman of Oral Biology, School of Dentistry, and Professor of Laboratory Medicine & Pathology, Medical School. University Senate member, 1968-72. Committee participation: Ad Hoc Committee to Examine Human Genetics at University (former chair); Selection Committee, Searle Scholars Program; Campus Fulbright Committee; Intercollegiate Task Force to Review Biochemistry Programs (former chair); University Press Committee; Advisory Board, Center for Humanistic Studies, CLA; Health Sciences Policy & Review Council, Graduate School (former chair); Task Force on Doctoral Programs (former chair); Task Force on University Cable Television.

W. PHILLIPS SHIVELY: 1971*, Professor of Political Science, College of Liberal Arts. University Senate member, 1983-86 and 1978-81. Committee participation: Senate Faculty Affairs Committee; Senate Academic Freedom & Responsibility Appeals Committee (former co-chair); College of Liberal Arts Budget Subcommittee. Other: Faculty Legislative Liaison; former Chair, Department of Political Science.

For 1986-87 term (final year of Frank Sorauf's unexpired term)

JOHN S. ADAMS: 1970*, Professor of Geography, College of Liberal Arts, and Professor of Planning and Public Affairs, HHH Institute of Public Affairs. Committee participation: Senate Finance Committee; Senate Extension & Community Programs Committee; CLA Assembly; CLA Budget Advisory Committee; CLA Council on Planning & Policy; Task Force on Outreach; General Research Advisory Committee; International Studies Advisory Com-

mittee; Task Force on Higher Education & the Economy of the State. Other: former Chair, Department of Geography; former Director, HHH Institute of Public Affairs; Coordinator, North/South Fellowship Program, HHH Institute of Public Affairs.

RONALD PHILLIPS: 1967*, Professor of Agronomy & Plant Genetics, College of Agriculture. Committee participation: Senate Research Committee; University Committee on Biennial Request & Budget Review; Task Force on Quality of Graduate Education; Biological/Life Sciences Review Committee; Task Force to Examine the University's Major Biochemistry Programs; Task Force on Doctoral Programs; Executive Committee of Plant Molecular Genetics Institute.

The Assembly Steering Committee is also the Assembly Executive Committee and forms the Twin Cities membership of the Senate Consultative Committee. Additional nominations, certified as willing to stand for election, may be made by (1) petition of 12 voting members of the faculties, provided that the petition is in the hands of the clerk of the Twin Cities Campus Assembly the day before the Twin Cities Campus Assembly meeting; (2) nominations on the floor of the Assembly. The faculty representatives of the Twin Cities Campus Assembly shall reduce by vote the slate to twice the number to be elected.

Currently serving and continuing at least through next year are Ellen Berscheid, College of Liberal Arts; Richard Goldstein, Institute of Technology; and Paul Murphy, College of Liberal Arts.

The terms of Jack Merwin, College of Education; Irwin Rubenstein, College of Biological Sciences; and Deon Stuthman, College of Agriculture, expire at the end of this academic year.

JOHN HOWE, Chr.
DAVID DAVIS
ROBERT GORLIN
CONSTANCE SULLIVAN
MAHMOOD ZAIDI

*Date of initial appointment at the University.

Approved

IV. STEERING COMMITTEE

NOMINATING COMMITTEE, COMMITTEE ON COMMITTEES

Action by Faculty Assembly (5 minutes)

MOTION:

That the following persons be approved as members of a nominating committee to provide a slate from which the Faculty Assembly will elect 1986-89 members of the Committee on Committees: Kent Bales (CLA), chair; David Giese (General College); Charles Fairhurst (IT); Anne Pick (Education); and Lee Stauffer (Public Health).

DEON STUTHMAN
Chair

Approved

V. STEERING COMMITTEE

SELF-STUDY REPORT Information (10 minutes)

EXECUTIVE SUMMARY

North Central Association Accreditation Review, April 1986

This Self-Study Report comprises an important part of the decennial accreditation review of the Twin Cities campus by the North Central Association of Colleges and Schools (Commission on Institutions of Higher Education). The University has been accredited by the North Central Association continuously since 1913. In October 1984, then President Magrath appointed the present North Central Association Accreditation Advisory Committee to prepare for the on-site team visit in April 1986, and charged them with the task of conducting an institutional self-study that goes beyond meeting the official requirements for accreditation. The Advisory Committee was directed to conduct a comprehensive assessment of the Twin Cities campus with special emphasis on planning, faculty research, and graduate education. These three areas were selected because of the unique character of this institution in the State and because of the special planning efforts since the last review in 1976.

When Kenneth Keller assumed the presidency of the institution in 1985, he proposed an overall framework for the University's future called *A Commitment to Focus*, based on previous planning, which was subsequently endorsed by the Board of Regents. The North Central Association Advisory Committee believes that its report, "A University at the Crossroads: Self-Study Report for the 1986 North Central Association Accreditation Review," complements *A Commitment to Focus* by outlining the current status of programs, faculty, services and facilities, and by suggesting enhancements necessary if the goals articulated in *A Commitment to Focus* are to be realized. In addition, the committee believes that the Self-Study Report will provide a basis for assessing the success, ten years hence, of the University's efforts toward becoming one of the top five public institutions in the country, an avowed goal articulated by President Keller.

When the eight-member Review Team from the North Central Association visits the Twin Cities campus April 14-16, 1986, they will find an institution in the midst of significant change, deeply involved in discussions and activities related to issues such as: increased and unified entrance standards for undergraduates; greater coordination among the many units that provide undergraduate instruction; a new fund-raising initiative to expand the number of endowed chairs; and renewed efforts to recruit minority students and faculty.

At a time when the University is looking forward, the accreditation self-study must provide a view of the University's present status as well as describe the changes that have taken place since the last review. As the Self-Study Report suggests, the University of Minnesota, like other institutions of higher education in 1986, finds itself at the crossroads. The University grew dramatically in the 1960s and early 1970s, reflecting a national trend in increased enrollments in higher education. New programs also were added in response to pressures to resolve societal problems. Large numbers of new faculty were hired to meet the instructional needs and to develop these new programs of study. Now, faced with the prospect of decreasing enrollments and shrinking financial support, the University has decided to take this opportunity to become a more clearly focused institution, engaging in activities for which, as the only comprehensive Ph.D.-granting institution in the State, it is more clearly fitted, and to leave other activities to the many two- and four-year postsecondary institutions in the State.

SELF-STUDY PROCESS

The Advisory Committee has based the Self-Study Report on the following sources: six internal task force reports prepared in the last four years (See Appendix E); national trends in the funding of university research; the compilation of assessment efforts on various topics (e.g., program support and expenditures at the University versus other Big Ten public universities); recently collected data from departments on issues ranging from visiting professorships to special incentives for faculty development; summaries of academic personnel

records of relevant faculty characteristics (e.g., institutions from which faculty received their doctorates); characteristics of undergraduate, professional, and graduate students on the Twin Cities campus; summaries of evaluative studies of University faculty (e.g., sabbatical and single quarter leave experiences) and students (e.g., Former Student Survey Project); special focus group discussions with students and faculty; and the experience and opinions of University faculty and administrators on topics ranging from the libraries to the availability of secretarial support for research and instruction.

CONTENT OF THE SELF-STUDY REPORT

The resulting Self-Study Report contains three sections. The first section includes an introduction and institutional overview, a summary of the University's responses to the last accreditation review, and a description of significant changes since the 1976 review, among other general topics. The second section provides the University's response to the criteria for accreditation mandated by the North Central Association of Colleges and Schools: the general institutional requirements and the evaluative criteria. The third section provides a detailed framework for describing the unique character of the University: its comprehensiveness; the planning process; the undergraduate education mission; the professional education programs; the faculty, resources, and programs that make it a prestigious research institution; and the structure and programs that support the University's graduate education mission.

The three areas in this section that receive special emphasis are the sections on planning, faculty research, and graduate education. The discussion of planning includes a summary of the major planning activities of the past decade and a discussion of current planning issues.

The section on undergraduate education includes the following topics: enrollment trends; high school and University connections; recruitment of undergraduates; high ability students; minority students; demographic changes; changes of colleges and registration patterns; retention and graduation rates; quality of learning environments; advising; physical surroundings; employment opportunities; extracurricular activities; programs that improve undergraduate education; evaluations by undergraduates; and events affecting undergraduate education.

The section on faculty research, the most detailed of the three areas chosen for special emphasis, includes five topics: 1) faculty characteristics relevant to the University's research mission; 2) faculty workload issues that affect time available to do research; 3) outside financial support for faculty research; 4) University programs that facilitate faculty research; and 5) services that support faculty research (e.g., libraries, equipment, physical facilities).

The final section on graduate education is closely linked to the section on faculty research and includes the following topics: organization of the Graduate School; graduate faculty; programs of study available; Graduate School curricula and degrees awarded; policies and procedures of the Graduate School; recruitment activities and resulting applicants; special programs and services; employment opportunities; demographic characteristics, including statistics on doctoral graduates; graduate student evaluations; reviews of graduate programs; and descriptions of several highly rated graduate programs.

SIGNIFICANT ACCOMPLISHMENTS

In spite of serious financial constraints during the past decade, numerous significant changes have made the Twin Cities campus a more vital, better institution. Although the many new buildings on the Minneapolis and St. Paul campuses are the most visible changes, other less obvious changes are beginning to reshape the institution. Changes in the University's governance and personnel policies, such as the new Senate constitution in 1982 and a new tenure code in 1985, have been widely debated and subsequently endorsed. The University's planning process and other forces of change have affected faculty research and graduate, undergraduate and professional education.

In the area of planning, significant accomplishments include: the linking of budgeting and planning that began in 1979; initiating an early retirement program for faculty to reduce the number of tenured faculty; and the closing of units (e.g., the Library School) based on

programmatic plans. Planning has had a significant impact on the University during the last decade.

The past decade includes numerous University initiatives to remove barriers to faculty research and to develop new programs to facilitate faculty research efforts. Among the accomplishments during the past decade are the following: the initiation of the Bush Sabbatical Program in 1981 to fund faculty sabbatical projects that link faculty research with undergraduate education; the use of special retention funds, beginning in 1983, to prevent the loss of the University's best research faculty; the initiatives taken to increase all faculty salaries to compensate for inflation losses; the actions taken in 1984 to enable the University to use the permanent endowment fund, together with funds from the Capital Campaign, to increase the number of endowed chairs; the increased use of indirect cost-recovery funds from sponsored research to facilitate faculty research (e.g., more funds to help with equipment needs); an improved patent office, now part of the Office of Research and Technology Transfer; several new research institutes and centers (e.g., Institute for Human Genetics, *Supercomputer Institute*, *Center for Advanced Feminist Studies*); a \$7.5 million grant from IBM, called *Project Woksape* to expand the use of microcomputer work stations; and improvements in services that support faculty research, including University libraries (e.g., increased allocations for book purchases, the beginning of automation, and the change to the Library of Congress classification system) and the Computer Center (e.g., the microcomputer purchase program). Most of the above changes have had a significant positive effect on graduate education, and some (e.g., the Bush Sabbatical Program and Project Woksape) have affected undergraduate education as well.

Other initiatives taken during the last decade have improved the University's competitiveness in recruiting highly qualified graduate students and in providing them with high quality educational experiences. Among these initiatives are the following; increased recruitment funds, including greater attention to departmental publicity to recruit graduate students; increased funding for the Graduate School Fellowship Program and the Dissertation Fellowship Program; an improved tuition structure that makes the University more attractive to out-of-state students; the proposed 1986-87 tuition waiver program for graduate students employed 25 percent time or more; and streamlined Ph.D. policies and procedures. Additional changes will occur as the recommendations in the report of the 1984 Task Force on the Quality of Graduate Education and Faculty Research are implemented.

During the past decade, the University's obligation to provide high quality undergraduate education received new attention. The two major related forces were the appointment of the Task Force on the Student Experience in 1983 and the creation of a new central officer in 1982, the Assistant Vice President for Undergraduate Education and University Outreach. The final report of the Task Force contained over 250 specific action steps to improve the quality of undergraduate education, approximately 15 percent of which have been implemented.

ISSUES IDENTIFIED

The Advisory Committee's analysis of planning activities during the last decade underscores the importance of formal planning processes in establishing clearly articulated institutional goals and in developing strategies for achieving those goals. The success of that effort relies on University leadership that presents a vision for the University, such as that outlined in *A Commitment to Focus*, a vision that is shared widely among faculty on campus. That vision must be translated, however, by departmental units into the pursuit of excellence in each of their disciplines. The Advisory Committee's analysis of high quality University departments, not just excellent in research productivity but excellent in undergraduate and graduate instruction as well, underscores the key importance of departmental administrators in helping to create an environment in which excellence is expected and reinforced. Related planning concerns centered on the time required for overall institutional planning and the current absence of central administrators devoted solely to planning, the possible need for a planning advisory group, the role of the Management Committee (consisting of the University President, the Vice President for Academic Affairs, and the Vice President for Finance and Operations) in planning and budgeting, and the absence of sufficient interface between program reviews and central planning and budgeting.

A second concern is the University's tendency to be less diverse in its student and fac-

ulty populations than other large research universities. This particular concern was noted in the two previous North Central Reviews: the 1966 Review Team stated that students would benefit from association with more high-quality outsiders. However, in spite of attempts by the University to recruit students from outside the State, currently 88 percent of the undergraduates and 50 percent of graduate students are from the State of Minnesota. Of the doctorates awarded from 1978-1984, 20 percent were awarded to students born in Minnesota. A similar tendency is evidenced in statistics on institutions for which faculty received their doctorates: 29 percent of the Ph.D. holders on the Twin Cities campus received their doctorates from the University of Minnesota.

A third theme revolves around setting standards that will enable the University to improve educational quality: strengthening the process of evaluating probationary faculty; increasing the recruiting efforts for the very best students and faculty; and being more effective in retaining the best and most productive faculty; and using budgetary mechanisms to increase the quality of instruction.

An additional issue centers on changes in University funding over the past decade, some of which were the direct result of the State's financial status. Although the University is trying to protect academic programs as much as possible from serious long-term damage, problems still exist in available funding. Expenditures per Full Year Equivalent (FYE) student fell from \$4,344 in 1976-77 to \$3,769 in 1983-84 in constant 1984 dollars, a decline of 13 percent. Also relevant are comparisons between this University and other Big Ten public institutions that indicated Minnesota's support per ranked faculty was seventh out of eight; the amount the University spends is \$7,651 compared to \$18,368 and \$13,379 for the top two schools. The University of Minnesota ranked at the bottom of the list in expenditures for instructional equipment, with \$11.67 per FYE student compared to \$30.93 for the next-to-bottom institution.

How to enhance faculty members' research and scholarship without relinquishing the University's important undergraduate instruction mission is a fifth issue. The reality, that the University is the only traditional public institution that offers baccalaureate degrees in a metropolitan area with a population of slightly over 2 million, dictates that the University must continue its heavy involvement in undergraduate education. Although the University of Minnesota hopes to become a more highly ranked graduate institution and to lower somewhat the ratio of undergraduate to graduate students, it must do so by developing and expanding programs that simultaneously benefit both faculty research (and, therefore, graduate education) and undergraduate education. More programs that achieve these dual purposes, such as the Undergraduate Research Opportunities Program suggested by the Task Force on the Student Experience, are needed to link faculty research with undergraduate education.

Another issue relates to the various personnel and human resource issues that affect faculty quality, productivity, and morale. A comprehensive system involves four processes: hiring promising faculty or those with proven track records; retaining the best faculty; providing resources and opportunities to keep faculty current, and developing procedures and options for counseling unproductive faculty. The University has made progress in its hiring practices and has initiated new steps to retain the best faculty. Members of the Advisory Committee expressed concerns about the perceived high percentages of probationary faculty who receive tenure at the University compared to percentages at peer institutions we aspire to be like. The University also has several programs available to keep faculty current, although some of these options (e.g., sabbaticals) are underused. The University's sabbatical and single quarter leave programs provide development opportunities that are not always provided elsewhere. There have been few attempts, however, to develop programs for retraining or stimulating faculty who have become less productive. In regard to this last issue, no systems are available, for example, to identify faculty who should no longer have graduate faculty status. Another issue that concerns graduate faculty is a system of dual certification that requires faculty to apply for faculty status in the Graduate School.

Employment for undergraduate and graduate students is also an issue, the nature of which differs for the two groups. For undergraduate students, the primary concern is the high percentage of undergraduates who work many hours, out of necessity, in jobs that help them clarify their career goals but have little direct educational value. For some students,

work comes first and school comes second; for some students, the high pay rates for campus jobs are an incentive for them to attend the University. These phenomena, among others, contribute to retention and graduation rates on the Twin Cities campus. The concern for graduate students involves the low level of financial support for graduate students which forces many to seek non-University employment that is detrimental to their graduate study.

The general condition of physical facilities on the Twin Cities campus is a serious concern, in spite of recent additions to the Minneapolis and St. Paul campuses. The University has excellent facilities in some areas, but is decades behind in facilities in other areas, especially modern classrooms and laboratories for both undergraduate and graduate students. Extensive refurbishing is necessary if the University is to keep up with the technologies available to enhance research and teaching activities.

The final issue, support for faculty members' research and instruction, especially library resources, computer facilities and resources, and laboratory equipment, involves two related points. The first point, one supported by comparative data as well as the sense of the faculty, is that the University's resources in these areas do not compare well with those at institutions we hope to emulate. The second point is the widespread opinion among faculty that the support services that are provided are not effectively implemented. The important issue here is that the University has no ongoing system to monitor the effectiveness of services (e.g., libraries and computing facilities) that are intended to support faculty research and teaching.

The Advisory Committee hopes that this Self-Study Report will generate discussion within the University community and with the Review Team of ways in which to further the pursuit of excellence outlined in *A Commitment to Focus*.

**MEMBERS OF THE ADVISORY COMMITTEE
FOR THE NORTH CENTRAL ASSOCIATION ACCREDITATION REVIEW**

Professor Irwin Rubenstein, Department of Genetics and Cell Biology, College of Biological Sciences, Chair

Professor Mark Brenner, Department of Horticultural Sciences and Landscape Architecture, College of Agriculture

Professor Patricia Broen, Department of Communication Disorders, College of Liberal Arts

Professor Gary Gray, Department of Chemistry, Institute of Technology

Mr. Tony Hill, Undergraduate Student

Professor Warren Ibele, Department of Mechanical Engineering, Institute of Technology

Professor Frank Irving, Department of Forest Resources, College of Forestry

Ms. Ruth MacDonald, Department of Food Science and Nutrition, Graduate Student

Professor Shirley Moore, Institute of Child Development, College of Education

Mr. Keith Morton, Department of American Studies, Graduate Student

Professor Betty Wallace Robinett, Associate Vice President for Academic Affairs, Central Administration Coordinator

Professor John Sullivan, Department of Political Science, College of Liberal Arts

Dr. Darwin Hendel, Office of the Vice President for Academic Affairs, Staff

IRWIN RUBENSTEIN
Vice Chair

See abstract of the discussion.

VI. INTERCOLLEGIATE ATHLETICS COMMITTEE

INTERIM REPORT
Information (15 minutes)

JOHN CLARK
Chair

See abstract of the discussion.

VII. OLD BUSINESS

none

VIII. NEW BUSINESS

(15 minutes)

none

IX. ADJOURNMENT

ABSTRACT

The Twin Cities Campus Assembly meeting was called to order at 4:00 p.m. by Vice Chair David Hamilton, professor of anatomy. Minutes of the last meeting were approved.

Student Governance Amendment. Tim Pratt, chair of the Student Steering Committee, presented a motion to bring the student body president into the Assembly as an ex officio nonvoting member. There was no debate; the 112 affirmative votes with no negative votes cast were insufficient to meet the two-thirds requirement for a constitutional amendment. The vice chair announced there would be a second reading at the next meeting to fulfill the majority rule at two consecutive meetings.

Steering Committee nominees. Eight names were approved as candidates for the next Steering Committee election.

Committee on Committees Nominating Committee. Membership of a nominating committee to fill next year's vacancies on the Committee on Committees was approved.

Self-Study Report. Irwin Rubenstein, professor of genetics and cell biology and chair for the Advisory Committee for the North Central Association Accreditation Review, presented an executive summary of a self-study report. The report, he explained, had been prepared for the on-site team visit in April and would complement the President's proposed *Commitment to Focus* and provide a basis for assessing, ten years from now, the success of the University's efforts toward becoming one of the top five public institutions in the country. He said his committee had identified a number of issues in the report and would welcome comments as soon as possible. In closing, he expressed appreciation to his committee members.

Athletics report. John Clark, professor of sociology and chair of the Intercollegiate Athletics Committee, addressed a few remarks to the Assembly concerning the recent charges of alleged sexual misconduct brought against some University athletes in Madison, Wisconsin. He said this is a time to "pull together" and explained that the recommendations to be made by the task force appointed by the President would be brought to the Assembly by his committee, which would oversee implementation of any approved policies. His committee works through four subcommittees and last year had instituted some new practices into the athletic program, such as requiring that one faculty member and one student be appointed to each search committee, that quarterly reports of academic progress of athletes be made by Academic Support Services, that there be a quarterly audit of the Athletic Departments, and that travel time be included as "time missed" on athletes' records. A major responsibility of the committee, he said, is review of the hundreds of proposals on which the University's NCAA representative must take a position. His committee had been briefed and consulted with respect to the Madison allegations, and four of his committee's members would be serving on the task force. Asked whether there would be a public statement on penalties to be assessed against the basketball staff, he said that procedures require that 30 days elapse before any statement is made. He was concerned that the faculty needs to "maintain a presence" in the athletic programs of the University and said he would welcome advice from the faculty on that important relationship. John Dahler, professor of chemical

engineering and materials science, commented that facilities where faculty and students can participate in athletic activities, and for which they are assessed fees, are horrible and he asked where complaints should be directed. Mr. Clark said his committee was not responsible but that a new recreational sports building near Cooke Hall was on the drawing board and that the new director for the Recreational Sports Department should be contacted. Asked whether athletes get preferential treatment when it comes to registering, he said that, although his committee did not approve the policy, exceptions had been made to accommodate some students who had been locked into some five-year programs.

The meeting was adjourned at 4:35 p.m.

MARILEE WARD
Abstractor