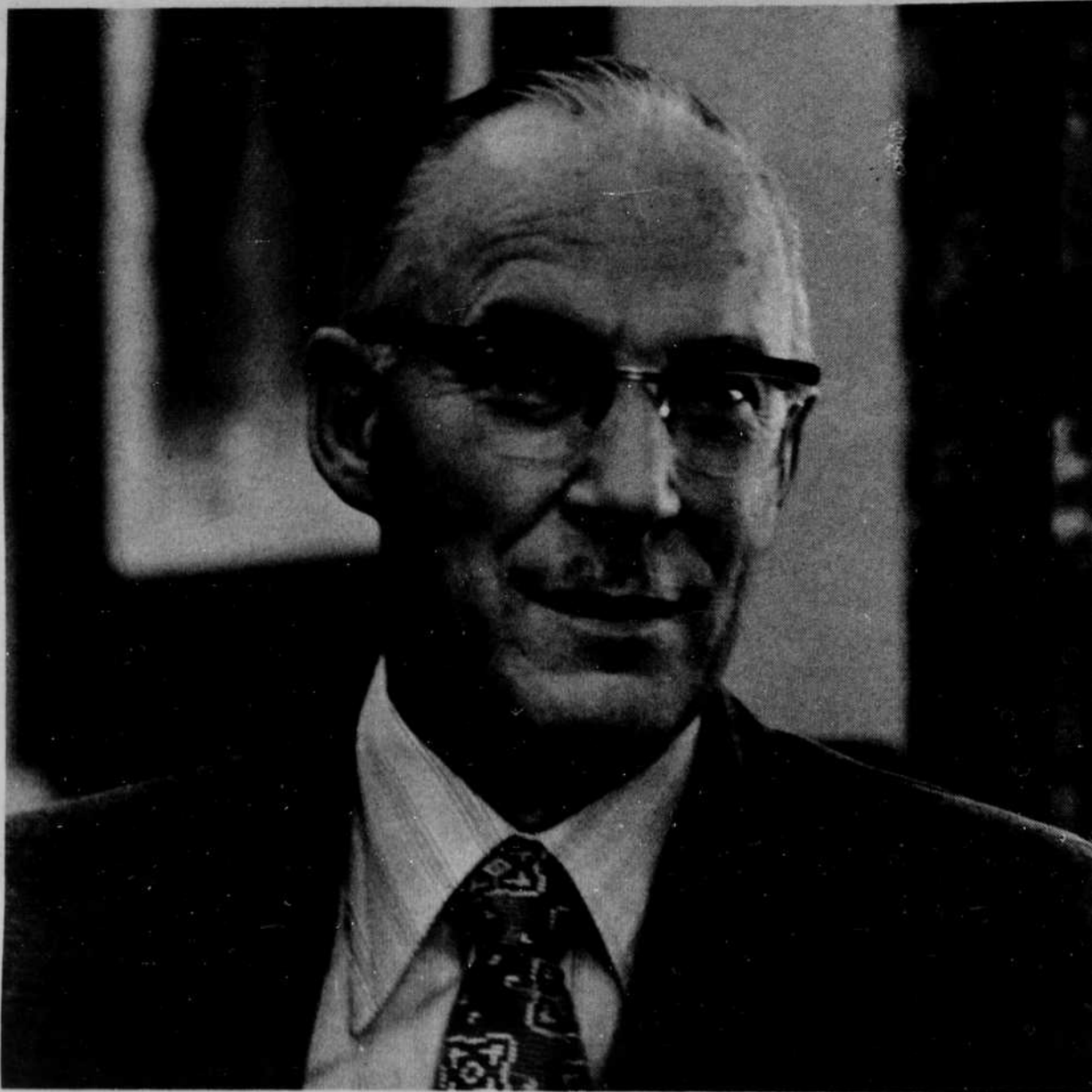


Restructured leadership begins year two



Robert Clark

Photo by Matt McCormick

By CLAY EALS
Of the Emerald

It's been more than a year since the administrative reorganization of the University took place.

And since that time—July 26, 1971—students, faculty, classified staff and administrators have been working with a system that defines specific functions and lines of direct responsibility.

That structure is divided into three areas: administration and finance, academic affairs and students.

Heading up the three areas are the University's vice presidents, Ray Hawk, Harry Alpert and Gerald Bogen.

Administration and Finance

Much of Hawk's time as Vice President for Administration and Finance is taken up with money matters. He is the person responsible for outlining where money to run the University will come from (through the Business Office) and where the money will go to (through the Budget Office).

Hawk also handles the administrative organization of the University.

Academic Affairs

Alpert defines his job as Vice President for Academic Affairs and Provost as being the "academic conscience" of the University.

"I've got to keep reminding people that the be-all and the end-all of the University is its academic mission," he has said. "You know, it's so easy in any bureaucracy to worry about procedures and regulations and so on. And I feel it's my job to keep reminding people that the academic program is the central program of the University."

The function of the Office of the Academic Affairs is, according to Alpert, "to be in touch with the faculty, understanding faculty problems, concerns, interests, and to meet with them to see if we can resolve any problems or difficulties."

"Also, I would say the concern is in the development of an appropriate curriculum, to be sure the students are getting the kind of education they deserve and need."

Student Services

Bogen, as Vice President for Student Services, has said his job is to be an "in-house man . . . a member of the establishment with the responsibility to keep my ears on the outside and pump that information inside."

His authority extends over University Housing, the EMU, Supportive Services and the Offices of Student Personnel Services and Student Administrative Services.

"Every day there will be time in the day for students," he has said of his job. "No student with a problem will have to wait—he'll be able to see me with that problem that day."

"Now, he may have to come back in the afternoon and wait for a half hour or an hour, but there won't be a day that I'm off campus, that I won't be able to see a student about his problems."

"I will simply arrange my schedule so that every day there'll be time when students can come in. Hopefully, they wouldn't have to wait more than half a day."

Bogen's role as communicator with students is only one-half of his job. He is also a communicator for students.

"If students have a point of view which I have learned to understand and support, that if I see the University or the personnel of the University drifting away from an area which I think is of interest to students, moving in a direction which is contrary to the best interests of students—well, I've got a responsibility to step in and try to redirect it, if that is occurring."

University President

Heading these three areas is the University President, Robert Clark.

Clark has defined his job as President as threefold:

—Administrative: the execution of policy which is determined partly by the University faculty and partly by the State Board of Higher Education.

—Interpretive: interpreting the University as being "open to the exploration and expression of ideas." He exercises this interpretation to students through due process, and to the public through "trying to explain the matter of due process and also to explain to them the role of the University as an open University which invites a wide expression of opinion—a much wider expression of opinion than in times of stress some of the public would like to allow it."

—Initiative: "responsibility for initiative in change—in that sense the President can become the focal point of change. Of an idea that develops with the faculty or a faculty member, and that has support that is imaginative, the President can lend his influence. He may, out of the distillations of many conversations on campus and off campus, have some ideas for change, and he can urge those changes."

Relationship with faculty

Clark, Hawk, Alpert and Bogen perform administrative roles at the University, but their jobs actually aren't legislative. That role is left to the University faculty.

When part of the University's policy changes, it is usually the faculty which makes the change. "In effect, the faculty is the main governing body in the University," Marshall Wattles, faculty secretary, has said.

Changes in policy are made by the faculty as follows:

A faculty member makes a motion to the general faculty, giving notice of motion at one of the faculty's monthly meetings in 150 Science.

Before the motion is considered for approval or disapproval by the general faculty, the motion goes before two advisory groups for recommendations: the Faculty Senate and the ASUO Senate.

The Faculty Senate is made up of 36 faculty, representing the University's departments, schools and colleges. The ASUO Senate is composed of about 40 students elected by the student body.

When the faculty considers the motion, it votes on it. The total University faculty numbers more than 1250, but rarely more than 200 or 300 attend the monthly meetings.

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