

University of Colorado
Student Union

Sponsored by: Graduate/Special Representative Robert Bartsch

Authored by: Student-at-Large Gretchen Gaynor
Graduate/Special Representative Robert Bartsch

A BILL

BILL HISTORY

Crisis in Education--it's a phrase we hear more and more often. What can be done? We feel that by bringing together students, faculty, administrators and notables from local and state government we can begin to arrive at answers together concerning the role of the university within the community whereas one group alone might not.

We propose to hold a round-table dinner at which guests will talk about specific issues in small groups of five with moderator in order to brainstorm on problems facing the public university in Colorado. We feel that students need to take an active role in fostering communication with the Regents, administration, and community leaders. This dinner will provide a congenial setting for representatives from these constituencies to talk together about such issues as: Education funding in a time of economic crisis, diversity in the academy, obstacles to higher education, CU in the community, institutional priorities, the role of athletics in the university, and integrity and ethics in the academy.

Over dessert we will have each table present a short report to the gathering; the results will be published approximately six weeks later, to be distributed to the university community and any interested party.

BILL SUMMARY

This bill shall allocate \$561.00 + GAR from Central Reserve account #1391120 in order to help fund a round-table dinner which will bring together students, faculty, administrators and community leaders to discuss issues concerning the University of Colorado at Boulder.

BE IT ENACTED by the Legislative Council of the University of Colorado Student Union, THAT:

SECTION 1: This bill shall allocate \$561.00 + GAR from Central Reserve account #1391120 in order to help fund a round-table dinner which will bring together students, faculty, administrators and community leaders to discuss issues concerning the University of Colorado at Boulder.

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SECTION 2: GSAC/UGGS will invite 50 individuals, evenly distributed among students, faculty, administrators, and community leaders to sit at tables of five with a moderator to discuss and brainstorm specific issues of concern to the university. This event will occur on February 24, 1992.

SECTION 3: This bill takes effect upon passage

BUDGET

UGGS Round Table Dinner
24 February 1992

Invitations

100 envelopes, letters, response cards \$ 100.00

Postage

100 x .29

100 x .19 (return cards) 48.00

Meal

Bar

Bartender (\$10.00/hour) 10.00

.35/guest corkage fee (.35 x 50) 17.50

Beer and wine (to be ordered from Liquor Mart) 100.00

Soft drinks, etc. 10.00

Appetizers

Smoked Salmon Platter (1 order-serves 50-75) 75.00

Pine Mountain Pesto (3 orders-serves 20) 72.00

Tiny Pastry Puffs (4 orders-1 serves 12) \$6 x 4 24.00

Stuffed Cherry Tomatoes (4 orders-1 serves 12) \$9 x 4 36.00

Dinner

Salmon 16.50/person x 50 825.00

Coffee

\$10.50/gallon x 3 (serves 60-one gallon decaf) 31.50

Microphone Rental 30.00

Nametags 10.00

Table tents (to label tables) 15.00

Maps to send to off-campus people-copying costs 5.00

TOTAL \$1,409.00

Follow-up Publication costs unknown

(estimate 10 p x 75 c) TOTAL +125.00

Anticipate funds - UCSU \$561.00

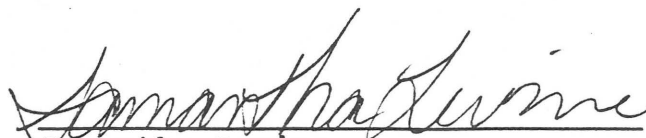
Anticipate funds - UGGS 564.00

Anticipated funds - Chancellor 409.00 (to include alcohol)

1/17/92 - Passes as amended - Legislative Council-1st Reading-Accl.

1/23/92 - Passes as amended - Legislative Council-2nd Reading-Accl.

100

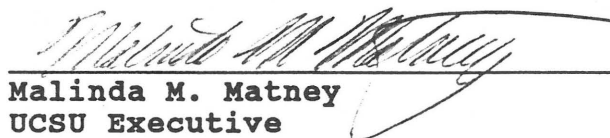


Samantha Levine
President Pro Tempore
UCSU Legislative Council

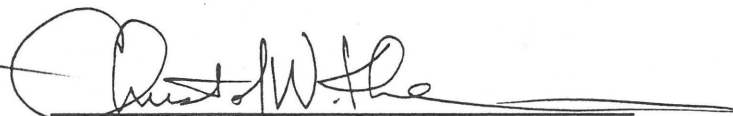


William R. Roberts, Jr.
UCSU Executive

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Malinda M. Matney
UCSU Executive



Christof W. Kheim
UCSU Executive

**Final Report concerning the Round Table Dinner
3-19-92**

The round table dinner was very successful and everything went as planned except for the fact that the response was so great that we had to order more dinners for the overwhelming response to the invitations.

Attached is the official report which came out of the dinner. If you have any questions please talk to an UGBS officer.

Thank you again for supporting this function.

Respectfully submitted,



**Robert A. Bartsch
Vice President-Administration
United Government
of Graduate Students**

P.S. We're planning on doing this again next year.

Charles Pennacchio
United Government of Graduate Students
and Graduate Student Advisory Council
Campus Box 207
Boulder, CO 80309
March 11, 1992

Dear Dinner Participant:

Thank you for your involvement at the 24 February Round Table Dinner. We were extremely pleased with both the turnout and the productive level of discussions throughout the evening. Enclosed you will find summary reports from each of our moderators.

The enthusiastic response of participants who wish to follow up their words with deeds is encouraging for the entire university community. Toward the goal of continuing the process that has now begun, we are soliciting your input on two levels: 1) the value of community gatherings and discussions and 2) the steps necessary to apply proposed solutions to commonly defined problems. Please fill out and return the enclosed response questionnaire, so we may better guide the following activities.

The Round Table Dinner was a success because of your contributions and the contribution of others who are concerned with making CU-Boulder, and the surrounding community, a better environment in which to live. Let us now build upon the dialogue which has begun and commit ourselves to concrete objectives which will advance the health and vitality of our community. Working together we can make our institution a "Model University".

Again, we appreciate your involvement and thank you for taking the time to consider the question: "Where to, from here?"

Sincerely,



Chuck Pennacchio
UGGS/GSAC President

Table K: ACADEMIC FREEDOM

Panel: James Corbridge, Chancellor, University of Colorado, Boulder
Nancy K. Hill, Professor, Department of Humanities and Department Chair
Katherine Graham, UCSU representative
Ron Ames, Parent Association Representative

Moderator: Steve Welter, Graduate student, Geography, and UGGS representative

Most people would agree that academic freedom involves the rights of free speech, unimpeded inquiry, and the free expression and exchange of ideas. Our panel discussed these and other aspects of academic freedom as they pertain to teaching, learning, and research at the University. All members of the discussion agreed that in addition to the above definition, academic freedom includes a responsibility of both teacher and student to engage in a mutual learning experience. The personal interpretations and views of an instructor regarding the subject matter constitute an important part of this process, thus the teacher should identify any personal views as his or her own, and allow and encourage alternative interpretations from students. It was pointed out that at the start of each semester, teachers and students enter into a contract with one another in regard to course content in the form of the course syllabus. While the teacher is responsible for generally following this agenda, some flexibility should be granted the instructor to relate course material to student concerns, current events, or other matters that cannot be anticipated in advance. It was also noted that the teacher's interpretation of course content may not meet the expectations of all students, but that discontent bred in some students should be anticipated; in fact, a teacher who doesn't rankle a few students is probably not very effective. Our panel agreed that it is the responsibility of individual departments, through the process of faculty review, to assure that teachers adhere to the principles of academic freedom.

We discussed briefly the topic of academic research freedom. We touched on the question of whether research funding is awarded due to such criteria as merit, originality, and creativity or whether such funding is awarded based on what happens to be "trendy" according to a relatively small, perhaps inbred, group of grant reviewers. No consensus was reached on this topic. Although it was noted that a problem does exist, the extent and significance of the problem was not assessed.

I should mention that in the course of our discussion, several related topics were touched upon which may provide a forum for future discussion. These included the adequacy and importance of academic advising, criteria for professor pay raises and tenure, the importance of elementary and secondary education to university learning, and the role to the family in the education process.

Table J: CORPORATE INFLUENCE

Panel: Stan Johnson, Colorado state representative
Tim Honey, Boulder City Manager
Chris Zafiratos, Vice President Academic Affairs and Research
Igor Gamow, Professor, Chemical Engineering
Mark Gaynor, SAVE student

Moderator: Barry Vant-Hull, Graduate student, Chemical Engineering, and UGGS Press
Secretary

The table decided fairly rapidly that the problem of interest was not of corporate influence on the University, but rather the interaction between the corporate world and the University. The point was made that the local businesses are very careful not to destroy the resource of an independent research center by influencing academic decisions on campus. A recent study has shown that the main motive behind the decision of a new business to locate near an institution of higher learning is the convenient education of its employees and children of employees. Opportunities to take advantage of research developments and cheap funding of research are secondary reasons.

Toward this end, the University should focus more energy on Continuing Education programs, and aggressively publicize these programs so that more companies will take advantage of them. As society becomes more technically oriented, there will be an increasing demand for up-to-date re-training of employees, and the University should be prepared to meet this demand. Ensuring this will require more of a partnership between the corporate world and the University than currently exists, for which the responsibility rests equally on both parties. Bringing the legislature into the partnership could expedite the process, in the likely event that state regulations come into play.

partnerships was also stressed -- partnerships between the University, the City, area high schools, and even junior highs.

Our solutions: 1) Work with the Task Force (or the individual members who were on it) to come up with concrete plans for retention efforts. 2) Get the table together again! We were all extremely interested in addressing the problem, and would like to work with UGGS (or someone) to help address these problems.

Table I: RECRUITMENT AND RETENTION

Panel: Dean Damon, Superintendent, Boulder Valley Schools

Tony Grampsas, Colorado state representative

George Junne, Professor, Center for the Study of Ethnicity and Race in America

Kathleen Whalen, Graduate student, History, and UGGS Vice President, External Affairs

Moderator: Samantha Levine, UCSU President Pro Tempore

We started out with a discussion of existing programs for recruitment and retention of minorities at CU-Boulder. Discussed were the Pre-Collegiate program, where minority students from all over the state come to CU at the end of their junior year in high school in order to encourage them to go on to college; the Black Student Weekend at CU; outreach programs to the southern United States; and the mentor program at CU. All of these programs have been successful, but need to be expanded. The Pre-Collegiate program specifically needs to include institutions from the entire state, to prevent resources from being spent ineffectively. The mentor program (Minority Student/Faculty Program), where students (of any color, but minority students are targeted) are paired with a faculty or staff member who gives them personal contact and support, has been seen as the single most effective retention program, but it is currently run entirely by volunteers and has no budget.

A major part of the problem that we discussed was the attitude of white students towards students of color. Many confrontations are experienced, and when discussions about minority issues come up in classes, white students tend to expect the students of color to explain, defend, and know everything about the issues. This puts pressure on the students, and can lead to hostility and unnecessary tension. Part of the problem is that retention efforts are often fighting the resentment of white students against what white students perceive as a special treatment of minority students.

The City of Boulder was also identified as part of the retention problem. Minority students see Boulder as a town that is hostile to students, and especially to minority students. We discussed the Joint Task Force on Race Relations that was set up between the City and the University a few years ago, and resulted in a moderating service for race-related problems, an aggressive Affirmative Action program for the city, and a movement towards housing diversity. This Task Force has since been disbanded, but our table felt that the people who served on it would be important resources for addressing the retention problem at CU.

Tension between minority students and both city and campus police was also cited as a factor in retention. Currently, there are efforts underway to increase understanding between minority student groups and the campus police. Hopefully, these meetings will result in better feedback and communication between the police and minority students, and help ease the tension often felt between the two groups. This will help CU's retention of minority students.

The greatest retention problem that we identified is people's attitudes towards minority students. The institution needs to change its approach to recruitment and retention efforts, but the attitudes of non-minority students, faculty, staff, city residents, and officials also needs to change. The communities of Boulder and CU need to decide that this is an issue that needs to be addressed systematically -- we need to decide that we want a multi-cultural society, and then work to obtain it. A program at Boulder High was suggested as a possible model for addressing racism. The need for

of voices, representing undergraduate and graduate students, parents, assistant and associate professors, would be welcomed.

Table H: TEACHING AND RESEARCH

Panel: Jana Mendez, Colorado state senator
David Simpson, Professor, Department of English, and Department Chair
Gene Nicol, Dean of Law School
David Snitman, Business-person

Moderator: Nancy Lawrence, Graduate student, Education, and UGGS representative

The national dialogue is quick to frame the debate between research and teaching in oppositional terms. Such a dichotomy ignores the inherent interplay between these two valued components of the modern university while artificially setting one against the other. These are challenging times for the academy. These are also exciting times and the community should be encouraged that a debate between teaching and research is generating passionate discussions within the university community, in college dormitories, in the state legislature, and around family dinner tables. The debate is forcing the academy to reconsider teaching excellence and research scholarship. Such a debate is healthy and can only move the community forward.

Given the fervor with which this issue is usually discussed, it was surprising to witness a general consensus among the table participants. Speaking for the state legislature, Jana Mendez expressed a view held by many public officials: "Research is rewarded at CU-Boulder and the teaching suffers." David Simpson, a department chair, scoffed at the suggestion that teaching suffers at the University of Colorado because of a perceived emphasis on research. The so-called tension between teaching and research is "is a vicious myth." He did acknowledge that research benefits from receiving more publicity, especially in the hard sciences that attract a considerable amount of research dollars. Professor Simpson further suggested that the "best teaching is done by those doing the best research."

There was general acknowledgement that the dichotomy between research and teaching is false. The real issue that receives scant attention is the realities of research and teaching in the hard sciences versus the very different realities of research and teaching in the humanities. Participants agreed that the University is driven by federal and corporate monies given to the hard sciences.

There was agreement that teaching and research should be rewarded equally at the University of Colorado. However, while it is generally simple to recognize "good research," it is more difficult to recognize "good teaching." The discussion turned at this point to a consideration of the faculty and course evaluations that are completed at the conclusion of every semester. Again, consensus held that the evaluations needed to be restructured to guard against possible misuse as a faculty popularity poll. David Snitman suggested that CU include peer evaluations of teaching -- this suggestion was well received. Beyond these two suggestions, restructuring the faculty and course questionnaires and considering peer evaluations of teaching, the table was unable to offer concrete solutions.

On reflection, perhaps the consensus so easily reached at Table H was not surprising. Given the participants, and their administrative, legislative, and business titles, the dialogue was possibly slanted from the outset. In the future, a greater variety

Table G: THE PRESS ON CAMPUS

Panel: Richard Porreca
Shane Nicholson
Todd Gleason

Moderator: Rick Gordon, Graduate student

What is the role of the press with regard to the university? How can the university develop relations with the press to promote the most accurate public perceptions? Must this relationship by nature be adverse?

Not having any representatives of the press to broaden our perspective, we discussed the potentially adverse nature of the press and how one needed to be very cautious in dealing with the press. While this was found to be positive in making public officials careful in their wording and actions, it seemed to demand attention which may have been better allocated to serving more pressing needs. While the watchdog function of the press was viewed as helpful at times in bringing attention to issues, it also could have the paradoxical effect of limiting openness in discussion and debate and distracting attention from other important concerns. With respect to this last point, we noted the impact of open meeting laws in potentially constraining the articulation of more extreme viewpoints and making compromise difficult.

We explored the idea of developing a more cooperative relationship with the press, perhaps analogous to that cultivated by lobbyists in the legislative realm. While this was seen as potentially rewarding, especially as it occurs through regular contact with dependable reporters, it was felt that the press often has interests which differ from the university and benefit more "intriguing" stories which help sell papers. We considered some type of annual orientation for the press which might help open up some channels of communication and begin to develop a working relationship which may offer the public a better informed perspective on university affairs.

It seemed university representatives had developed many strategies to improve their relations with the press through experience. Perhaps developing a structure to share these insights with individuals less experienced in their press relations could help smooth this bond. Working with the press is a challenge for university representatives; training these representatives in press relations could help make this relationship more comfortable and thereby contribute to improving the university's credibility with the press and the public.

Table F: EDUCATIONAL REFORM

Panel: Dorothy Rupert, Colorado state representative
Peter Dietze, Regent, University of Colorado
Jean Delaney, Vice Chancellor for Student Affairs
Kim Champrey, Editor, Campus Press

Moderator: Matthew Goldwasser, Graduate student, Education

Tackling the topic of educational reform was no small feat, and while our table arrived at no definitive explanation, let alone a plan for action, the discussion was both spirited and informative. Faced with whittling the topic to a manageable size, we focused our attention only on K-12 and left a discussion of higher education for another evening. The general consensus was that education was not where we wanted it to be. However, our pictures differed markedly. Initial discussion revolved around "radical" changes such as a voucher system, and a decision to move away from many of the social and personal interpersonal dimensions of education that schools had taken on. In the opinion of one person at our table, such attention was much to the detriment of what schools did best (i.e., develop cognitive and intellectual competency). Here we differed in thought, and much of our subsequent discussion seemed to posit around issues of equal educational opportunity: do we commit to equality of inputs or of outcomes? No consensus was reached in regard to this question, although our conversation was quite lively. Our own discussion was cited as an example that schools can become so bogged down with "tangential" and interrelated concerns that we -- policy makers, teachers, public officials, or the public -- become stalemated and cannot agree on what significant movement towards change ought to be.

It did seem that when we began to talk in terms of what our reforms would look like, our images of a better school system and its students drew closer in line with one another. Our pictures of reform were phrased in pro-active, enthusiastic terms that suggested that when we get where we want to be, a fundamentally different feeling will exist in our schools. These feelings will result in such things as the freedom to move at an individual pace for students, and teachers genuinely excited about their content areas and passing that excitement and curiosity on to their students. Schools that provide a climate of mutual respect is a key feature in improving education. Smaller student-teacher ratios, and a violence and drug-free climate help create a climate of mutual respect. Likewise, when looking at the continuum of education, the success of K-12 contributes directly to better higher education results. And finally, we were well aware of the political and factional obstacles facing any reforms. The analogy of education as a wagon was offered; public education is a wagon that is frequently overloaded with responsibilities and tasks which both the passengers and spectators have trouble keeping aboard and/or in view. Whether it is too full to move or is moving despite its heavy load was unresolved, but we acknowledged that the education wagon is being pulled by both donkeys and elephants and its direction -- though forward -- is not necessarily an agreed upon one. How to agree remains to be accomplished.

Table E: BUDGET

Panel: Jack Fenlon, Colorado state senator
Gordon Johnson, Director of Budget
Malinda Matney, UCSU executive
Jerry Sullivan, Director of Financial Aid
Chris Goodwin, UCSU representative

Moderator: Todd von Mende, Graduate student, Business School, and UGGS representative

The discussion began with a clarification of a budget cut. According to Senator Fenlon, the budget for education always increases annually. According to Gordon Johnson, the budget is never as large as is needed, even to keep up with current inflation. According to Malinda Matney, student tuition increases around 8% annually while services decrease.

Discussion and concern for CU's budget is a result of the Medicaid bill handed to the individual states by the federal government. This topic led the table to discuss the pros and cons of a centralized federal government vs. a decentralized state government. No consensus was reached, but I feel the group was leaning towards favoring the states developing more independent power in terms of health care and other social services.

Back on the topic of budget, the group tried to find a better way to allocate funds. It seemed to be an ethical issue resulting from the recent tightening of the state budget. We were unsure if the funds should be distributed according to health care, education, welfare, etc. We also discussed if maybe certain majors should require higher tuition. The example used was an expensive engineering degree compared to a hypothetical and inexpensive underwater basket-weaving degree. This seemed to be the best solution for the problem of the budget. What may happen is a move towards specific schools and colleges at CU requesting funds, documenting where the funds will be allocated.

The table ended its discussion with Senator Fenlon stating that the federal and state governments do not plan for the long term. Instead, the governments plan for the short run, perhaps for a year or less. The current election year is proof of this.

Table D: CU IN THE COMMUNITY

Panel: Anne Costain, Acting Vice Chancellor for Research, Graduate School, and Associate Professor, Political Science
Larry Singell, Assoc. Vice Chancellor for Budget and Planning,
Mike Mills, Graduate student, APAS, and UGGS representative

Moderator: Rebecca Dickson, Graduate student, English, and UGGS representative

One of the issues our group discussed was how CU serves the greater community of the state of Colorado and the Rocky Mountain region. We all recognized the tension that exists between the liberal academic atmosphere that higher education requires and the conservative political nature of this area. On a state-wide level, our task is to reach out to citizens of all ages and demonstrate for them what their state university can offer them. We all agreed that the best way to inform the public as to what CU and higher education is doing is by personal contact. This personal contact should not be made by administrators or faculty exclusively, but by students attending CU as well. CU students might well be the most appropriate recruitment officials for the University, as they can tell prospective students not only what the college experience is about, but they can give specifics as to what those students can specifically expect from CU. This personal contact by students was thought especially promising in recruitment of minority students. We discussed the possibility of CU students getting some sort of credit for such recruitment efforts and agreed that all outreach activities performed by CU students should be carried out under the guidance of trained recruitment personnel.

We also thought that CU should represent itself not only in high schools, but in elementary and junior high schools as well. Anne Costain pointed out that eight-year-olds can grasp the idea of what the education process requires; the earlier we make students curious about higher education, the less likely they will be intimidated by intellectual inquiry and thus can tailor their studies toward the university from an early age.

We discussed the cultural make-up of the University and all agreed that CU should put more effort into making the campus a comfortable place for all students. Racism, sexism, and homo-phobia are problems in this regard -- more classes on gender and multi-cultural studies, including gay and lesbian studies, was suggested as a possible solution. Larry Singell suggested that the faculty-taught freshman seminars that Judith Albino has advocated should be taught in dormitories and should discuss issues of race, gender, ethnicity, and sexual preference. If such seminars are taught in dorms, students might feel more comfortable talking and learning about lifestyles with which they are not familiar.

We also considered intolerance in the Boulder community and at CU: how do we discourage racist, sexist, or homo-phobic behavior? There was a consensus that legislation is the best initial tool against such bigotry. It is against the City of Boulder's laws to discriminate on the basis of color, sex, ethnicity, and sexual preference. Unfortunately, the law condemning discrimination against gays and lesbians ends at CU campus, as Mike Mills pointed out; CU needs to revise its legislation to protect all people, whether they are faculty, staff or students.

Table C: ATHLETICS

Panel: Ceal Barry, Women's basketball coach
Kenneth Boulding, Professor Emeritus, Economics
Glenn Stine, Vice President for Budget
David Upthegrove, UCSU representative

Moderator: Cathleen Craviotto, Graduate student, Mathematics, and UGGS representative

We began our discussion by focusing on the funding of the athletic department. It was noted that costs of the athletic department will continue to rise, since scholarship costs continue to increase. Concern was expressed about how such funds would be obtained, especially since students are working towards abolishing the student athletic fee. Currently, funding of the athletic department comes from four sources:

- 1) Student fees and University subsidies
- 2) Television, conference, and NCAA distributions
- 3) Ticket sales
- 4) Bowl revenues

It was argued that although some trade-offs could be made within the general funding scheme, completely eliminating student financial support of the athletic department is probably not feasible. The possibility of eliminating the student fee and increasing student ticket prices was discussed.

Next we considered the role of the athlete. Although students perceive athletes as privileged, athletes have many obligations, including attendance at practices, games, classes, and study table; they also must seek medical treatment as necessary. In sports such as basketball, away games during the week force athletes to miss classes. Sometimes athletes do not have sufficient time to devote to classes, or sufficient time to develop a social life apart from athletics. The question was raised as to whether the fun gets lost in university athletics, particularly with such an emphasis placed on winning.

Finally, we discussed possible outcomes of new NCAA regulations which will raise university academic entrance requirements for athletes. The new regulations are intended to encourage high school students to perform well academically. However, at some high schools it will be impossible for students to meet these regulations because the high school does not offer enough core courses. Athletes at such high schools will either need to attend community colleges, or obtain loans to finance their education at a university where they plan to participate in athletics. Once these regulations are enacted, CU will need to find a balance between recruiting from community colleges, and accepting students that are academically stronger even if they are not the "top" athletes.

Table B: MULTI-CULTURAL CURRICULUM

Panel: Robert Sievers, Regent, University of Colorado
Rodney Taylor, Associate Dean, Graduate School
Christoff Kheim, UCSU representative
Rebecca Carmona, Graduate student, Creative Writing, and UGGS representative
and Coordinator

Moderator: Ben Clancy, Graduate student, Political Science, and UGGS representative

We concluded that multi-culturalism and diversity in principle are ideas that are both good for the CU community and also the United States. Additionally, we felt that in the past North America was multi-cultural in scope. However, with the onset of the European era, both diversity and multi-culturalism were relegated to a second-class position within the North American civilization. This condition has bore ill for our national experience and also has eroded our philosophical foundations of equality and merit.

We concluded that the official policy of the University of Colorado with regards to diversity and multi-culturalism should be one that encourages and supports the idea of diversity and multi-culturalism of all populations within the CU community. This support should be based on the enforcement of equality coupled with an emphasis towards tolerance and protection of different perspectives and individuals within our community.

Moderator Reports from 24 February 1992

Table A: INTEGRITY AND ETHICS

Panel: Sam Makris, Director, Wardenburg Student Health Center
Chuck Pennacchio, Graduate student, History, and UGGS president
James Williams, Dean of Libraries
Kristina Johnson, Professor, Electrical Engineering

Moderator: Robert Bartsch, Graduate student, Psychology, and UGGS Vice President,
Administration

Integrity and ethics in the university has many different facets and so our group briefly discussed several different subjects rather than concentrating on one dimension of the issue. First, we looked at ethics at the administrative level. We decided that ethically speaking, the only people who should be enrolled at this university are those who have the ability to succeed (i.e., graduate) from the University of Colorado. We stated that each and every student should be treated as a valuable person. We felt that it was the administration's responsibility to lead the fight to make sure that these principles are upheld.

The second item that we touched upon concerned the ethical ramifications of the student fees. We are worried that some of the fees may not be fair, and would like to see a review of all student fees to make sure that they are just to the entire student body.

Third, we discussed the possibility of an honor code at the University of Colorado similar to honor codes at Rice University, Stanford University, and the University of Virginia. We believed that it would be nice to have such a policy here, and that it would be good for students to be responsible for their behavior in the classroom and be held accountable for their actions. However, we were worried that the ethical students would be hurt more than they currently are by unethical students who might abuse the system. We recommend that the literature from other campuses be reviewed as well as possible studies which look into whether or not the amount of cheating would increase with such a policy.

Our final topic concerned university property. We feel that a code of ethics concerning university property be put together, if it has not already been done, and if there is one, then to make certain that the code is up to date.