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Non-traditional students focus of UNL network

By Taryn Gilster
Staff Reporter

The UNL Adult Student Network, a non-traditional student organization, hopes to work with both non-traditional and traditional students, the network's student adviser said.

Judith Kriss said the network provides an avenue for meeting other non-traditional students and learning about UNL student services and academic programs.

But non-traditional students have started programs on campus that could link them with traditional students, she said.

Members of the organization want to be "a special part of the university, not just extra baggage," she said.

Pam Chambers, a senior psychology major and treasurer of the organization, said a book exchange and a mentor program are in the planning stages.

The book exchange would provide a resource for any student on campus, Chambers said. A student with a book for sale would place a card in a file system located in the network's office in the Nebraska Union, she said, and another student in need of a textbook would search through the card catalog for the book and call the owner to negotiate a price.

"Such a system could encourage student awareness at UNL," Chambers said. "By working together, students may grow closer together."

The proposed mentoring program would serve as an informal link between traditional and non-traditional students, she said. Students could help with adjustment to campus life and with homework.

But primarily, she said, the program's value would rest in its social impact.

"It's a support group telling students, 'Hey, there's someone here that cares about you,'" she said.



William Lauer/DN

Study buddies

Under the auspices of "Sandy," Ackland Jones, a senior art major, sketches the landscape just west of Sheldon Memorial Art Gallery on Monday afternoon.

Budget

Continued from Page 1

AAUP guidelines. AAUP guidelines are the only ones with which the budget-cutting process may not be in agreement, the letter said.

He stated in the letter that UNL has not adopted AAUP regulations, which say that a decision to discontinue a program or a department "will be based essentially upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof."

However, Wood said that even though UNL is not bound by AAUP guidelines, the Academic Planning Committee fits the AAUP description of an appropriate committee "to represent the faculty in addressing matters relating to proposed discontinuance of academic programs or departments."

Petr said he had not read the letter in sufficient detail to make any conclusions regarding Wood's interpretations of bylaws.

"I need to read it and talk about it with the AAUP executive committee. It's a 10-page deal, very complex, and I'm not ready to comment on it yet," Petr said.

Wood also stated in the letter that the guidelines set forth by the Ad Hoc Committee on Reallocation in 1973 for budget reduction processes have no bearing on the current process.

The guidelines, referred to in current UNL bylaws, say that "faculty participation in decision-making is

essential at every level" during a reallocation process. But Wood said records show those guidelines were never adopted as general institutional policy.

He added that the guidelines are referred to in a section of the UNL bylaws relating specifically to financial exigency or emergency.

Wood also pointed out that the guidelines conflict with regents bylaws that dictate procedures during times of financial exigency.

In terms of making decisions about program elimination and faculty relocation, Wood said the Board of Regents has "sole authority," citing both the regents bylaws and state law.

"There is no state law or institutional policy or regulation which mandates that a decision to eliminate an academic program must first be approved by the faculty," Wood said in the letter.

To avoid potential violations of UNL bylaws, though, Wood said that another hearing should be held if the APC makes a preliminary determination to discontinue a program or department after the BRRC makes its initial recommendations.

According to the bylaws, the APC must follow procedures "guaranteeing that before a change or elimination of a program is recommended, all persons connected to, or affected by, the program shall have access to all relevant information (including detailed budget data) and shall have an opportunity and reasonable time to present data and opinions for the committee to consider."

ROTC

Continued from Page 1

does nothing by the Academic Senate's January deadline, the senate would be forced to take further measures. ROTC courses would be made non-credit extracurricular activities and, consequently, faculty instructors would be removed from faculty status, he said.

"To remove them would be in essence a demotion," he said.

Tuck said the decision ultimately lies with the military, not the Academic Senate.


"We've made up our mind," he said. "It's the military's ball in their court."

The Defense Department bans

homosexuals from becoming commissioned officers, and Army regulations state that all students taking the ROTC leadership course must meet the criteria of a commissioned officer.


Universities in New York and Tampa, Fla., already have taken publicized steps to change the military's policy. The State University of New York in Buffalo, N.Y., has been ordered by a state civil-rights agency to bar military recruiters from its campus.

In Florida, the University of Tampa is offering a separate section of a ROTC leadership course that will be taught by a university faculty member instead of ROTC instructors. In this course, students won't be required to meet the military's criteria.



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