

Minutes*

Senate Committee on Educational Policy
Wednesday, April 30, 2003
1:00 – 3:00
238A Morrill Hall

Present: Martin Sampson (chair), Wilbert Ahern, Victor Bloomfield, Dale Branton, Vernon Cardwell, Shawn Curley, Scott Ferguson, Frank Kulacki, Marsha Odom, Karen Seashore, Mary Ellen Shaw, Craig Swan, Douglas Wangenstein

Absent: Gretchen Haas, Carol Miller, Kim Pinske, Mary Sue Simmons

Guests: C. Eugene Allen, Kathleen Sellew (Office of International Programs); Professor Laura Koch (Faculty Academic Oversight Committee for Intercollegiate Athletics); Tina Rovick (Office of the Registrar)

[In these minutes: (1) grading policy change for the Graduate School; (2) grading policy clarification; (3) report from the Office of International Programs (SEVIS, visas, international travel and programs, etc.); (4) use of student evaluations in cross-listed courses; (5) Twin Cities campus athletic program policies]

1. Grading Policy Change for the Graduate School

Professor Sampson convened the meeting at 1:00 and turned to Dean Bloomfield for a discussion of the request to change the grading policy.

Dr. Bloomfield said that when the University changed to semesters and revised the grading policy, a long-held Graduate School policy was inadvertently omitted. That policy provided that if a student takes a course twice, the two grades are averaged (although the credits for the course are only counted once). Since this provision was not included, the Graduate School found itself operating under the rules that apply to undergraduates--at the same time that the Graduate School catalogue contained the earlier Graduate School rule on repeating courses. Some graduate students brought this to the attention of the Graduate School and said that it should follow the Senate policy. The Graduate School agreed that it would do so as long as the current rule remains on the books, but wants the rule changed back to the previous long-standing policy. Any current student who retakes a course under the current rules will be covered by current Senate policy; the Graduate School will respect the rules that exist when a student enters a course.

The rationale for the change is that graduate students are different from undergraduates in that they are committed to their career and are not experimenting with different courses; the developmental arguments do not apply to graduate students. Dr. Bloomfield noted that all six of the Policy and Review Councils of the Graduate School had approved this request.

* These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate or Twin Cities Campus Assembly; none of the comments, conclusions, or actions reported in these minutes represents the views of, nor are they binding on, the Senate or Assembly, the Administration, or the Board of Regents.

The Committee had a brief discussion of the implications of federal rules governing student aid as well as the arithmetic used to calculate the grade point average. There may be a need to revisit the grading policy's relationship to financial aid rules.

Grades are secondary for graduate students, Dr. Swan said; most important is completing the program. Given that, Professor Curley asked, why not have the same policy as for undergraduates? Because the Graduate School believes graduate students are more like students in Law or Medicine-- they are not experimenting. But if a student takes a course, believes he or she did not get the knowledge needed, and takes it again and does well, the second grade would reflect the state of the student's knowledge, Professor Curley said. These are mature adults who get the grade they earned, Dr. Bloomfield responded. With respect to program approval, if a student takes a required course and fails once, so takes it again, it is the second grade that will count.

Professor Curley noted that one of the Policy and Review Councils had only approved the change by a 4-3 vote; why? That was the education and psychology council, Dr. Bloomfield said; they were concerned about the impact of a lower grade point average on students applying for Ph.D. programs elsewhere. And the concern is related to the statistics requirement, Professor Seashore added.

Are there other professional programs that are not in compliance with the grading policy, Dr. Swan asked? Would it be better to have one motion that corrects all of the outstanding variances that may exist? Professor Sampson agreed there may be other programs that prefer not to follow the existing rule, but if this makes sense for the Graduate School and the Committee approves, a precedent is set. If it does not approve this request from the Graduate School, then the Committee may not want to consider other variances. This would not affect professional master's degree programs, Professor Seashore observed, because they are not in the Graduate School. Professor Sampson responded that this is a uniform policy that applies to all programs unless they are exempted. He said he did not favor holding up this change while deciding about other programs. Professor Seashore said it would be useful to remind the colleges that professional master's programs are covered by the policy.

When will this be approved? The next day, when the Senate Consultative Committee will act on behalf of the Senate to approve it. The Committee voted 7-1 in favor of the change, with one abstention.

2. Grading Policy Clarification Change

The Committee next reviewed and voted unanimously to approve a change in the grading policy, as follows (language to be deleted is in [brackets], language to be added is surrounded with *:

MOTION:

Amend the Uniform Grading and Transcript Policy as follows (new language is underlined; language to be deleted is ~~struck out~~):

II. PERMANENT GRADES FOR ACADEMIC WORK

1. There are five permanent grades given for a single course for which credit shall be awarded, which will be entered on a student's official transcript[.] *:* A-B-C-D-[F] *S* grades including pluses and minuses, as follows, and carry the indicated grade points. The S grade shall not carry grade points but the credits shall count toward the student's degree program if allowed by the college, campus, or program.

These definitions apply to grades awarded to students who are not enrolled in graduate programs, but the grade points are the same no matter the level or course of enrollment.

Instructors are permitted to hold graduate and undergraduate students who are in the same class to different standards of academic performance and accomplishment. The syllabus must make clear what the different standards will be for the different groups of students who may be enrolled in the class.

A 4.00 Represents achievement that is outstanding relative to the level necessary to meet course requirements

A- 3.67

B+ 3.33

...

2. There are two permanent grades given for a single course for which no credit shall be awarded and which will be entered on a student's official transcript.

F -0- Represents **failure** and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see Section III (1)).

The F carries 0 gradepoints and the credits for the course do not count toward any academic degree program. The credit hours for the course shall count in the gradepoint average.

N -0- Represents **no credit** and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see Section III (1)).

The N carries no gradepoints and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the gradepoint average.

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Students who enroll for a course on the A-F grading system shall receive an F if such grade is warranted; students who enroll for a course on the S-N system shall receive an N if such grade is warranted.

COMMENT:

It was pointed out to the Senate Committee on Educational Policy that the language of the grading policy is not clear as written: it appears to indicate that a student receives credit for an "F." This amends the policy to make it clear there is no credit for an F.

There is also a minor punctuation error corrected.

3. Report from the Office of International Programs

Professor Sampson now welcomed Professor Eugene Allen and Ms. Katherine Sellev from the Office of International Programs to make their annual report to the Committee.

Dr. Allen thanked the Committee for the opportunity to meet with it and said they had several items to report on, some of them critical.

First, on July 1 Global Campus-Study Abroad and the International Service and Travel Center (ISTC) will be merged. Among major research universities, and in the CIC, Minnesota will be the only institution with one full-service office for study-abroad and work, internship and volunteer opportunities for undergraduate, professional and graduate degree students. Last year the University joined with the Oregon higher education system in providing information about internships because Oregon has one of the best internship databases available for graduate and professional students. Minnesota will add to the database and help expand the opportunities for continuing the excellent placement rate. Dr. Allen noted that internships are increasingly popular with undergraduates as well as master's and professional students; in some programs they are required or increasingly expected.

In the external environment it has been a difficult year with changes in the INS and the new tracking system for international students, SEVIS, and more recently SARS. By August 1 all international students must be entered in the SEVIS system so they can be tracked, but federal software and programs have not been working well so the system is still not functioning well. At the same time, all of the requirements will be integrated into PeopleSoft (requiring a lot of programming) so this will be a big step forward in making it easier for them to get all the information they need to work with international students and meet the federal mandates for tracking, etc. The best estimate for the cost to the University of complying with SEVIS is about \$500,000 during the last year.

The new rules provide that no international student may arrive in the United States more than 30 days before classes begin, so August will be the primary time of arrival for international students. This could be a problem for units that have lengthy orientation programs--and it is an extra burden on International Student & Scholar Services, which must enter and orient all international students in one month.

With SEVIS it is a new ball game, Dr. Allen told the Committee. For a number of people in international student services, they have very different jobs than they did last fall. The work they are

doing is now more regulatory and more legal. He cautioned strongly that faculty and advisors SHOULD NOT ADVISE any international student about anything related to visas and their legal status in the U.S. Even on academic matters related to course load the wrong advice can lead to the serious problem of becoming a part-time student in the context of SEVIS and loss of legal status (see more info below). Chances are good that advice on visas from individuals not familiar with the latest information will be wrong and could get the student or others in trouble. He urged that questions related to SEVIS and visa issues should always be referred to the experts in International Student & Scholar Services (ISSS), who themselves may not always have the answer because the ground keeps shifting on these regulations or their interpretation. Visas are also being delayed; the sooner that international students apply for one the better off they will be; the visa will not be issued in just a few weeks. Immigration attorneys familiar with these matters believe that the situation will get worse before it gets better--and they have no idea when it will get better. On March 1, Immigration and Naturalization Service (INS) ceased to exist and the new Department of Homeland Security now has major responsibilities for all visa issues. As a result, the State Department now has a much smaller role. One needs to assume, Dr. Allen commented, that as a result there are new people in different roles and they will most likely be VERY careful and conservative in approving visas.

Professor Sampson said there are rumblings that the federal government will track Incompletes. That could put international students in a different position from U.S. students. Or will the government only monitor whether students enroll? Dr. Allen said that SEVIS tracking system currently monitors current U.S. mailing address, course drops and full-time or part-time status,, but not course names or Incompletes. At end of each weekday, the University is required to send a report to the federal government of all transactions related to course registration, changes in current U.S. mailing address, and if the student is then full time, part-time or part-time with prior approval on file. Full time for undergraduates is either 12 or 13 credits and for all students in the Graduate School the minimum is 6 credits. Credit requirements for professional schools vary. Students who have less than the minimum number of credits to qualify for full-time status and without a prior approval form on file are part-time students who then have automatic loss of legal status. The latter is very serious and legal status is difficult to recover. Likewise, making a change in a document that relates to the student's status is very difficult to get changed. New international students cannot come before 30 days prior to the beginning of fall class schedule unless they enroll for an appropriate number of credits in summer school classes. There are no exceptions to this. After August 1, 2003 all international students will be in the SEVIS tracking system.

There have been articles about the relative decline in graduate student applications, Professor Cardwell observed; is SEVIS part of the reason? Is there any change that could minimize the consequences of SEVIS? In some programs, international students are a significant part of the program and the opportunity to have influence around the world will be diminished if the number of international students declines.

Dean Bloomfield said the number of international student applications is down about 25%, more so than for many of the University's peers (some of which have even seen small increases). One reason may be that bigger programs are pre-screening students so many never register as official applicants, which reduces fees and workload. Another reason may be that in some programs there has been less success in getting visas for admitted students. He said he did not know if the University's position is a fluke. At the same time, the University continues to receive far more applications from international students than it can admit and the quality of the pool remains very high; programs are

making as many offers and acceptances remain high. Another reason may be that programs are reluctant to give financial aid awards to international students because they worry the student will not receive a visa--and the program will be left holding the bag on the financial aid, Dr. Allen added. That has happened, Dean Bloomfield agreed; in some programs, there has been an increase in the number of offers to domestic students.

Another issue to think about, Dr. Allen told the Committee, is whether the University should do something in a more organized manner about recruiting international students. A number of units do so, but apart from the Carlson School and individual faculty members, there is no University program to recruit international students. He said he would be interested in hearing from the Committee on this question. Does the question apply primarily to graduate students or to international students in general, Dean Bloomfield asked? Increasing the number of international undergraduate students would be a plus in bringing international diversity to many undergraduate classes and programs, Dr. Allen said; about 15-20% of international students are undergraduates. However, at this time it appears that the University may have a challenge in maintaining the number (about 3400) of international students that enrolled in Twin Cities programs in fall 2002.

Does the University have programs sited abroad where students receive an education from University of Minnesota faculty, Dr. Shaw asked? Dr. Allen said that to the best of his knowledge the Carlson School has three sites (Poland, Austria and China) and the Humphrey Institute has or had one in Poland, but he is not aware of others at this time, even though some are in discussion.

The mystery to him, Dr. Allen said, is why most other CIC institutions do not appear to be as bad off in international student applications as the University of Minnesota. It is probably pre-screening, an increased application fee, a low visa success rate, and because one large program will not consider a student unless he or she takes the paper GRE, Dean Bloomfield speculated. Professor Seashore said it is her understanding that some programs are hesitant to admit international students because of a fear they may not receive a visa. Professor Sampson maintained that having a more diverse student body is more important component of the quality of education now than it was two generations ago. He said he did not know if the focus should be on recruiting more or on the difficulties of getting students here under the SEVIS rules. He said he also worried about the harassment of international students that may ensue from the new policies of the U.S. government.

Dr. Allen indicated that one of the most encouraging things he has heard from the federal government is a speech by Tom Ridge, Secretary of Homeland Security, which was very positive about international students. He also indicated that there have been some positive statements about the role of international students from Secretary of State, Colin Powell and in recent Senate hearings. At the same time, Dr. Swan pointed out that the U.S. may be viewed as a less attractive place to study as a result of a Supreme Court case ruling that if one is not a long-term resident, one can be put in jail. Dr. Allen agreed and said he has heard about a number of students who through frustrations with visa and SEVIS related issues decided to go elsewhere in the world for their education, where some countries are so aggressively recruiting international students that one has to assume it is part of their "business plan."

Professor Kulacki suggested looking at a breakdown of international student numbers by college. His college, IT, has more applications than it can deal with. Statistics from Europe seem to indicate an alarming lack of students from the home countries.

SARS is another matter that has taken an enormous amount of time, Dr. Allen reported. The good news is that Toronto, Singapore, and Vietnam recently came off the SARS list; unfortunately, the situation in China and Taiwan is getting worse. The University recommended that students from countries on the SARS list not return home this summer, and that all discretionary travel to such areas be delayed. It was strongly recommended that all 14 students on University programs in Vietnam, Hong Kong and mainland China return to the US as soon as possible in early April. To the best of his knowledge, Dr. Allen said, 10 of the 14 have returned to the US as of early May. Will they be reimbursed, Mr. Ferguson asked? They will, Dr. Allen said. The Global Campus-Study Abroad office is assisting students with tuition and airline changes; academic credits will depend on what can be worked out.

The question now is what will happen with students, faculty, and others who come from countries or places on the SARS list? Many individuals in the University and the State Department of Public Health are putting together information and a plan to address such issues on our campuses. Experts in public health and infectious disease warn that the international SARS scare will not be the last of this type, Dr. Allen said. These kinds of outbreaks will become more common. That prediction calls for strategic thinking about how to best assure that such infectious disease outbreaks do not occur on campus or elsewhere. Even though by comparison to some other disease outbreaks, the number of SARS infections and deaths, is not large, the potential is very high and SARS has to be taken very seriously. 1

Professor Seashore observed that all faculty and staff now have Medex coverage, which ensures that if traveling, one will be brought to the best medical facility available. The announcement of the coverage was extremely innocuous, Dr. Allen said; he has spoken with Employee Benefits about making the coverage better known. It is a big benefit, costs very little, and puts the University way ahead of many other institutions. The new coverage is also attractive because it provides out-of-area coverage of 150 miles or more.

Professor Seashore reported that she is involved in a program that needs to send faculty to the ex-USSR countries for extended periods. Either the faculty members or their spouses are very unwilling to go to Muslim countries at this point; they are very uncomfortable doing so. Is there anything the University can do? Dr. Allen responded by saying that MUCIA has a number of projects in Muslim countries--two big projects in Iraq are coming, and perhaps others in Turkey and the United Arab Emirates (UAE). In the UAE, the concept is for different MUCIA institutions to take responsibility for one college in a new university park that would serve the Middle East with access to some selected Big 10 university programs. There appears to be, in a number of countries, significant interest in having major U.S. universities develop new or enhance existing universities. This could be a significant and exciting development opportunity for major U.S. universities during the coming decade.

Dr. Allen next drew the attention of Committee members to a proposed University policy, "Suspending Academic Programs in Countries with Travel Warnings." The gist of the policy is that the University will not offer programs in countries that are on the warning list and that students who choose to participate in non-University programs is voluntary and beyond the control of the University. The concern is about individual students who may choose to participate in such non-University programs, and about faculty-led trips that ignore travel warnings and/or university

recommendations. In such situations there is concern about the health and safety of the individuals involved and the associated liability of the unit or the University.

What if a department is involved in a new university and builds in a study-abroad program, and then the country is put on the warning list, Professor Sampson asked? Their concern would be primarily about the student component, Ms. Sellew said. At some point the University will need to confront the issue, Dr. Swan said. As military acts were imminent in Iraq, Michigan took the position that no University funds would be used to travel to countries on the State Department's warning list. Minnesota does not have a policy, even if such travel is not a good idea. And it may not want a policy. Not all warnings are equal, Dr. Allen agreed. They arise for a variety of reasons, Ms. Sellew commented--political, SARS, etc. Some parts of some countries have different levels of severity. Dr. Allen said he did not agree with the Michigan policy; there needs to be more flexibility, he said. If Committee members have thoughts on the issue, he invited them to share them with him. It is anticipated that the University will finalize such a policy in the next month.

Dr. Allen reported that there is a new award for distinguished leadership for international alumni that is being promoted by the Office of International Programs. See: www.international.umn.edu for details.

Ms. Sellew noted the report on the number of exchange agreements and reminded people that under the terms of a new Regents' policy, international exchanges are to be registered. Since the Executive Vice President's office has only had three programs register, they predict that some new exchanges are not in compliance with this policy.

Has the number of exchange programs increased or decreased? Or is it about what they expect, Dr. Swan asked? The number is growing at the college and department level, Ms. Sellew said, and the University encourages them at that level. University-wide programs have been discouraged because faculty and programs do not take ownership or invest in them.

What is happening with curriculum integration, Dr. Simmons asked? The University has been fortunate to have major funding from Bush Foundation and FIPSE grants to support an all-University effort to integrate study abroad opportunities into all undergraduate majors. In addition, the Bush Foundation grant supports 12 Twin Cities faculty in each of three years to integrate international components into their courses; these faculty work with the Center for Teaching and Learning. The curriculum integration initiative has had very strong support from the last and current administration and is going very well. It involves initiatives on all four campuses, and about 450 faculty, advisors and administrators have been involved to date, Dr. Allen said. One of the outcomes is an advising sheet developed in cooperation with program faculty representing different majors that assists students, faculty and advisors in knowing what study abroad programs fit into a given major. As far as they are aware, this is the most extensive study abroad curriculum integration effort in the United States. On April 15-17, 2004 there will be a national symposium to focus on the outcomes of this major initiative.

Professor Sampson said he understood from this discussion there is an improved process to offer internships and study abroad programs. Those are welcome improvements, which in this year are juxtaposed with the challenges of SEVIS and how the Department of Homeland Security deals with visas. Dr. Allen said he was delighted with the past and current presidential support for

international programs and the University is on a rising tide in that respect. To help inform and highlight the international nature of UMTC, the Office of International Programs recently published and put on the web (www.international.umn.edu) a new publication called "International Profile." To also serve units or campuses that want to develop their own international profile a template for doing so is available at this website. OIP encourages units to develop what best suits their needs in this regard.

Dr. Allen said he was also very pleased that the University has a scholar-at-risk program to place outstanding scholars who for a variety of reasons cannot return to their home countries; one from Cameroon will be associated with University Libraries. This program started at the University of Chicago and has resulted in a number of outstanding people coming to the United States and numerous universities.

The President was told at the Senate meeting the previous week that after a couple of years of bad experience with visa denials, the caliber of research in some departments would be affected by the decline in talented international students able to come to the University for graduate work. Cutting off the flow of talented people will matter for both the research and teaching missions of the University. Are there things the University can do, such as communicate with Congress, that are not being done, Professor Sampson asked? Dr. Allen said universities have turned to national associations for help. These include NAFSA (largest association of international educators), the American Council on Education (ACE), the National Association of State Universities and Land-Grant Colleges (NASULGC), and the Association of American Universities (AAU) in particular has focused on this issue.

Professor Sampson thanked Dr. Allen and Ms. Sellev for their report and handouts

4. Use of Student Evaluation Forms in Cross-Listed Courses

Professor Sampson reported that a question had been raised about the teaching evaluation forms. When a course is cross-listed, and colleges use different evaluation forms, which form should be used? The Tenure Committee has recommended that this Committee issue an interpretation providing that the form used by the faculty member's tenure home should be used in any cross-listed courses.

The Committee agreed unofficially with the Tenure Committee, although did not take action to issue a formal policy interpretation.

5. Twin Cities Athletic Policies

Professor Sampson now welcomed Professor Koch, chair of the Faculty Academic Oversight Committee for Intercollegiate Athletics (FAOCIA) to review the last of the athletic policies to be forwarded to the Senate Consultative Committee for action, the policy on eligibility.

The Committee suggested several changes, some internal references to clarify the policy and one of substance. The policy sets out grade point averages for eligibility:

- I. GRADE POINT AVERAGE STANDARDS FOR ELIGIBILITY AND CONTINUATION
 - A. In order to be eligible for practice and competition in athletics during the first year, a student-athlete must meet all applicable Big Ten and NCAA rules.
 - B. To be eligible for competition in any term following the conclusion of summer school of student's first year, a student-athlete **MUST MEET ALL APPLICABLE BIG TEN AND NCAA RULES AND** maintain a ~~Big Ten~~ **UNIVERSITY OF MINNESOTA** cumulative grade point average of no less than 2.00.
 - C. IF THE STUDENT-ATHLETE IS ELIGIBLE UNDER BIG TEN AND NCAA RULES ON THE FIRST DAY OF THE TERM BUT DOES NOT MEET THE REQUIREMENT IN IB, THE STUDENT-ATHLETE SHALL BECOME ELIGIBLE FOR COMPETITION DURING THE TERM WHEN THE STUDENT REACHES THE 2.00 STANDARD. (FOR EXAMPLE, AN INCOMPLETE IS COMPLETED AFTER THE FIRST DAY OF CLASS SUCH THAT A STUDENT-ATHLETE'S GPA IS NOW AT LEAST A 2.00).
 - D. Student-athletes who fail to meet the 2.00 GPA standard for competition will maintain their eligibility for athletic financial aid if they meet the Big Ten Conference standard for receipt of such financial aid.

- II. STANDARDS FOR MAINTAINING CREDITS:
 - A. ALL STUDENT-ATHLETES SHOULD REGISTER FOR A MINIMUM OF 27 ~~48~~ CREDITS ~~EACH SEMESTER~~ DURING THE REGULAR ACADEMIC YEAR (FALL AND SPRING SEMESTER).
 - B. EXEMPTIONS FROM THE MINIMUM CREDIT RULE MAY BE MADE FOR EXTENUATING CIRCUMSTANCES BY THE DIRECTOR OF ACADEMIC COUNSELING AND STUDENT SERVICES IN CONSULTATION WITH THE ~~APPROPRIATE~~ ATHLETICS DIRECTOR.
 - C. STUDENT-ATHLETES MUST RECEIVE APPROVAL FROM THE DIRECTOR OF ACADEMIC COUNSELING AND STUDENT SERVICES PRIOR TO WITHDRAWING FROM A CLASS.
 - D. IN ORDER TO BE ELIGIBLE FOR ~~PRACTICE AND~~ COMPETITION DURING ANY YEAR, A STUDENT-ATHLETE MUST MEET ALL APPLICABLE BIG TEN AND NCAA RULES WITH RESPECT TO CREDIT COMPLETION AND PROGRESS TOWARDS A DEGREE.

Professor Kulacki inquired why II(A) was "should" when the rest of the policy is so declarative. Professor Koch agreed substituting the word "must" for "should" would accord with the sentiments of FAOCIA.

Professor Cardwell inquired why the number in II(A) was 27 rather than 26, given the University's emphasis on the 13-credit rule. Professor Koch explained that if an athlete is enrolled for 27 credits, and most of the courses are 3 credits, the athlete can drop one course and still remain eligible with 24 credits, under Conference and NCAA rules. So rather than require 26 credits, which would mean that athletes could not drop a 3-credit course, they set the bar at 27. This makes a significant difference, she said. Athletes can meet the credit rule through summer session but they are trying to be mindful of costs and to avoid the need for athletes to be in summer school. She said it also does not hurt if athletes are cognizant of NCAA and Big Ten rules as well as University rules.

Would it be wise to preclude an athlete from practice as well as competition under I(B), Professor Sampson asked? Mr. Ferguson said that a lot of coaches require attendance at study hall or studying, rather than exclude athletes from practice, and there are a lot of tutors and academic services available, so there is no need to bar practice, he said. If an athlete is having trouble academically, should not the policy prohibit both practice and competition, Professor Sampson repeated? The institutional interest is solving the academic problem. Mr. Ferguson replied that coaches prefer to take away from social life, not studying or practice, so they make study sessions mandatory. Professor Koch said the Committee needs to be very careful about proposing to take practice sessions away. Counselors advise that taking an athlete out of practice has a negative effect on their ability to compete and there is also something about scheduling practice for athletes that also helps what they are doing academically. She said she has worked with students who fell below the 2.0 grade point average required for eligibility but who set up schedules for virtually their entire day, the schedules were monitored, and when they had free time they did not know what to do with it--and they did not study. It is better to schedule academic time and to let them practice to keep their competitive edge. Without that structure they flounder, she said. In addition, Professor Seashore said, the team is the social structure that supports them, especially freshmen, so to take them out of practice leaves them at loose ends.

Professor Sampson said the competition must be earned but practice not, under the policy. Competition, he observed, does take a lot of time in terms of travel and so on, but so does practice. Professor Kulacki responded that coaches, the media, and fans at Division I-A schools will not tolerate defeat and practice time is five or ten times more than competition time. He said that Professor Sampson was correct; practice is as important as competition. There are NCAA rules setting a 20-hour-per-week and 20-week limit on the time an athlete is to spend on athletics.

In severe cases, Mr. Ferguson said, a coach will take the initiative, and tell an athlete to miss practice in order to devote time to academic work. There is also a policy that academic counselors, if they believe an athlete is in academic trouble and need extra time, are to tell the coach and athletic director to hold the student back, Professor Koch related.

Dr. Shaw said the University already has a higher standard than the Big Ten and NCAA and it should not make the institutional policy even more rigorous. The 2.0 requirement is not new, Professor Koch said; it has been University policy a long time.

With respect to the call for an academic performance contract, if needed, Dr. Shaw said that the colleges seem not to be one of the parties to the contract. They should be, she said. Professor Koch said that a college contract may be used after talking with the coach and the academic counselor.

With the changes it had requested, the Committee then approved the policy unanimously.

Professor Sampson thanked Professor Koch for her assistance and adjourned the meeting at 3:00.

-- Gary Engstrand

University of Minnesota