

UNIVERSITY OF MINNESOTA University Senate Consultative Committee
420 Borlaug Hall (Agronomy)
1991 Buford Circle
St. Paul, Minnesota 55108
Telephone (612)376-2479

FACULTY CONSULTATIVE COMMITTEE

April 3, 1986
625 Campus Club
Lunch 11:30-12:00
Meeting 12:00-2:45

AGENDA

Approx. time

- 12:00 1. SCC minutes of March 6 (sent previously).
FCC minutes of March 20 (to be sent later).
2. Reports:
A. Finance Committee.
B. Facilitative Committee.
C. FCC Chair.
D. Others.
- 12:15 3. April 14 lunch meeting between SCC and the North Central
Association's accreditation team. Prof. Rubenstein.
(Note: revised team membership list available April 3.)
- 12:30 4. Senate and Assembly dockets for April 17. (Note: FCC
members please see attached memo from Deon Stuthman.)
A. Forum on Coordinating Lower Division Education (Assembly).
B. Twin Cities Calendar for '86-'87 and '87-'88 (Assembly).
(Note: Action on '88-'89 calendar will be deferred
until next fall.)
C. Increased and Unified Preparation Standards (Senate):
Procedural questions only; see also item #7 on
this agenda.
D. Provision to close meetings (Senate).
E. Other docket items.
- 1:15 5. Civil Service participation on Senate and Assembly
Committees: The Williams Report. We hope to have
Professor C. Arthur Williams and Professor Shirley Clark
join us for this item.
- 1:45 6. Athletics Task Force hearings: planning FCC presentation.
(Twin Cities item; FCC members please see two enclosures.)
- 2:15 7. Motion arising from final report of Special C_tF Committee
on Increased and Unified Preparation Standards. Guest:
Prof. W. Andrew Collins, Chair. (Note: Final report and
proposed motion will be mailed separately to SCC members.)
- 2:30 8. Nominating a vice chair for the Senate and Assembly.
(Note: meeting closed for this item only.)

UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
420 Borlaug Hall (c/o Agronomy)
1991 Buford Circle
St. Paul, Minnesota 55108
Telephone (612)376-2479

MINUTES

FACULTY CONSULTATIVE COMMITTEE

April 3, 1986
625 Campus Club
12:00 - 2:45

Members present: Richard Goldstein, Joseph Latterell, Cleon Melsa, Jack Merwin, Paul Murphy, Irwin Rubenstein, Frank Sorauf, Deon Stuthman (chair).

Guests: Shirley Clark, W. Andrew Collins, Raleigh Kaminsky, Maureen Smith.

1. Minutes of March 20 will be sent later. Members are to report any corrections to the chair or the secretary.

2. Reports.

A. Finance Committee. Professor Merwin itemized the agenda of the March 6 and April 3 meetings.

B. FCC Chair. Professor Stuthman.

(1) FCC's April 17 agenda will include a report from the nominating subcommittee, discussion of interdisciplinary programs (see 3. below), and initial plans for the June 12 lunch meeting with the Regents.

(2) Senate Facilitative Committee met April 1; notes from that meeting will be sent to the Consultative Committee.

(3) SCC's April 17 agenda will include the report of the Child Care Committee.

(4) President's student leadership and service recognition award: Professor Stuthman distributed nominations forms to FCC members and called attention to this opportunity to recognize high quality student participation.

3. Interdisciplinary programs: planning the April 17 discussion.

FCC members are encouraged to invite to the April 17 discussion faculty colleagues who may have a particularly strong interest in the question. Professor Stuthman will invite the chair of Veterinary Medicine's faculty advisory committee, the body which recommended the subject to SCC for inquiry.

The chair asked Professor Rubenstein to set out two or three questions to structure that discussion. Professor Rubenstein said the question must be raised as to what are the shortcomings in the University's structures that impeded long-recognized major interdisciplinary areas such as human genetics and neuroscience from being organized until now. Professor Sorauf pointed

out that on the other hand, the University does have some successful examples of interdisciplinary research programs.

It was agreed that the FCC would limit its discussions to the area of interdisciplinary research.

3. North Central Association site visit. FCC members received copies of the complete list of team members. Professor Rubenstein said the visitors would hold an open meeting on Monday, April 14. The SCC's role at its April 14 lunch meeting with the team will be to answer questions.

4. Senate and Assembly dockets for April 17.

A. Forum on Coordinating Twin Cities Campus Lower Division Education. The printed announcement in the Daily parallels announcement for the February forum on preparation requirements: an FCC introduction and SCEP comment. The latter was in the current case prepared by SCEP with Professor W. Andrew Collins presiding since SCEP Chair William Hanson chairs the Lower Division special committee.

B. Twin Cities Campus Calendar. The calendars for 1986-87 and 1987-88 will be forwarded to the Assembly with the Summer Session revisions made by the Calendar Committee. Action on the calendar for 1988-89 will be postponed until fall because of the need to resolve the problem of losing two Mondays in the winter quarter.

C. Unified and Increased Preparation Requirements. Professor Sorauf moved the Faculty Consultative Committee approve the report. The motion passed unanimously. The Consultative Committee will move Senate adoption of the recommendations. (Note: The Student SCC is aware of the plan for the Senate Consultative Committee to sponsor the Senate motion and has no objections to that plan.)

D. Bylaws amendment on open meetings. The most up-to-date version of the amendment and comment text was distributed to FCC members, who approved submitting it to the docket. It had already been delivered to the SSCC. The motion would permit continuing the provision for FCC to close meetings subject to certain conditions, and would extend the provision to SCC and SSCC.

Members of the Consultative Committee will be prepared to speak in support of the motion, and the chair will invite additional senators to speak as proponents.

Professor Melsa remarked that it would be helpful if the participants in a closed meeting with the president could be told who else was privy to the information reported so that they would know with whom, if anyone, they could discuss it. This is particularly critical for the single faculty representatives at coordinate campuses. The chair will carry that request to the president.

5. Other business.

A. Physical appearance of University spaces. Professor Sorauf told the committee that his colleagues are interested in and affected by the day-to-day reality of insufficient janitorial services, ill-kept spaces, broken chairs

in the classrooms. For numerous students and faculty these are what define the University, he said. Professor Murphy added to the list the problem of Wilson Library's having no seating space for users reading a periodical from the shelf.

Professors Rubenstein and Goldstein pointed out that there had been a conscious decision during the last retrenchment to make cuts in maintenance so as not to take more from programs. They agreed it poses a morale problem and needs attention. Professor Sorauf acknowledged that the West Bank protocol for service shows a reduction, but said that even the existing protocol is not being followed and that there is a deterioration that has nothing to do with budget cuts.

The chair will also raise this problem area with President Keller, and will refer to the Page Report (on the Quality of Undergraduate Education) to help revive this concern.

B. Scheduling open time within FCC agenda. Professor Goldstein requested that the FCC schedule open time within each meeting to provide the opportunity both to introduce new items and to inquire about the status of issues the committee has attended to earlier. Professor Stuthman voiced his agreement. He reiterated his unqualified invitation for members to telephone him or the secretary to place items on the FCC's agenda.

C. Unfinished business.

(1) Graduation rates. Professor Goldstein requested follow-up to the receipt of the report on the recent study, and suggested the Educational Policy Committee as the most appropriate body to attend to it.

(2) University Grievance Procedures: proposed revision. Professor Murphy, who has been working this year to coordinate consideration of the draft authored by Carol Pazandak and Phyllis Freier, asked that this be an early agenda item in the fall and be readied for submission to the Senate.

6. The Williams Report: Civil Service representation on Senate and Assembly committees.

Professor Stuthman welcomed Professor Shirley Clark, Chair of the Committee on Committees, and Ms. Raleigh Kaminsky, Chair of the Civil Service Committee. (Professor C. Arthur Williams is unable to attend on this date or on April 17.)

A. Recommendations concerning the 8 committees in the three-year experiment just concluding.

Professor Stuthman reminded the FCC that the members and Professor Williams had agreed on March 20 to postpone making recommendations regarding the Assembly Committee on Intercollegiate Athletics.

Senate Finance Committee. If there is representation, should it be on a non-voting basis, as the report recommends, or on a voting basis?

Professor Sorauf contended there should be but a single class of representation. Professor Merwin cited the committee's need for expertise, which it has found in the civil service representatives because they have unit administrative/budgeting experience. Professor Sorauf maintained that a committee can always obtain expertise, but that representation means that the individuals take part as representatives of a larger group.

Professor Merwin then inquired to what extent the Civil Service Committee considers qualifications in its process of selecting committee members. Ms. Kaminsky was acquainted only with last year's process, when the CSC sent out invitations and advertised in a non-specific way for people interested in University committee service. CSC based committee assignments on the background information they received with people's responses. CSC regards certain committees, such as Finance, as requiring expertise, and others as requiring just experience in the University and interest.

In response to an inquiry, Professor Clark said Committee on Committees does not use faculty and P/A resumes; they rely on the triennial faculty interest survey, the annual senator interest survey, and nominations. She noted that the Civil Service Committee in making its assignments assumes the role of a committee on committees, trying to match need to interest and background.

Professor Rubenstein saw an absence of reciprocity regarding decisions affecting salaries: recommendations concerning faculty salaries do come before the Finance Committee while, normally, those concerning civil service salaries do not, and faculty are not consulted where those latter decisions are made.

Professor Merwin called attention to the fact that the Finance Committee is put together differently from other committees; seven members represent other parts of the governance structure.

Professor Sorauf framed what he saw as the determining question: If the nature of the business of the Finance Committee is such that civil service interests are involved, then they should be given voting representation. That interest is clear at least in this year's vote for some of the unallocation cost to come out of civil service and faculty pay increases.

Members then briefly discussed the proportion of faculty making up each committee and requested a table which would show the composition, by categories (faculty/P/A, student, civil service, ex officio) of each committee.

Professor Clark reported that the Committee on Committees would be addressing the Williams Committee report and that it was her objective to have the Consultative Committee and Committee on Committees report a common motion to the Senate and Assembly.

Professor Stuthman called for an FCC decision on the following committee recommendations in the Williams Committee Report:

Calendar (regularize 2 voting CS members)

Physical Plant and Space Allocation (regularize 2 voting CS members)

Services to the Handicapped (regularize 2 voting CS members)

Animal Care (regularize 2 voting CS members)

Library (drop CS representation)

Research (reduce CS representation to 1, regularize to voting).

There was an FCC consensus to accept the above recommendations from the special committee.

Professor Stuthman called for a vote regarding representation on the Finance Committee. A 'yes' vote would be in support of voting membership. The FCC voted 6-1 in favor of 2 voting civil service representatives to the Senate Finance Committee.

B. Proposals to institute a new experiment on some of the Senate and Assembly committees presently without civil service representation.

The Williams Committee recommended a three-year trial to add the following non-voting civil service representation:

Senate Committee on Extension and Community Programs (1)

Assembly Committee on International Students (1); (Note: this committee was incorrectly identified in the report as being a Senate committee, which caused some FCC confusion as to whether the Senate Committee on International Education had been intended.)

Assembly Committee on Convocations and the Arts (2)

Assembly Committee on Student Affairs (2).

Professor Sorauf expressed the view that representation should mean the people represented stand to be affected by a body's work. If that is the criterion, it is not clear why representation on International Students or Student Affairs is appropriate.

The Faculty Consultative Committee decided to postpone until April 17 consideration of an experiment with additional committees. The chair will seek clarifications from Professor Williams. Committee on Committees will have considered the Williams report by that time.

Ms. Kaminsky told the FCC that the Civil Service Committee supports the report. Employees appreciate the opportunity to serve in University governance. While voting per se is usually not important in a committee's working, any membership granted should be full membership. She urged the Consultative Committee to allow the useful involvement of knowledgeable members from among the University's 10,000 civil service employees. She said CSC would work harder in its recruiting efforts to learn more about the backgrounds of prospective members. She asked that committee chairs be encouraged to get in touch with the Civil Service Committee if there is a problem with any civil service member.

7. FCC's April 17 presentation to the Athletics Task Force.

The chair had sent to the FCC members and the SSCC chair two pieces of informational material as background: (a) a memorandum by Women's Athletics Director Merrily Dean Baker raising a number of fundamental issues, and

(b) the draft of a white paper submitted to the Task Force by John Clark (ACIA chair), Elayne Donahue (Assistant Director of Athletics for Academic Counseling), and Gary Engstrand, who as an assistant to Vice Presidents Hasselmo and Wilderson was involved in athletics-related assignments and served as staff to the ACIA).

FCC members acknowledged numerous difficult issues (the conflict between the University's educational responsibilities and its being a provider of public entertainment, the expense of the operation--would the state give more dollars for athletics?--, prestige, the troubling nomenclature--"athletics scholarships."

Professor Goldstein said it is not necessary to give up big time athletics to have an outstanding research institution, as current U.S. examples show. There was speculation as to what effect a mediocre athletics program would have on legislative appropriations. Professor Murphy recalled that a study made 20 years ago of Big Ten schools and several similar institutions showed no correlation between football team victories and the size of state legislative appropriations.

Professor Stuthman asked rhetorically whether Minnesota should or should not remain a member of the Big Ten, because if it does, that in itself sets certain things in motion.

Professor Goldstein called attention, with disapproval, to the fact that there had been no faculty member on the basketball search committee when it was important to get a coach who was interested in academics.

FCC reached a consensus on points Professor Rubenstein should make as the FCC's spokesman to the Athletics Task Force: (1) Accountability: the coaches and the athletics directors should be responsible and accountable for the program; (2) There should be a unified academic standard, consistent over time, regarding athletes all across the two athletics departments; (3) There must be faculty input; the FCC wants to work with the ACIA to help it enhance its capacity for faculty influence.

Professor Sorauf said faculty should voice the need for commitment to Academic performance. When Professor Goldstein inquired why ACIA does not seem to have looked into academic performance, Professor Stuthman answered that sufficient authority doesn't always go with responsibility. He said he hoped one outcome from the Athletics Task Force would be creation of a group to look at the structure of and charge to ACIA.

3. C_TF Special Committee on Unified and Increased Preparation Requirements: final report. Guest: Professor W. Andrew Collins, Special Committee chair.

Professor Stuthman announced to Professor Collins the FCC's unanimous vote to approve the report and the motion for submission to the Senate. Professor Collins invited questions.

Professor Murphy inquired why the social studies requirement had been reduced from three years to two. Professor Collins replied that in making

its changes, the special committee had been responsive to the numerous reactions and suggestions to the draft report. They were told that history preparation was by far the most important within the social studies curriculum and that two years' history offerings are typical for high schools. The committee hoped to be able to lower somewhat the number of requirements; they were persuaded that number could be reduced in social studies but were not persuaded they should change the foreign language requirement.

The chair expressed FCC's thanks to Professor Collins for the fine work of his committee.

9. Nominating a vice chair for the Senate and Assembly.

The meeting was closed for its final five minutes to discuss in a preliminary way what faculty member FCC wanted to nominate to be vice chair of next year's Senate and Assembly and serve, ex officio, as a voting member of FCC and SCC. Several names were proposed to FCC's nominations subcommittee, which will meet on April 9 and report all its nominations recommendations to FCC on April 17. Nominators were asked to produce a ranked list for the vice chair position.

The meeting adjourned at 2:45 p.m.

Respectfully submitted,

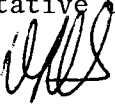
Meredith Poppele, Executive Assistant

UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
420 Borlaug Hall (Agronomy)
1991 Buford Circle
St. Paul, Minnesota 55108
Telephone (612)376-2479

March 27, 1986

To: Faculty Consultative Committee

From: Deon Stuthman 

Subject: Agenda item #4: business for the Senate and Assembly dockets.

1. Preparation Standards. I propose that the Senate Consultative Committee be the body to submit to the Senate the recommendations of Andy Collins' committee and that we seek -- and anticipate getting -- SCEP's endorsement on the Senate floor. There will not be time for SCEP to take formal action on the final report and motion before the April 3 docket deadline. We can take final action on the 3rd and so, I believe, can the students in their SSCC meeting. However, keep in mind that Marilee Ward needs a clean text for the printer on April 3. Andy will mail you his committee's report and proposed motion in time for you to read it before the 3rd.

On April 3 we'll talk first about the procedural aspects of taking the motion through the Senate; later in the meeting Andy will join us for a short discussion, principally of the content of the motion. At that point we can clear up any lingering questions.

2. Closed meeting amendment. You already have the proposed motion and note and a draft of a comment to be printed with them. Please call with suggestions on the comment. On April 3 we will just discuss floor strategy.

3. Twin Cities Calendar. It looks as though there's a way to improve the unsatisfactory Winter Quarter schedule proposed for 1988-89. However, the Calendar Committee chair agrees that it is sufficient this spring to approve just the coming two years' calendars and delay '88-'89 until fall. I believe we should support this.

:mp

c: Andy Collins
Roy St. Laurent

FCS 2/3/86

For submission to the Twin Cities Campus Assembly docket for April 17, 1986

CALENDAR COMMITTEE

(Action - 10 minutes)

MOTION:

That the 1986-87 and 1987-88 calendars be amended to add two days to Summer Session I in each year so that the summer terms all consist of 25 days.

MOTION:

That the 1986-87 and 1987-88 calendars be amended to add a personal floating holiday for civil service employees bringing the number of civil service holidays to 11 as required by the state.

Frederick M. Asher,
Chair

INFORMATION:

At the time Martin Luther King's Birthday was first observed as a holiday, the state and the University granted 10 holidays a year. At the University four of these were floating holidays, and in 1986 Martin Luther King's Birthday replaced one of the floating holidays. Each of these 10 holidays is a University holiday when offices are closed and classes are not held. The state now requires 11 holidays for civil service employees. The Calendar Committee was persuaded by the weight of numerous requests to recommend that the 11th holiday be a personal floating holiday instead of recommending another University-wide floating holiday. Hence there is not an 11th University^{wide} holiday. The proposed revised calendars are shown below.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS
Commission on Institutions of Higher Education
159 North Dearborn, 6th Floor, Chicago, Illinois 60601

UNIVERSITY OF MINNESOTA—TWIN CITIES

EVALUATING TEAM (Chair listed first)

Dr. Francis H. Heller
Roy A. Roberts Professor of Law and Political Science
University of Kansas
School of Law
Lawrence, KS 66045
Administration

Dr. E. David Cronon
Dean, College of Letters and Sciences
University of Wisconsin-Madison
102 South Hall
Madison, WI 53706
20th Century United States History

Dr. Linda S. Wilson
Vice President for Research
University of Michigan
UM VPR 4080 Fleming Administration
Ann Arbor, MI 48109
Research Administration / Graduate Education / University Administration

Dr. Jeanne E. Gullahorn
Associate Dean of the Graduate School and Professor of Psychology
Michigan State University
246 Administration Building
East Lansing, MI 48824
Psychology / Graduate Studies / Social Sciences

Dr. Edward H. Jennings
President
The Ohio State University
205 Bricker Hall — 190 North Oval Mall
Columbus, OH 43210
Central Administration / Finance / Health

Mr. Martin Runkle
Director
University of Chicago Library
1100 East 57th Street
Chicago, IL 60637
Library Administration / Library Auto.

Dr. William T. Brazelton
Associate Dean, Technological Institute
Northwestern University
2145 Sheridan Road
Evanston, IL 60201
Engineering-Chemistry / Administration / Curriculum Development

Dr. George C. Christensen
Vice-President for Academic Affairs
Iowa State University
110 Beardshear Hall
Ames, IA 50010
Biological and Medical Sciences / Academic Administration / Agricultural Science

Dr. Brian F. Chabot
Associate Director of Research for the
College of Agriculture and Life Sciences
Cornell University
282 Roberts Hall
Ithaca, NY 14853-1504
Ecological Systems



MINNESOTA SCHOOL BOARDS ASSOCIATION

1987 CONVENTION JANUARY 19, 20, 21

Box 119 — St. Peter, Minnesota 56082

Tel. 507/931-2450 Metro 612/333-8577
Minnesota Only 800/642-4459

March 28, 1986

OFFICERS AND DIRECTORS

PRESIDENT

Harry Sjulson
Thief River Falls

VICE PRESIDENT

Thomas Adams
Mankato

PAST PRESIDENT

Jean Olson
Duluth

DIRECTOR DISTRICT 1

Jane B. McWilliams
Northfield

DIRECTOR DISTRICT 2

David Hudson
Garden City

DIRECTOR DISTRICT 3

Dick O'Connell
Marshall

DIRECTOR DISTRICT 4

Jody Brandvoid
Brooklyn Center

DIRECTOR DISTRICT 5

Stan Kowalski
Spring Lake Park

DIRECTOR DISTRICT 6

Dorothy T. Ripple
White Bear Lake

DIRECTOR DISTRICT 7

Marge Kinney
Prior Lake

DIRECTOR DISTRICT 8

Joy Davis
Minneapolis

DIRECTOR DISTRICT 9

Idella Ziegler
Buffalo

DIRECTOR DISTRICT 10

Betti Reuther
Breckenridge

DIRECTOR DISTRICT 11

Dick Brenner
Cloquet

DIRECTOR DISTRICT 12

Pat Gilstad
Blackduck

EXECUTIVE DIRECTOR

Willard Baker
St. Peter

W. Andrew Collins, Professor & Director
Institute of Child Development - Rm. 190
University of Minnesota
51 E. River Road
Minneapolis, MN 55455

Dear Dr. Collins:

The staff of the Minnesota School Boards Association has reviewed the "Draft Report of the Special Committee on Unified and Increased Preparation Standards," University of Minnesota, January 10, 1986. We feel positive about the University's efforts to establish standards which establish meaning for its academic programs. We can see the need for standards at this time when the educational community is involved with improving both its process and product. And, while we find ourselves as an organization either in agreement or not affected by many of the recommendations, we wish to convey in a constructive way our thoughts of concern as the proposals move through the inputting process.

Perhaps the most appropriate way for MSBA to express itself is through a series of questions. They are:

1. What ramifications are foreseen in Recommendation #1 with respect to equity of opportunity for students outside the metro area? It is exciting to see developments in technology being applied to increase opportunities for students, but the implementation of these improvement tools is most frequently contingent upon the amount of revenue available for program enhancement. In a general sense, it appears that state revenues are going to be tight for the immediate future. The implementation problem is further exacerbated for those schools which suffer from enrollment sparsity or geographic factors that do not allow them the ability to cooperate. In contrast, the metro area enjoys both mass and a favorable geography for cooperating. Recommendation #1 should not be prohibitive for them, but in rural Minnesota those standards might be impossible for school districts to implement.

W. Andrew Collins, Chair

Page 2

March 28, 1986

2. The K-12 system is moving toward outcome based/performance based education with a greater emphasis upon personalized learning plans, assessment and appropriate teaching methodology. How does the University see the compatibility of its seat time requirements in its first set of recommendations with this dramatic change in the K-12 system?
3. Does the foreign language and art requirement at the 9-12 level really provide a relevant standard for entry into the University's collegiate programs or does it produce a barrier for some and elongate the graduation process for others?
4. Has the Special Committee considered the scheduling and elective problems for smaller schools where students will be required by State Board Rule to accumulate 20 credits toward graduation in grades 9-12? Additionally, it appears that students will have to make earlier choices about collegiate attendance, and, in particular, attendance at the University, due to the increased risk of remediation penalty.

We hope our comments are helpful to the debate and encourage you to contact us if you have any additional questions.

Sincerely,



Richard J. Anderson
Assistant Executive Director

RJA:sh

cc: President Kenneth Keller
Professor Deon Stuthman ✓
Norman Maguire
Lloyd Nielsen

NOMINATION FORM
1986 PRESIDENT'S STUDENT LEADERSHIP AND SERVICE RECOGNITION AWARD

DEADLINE FOR RETURN -- FRIDAY, APRIL 11, 1986

- PURPOSE:** To recognize outstanding leadership and/or service by a student at the University of Minnesota to an organization or community.
- ELIGIBILITY:** Any student who has provided significant leadership or service to the University of Minnesota between April 1985 and March 1986.
- CRITERIA:** Candidates will be judged in the areas of service and leadership.
- Service -- Extent to which the student has provided a meaningful contribution to the University or community.
- Leadership -- Quality of performance in position(s) held. Please include involvement in more than one position if applicable.

Directions: Please TYPE or PRINT LEGIBLY on the back side of this page your comments concerning the nominee. Please be specific, yet thorough, since recognition will be based on the information you provide. Please feel free to duplicate this form to nominate as many students as you feel are deserving.

NOMINEE INFORMATION

NAME: _____ PHONE: _____

LOCAL ADDRESS: _____
(Street) (City) (Zip)

PERMANENT ADDRESS: _____
(Street) (City) (Zip)

COLLEGE: _____ RANKING: _____
CLASS: Fr. So. Jr. Sr. Grad (Circle) (If submitting more than
one from your area.)

NOMINATOR INFORMATION

NAME: _____ PHONE: _____

CAMPUS OR LOCAL ADDRESS: _____

RELATIONSHIP TO NOMINEE: _____
(i.e. adviser, chairperson, friend, etc.)

University Co-Curriculum
210 Coffman Union
University of Minnesota
300 Washington Avenue S.E.
Minneapolis, MN 55455

Describe the contribution(s) the nominee has made to the University that make(s) him or her deserving of this award. Included in this essay can be comments relating to personal initiative, self-discipline, open-mindedness, breadth of involvement and flexibility in working with others. Please include an assessment of the quality of the nominee's work as well.

**PLEASE RETURN IMMEDIATELY!
DEADLINE IS FRIDAY, APRIL 11.**

university
of
minnesota
memo

Date March 27, 1986
To Bob
From Meredith
Subject Athletics Task Force

The attached materials are for your information. If SSCC is inclined to present testimony before the Task Force at its April 16 session, members might want to read through these two documents for background. The FCC members requested background information to help them prepare their remarks, and these two pieces are what they are getting.

I understand that Andy was one of the speakers at the first hearing yesterday, and that he did a fine job.

VICE PRESIDENT
FOR STUDENT AFFAIRS
Frank B. Wilderson, Jr.

ORGANIZATIONAL CHART
Men's Intercollegiate Athletics

DIRECTOR OF
MEN'S INTERCOLLEGIATE
ATHLETICS
Paul Giel

ASSISTANT DIRECTOR
Elayne M. Donahue

ASSOCIATE DIRECTOR
~~Robert J. Geary~~
Holger Christiansen

DIRECTOR
WILLIAMS FUND
Thomas Barron

ASSISTANT TO DIRECTOR
Gerald O'Dell

SPORTS INFORMATION
DIRECTOR
Robert Peterson

TICKET MANAGER
Kenneth Buell

HEAD TRAINER
James Marshall

Acting
HEAD BASKETBALL COACH
~~James Dubeher~~

Jimmy Williams

HEAD FOOTBALL COACH
~~Lou Nolte~~

John Gutekunst

HEAD BASEBALL COACH
John Anderson

HEAD GOLF COACH
Greg Harvey

HEAD GYMNASTICS COACH
Fred Roethlisberger

HEAD ICE HOCKEY COACH
~~Bredley Dutton~~

Doug Woog

HEAD SWIMMING COACH
~~Paul Stearns~~

Dennis Dale

HEAD TENNIS COACH
Jerry Moyce

HEAD TRACK AND
CROSS COUNTRY COACH
Roy Griak

HEAD WRESTLING COACH
Wallace Johnson

7/1/86
J. Robinson

7/31/84

Toasting the Tenth

MEMORANDUM

TO: Intercollegiate Athletic Task Force

FROM: Merrily Dean Baker, Director of Women's Athletics

Merrily Dean Baker

DATE: February 22, 1986

RE: A Personal Perspective

As you begin to delve into the issues before you, I would like to share some personal perspectives with you.

Both the structure and operation of intercollegiate athletic programs are comprised of complex realities ... due, in part, to the nature of the entity; in part, to the traditional structural model being utilized by most Division I institutions; and, in part, to the diverse constituent groups being served by the programs. Because intercollegiate athletics is an educational entity, and an entertainment entity, and a business entity, there exists a constant challenge to maintain equilibrium and not succumb to a loss of perspective or the development of conflicts of interest. While it is easy to say that the primary focus should be on the development and well-being of the student athlete (which it should), financial realities and pressures just as easily render that statement to become mired in a downward-spiraling labyrinth of rhetoric.

The root of many of the problems being faced in intercollegiate athletics today is, in my mind, much more systemic in nature than internal to any one institution ... although internal deficiencies vis-a-vis operating policies/procedures/practices certainly can, and do, compound the problems on some campuses. The model is flawed, and a bandaid approach to mending it will not suffice ... that approach has been tried, and it has failed. For several decades, the NCAA and colleges and universities across the country have focused on an undulating (and often-revisited) wave of issues in an attempt to solve problems or, more specifically, respond to the prevailing crisis of the moment. We all know what those recurring issues are:

- Strengthening academic standards
- Preventing excesses and abuses in recruiting
- Re-examining grant-in-aid programs
- More closely monitoring rules compliance
- Developing stronger enforcement programs and more punitive measures to reprimand those guilty of non-compliance
- Gaining better control of booster groups.
- Testing for chemical use and/or abuse; or any other currently-prevalent social ill
- Ensuring that the student-athlete is treated exactly like any other student, nothing more - nothing less
- The de-emphasis/re-emphasis/de-emphasis cycle
- etc.



MEMORANDUM

Intercollegiate Athletic Task Force

Page 2

February 22, 1986

All of these are important administrative concerns of an intercollegiate athletic program and certainly need to be considered as important issues ... but, they are ancillary issues and have, in fact, become cyclical smokescreen issues. For too long, the model for governing and operating intercollegiate athletics has remained essentially the same, and has remained unchallenged ... only the crises, the short-term solutions and the players have changed. What has resulted is over-regulation at the national governing body level and a rule book which is so thick, so imprecise and so static that Solomon, himself, would be brought to his knees trying to abide by its letter and intent. And the real pity is that that approach to solving the recurring problems hasn't even been effective ... nor will it.

I have long-believed that there are two central systemic issues which need to be addressed ... and they need to be addressed by college and university presidents/chancellors and/or boards of regents:

1. To whom does intercollegiate athletics "belong"?
2. Who should maintain financial responsibility or "guardianship" for intercollegiate athletics?

At first blush, they sound like inane questions ... with the obvious answer being the institution. In a literal sense, institutions do claim both ownership and guardianship; however, in a real sense, very few exercise actual responsibility of ownership of guardianship.

How many institutions (at the central administration level) have formulated definitive and explicit expectations of their intercollegiate athletic programs, and articulated those expectations to directors of athletics? How many institutions have structured clear and explicit performance standards and evaluation measures? How many institutions provide central funding of intercollegiate athletic programs? How many institutions retain financial control of intercollegiate athletic programs at the central administrative level? The answer to each of those questions is, very few.

Mission statements are fine for a formal document or a university catalogue ... but they are too vague to provide much direction to an athletic director as he or she tries to glean an understanding of priorities or expectations:

- what level of competitive success is acceptable?
- what parameters of academic achievement are expected and/or acceptable?
- what constitutes acceptable performance by a coach? On what bases should performance be measured and retention decisions be made?
- what expectations does the institution have relative to student-athletes?
- how much income is expected to be generated in a given year? What resource help and support from within the university can the athletic department(s) expect to receive to help generate that income?
- on what bases will overall success of the department(s) of intercollegiate athletics be evaluated and measured?

MEMORANDUM

Intercollegiate Athletic Task Force

Page 3

February 22, 1986

It is the central administration of the institution which must address and answer those questions, not athletic department personnel. If the often-expressed criticism that intercollegiate athletic programs seem to be "apart from the institution" or "islands unto themselves" has any validity, then the question must be asked ... who put them, or allowed them to be, in that position? Intercollegiate athletic directors are not chief executive officers; they are department chairpersons. University formulated/mandated department performance standards and evaluation measures would greatly facilitate administration of intercollegiate athletic programs and enable all persons involved to operate on the same wave length.

The issue of financing/financial control is a critical one. The current model essentially absolves the institution of any financial responsibility for intercollegiate athletics and forces the athletic program to sink or swim on its own, depending on its ability to generate its own operating budget ... leading to an immediate and real conflict of interest between educational sport and business sport. Created is an environment wherein priorities and foci become easily skewed, of necessity, although for all the wrong reasons. If intercollegiate athletic funding was provided by the university, many of the "smokescreen" issues could be addressed and attended to much more easily than is currently possible under the existing financial model. A working parent who is away earning money to feed his or her children cannot be home to supervise and nurture those children.

University assumption of responsibility for financing its intercollegiate athletic programs is not as far-fetched as it might sound. Athletic-related income would continue to be generated, but would accrue to the university instead of the athletic department(s); and, because fiscal control would reside within central administration, margins-of-error should decrease. Conflicts of interest, which often lead to undesirable practices, would be eliminated; and, properly focused administration of the program(s) would be facilitated.

Few would disagree that intercollegiate athletic programs should

- be educationally-based
- focus on the student-athlete, and
- be fiscally prudent

... yet few have challenged the very model which defiantly dares us to accept those things.

A reconstituted system of institutional control of, and responsibility for intercollegiate athletic programs would serve well to ameliorate what appear to be endemic problems in intercollegiate athletics. Thereafter, control becomes a matter of effective leadership.

MDB:ls

3/10/86

WORKING PAPER

Prepared by
John Clark, Elayne Donahue, and Gary Engstrand

Introduction

This paper, and the proposals it contains, is intended to serve only as a starting point for discussion; we urge the members of the Task Force to critically dissect, evaluate, amend, or dismiss any or all elements in it. We set forth here a possible rearrangement of the structure of athletics at the University, a series of standards which can be used to judge performance and behavior, identification of responsibilities, and services for student-athletes. With respect to the standards and responsibilities, we explicitly note that the enumerations are not exhaustive. It is our view, however, that the issues addressed here should be contained in any final report from the Task Force, and we commend them to you for your consideration.

We also want to say, at the outset, that crises ought not provoke reactions--in organization, standards, responsibilities, or services--which will not serve the University well over the long run. For us, however, the present situation has served as a catalyst; it has prodded us to crystallize and clarify steps the University might take which could be effective in preventing a recurrence of the difficulties which have beset it over the past many years. While we have prepared this paper only recently, for

the Task Force, it reflects the germination of ideas and changes over which we have been ruminating for several years. Throughout we have lost no commitment to the useful role of intercollegiate athletics at the University, and in fact, would like to contribute to its becoming a national leader in demonstrating how excellence in athletics can be a positive element in the overall educational mission of the institution.

Since this document was drafted, Task Force discussions have touched on several points we address. We still believe these proposals will assist in clarifying and linking the ideas that have been placed on the table.

Finally, we want to make clear our belief that it is possible to operate an honest, successful athletic program at the Division I/Big Ten level. Some of the proposals we make may seem stringent, but we believe we have eschewed draconian options. Our goal was to be moderate, but at the same time, where possible, we wanted to see articulated and precise standards rather than meaningless cliches. It may be that the articulation and precision are the most startling part of our paper, rather than the standards themselves.

Financing Intercollegiate Athletics

We recognize the common understanding that departments of athletics, especially on the men's side, are driven by the need

to raise revenues in order to be self-supporting and solvent. We also concur that revenue-production makes athletics a business, and that decision-making is driven in large part by the bottom line. As a consequence, so the lore has it, athletic administrators and coaches--especially the latter--become desperate when adverse won-lost records lead to declining spectator attendance and, thus, declining revenues. Coaches, and ultimately administrators, see their careers hanging in the balance--and will do whatever it takes to win. Especially when they suspect that those with whom their teams compete are engaging in rule-breaking behavior.

While we are mindful of these perceptions, we are not persuaded that the need to produce revenue is the only factor that causes unethical or rule-breaking behavior by personnel in the athletic department and others. We do agree that it doubtless accounts for a significant part of such behavior, and it certainly contributes to the pressure on a coach to win more than lose.

Another perceived drawback to a self-supporting department is the need to rely on fund-raising. The creation of "booster groups" and a dependence on donors can lead to permitting outsiders to play roles in recruiting and sustaining athletes that are unethical or a violation of rules. Such circumstances can also result in the estrangement of athletic personnel from the

educational institution of which they are a part, setting up an undesirable isolation of intercollegiate athletics from the basic educational mission of the University.

The way to eliminate these evils is perhaps to end the requirement of financial self-support. While acknowledging this change to be a solution to some of the problems, we are concerned that an athletic budget that is part of the overall institutional budget would not fare well in times of retrenchment. An athletic department would face cuts sooner and deeper than an academic budget, and the cuts could damage its ability to remain competitive.

We suggest an alternative to pure self-support.

1. The University should explicitly announce, at the regental level, that deficits in the athletic department will be underwritten or carried. The deficits would not be cumulative. With this announcement, there must be conviction that the departments are well managed, that their budgeting, programming, and planning are open, and that departmental activities are reviewed and approved by the University.
2. When the athletic program generates a surplus, part of it should be set aside to accumulate reserves (up to an amount deemed appropriate by financial experts) and the

remainder would be put to use for academic purposes as the University chooses. (As a passing comment, we note also the need for facility depreciation reserves, apart from a departmental reserve.)

3. Income generated through fund-raising from individuals (as opposed to events or priority seating) should be dedicated to athletics for development or special projects, to be spent by joint agreement of the athletic department and the central administration.
4. Although with some reluctance, we also recommend that the men's department move to priority seating (i.e., location of seats at spectator events linked to donations). We are reluctant because such a plan can limit the availability of the best seats to those affluent enough to be able to afford the donation. (At present, longevity alone, with minor exceptions, determines seat location.) As a fund-raising plan, however, it cannot be matched for efficiency and effectiveness, and it is close to becoming the norm for intercollegiate athletics. We are aware that the Athletic Ticket Office has considered priority seating, and recommend that some version be adopted. We offer the following caveats:
 - a. it should not apply to students, and some good seats should be available to students.

- b. if applied to faculty and staff at all, it should be modified from general public donation requirements.
- c. the department should consider retaining longevity as a factor (so that donations required would diminish the longer tickets are held).
- d. some open, and reasonably good, seats should remain available on the basis of longevity alone.

Appointment of Coaches

In order to more effectively ensure that coaches will be able to acknowledge, accept, and actively embrace the academic values of the University, we suggest that the appointment terms for coaches be analogous to those for the faculty.

1. At initial appointment, there would be an expectation of a six-year term (as with tenure-track faculty) which would include annual reviews. Subject to the provisions under "Standards and Consequences," a coach would receive annual reviews and would be terminated only for cause. "Cause" should include, in addition to the "Standards and Consequences," won-lost record, failure to fulfill responsibilities, and other criteria established by the departments generally and itemized at the time of initial appointment.

2. As with the faculty, non-renewal up to and including the sixth year would carry also a terminal year after notification of non-renewal.
3. After the sixth year, a coach would be granted a rolling three-year contract, with annual reviews and a decision on the additional year.

The University has in place well-established rules and practices for annual reviews and "probationary" appointments; appropriate institutional officers should develop similar procedures and practices for coaches. The athletic director would play the central role in the reviews, but we note that the academic counselors, compliance staff, and athletes should contribute to the review process.

Responsibilities of Coaches

We recommend that the athletic directors use the following criteria in evaluating coaches for salary and retention decisions.

1. The extent to which their teams win and lose (to be defined).
2. The extent to which they foster ethical behavior by student-athletes.
3. The extent to which they promote academic values and foster academic achievement by student-athletes; GPA and

graduation rates are indicators which should be used in the evaluation.

4. The extent to which they adhere to NCAA, Big Ten, and University rules.
5. The extent to which they promote the personal development of student-athletes (which includes both the absence of psychological abuse and the creation or active support of programming in such areas as drug abuse, a, b, c,).
6. The extent to which they contribute to the operation and betterment of their professional associations.
7. The extent to which they actively pursue their own professional and personal development.

Some of the behavioral implications of these responsibilities are proposed in "Standards and Consequences"; others will require explication by the Task Force or the athletic directors.

Standards and Consequences

What follows are standards of performance or behavior and the consequences that would ensue for a failure to meet them. (All provisions for termination or non-renewal of aid must be in compliance with Big Ten and NCAA rules.)

1. Policy on Academic Performance for Student-Athletes

- a. For freshmen and sophomores: If, after any quarter, an individual's GPA is at or below 2.0, he or she is suspended from all team participation the following quarter. First quarter freshmen only would not be suspended with a GPA of 1.7 or above.¹ ("Team participation" includes practice, competition, team meetings, training table, etc.)
- b. For juniors and seniors: If, after any quarter, an individual's GPA is at or below 2.25, he or she is suspended from all team participation the following quarter.

[NOTE: For (a) and (b), summer session would count as a quarter.]

- c. For these purposes, the Big Ten GPA is to be used (counting an "N" or an "I" as an "F") and the GPA is the one achieved at the immediate end of the quarter (rather than one achieved after a grace period to make up incompletes or otherwise improve a class grade). The "immediate end" of the quarter, by common institutional definition, means by the 1st day of classes for the following quarter.

¹A first-quarter freshman who takes three 4-credit courses and who received two "C's" and one "D" would have a 1.67 GPA--and would be ineligible under this proposal.

Although we don't know it would come into play, if these standards were adopted, we nevertheless wish also to stipulate that if a student-athlete meets these standards but is on academic probation in his or her college, the student-athlete is ineligible for completion until he or she is off probation. (Level II probation in General College and College of Liberal Arts.) That is, we reject the notion that "good academic standing," required by the NCAA for participants, includes one on academic probation. (As is presently the case, to our dismay.)

2. Policy on Academic Performance Responsibilities for Coaches

- a. If, in any three academic quarters over a rolling three-year period, the team GPA falls below a prescribed minimum (we suggest 2.5), and,
- b. If, in any three academic quarters over a rolling three-year period, X% or more of the athletes (we suggest 20%) on any team have a GPA below 2.25, and,
- c. If, in any three quarters over a rolling three-year period, any more than X% (we suggest 20%) of the athletes on any team are not making progress to a degree, then:

- d. The coach will receive no salary increase and will be considered to be on probation for the fourth year following the rolling three-year period. If standards (a), (b), and (c) are not met all three quarters during the probationary (4th) year, the Athletic Director will be required to show cause to the President why the coach should not be terminated. In no event would the coach be granted a salary increase in any future year until standards (a), (b), and (c) had been met for the three consecutive quarters of a regular academic year.
- e. All coaches presently on the staff, and any coaches hired after the implementation of this policy, would have a grace period of two years before the rolling three-year calculation would begin (so no salary penalty could be imposed prior to the sixth year of employment for a 1986-87 hire).

3. Policy on Recruiting

- a. All prospective student-athletes must meet the standards of Proposition 48 for freshman eligibility. Non-qualifiers (that is, those who have the 2.0 overall high school GPA but who do not meet the test score or core curriculum 2.0 GPA) would not be eligible for aid based on athletic ability at Minnesota

during the freshman year, and would be eligible for aid in the sophomore and subsequent years only if they meet the standards set forth in the "Policy on Academic Performance for Student-Athletes."

- b. As a general rule, junior college transfers will not be permitted to compete in athletics. Any exceptions to this rule must be approved in writing by the Athletic Director and the counseling staff and the prospective student-athlete must be admitted to a degree-granting college of the University before final approval for athletic participation can be granted.

- c. The credentials of all recruits must be reviewed by the academic counseling staff and a scaled evaluation of the recruit must be submitted to the coach and Athletic Director before there can be any obligation on the part of the University. Failure to receive this review and evaluation will result, for the student, in ineligibility for aid based on athletic ability at Minnesota for one year and until such review has taken place. A summary of the scaled evaluations of recruits should be provided annually to the Assembly Committee on Intercollegiate Athletics.

4. Policy on Academic Practices for Student-Athletes

- a. For any athlete whose cumulative GPA falls below X (we suggest 3.0), class attendance will be mandatory. This excludes approved absences from campus due to team travel or other extenuating circumstances, the latter to be judged by the academic counseling staff. The compliance staff will hire personnel to conduct frequent spot checks.
- b. For any athlete whose cumulative GPA falls below X (again, we suggest 2.5), attendance at study halls will be mandatory. The schedules and length of such study hall attendance will be prescribed by the academic counseling staff and attendance will be monitored.
- c. A failure to adhere to the practices set forth in (a) and (b) will result in the following sanctions:

One unexcused absence from class or study hall:

Two unexcused absences from class or study hall:

Three unexcused absences from class or study hall:

The academic counseling staff will have the authority to impose these sanctions. "Excuses" will be judged by the

academic counseling staff; team functions, except for competition and travel, will not constitute an acceptable excuse.

5. Policy on Use of Drugs and Alcohol

a. Random, unannounced testing for drugs will be conducted in all sports at least twice per quarter. A statistical summary of the results by team will be provided to the Athletic Director, the academic counseling staff, and the President's Office at the end of each quarter. (We recognize the difficulties with "false positives", and that other problems exist in drug-testing, and we set forth here no extended procedural statement on how this testing is to be conducted. We strongly recommend that a group of professionals be convened to develop such a program.)

b. Any athlete who tests positive for drug use will be subject to the following actions:

One positive: a counseling session

Two positives: referral to a professional counseling program (participation in which shall be mandatory) and temporary suspension from team participation

Three positives: permanent dismissal from team and termination of aid

- c. Any coach who arranges for, condones, knows of or should have known of drug use by athletes, and that arrangement, condonation, or knowledge can be demonstrated, will be subject to immediate termination. "Knows of" obviously does not include knowledge gained as a result of drug-testing. (We recognize there are University procedures in place which govern dismissal and due process rights, and we do not suggest those rules be bypassed.)

6. Policy on Rules Compliance

There is in place a set of procedures, adopted by the Assembly Committee on Intercollegiate Athletics (ACIA), which govern how the University will respond to allegations of NCAA or Big Ten rules violations; we endorse that set of procedures. (Although we also believe some streamlining would be in order.) It is our view that the academic counseling and compliance staff should be explicitly authorized to bring to ACIA reports of possible rule violations.

Our reason for mentioning rules compliance at all is to stress our view that the institution must be more assiduous in emphasizing the importance of adherence to the rules,

must take the position that adherence is not discretionary, and that documented instances of rule violations, especially by staff members, will result in sanctions.

Further, we are of the view that there should be Continuing Coaching Education similar to the requirements imposed on doctors and lawyers. How these seminars would be developed and sponsored can be left to a future group to determine, and could include adolescent and sport psychology, but we do urge that competency testing on NCAA and Big Ten rules be required, and that passing competency tests be mandatory for continued employment. We also suggest that legislation be drafted for submission to the NCAA to impose this requirement nationally. (It does not escape us that the testing might also be appropriate for department administrators.)

7. Policy on Tender Renewal

Several of the standards contained here have as an extreme sanction the termination of the athletic tender (grant-in-aid). We suggest that there also be a specified procedure whereby the renewal of a tender be subject to review. This review would be conducted annually by the academic counseling and compliance staff in conjunction with the coach. (Any decision not to renew a tender, or to cancel or reduce it, must also be made in accord with applicable NCAA and Big Ten rules.)

The review for renewal must include the following items:

- a. Academic performance.
- b. Compliance with the standards proposed in this paper.
- c. Compliance with a code of ethical conduct.

With respect to (a), if a student-athlete fails to meet the standards set forth in the "Policy on Academic Performance for Student-Athletes" for three consecutive quarters (whether or not during one academic year), aid shall be withdrawn. Academic non-performance of lesser duration, or sharply below the standards set forth previously, will also warrant non-renewal.

With respect to (b), a pattern of non-compliance which nonetheless provokes no major sanction would constitute grounds for non-renewal. It might be possible to measure--that is, simply count--the number of violations and stipulate that X number of violations would require non-renewal, and that any number less than X but more than an isolated few would permit non-renewal.

With respect to (c), we believe it would be appropriate to develop a "code of ethical conduct" which would apply to all students (and perhaps staff) who represent the

University in an organized activity (e.g., athletes, band members, debaters, crop-judging teams, cheerleaders, and so on). This code should be developed with the assistance of the Director of the Special Counseling Office and other appropriate professional staff members. For student-athletes, violation of the code could result in ineligibility for athletics (permanently or for a fixed period) or termination of aid or both.

All tender renewals would require the approval of the Athletic Director and the academic counseling staff.

8. Policy on Boosters

- a. All individuals who wish to become involved in supporting the athletic program (become, in the language of the NCAA, "representatives of our athletic interests") will be required to sign pledges affirming they will abide by all NCAA, Big Ten, and University rules.² The pledge document should be drafted by the University Attorneys Office in consultation with the Athletic Directors. Failure or refusal to sign the pledge would preclude an individual from having any association with the athletic departments.

²This is not a novel idea; it is a practice in place at several Division I schools already.

- b. Any booster who has demonstrably violated the rules will be barred from association with the athletic program for no fewer than 5 years (or more, up to permanent severance, depending on the egregiousness of the violations).
- c. Any booster who has demonstrably violated the rules will also be barred from purchasing season tickets in any sport for a period coterminous with severance from the program, and will lose any priority in seating location achieved up to the point of severance.
- d. To the extent there is a visible nexus between rule violations by a booster and a penalty imposed on the athletic program (by the Big Ten or NCAA) which causes revenue to be lost or forfeited, the University Attorneys Office will take legal action against the booster to recover damages.

FOOTNOTE TO "STANDARDS AND CONSEQUENCES: We have consciously refrained from using graduation rates as a concrete and specific measure in any of these standards as a means to evaluate coaches. Because the decision to take the last credits necessary to graduate, especially in a fixed period by which one might measure (e.g., 5 years from matriculation), is always the personal choice of the student-athlete, we do not believe it fair

to evaluate coaches or the program by this criterion. (For example: An outstanding basketball coach could recruit top notch players who also do well academically for four years--and all of whom turn professional, 25-35 credits short of a degree, and make more money in one year than many of us will make in decades. Without commenting on whether or not they have graduated, one only need think about Trent Tucker, Kevin McHale, Jim Peterson, Mychal Thompson, etc. We would be penalizing a coach for success in both athletics and academics.) We are also of the view that if the standards proposed in this paper, or some similar ones, were to be adopted, the graduation rate statistic would take care of itself.

Services to Student-Athletes

In addition to the achievement standards we have proposed for student-athletes, we also recognize there is a University obligation to the athletes to create an atmosphere and a setting where the achievements are possible. The following points are of a rather general nature, and the Task Force might wish to flesh out this skeleton with more detail.

1. Only student-athletes who have a reasonable chance to succeed academically at the University should be recruited and given a tender.
2. Advising, counseling, and tutorial services must be provided.

3. Additional programming should be provided in such areas as study skills, drug use, interaction with the media, professional agents, and so on.
4. Special steps need to be taken to integrate minority student-athletes, those from a rural background, and international student-athletes into the culture of the University and the Twin Cities.
5. Student-athletes should have early registration for classes.

Other Steps to Promote Academic Values

In addition to the "Standards and Consequences" provisions in this paper, we see other steps that can be taken to enhance the University's efforts to combine athletics with academics in an affirmative way.

1. Members of the academic counseling staff should occasionally travel with teams:
 - When a team takes a long trip, and
 - When a team has academic difficulties.
2. Members of the academic counseling staff should participate in team meetings, and should routinely be invited to such meetings.

3. Members of the academic counseling staff should be provided the resources necessary to travel to the high school of an academically "fragile" recruit in order to better assess the academic and personal attributes of the recruit.
4. Although we do not have the knowledge or experience to make a specific proposal, we urge that there be established limits on the amount of time, per week or per-some-period, that a student-athlete is obligated to commit to athletics. Such limits might vary by sport and by quarter, but limits there must be. (We have asked the Athletic Directors for data on the time commitments required of athletes, and will provide them to the Task Force as soon as we receive them.)
5. Another issue upon which we are unable to provide a specific recommendation, but about which we feel strongly, is fifth-year aid and summer session aid.
 - a. There is a dilemma about summer aid that we grapple with: if we provide aid for summer sessions to those who need credits to retain eligibility, we are encouraging and rewarding poor performance during the regular academic year. Our inclination is to recommend the following:

- For any athlete who needs summer credits to remain eligible the following year, he or she must have a cumulative GPA of 2.25 or above at the end of the Spring Quarter to qualify for summer aid (and the athlete would then be entitled to such aid).
 - For any athlete who needs summer credits to remain eligible the following year, and whose GPA is below 2.25 at the end of the Spring Quarter, aid may be granted only with the approval of the Athletic Director and the academic counselor.
 - Athletes who have a GPA of 3.0 or above at the end of the Spring Quarter are entitled to enroll in summer session, on aid, whether or not they need the credit for continued eligibility.
- b. Fifth-year aid (assuming the student-athlete has used up his or her four years of eligibility and would not otherwise be on aid) will be granted automatically to any athlete:
- who has a GPA of 2.5 or above, and
 - who meets applicable Big Ten rules governing fifth-year aid. (Summer aid would also be available under these circumstances.)

For an athlete who did not meet both these criteria, but who did meet the second criterion, aid for the fifth year would be awarded at the discretion of the Athletic Director.

6. We do not wish to make any recommendation on the question of freshman eligibility. We do wish to observe, however, that freshman ineligibility will eliminate the significant provisions of Proposition 48 unless they are rewritten to govern eligibility in the sophomore year. We are gravely concerned that the high school core curriculum requirements might be dropped, if eligibility for freshman is prohibited, and we urge that irrespective of the position the Task Force might take on freshman eligibility, the core curriculum (and perhaps test score) requirements be retained. We will say that we feel so strongly about this point that if freshman ineligibility will result in the loss of the Proposition 48 standards, then we adamantly oppose freshman ineligibility.

Organization

It is our judgment that at least three significant changes must be made in the organization of intercollegiate athletics at the University.

1. We must add a compliance monitoring function. The responsibility of this individual or office would

include monitoring compliance with several of the policies set forth in this paper, with other institutional and ACIA rules, and with Big Ten and NCAA rules.³

2. Both the compliance function and the academic counseling function must be separated from the departments of athletics (although they should be physically housed in the existing athletic facilities). It would perhaps be advisable to combine these two functions into a single Office for Academic and Rules Standards.
3. The Departments of Athletics, and the (separate) Office for Academic and Rules Standards should report to the President's Office.

We make this third recommendation not because we believe intercollegiate athletics is so important to the University that it should report at a higher level than other units; to the contrary, we understand and even assert that athletics is not a part of the core academic mission of the institution. Rather, we make this recommendation because the consequence of error in athletics can have a devastating impact on the University (viz., Madison, Mark Hall, the Ohio State fight, the football records in 1982 and 1983, etc.).

³We note with interest that Father Edmund Joyce, Faculty Representative for Notre Dame, has suggested that an NCAA employee be housed in every Division I athletic program.

Moreover, we note with interest the recent research which suggests that at those institutions where the presidents exercise the most authority there are fewer problems of rule-breaking. We do not suggest that the President himself should be involved in the administration of the programs. We do believe, however, that someone in his office, who has frequent contact with him, should have the central administrative responsibility for working with the athletic directors and with the academic and rules compliance office. (And we feel constrained to point out that this responsibility cannot be a small part of someone's larger job; the time demands are too great if the tasks are to be effectively performed.)

Irrespective of the central office to which athletics reports, we believe that the Athletic Directors and the Academic and Rules Compliance Office should report to the same one. We recommend this to ensure consistency of message from the central administration as well as to try to prevent the "right hand not knowing what the left hand is doing" problem.

4. We have not addressed the roles of the faculty representatives or of ACIA. We believe them to be both critical and essential; they warrant additional attention as the work of the Task Force proceeds.

OPEN FORUM
COMMITMENT TO FOCUS:
COORDINATING LOWER DIVISION EDUCATION
ON THE TWIN CITIES CAMPUS
April 17
2:15 p.m.
25 Law Center

The interim report of the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus has been widely distributed. The Committee has received a number of comments and suggestions in response and during the month of April is working intensively to develop its final report. Professor William H. Hanson, chair of the Special Committee, will give the forum a progress report and respond to questions. The Senate Consultative Committee invites University community members to use the occasion of the forum to offer further suggestions and raise questions relating to the coordination of lower division education on our campus.

A limited number of copies of the interim report is still available centrally. To request a copy please call Terri Anderson at 373-4911.

Deon D. Stuthman, Chair,
Senate Consultative and
Assembly Steering Committees



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
420 Borlaug Hall (c/o Agronomy)
1991 Buford Circle
St. Paul, Minnesota 55108
Telephone (612)625-7719

May 7, 1986

To: W. Andrew Collins, SCEP chair-designate
From: Deon D. Stuthman *Deon*
Subject: Graduation rates

SCEP will be in excellent hands for the coming year; I'm thoroughly pleased you've accepted the chair. While the Educational Policy Committee always has a substantial agenda, at least it looks as though the demands upon it won't be quite as heavy next year as they have been this year.

Attached is one contribution to your 1986-87 file. The Faculty Consultative Committee took a look at the report on graduation rates prepared for the president and the regents. FCC would like to get the report on SCEP's agenda for further discussion. It strikes me that, among our current efforts, the coordination of Twin Cities lower division education is clearly one of the issues to which graduation rates relate.

Rick Heydinger has volunteered to make himself available to SCEP to comment on the report. He worked in close consultation with the Admissions and Records people who actually did the data work.

:mp

c: Richard B. Heydinger
Kenneth H. Keller
V. Rama Murthy

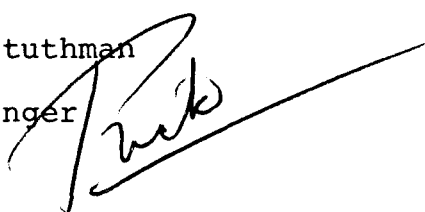
Encl.

UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

April 28, 1986

TO: Professor Deon Stuthman
FROM: Richard B. Heydinger
SUBJECT: Graduate Rates



I noticed from the most recent minutes of the FCC meeting that the study on graduation rates was to be forwarded to SCEP for further discussion. To the extent they would like to have someone comment on the report, I would be happy to do so. I worked in close consultation with the people in Admissions and Records who actually did the data work.

RBH:kb

c: Kenneth H. Keller
V. Rama Murthy



UNIVERSITY OF MINNESOTA
TWIN CITIES

Institute of Child Development
51 East River Road
Minneapolis, Minnesota 55455-0345

March 26, 1986

TO Members of the Coordinating Committee for A Commitment to Focus, the Senate Consultative Committee, and the Senate Committee on Educational Policy

FROM W. Andrew Collins, Chair *WAC*
Special Committee on Unified and Increased Preparation Requirements

RE Final report of the Special Committee

Attached is a copy of the final report. Although retaining much of the language and form of the interim report, with which all of you are now quite familiar, this version incorporates a number of changes and refinements that emerged from the detailed consultative process of the past few months.

I write to call your attention to several significant changes that you may wish to discuss in our upcoming meetings:

1. Recommendation 1 has been changed in two important ways: (a) the requirement of one year of instruction in the arts has been deleted (and becomes recommended preparation in Recommendation 2) the requirement in social studies reduced from three years to two; and (b) the emphasis on competency criteria, rather than coursework per se, has been made more explicit.

2. Recommendation 4 addresses in greater detail the need to develop explicit competency expectations and adequate assessment procedures

3. The availability of high-school coursework and current patterns of student preparation are discussed on pp. 8-9.

4. Recommendations 19 and 20 have been added to address issues of accountability in implementation of the report.

I am also enclosing a slightly revised version of the draft motion that was distributed at the Senate meeting on February 20. I look forward to your suggestions regarding a motion for the April 17 meeting.

WAC:lom

Enclosures

The Special Committee on Unified and Increased Preparation Requirements

W. Andrew Collins, Professor and Director, Institute of Child Development, Chair
Elizabeth Blake, Vice-Chancellor and Dean, University of Minnesota, Morris
Thomas Brothen, Associate Professor, General College
Marjorie Cowmeadow, Director, Inter-College Program
Matthew Francis, Student, General College
Robert E. Franz, Jr., Acting Dean, College of Liberal Arts, University of
Minnesota, Duluth
John Grahek, Student, University of Minnesota, Duluth
Richard Goldstein, Professor and Head, Department of Mechanical Engineering
James Hearn, Associate Professor, Department of Educational Policy and
Administration
Richard Jones, Professor and Head, Department of Entomology
Harvey Keynes, Professor, Department of Mathematics
Gretchen V. Kreuter, Assistant to the Vice President for Academic Affairs
Kimberly Mahling, Student, College of Liberal Arts
Roland Peterson, Professor, Division of Agricultural Education, Department of
Vocational and Technical Education
Betty W. Robinett, Associate Vice President for Academic Affairs
Vera Schletzer, Director, Continuing Education and Extension Counseling
Craig Swan, Associate Dean, College of Liberal Arts
John Wright, Associate Professor, Afro-American Studies

Ex Officio:

Leo Abbott, Director of Admissions, University of Minnesota, Twin Cities
Darwin Hendel, Research Associate, Academic Affairs
James Preus, Coordinator of Student Support Services, University of Minnesota,
Twin Cities

In addition to the above members of the Special Committee, numerous faculty, staff, and students from throughout the University and across the state have contributed their time and ideas during the preparation of this report. We are indebted to them for helping us develop a broadly based view of preparation for the University.

Introduction

The Special Committee on Unified and Increased Preparation Requirements was charged by President Kenneth Keller and Professor Deon Stuthman, Chair of the Senate Consultative Committee, in September, 1985, with making recommendations about policies governing the preparation of students for the baccalaureate programs of the University.

Specifically, the Committee was asked to make recommendations for policies in two areas:

1. The preparation standards that should be expected of students across the freshman-admitting colleges of the Twin Cities, Duluth, and Morris campuses of the University; and
2. The impact of unifying and increasing standards and issues in the implementation of changes in standards.

Included in the Committee's purview were policies that guide the admission and placement of students; policies that determine which courses carry credit toward baccalaureate degrees and which do not; policies that determine the proportion of instructional costs paid by students for courses taught at the University that do not apply toward completion of a baccalaureate degree; and the potential effects of changes in these policies on access to the University.

A review of preparation standards was first suggested in President Keller's A Commitment to Focus, submitted to the Board of Regents in February 1985. A significant implication of that document is that increased, rigorous preparation will enable students to learn more effectively at the university level and enable the faculty to focus its efforts on improving the quality of undergraduate programs at the University. Thus, preparation standards are critical to the University's goal of providing access to a quality education for all students.

The University of Minnesota is not alone in its concern with the preparation of students for university-level work. In recent months, a national concern has emerged for the improvement of education and the enhancement of student learning at all levels of the educational system. Exhortations to unify and increase preparation standards are themes in the recent report of the National Commission on Excellence in Education and, in Minnesota, in statements from the Governor's Commission on the Future of Minnesota Postsecondary Education and the Higher Education Coordinating Board. By stating preparation requirements clearly, the University will provide both a useful guide for students' high school planning and a basis for the expectation of rigorous coursework once they enter.

Throughout its work, the Special Committee has been mindful of the fact that its recommendations require significant attention to implications for four areas:

Impact upon access to the University by minorities, older adult students, international students, students from rural and inner-city schools; and students who live in regions of the state in which alternative four-year programs are not readily available;

Impact upon the secondary schools of the state, with particular concern for curricular and budgetary impact;

Impact upon the academic programs of the University, including curriculum and advising; and

Impact upon student services and financial aid.

These concerns have been primary to the Committee's discussions of the impact of changing preparation standards and difficulties that might be encountered in effecting changes.

In its deliberations, the Special Committee examined a large body of pertinent background material, including previous University and HECB reports related to admissions and information from comparable institutions that have adopted preparation requirements. In addition, broad consultation was undertaken with faculty, administrative, student, and student-services groups on the Twin Cities, Duluth, and Morris campuses. An interim report, issued January 10, 1986, served as the basis for additional discussion within and outside the University community. Members of the Special Committee sat with University committees and faculty and staff deliberative bodies, as well as groups of educators and others outside the University, to receive comments and points of concern regarding the directions proposed in the interim report. (A list of groups and individuals consulted appears in Appendix A.) Copies of the interim report, with requests for comments, were also sent to the four hundred thirty-five school districts in Minnesota, to principals of all secondary schools, and to the State Board of Education and the Higher Education Coordinating Board. The responses of these individuals and groups and of University faculty, staff, and students have had important influences on the recommendations in this final report.

In the recommendations that follow, the Special Committee is presenting a plan to unify and increase standards of basic preparation for study at the University, drawn from the best thinking in and beyond the University community. We believe that, by acting upon this plan, the faculty and regents of the University can further enhance the contributions of this institution to the citizens of Minnesota and to the quality of education in a state already admired for its educational achievements.

Part I - Preparation for Study at the University of Minnesota

Preparation for a rigorous instructional program at a research university requires foundational knowledge in a broad range of disciplines. At present, students at the University of Minnesota vary considerably in their previous exposure to core areas of knowledge. Entrance to most colleges of the University is currently determined solely by high-school class rank and scores on the Preliminary Scholastic Aptitude Test (PSAT) or the American College Test (ACT). Although specific course requirements in mathematics and science also enter into admissions decisions in some colleges, these standards vary in the number and content of courses expected. For all other students, coursework in English, social studies, mathematics, and science is recommended as preparation for the University. However, current students are quite varied in the extent to which they have taken the recommended preparatory courses.

This variation in knowledge of core areas is a disadvantage to both students and faculty. Some students find themselves under-prepared for the rigor of University courses, while others find insufficient challenge and gain in courses that must be pitched to less prepared students. Faculty find it necessary to plan courses to accommodate both students who have had extensive background work and also those who have had little or none.

The Special Committee found strong support both inside and outside the University for a clear statement of preparation standards. The results of our interviews with school officials and counselors throughout Minnesota indicate that these standards will most strongly affect the actions of prospective students and secondary-school counselors if they are stated as requirements for University-level work. By requiring specific academic preparation, the University will most effectively communicate its institutional focus and goals, which is a primary aim in establishing standards. Furthermore, the educational benefits of increased preparation can best be achieved if preparation requirements apply to all students entering the University, transfer students as well as new freshman students.

Instituting preparation requirements indicates that the University considers certain types of pre-college work to be particularly important in the ability of students to benefit from University-level instruction. An especially critical point underlying the recommendations in this report is that preparation requirements are not intended to restrict admission to colleges of the University that, at present, do not have specific coursework requirements for entrance. Admissions decisions will continue to be made on the basis of the criteria that presently govern admission decisions to most colleges (i.e., high-school class rank and achievement-test scores).¹ Students who meet these

¹The Special Committee's recommendations entail the assumption that the General College in the Twin Cities will continue to serve as an port of entry for some students. Those students who enter through this unit will be expected to demonstrate competency in the areas of the preparation requirements before transferring to other colleges of the University, however. The Supportive Services Program serves a similar port-of-entry function for the Duluth campus and would also be a major source of help to Duluth students needing additional preparation.

admissions criteria may be admitted to the University even if they do not meet all preparation requirements. Other colleges (IT in the Twin Cities and the College of Science and Engineering in Duluth; the Colleges of Forestry, Agriculture, and Home Economics in the Twin Cities) will continue to follow current policies regarding coursework requirements for admission.

In responding to the charge to determine what preparation should be expected, the Special Committee has built upon the necessity of a sound foundation in the standard core areas of English, social studies, mathematics, and science. In addition, the committee viewed background in a second language as important preparation for study in a University committed to an international perspective and to the ideal of a liberal education.

In each of these areas, the Special Committee has viewed preparation requirements in terms of the competency of students to perform at desired levels. It is common to discuss preparation in terms of completed coursework; indeed, studying subjects in high-school courses will undoubtedly be the most common way in which students achieve competency. However, adequate methods for assessing whether students have achieved the desired level of competency should, when possible, be the primary indicator of whether a student is prepared for University-level work. Nationwide, such tests are increasingly being administered in high schools -- usually in the eleventh grade -- as a way of helping students assess their level of preparation in a subject. Students whose preparation is deficient then have the chance to seek extra help or additional coursework in high school.

Establishing competency criteria that are independent of enrollment in specific courses offers a number of potential advantages to students who enter the University. Many students will be able to demonstrate competency without having to enroll in courses that, for them, would be repetitive. For some students, information from these tests will be useful as a basis for helping some students identify needs for further preparatory work early in their careers at the University. For others, placement in advanced courses will be warranted when competency is very high.

In recommending that competency criteria for preparation be established, the University is following the lead of the State Board of Education in Minnesota and of similar groups in many other states. An advisory group on linkages between the University of Minnesota and the prekindergarten - grade 12 systems in the state is now working to facilitate collaborative efforts in the area of competency assessments, among others.

The recommendations that follow embody the Special Committee's view of the subject areas in which preparation is needed for University study and the ways in which students may achieve and demonstrate competencies.

RECOMMENDATION 1. Require evidence of competency commensurate with the following minimum preparation in grades 9-12 for students entering the Twin Cities, Morris, and Duluth colleges of the University of Minnesota to pursue baccalaureate degrees:

- a. Four years of English, with emphasis on writing and including instruction in reading and speaking skills and in literary understanding and appreciation;
- b. Two years of social studies, including American history;
- c. Three years of mathematics, including geometry and intermediate algebra;
- d. Three years of science, including one biological and one physical science;
- e. Two years of a single second language.

Two additional areas of preparation were addressed extensively by the Special Committee and by individuals and groups from which comments were sought. Of particular concern were the arts, which are essential elements in a liberal education and which broaden the perspective of students regardless of their field of study. In the varied discussions following the release of the interim report, however, we found widespread concern that the range of arts instruction now available in secondary schools would not accommodate the variation in ability and interests among students who might choose to come to the University. Accordingly, we are proposing that study of the arts be strongly encouraged, although not required, for all students coming to the University and that information to prospective students and to secondary schools carry a strong endorsement of arts study as valuable preparation for higher education.

RECOMMENDATION 2. Recommend one year of instruction in the arts (music, drama, or the visual arts) as valuable preparation for study at the University.

Another area of preparation, commonly known as "computer literacy," may be more properly described as a set of skills rather than an area of knowledge. As tools in academic settings, microcomputers are already commonplace and, in many instances, necessary. Consequently, students should be familiar with the most common types of computer hardware and software. Operation of the keyboard and familiarity with the standard steps in using common software may be learned in a number of settings, and we strongly recommend that students acquire these skills before coming to the University.

RECOMMENDATION 3. Recommend computer skills as part of general preparation for University work. Remedial help in developing such skills should be readily available in academic-support centers within the University.

Implementation

A primary task in implementation of these preparation requirements is establishing the criteria for competency commensurate with the preparation desired for University coursework. This task fell outside the charge to the Special Committee and, in any case, would have required more than the time allotted to it. We urge, however, that the University call upon its rich array of experts in assessment and testing on its faculty and staff, as well as subject-matter experts, to specify the most valid and desirable methods for determining competency. In addition, these individuals, in consultation with the schools, can determine whether assessment should be based in the secondary schools, with the technical support of the University, or on the University campuses or in extension centers by University staff. As noted above, this group can draw upon current work by the Minnesota State Board of Education and by the University's Advisory Committee on Prekindergarten - Grade Twelve Connections in this area.

RECOMMENDATION 4. Establish a working group of testing and subject-matter experts to specify the competencies expected in each of the above areas and to ascertain the best methods and timing for assessing these competencies for entering students. This group might build on the deliberations of subject-matter groups now considering these questions within and outside the University.

Our charge did not include a review of the class-rank and test-score criteria now used in admissions. Indeed, A Commitment to Focus affirms that maintaining these criteria is an essential guarantee of access to the University. Furthermore, some units have particular instructional missions that make more or less stringent admission criteria essential. However, the present thresholds for automatic admission vary so greatly across colleges as to be a potential source of confusion for students. We urge the colleges to work together to improve the consistency and clarity of these criteria.

RECOMMENDATION 5. In the interest of simplifying admission criteria, undertake a review of the feasibility of increasing the consistency and clarity of collegiate criteria for class-rank and achievement-test scores for admission to the University.

Part II - Protecting Access to the University

The goal of increasing and unifying preparation requirements in core areas of study is to enable the faculty to focus on providing more rigorous, higher quality courses, thus improving access to a quality education for all students. In considering how best to achieve this goal, the Special Committee has given particular attention to assessing the likely impact of increasing preparation requirements on the diversity of the student body at the University. Of special concern is access for minorities and older adult students re-entering or coming to college for the first time. In addition, the particular needs of international students and students from rural and inner-city schools have received attention throughout our discussions.

The Committee's investigations revealed that, in general, the proposed preparation requirements are consistent with current educational policy in Minnesota's secondary schools and with typical patterns of coursework for students who now attend the University:

- A 1985 ruling by the State Board of Education mandates that all high schools in the state must make available instruction at the level of or exceeding the number of courses specified as desirable preparation in our requirements (see Appendix B).
- In a study of sample transcripts of freshman who entered the Twin Cities colleges in 1985, a large majority of students in general and, particularly, students from rural high schools had taken the stipulated amount of coursework in English, social studies, mathematics, and science. For example, in mathematics 83% of students in general had taken the required courses; in science, 72% had taken the required three years. The corresponding percentages for students from rural high schools were 81% (mathematics) and 85% (sciences). The proportion of 1985 entering freshmen who met the proposed coursework requirements across all areas is estimated at 30-40%.
- Enrollments in foreign-language courses in state high schools increased significantly in 1984-85 and in 1985-86. One impetus for these increases was the announcement of a new three-year language requirement by the College of Liberal Arts on the Twin Cities campus. In the study of 1985 freshman transcripts, 58% of students in general had taken two or more years of a foreign language. Only 24% of rural school students had done so, but the increasing trend in high-school language enrollments will undoubtedly result in larger numbers with the proposed level of preparation in the future. CLA has also experienced increases in applications for admission during the period since higher language requirements were announced.

However, students in groups for whom access is a special concern appear to be somewhat less likely than other students to meet the proposed requirements at present. For example, minority students who entered as freshmen in 1985 typically had taken one fewer course in math and in science than had students in general. In foreign languages, 49% of minority students had taken at least one

year of coursework in high school, compared with 61% of students in general. The trends noted above will undoubtedly produce a change in these percentages.

Nevertheless, it must be recognized that the conventional wisdom about what courses students should take in preparation for college has either not been as readily available to minority students or has not had the same impact on them as it has on students in general. Such gaps in preparation are disadvantageous to minority students in their coursework at the University. The Special Committee regards the "information gap" about optimal preparation as one of the major points to which the University must respond in protecting access for minority students. Indeed, improving access to information about adequate preparation may be one of the major benefits of establishing and clearly communicating preparation requirements.

A. The need for a transition period and information programs regarding preparation

A critically important strategy for reducing differences in preparation may be overcome by allowing an adequate period of transition before the University puts its preparation requirements into effect. Given adequate lead time and extensive communication of expectations on the part of the University, students who are currently in high school will have a greater opportunity and incentive to meet preparation requirements than today's students have had.

RECOMMENDATION 6. Allow for a transition period of no less than five years before the proposed preparation standards become requirements. In the interim, the standards should be instituted as recommended preparation.

Implementation

A phased transition to full implementation of requirements may be useful: new preparation standards would be recommended for students entering in Fall 1987; and these recommended courses would become required preparation in Fall 1990.²

²The College of Liberal Arts on the Twin Cities campus has already adopted for its students a foreign-language standard that will eventually require three years of high-school study. The CLA standard will be phased in over three years. In Fall 1986, incoming first-year students and transfer students with less than 39 credits will be expected to demonstrate a level of language proficiency that will normally have been gained by one year of high-schools study. The proficiency level expected will be set at the equivalent of two years of study for Fall, 1987, and three years for Fall 1988.

During the transition a major public-relations and communication program will be needed to inform school districts and the people of the state of the new preparation requirements. In addition, considerable consultation and collaboration will be needed with other parts of the state educational system. The secondary schools will need lead time and, in some cases, technical assistance to make the necessary curricular and academic-advising changes to prepare students to meet new requirements. The community colleges and state universities should also be included in discussions of competency criteria and other planning for the preparatory coursework needs of prospective students.

RECOMMENDATION 7. Undertake extensive and carefully planned communications to school districts, faculties, students, and parents in Minnesota and in major feeder areas in other states in preparation for instituting new requirements. In particular, new printed information booklets for parents and students should be designed to explain the preparation requirements and recommendations.

RECOMMENDATION 8. Initiate cooperative planning with the secondary schools, community colleges, and state universities toward the implementation of increased requirements. In addition, through its regular programs and such special efforts as are warranted, endeavor to provide instruction, technical assistance, and other aids to help school districts prepare for implementation of new requirements.

B. The need for procedural safeguards to protect access

Access can also be protected by continuing or instituting procedures to assure special attention to minority, international, rural, and older-than-average applicants to the University. The current practice of providing individual review for marginal applicants has been important in guaranteeing access and should be continued. It should be noted that this recommendation refers to class-rank and test-score criteria for admission, not preparation requirements.

RECOMMENDATION 9. Continue the current practice of individual review of credentials for students who do not meet class-rank and achievement-test criteria for automatic admission.

In the case of older than average students, individual review of preparation may be necessary, however. Future students who completed high school before 1987 are likely to be deficient in many of the preparation areas because information about the University's expectations will not have influenced high-school decisions before that time. The Special Committee believes that these students should not be required to meet all preparation requirements in the same ways and to the same extent that more recent graduates will.

RECOMMENDATION 10. To facilitate entrance of older-than-average students, allow appropriate "grandparenting" for prospective students who completed high school before 1987.

Equally important is assurance by the University that students who have accepted the challenge of study at the University, but who lack adequate preparation, will have access to programs, resources, and other services that may improve their chances of succeeding in university-level work. Although this provision may benefit students for whom access is not typically a concern, minority, international, and older students may especially benefit from such supports. For these students, access to entry alone may not be enough; access to skills development and individualized advising programs may be essential to their ability to succeed in courses for which the majority of students have more extensive preparation. Both the Special Committee for Minority Programs in Support of A Commitment to Focus and the Special Committee on Enriched Advising for Academically Fragile Students are currently giving extensive attention to these needs.

RECOMMENDATION 11. Insure that students put at risk by preparation requirements have access to academic and student services to facilitate their work after admission.

Access in a broader sense refers to the University's mission to serve certain unique educational needs within the state: (a) service to areas of the state in which alternative four-year degree programs are not readily available (e.g., Duluth); and (b) service to particular clienteles (e.g., four-year undergraduate residential college at Morris; baccalaureate programs in agriculture in the College of Agriculture). The Special Committee was mindful of these issues in formulating its recommendations and urges that continued attention be given to them in the implementation of this reports.

Part III - Student Preparation and the University's Academic Program

Higher-level preparation for learning creates the potential for improving the quality and effectiveness of undergraduate education at the University of Minnesota. The institution of preparation requirements thus places even greater responsibility upon the University for improving the quality of its undergraduate instructional programs. Courses can be taught at a higher level throughout the curriculum, with the result that students can reach more advanced levels of competency by the time they receive their baccalaureate degrees. Academic planning and placement of students in courses can be based on more extensive knowledge about student readiness and about the demands of University study.

To realize this potential, however, the University must consider how its academic programs should change as the preparation of students increases in core areas of study.

A. The need for preparatory coursework at the University

A primary consideration must be the amount and kinds of preparatory instruction needed at the University for students who require additional preparation. Although an adequate transition period and information campaign should gradually reduce the number of such students, educational concerns dictate that the University must make some provision for students whose preparation is incomplete. The availability of preparatory coursework may be especially important in maintaining access to the University for minority, international, and older-than-average students.

RECOMMENDATION 12. Establish an adequate program of preparatory coursework to meet the needs of students who are otherwise qualified for admission, but are deficient in specific areas.

Implementation

Planning for preparatory-coursework offerings should involve disciplinary departments of the colleges, as well as academic-support service units. The General College in the Twin Cities and the Supportive Services Program in Duluth are likely homes for some preparatory coursework, as well as for courses designed to help develop basic academic skills.

The Special Committee believes that several principles should guide the formulation and delivery of preparatory coursework at the University:

First, if the educational benefits of preparation requirements are to be realized, preparatory coursework should be completed early in the student's career at the University. Preparatory work should ordinarily have been completed no later than the time at which students have completed 39 credits, or roughly the equivalent of their first year in college.

RECOMMENDATION 13. Require students who must achieve proficiency in preparation areas after entrance to do so within the first 39 credits taken at the University.

A second principle is that credit should be granted for preparatory coursework. These credits should not substitute for credits earned in university-level coursework in a student's degree program or in meeting distribution requirements at the University, but should be added to that student's graduation requirements. This provision allows preparatory coursework to qualify in determining financial-aid eligibility; furthermore, students may be able to transfer the credits to other institutions if they leave the University. Tuition costs for preparatory-coursework credits should be the responsibility of the student.

RECOMMENDATION 14. Grant credit for preparatory coursework taken at the University, and add this coursework to degree requirements.

Additional steps might be taken to facilitate the tracking of preparatory coursework in students' records. For example, common course identifiers could be established to facilitate evaluation of preparatory coursework for transfers between campuses and colleges within the University system.

B. The need for review and revision of curriculum and advising

To achieve the goal of improving undergraduate education, better student preparation must be matched by increased attention to the level and quality of undergraduate instruction at the University. The proposed transition period before full implementation of preparation requirements should also be a time for rethinking curricular offerings and instructional goals from the perspective of students who are prepared to work at advanced levels. Many of the relevant issues have been raised previously in the reports of the Page Committee on Quality Undergraduate Teaching and Learning (May, 1985) and the Task Force on the Student Experience (July, 1984).

RECOMMENDATION 15. Undertake a University-wide review of undergraduate curricula to identify and initiate changes necessary to adjust instructional programs to the needs of students with more consistent and rigorous preparation.

A fundamental element in realizing the educational benefits of increased preparation requirements is appropriate academic advising. With increased preparation requirements, academic units may find it both more possible and more necessary to provide individualized academic planning. Advisers can use preparation requirements to improve the quality and specificity of academic advising for all students. For students who do not initially meet all preparation standards, the goal of advising will be to identify the appropriate initial course of study, including preparatory work to redress subject-area deficiencies. For students with advanced preparation, similarly differentiated advising will help to assure advanced placement and to provide optimum

challenge. To achieve these goals, longer, more comprehensive advising sessions may be required; and more well trained advisors and better coordination among collegiate units in advising information and services will be needed.

RECOMMENDATION 16. Establish advising systems and procedures that allow for the greater amount of individualized program planning that will be possible when new preparation requirements are in place. Provide adequate funding to support personnel, training, and support services for such systems.

Part IV - Preparation Requirements and Student Services

The benefits of enhancing student preparation and instructional programs depend partly on services that enable students to take advantage of the University's academic resources. Several such services -- financial aid for students needing additional preparation, and admissions and student records operations -- are especially critical to the implementation of preparation requirements.

A. The need to revise procedures regarding financial-aid eligibility

Although an adequate transition period with extensive communication of requirements should reduce the risk of financial-aid ineligibility due to preparatory requirements, the Special Committee has been especially concerned that enhanced preparation requirements be consistent with the ability of students to secure financial aid. For students who must take preparatory coursework, the recommendations in Parts II and III would meet the standards of most types of financial aid currently available.³ Students can maintain adequate progress toward their degrees if preparatory-coursework credits are added to their graduation requirements. The Special Committee believes this provision is essential to addressing the problem of access to financial aid in the critical early days of University study.

The risk of ineligibility still exists, however, for students whose time in preparatory coursework slows their progress toward degrees. Such students may be unable to secure federal financial aid because of time limits on eligibility. Although the needs of these students for financial aid must be considered along with those of other students for whom time-to-degree is longer than usual, we urge review and revision of guidelines for non-federal sources of financial aid to meet the needs of students for whom the federal timeclock runs out because of the amount of preparatory work they must take at the University.

RECOMMENDATION 17. Review and modify financial-aid eligibility guidelines, where possible, to facilitate access to aid for students who must take preparatory coursework at the University.

B. The need to assure adequate student services

Instituting preparation requirements also requires changes in the University's procedures for admitting students and for monitoring their progress. Reviewing coursework transcripts for all entering students will necessitate extensive procedural and operational changes in offices concerned with admissions and with records. Because high-school courses vary considerably in content and coverage,

³It should be noted that eligibility for the major federal financial aid programs may be changed as a result of reauthorization reviews that are currently underway. The University should monitor this situation carefully so that changes can be taken into account in formulating financial-aid guidelines in light of new preparation requirements.

equivalencies must be established. In addition, proficiency examinations must be identified and procedures developed for administering tests and recording and reporting test results. Completion of preparation requirements after entrance to the University will have to be monitored by records offices. Careful, coordinated planning will be required to insure that these services are consistent with other activities associated with implementing preparation requirements. Reductions in student services staff in recent years may impede the ability of these units to undertake the necessary tasks, and the Special Committee urges that adequate resources be made available to support these activities.

RECOMMENDATION 18. Insure that resources are available for establishing procedures and data systems for determining proficiency of entering students and for monitoring the progress of students who must fulfill requirements after entry.

Part V - Implementation and Oversight

Implementation of preparation requirements has been addressed in connection with specific recommendations throughout this report. The Special Committee believes an overall structure for implementation is also needed to assure that the diverse aspects of the foregoing recommendations are coordinated and their benefits maximized.

One aspect of this structure is centralized administrative authority for assigning to the appropriate officers and units the responsibility for implementing the recommendations presented in this report.

RECOMMENDATION 19. The President of the University should direct specific responsibility for implementation of the various recommendations of this report to the most appropriate officers or units.

In addition, there is a need for on-going review and coordination of the activities of the many individuals and groups that will be involved in implementing these recommendations. For example, activities in the various colleges, in the Offices of Student Affairs and Academic Affairs, and in secondary schools and community colleges and state universities should be regularly reviewed as the time for full implementation of requirements approaches. The Special Committee believes that a small advisory committee of individuals familiar with these various spheres of activity could greatly increase efficiency and effectiveness in implementation. The work of this group will necessarily extend across a period of years, and some provision should be made for continuity across time in its operation.

RECOMMENDATION 20. The President of the University and the Senate leadership should appoint a small advisory committee to coordinate and oversee the implementation of this report. The committee should report to the President and to the Senate, through the Senate Committee on Educational Policy, at regular intervals both before and after full implementation of preparation requirements.

Appendix A

GROUPS AND INDIVIDUALS CONSULTED ON PROPOSED STANDARDS

Minnesota Public Schools and Community Colleges

Minnesota State Board of Education
North Hennepin Community College
University Advisory Committee on Prekindergarten - Grade 12 Connections
Working Group on Advanced Placement
Working Group of Superintendents
High-school counselors from 20 school districts in Minnesota
Questionnaires regarding reactions to the interim report to all 435 school districts and all secondary-school principals in Minnesota

College/campus consultative groups and faculty

Special Committee for Minority Programs in Support of A Commitment to Focus
College of Liberal Arts Policy and Planning Committee
Institute of Technology Deans and Department Chairs
College of Agriculture Department Chairs
University College Assembly
College of Education Administrative Council
Council of Professional School Deans
Council of Undergraduate Deans
Directors of Undergraduate Studies (three open meetings)
Council on the Arts in Education
Intercollegiate Athletics
Morris: Campus Resources and Planning Committee; Scholastic Committee; Advising Council; Division Chairs Group; faculty representatives in English, mathematics, sciences, and foreign languages
Duluth: Educational Policy Committee; student-government representatives; Chancellors and Deans Council

Senate Committees

Student Academic Support Services Committee
Committee on Educational Policy
Senate Consultative Committee
Student Senate Consultative Committee

In addition, an open forum was held prior to the Senate meeting on February 20, 1986.

Student Services

Office of Student Affairs/College Student Affairs Group

Registrar's Advisory Committee

Minority Affairs Coordinating Committee

Morris: Vice-Chancellor for Student Affairs, Director of Admissions and Financial Aid, Registrar, Director of Academic Assistance Program, Minority Student Program representatives

Duluth: Associate Deans and student-services officers

APPENDIX B

3500.2110 REQUIRED CURRICULUM OFFERINGS FOR FOUR-YEAR SENIOR SECONDARY SCHOOLS.

Subpart 1. Required during grades 9-12 program. The subjects listed in subpart 2 are required to be offered to students in a secondary school having grades 9 to 12. Except for physical education, each of the listed subjects must be made available over the four-year period for the minimum number of clock hours shown in subpart 2. Physical education must be offered for a minimum of 80 clock hours in grade 9, and 60 clock hours in grade 10. One credit/hour is equal to 120 clock hours. The minimum requirements may be expressed in clock hours or credit/hours.

Subp. 2: Schedule.

Subjects	Minimum Clock Hours	Credit/Hours
Communication skills	600	5
Mathematics	480	4
Science	480	4
Social studies	480	4
One modern-classical language	240	2
Music	240	2
Visual arts	240	2
Industrial arts	120	1
Health	60	1/2
Physical education		
in grade 9	80	2/3
in grade 10	60	1/2
Electives, local district choice in five subject areas	1,200	10

Subp. 3. Required offerings without minimum hours. The programs in A and B must be offered to students. The number of clock hours to be devoted to each is up to the local school board. Satisfactory completion will be based on locally determined learner outcomes which are defined as knowledge, skills, or understandings that an individual student derives from a learning experience.

A. A school district must provide a career education program developed by involving parents or guardians and the community. The program must be designed to assist pupils in making career decisions including course selections.

B. A school district must provide an information technology program to meet individual student needs. Information technology includes such things as student learning about and with one or more of the following: computers, telecommunications, cable television, interactive video, film, low power television, satellite communications, and microwave communications. Information technology may be integrated with course content of other subject areas.

L 1983 c 314 art 8 s 23

Effective 1985-86 school year

From: Rules of the State Board of Education, Minnesota Department of Education.