

# COLORADO SCHOOL OF MINES FACULTY SENATE MINUTES

May 4, 1999 - 2:00 PM

Coolbaugh House

**ATTENDEES:** Ely, Kidnay, Klusman, Lu, Nickum, E. Pang, Readey, Romberger, Wendlandt, Underwood, and Van Tyne,

**APOLOGY:** Ohno

**ABSENT:** Griffiths

**VISITOR:** John Hogan, Chair of Committee on Sports and Athletics

**APPROVAL OF THE MINUTES:** The April 20, 1999 minutes were approved.

## NEW BUSINESS:

A. Approval of the Graduation Lists

1. Undergraduate List - Additions under Engineering Physics - Glenn Thomas Laurent and Charles Kelly Butterfield
2. Graduate List - Addition under Mining Engineering - Master of Engineering (Engineer of Mines) Simon Marten Oshana

A **motion** was made by Kidnay and seconded by Readey to approve the amended lists. Motion passed unanimously.

## OLD BUSINESS:

A. Sports and Athletics - Wendlandt and John Hogan presented the following report:

### *Senior Student-Athlete Exit Interviews*

**Prepared for the Colorado School of Mines Faculty Senate May 3, 1999**

Annette Bunge, John Humphrey, Craig Simmons, Ric Wendlandt and John Hogan, Chair

### **RATIONALE**

In August, 1991, the NCAA (National Collegiate Athletic Association) instituted a policy requiring all Division I schools to conduct exit interviews of student-athletes whose eligibility has expired. (It appears that many, if not most, of these schools have asked their students to answer questionnaires rather than participate in actual interviews.) Subsequently, though not affected by this legislation, some few Division II and III schools have conducted some sort of career-end assessment. Here at Mines, the Committee on Sports and Athletics, a senate committee composed of five faculty, plus the Dean of Students and Director of Athletics, both ex-officio appointments, decided it can best fulfill its charge assigned by the Faculty Senate by conducting actual interviews of athletes whose eligibility had expired. (The committee's charge is to "represent the faculty in providing academic oversight of intercollegiate athletics and other institutional sports programs in order to evaluate their contribution to the educational mission of the school and to the quality of student life.")

We implemented the following plan. First, the committee chair would send a letter to each of the athletes to explain the process. Second, the chair would phone each athlete and schedule a 20-minute meeting. Third, at the appointed time, two of the five regular faculty members would meet with each of the twenty-four students and ask questions (which they had received in advance). Lastly, we would write jointly a report of our findings which would be forwarded to the Faculty Senate, the Dean of Students, and the Athletics Director.

The faculty serve on this committee because they believe in the value of intercollegiate athletics, particularly at an institution such as the Colorado School of Mines. Moreover, the committee believes the Exit Interview Process just completed, although time intensive, is a valuable communications tool

which will benefit, not only the overseers of the athletics program, but most importantly, the student athletes at our school.

### **CONCLUSIONS**

**What is the contribution of the Mines intercollegiate athletics program "to the educational mission of the school"?**

*The Mines athletics program, in general, provides a wholesome balance to the school's academic demands.*

**What is the Mines athletics program's contribution "to the quality of student life"?**

*The Mines athletics program, in general, affords our student-athletes the opportunity to compete, to establish rich friendships and to gain relief from the stress of academic demands.*

### **Recommendations to the Athletics Director**

1. *As a top priority, the wrestling program must be provided adequate resources to make it safe and healthy. It requires a wrestling room large enough to accommodate safely the full squad. It needs new, well-maintained mats to ensure the health of the full squad. Mines cannot be proud of its present record in these matters.*
2. *The baseball program must be monitored carefully to be certain that it does not interfere with its players' academic commitments. While we assume that baseball does not violate the NCAA's "20-hour" limit on weekly participation, the Committee on Sports and Athletics believes that there are "hidden time demands" associated with baseball, the cumulative effect of which take a heavy toll on athletes.*
3. *The swimming program must be monitored carefully to be certain that it is compatible with Mines' culture, i.e., academic time demands.*
4. *Efforts need to be taken to alleviate the perception of many student-athletes in a number of sports that there is a "pecking order" in the hierarchy of Mines athletics, at the top of which rests football.*
5. *More care has to be taken in the hiring of a tennis coach. Hiring a different coach for four consecutive years makes for an unstable program, and sends the wrong message to the students.*

### **FUTURE EXIT INTERVIEWS**

1. We plan to interview a number of freshman, sophomore, and junior student-athletes in varsity sports, club sports, (and intramurals). The purpose would be two-fold: one, to learn the perception of the athletics program from underclassmen, and, two, to make sure the underclassmen are aware that there is an active faculty oversight committee looking out for their interests.
2. Interview athletes who have quit their teams in order to determine the causes. (We did interview three such student-athletes who for different reasons were no longer competing.)

#### **Tennis**

A complaint concerned the fact that there has been a new coach for each of the past four years. Thus, the coaches tend not to understand CSM policies and culture.

### **COMMENTS**

1. "The (softball) field's nice, but the dirt is as hard as a rock." WSBL
2. "We make excuses for our (poor) performance." MTRK
3. "Wasn't as much fun as it had been." MSW
4. "No, (academics and athletics) are not in good balance because it is skewed toward academics, which it should be." MTRK
5. "(Coach) was a friend to me." WSW
6. "I did skip class to do workouts if I woke up late." WRS
7. "Scheduling 'Field Methods' was a problem, but Keenan Lee helped me out." MBB
8. "Guys would skip practice for a class in their major." WRS
9. "I've been kicked out of the weight room trying to make weight." WRS
10. "Fifteen people in one van is bad." WSB
11. "How can the football coach be given a second chance while the softball coach isn't? It's the 'ole boy' network." MTRK
12. "If it weren't for the scholarship, I would not have stayed." MSW
13. "Coaches should be paid more! Then we'd get better coaches." WBB, WSBL
14. "We nickel and dime it on road trips." WRS

#### **Men's and Women's Track**

The athletes seem to enjoy one another's company; we're "like a family," said one.

Their complaints dealt with the management of the sport: some prefer to have "split squads" so the best performers could travel where they could compete at an appropriate level; one said the coach announced there would be squad "cuts" because the Athletics Director mandated them; others said they get a departmental "runaround" regarding facilities use and equipment. Another lament was that recently the head coach lied to an athlete on two occasions.

#### Baseball

The coach has the program going in the right direction.

Negatively, this is the sport with the greatest impact on student's academic time. Individual negative comments: there have been communication problems at all levels (player to coach, coach to coach, coach to Athletics Director); resources are limited; trainers are not willing to go out of their way to help baseball; indeed, there have been many instances when no trainer was present.

#### Men's Basketball

Traveling all day for a Saturday night game was a burden, as were 4:00 p.m. practices. Also, the present coach is not as diligent in checking grades as the previous.

#### Men's and Women's Swimming

There was agreement that the present coach is more demanding than her predecessor. Negative responses claimed the coach doesn't understand the Mines culture (i.e., the importance of plant trips and the complexity involved in scheduling such trips). Also, some allege that while they understand a coach must maintain standards, they expect that a resourceful person can find a way to adapt those standards to a particular academic culture.

On a positive note, students observe that the coach gradually became less inflexible, that she managed to help some swimmers achieve improved times, and that she set a solid moral tone for the program.

#### Wrestling

Negative responses were overwhelming in condemning inadequate, dangerously limited practice facilities which have caused injuries and unsanitary practice conditions ("fungus was growing wild" on the mats).

Team members expressed pride in their ability to compete successfully in the RMAC as well as gaining national honors at Division II championships. There was a consensus that the head coach had high standards, was flexible and understanding, and was a "straight-shooter."

#### **"Contribution to the quality of student life."**

##### **A. Let's talk about your overall athletics experience. What do you consider to be its best two or three aspects?"**

*A consensus emerged when students described what they perceived to be the "best aspects" of the intercollegiate athletics experience. It provided them with opportunities*

- *to create solid friendships*
- *to compete, while getting a good education*
- *to develop time management skills*
- *to relieve academic stress*

##### **B. "What are two or three aspects of this experience that you would change?"**

*A significant number of students interviewed perceive that there is discrimination according to sport at Mines. They believe that the football program is granted more benefits, i.e., access to trainers, equipment, facilities, facilities use, than other sports. Related is the perception that the Athletics Director is not so aware of the needs of sports other than football. So, the general change they require is more even-handed treatment of Mines sports programs in the future.*

#### **SPORT-BY-SPORT OVERVIEW**

##### Women's Basketball

No serious problems. The coaches treat athletes fairly. The presence of a female assistant helped because "she knew the woman's perspective." Some male gender discrimination toward females was reported.

### Softball

Problems allegedly have surfaced recently in this program. During the 1998 season "the chemistry was different. "A number of Freshman team members drank alcohol and smoked (tobacco). During the first part of the 1999 season, sexual harassment claims were lodged against an assistant coach who, along with the head coach, was subsequently fired. Another lament concerned the lack of comfort and amount of time spent on road trips. Some requested a bus for travel instead of having 15 students crowded into a van.

### GENERAL OVERVIEW

(Roman numerals I and II repeat the questions asked of the student-athletes.)

#### **I. "Contribution to the educational mission of the school."**

##### **A. "Do you believe we have a proper balance at Mines between academics and athletics?"**

*There was near unanimity that academics and athletics are properly balanced at Mines. The few dissenters believed there needs to be more emphasis on athletics.*

##### **B. Has the athletics program, in any way, interfered with your academic responsibilities? Explain.**

*Most students agreed that athletics does not interfere with academic responsibilities, at least not to any significant degree. In fact, most interviewees volunteered that they had developed more effective time management skills as a result of athletics competition. A number pointed out that their grades actually are higher during the competitive season.*

*Conversely, there was the argument that 4:00p. m. classes make matters difficult for student-athletes whose sports practices begin at that time. This conflict makes for a more difficult path through CSM, especially with respect to course sequencing. One student suggested that the sports' time commitment was manageable for a 15-semester hour schedule, but incompatible with an 18-hour schedule.*

##### **B. "Generally, what has the faculty attitude been regarding your participation in intercollegiate athletics?"**

*Generally, faculty are not much aware of intercollegiate athletics competition at Mines.*

##### **Has your faculty advisor been sympathetic to your need to schedule classes around your athletics practices and contests?**

*Most students interviewed design their own course schedules.*

##### **C. "Have your professors been cooperative in allowing you to make up work missed as a result of athletics participation?"**

*A significant majority reported that faculty were cooperative in allowing make up work because of athletics-related absences. However, a small number of faculty make athletes use the "option" of dropping a low quiz score instead of allowing them a make-up quiz. Moreover, it was pointed out that professors with large classes such as calculus, for example, seem unsympathetic to athletics conflicts.*

Senators suggested to the committee that faculty be informed at the beginning of the semester which dates a student athlete will miss class. Practice times should also be conveyed directly to the faculty.

#### **B. Executive Committee (Romberger) - The committee would like to hold a joint faculty and student forum on the proposed grading system and honor code in the fall.**

#### **C. Councils of the Senate**

##### **1. Graduate Council (Underwood) - No report**

##### **2. Undergraduate Council (Nickum provided the following written report)**

Jon Leydens attended the meeting to ask for feedback in regards to the memo on the WAC goals, program assessment, and writing-intensive course distributed to Council members. The Human Systems course (SYGN200) was approved as a requirement for all undergraduate students as well

as a prerequisite or co-requisite for all 300- and 400-level LIHU and LISS courses in the 1999-2000 Undergraduate Bulletin.

The Council approved the proposal of the content for four thematic clusters from LAIS and EB. The clusters are Humankind and Values, Society and Decisions, Environment, Resources, Science, and Technology, and International Studies. The Council asked if LAIS and EB could make a list of specific courses required within each cluster to aid in advising. These clusters will be implemented in Fall 1999.

3. Research Council (Readey) - No report

D. Faculty Senate Committees

1. Committee on Committees (Van Tyne provided the following written report) -

- a. The necessary amendments to the Faculty By Laws that would be required to change the term for Faculty Senate Committees from calendar year to academic year is in progress and were presented to the Senate at the meeting on April 20, 1999
- b. The following changes are recommended to the Bylaws to reflect the motion on policy implementation, which was passed by the Faculty Senate on April 20, 1999.

1) Undergraduate Academic Standards and Policy Committee

FUNCTION: To consider and make recommendations to the Senate on such matters as grading systems and standards, requirements for graduation (other than specific curricula), academic probation, academic suspension, admission and readmission standards, review of transfer agreements, to work with the Vice President for Academic Affairs and Dean of Faculty on matters related to academic assessment, and to develop procedures for incorporating policy changes into the appropriate bulletins, and procedures manuals.

METHOD OF OPERATION: The committee shall meet at the call of the chair and shall report its recommendations to the Senate.

MEMBERSHIP: The committee shall be chaired by a member of the Senate who shall be appointed each academic year by the Senate. In addition, there shall be three academic faculty members appointed by the Senate for staggered three-year terms. The Vice President for Student Life and Dean of Students and the Vice President for Academic Affairs and Dean of Faculty shall serve as *ex officio* members of the committee.

Note: Amendments to the Bylaws need to be distributed to the faculty one week before the vote is taken.

1. Faculty Affairs (Griffiths) - Griffiths was not present.
2. Academic Standards (Kidnay) - Nothing to report.
3. Evaluation (Klusman) - Klusman moved and Van Tyne seconded that the department head responses be distributed to the four departments that responded. The motion passed unanimously.
4. Readmissions (Van Tyne) - No report.

E. University Committees

1. Budget (Romberger) - The 1999-2000 budget has been approved. This budget provides for a 3.5% increase for faculty salaries and a 5.24% mandated increase for classified employees. There is more money for scholarships and fellowships from the CSM Foundation.

2. Handbook (Readey) - The committee discussed those items forwarded by the Faculty Affairs Committee. The revised faculty handbook that is currently on the web is not the same that was handed out to the Handbook Committee. The word "business" was added back to the Grievance Procedure wherever it had been deleted. A major change regards sabbatical leave. An entire year will be at half time and a one-semester sabbatical will be at full-time. No new issues were discussed.

F. Ad Hoc Committees

1. Academic Faculty Salary Committee (Griffiths) -Griffiths was not present.

**NEW BUSINESS:**

A. Grading system was already discussed.

B. Changing the tenure of Senate Committees has already been done.

The meeting adjourned at 3:35 PM.