

The University of North Carolina at Chapel Hill
Faculty Athletics Committee
Minutes of Meeting: December 10, 2013

Present: **Committee Members:** Lissa Broome, Beverly Foster, Layna Mosley, Barbara Osborne, Andy Perrin, Joy Renner, John Stephens, Deborah Stroman, Kimberly Strom-Gottfried

Athletic Department Personnel: Vince Ille

Other Advisers: Michelle Brown

Guests: Alex Blake (UNC Ph.D. candidate), Jennifer Blake (Alex Blake's spouse), Jan Boxill (Faculty Chair), Willis Brooks (History, retired), John Camp (ABC 11), Debbie Clarke (consultant to Provost's Working Group), Joel Curran (Vice Chancellor for Communications and Public Affairs), Jim Dean (Provost), Chris Faison (Center for Student Success and Academic Counseling), Kelsey Feheeley (OUC), Zach Ferguson (law student), Sarah Lyall (New York Times), Andy Mattison (News 14), Karen Moon (University News), Bob Orr (attorney), Robbi Pickeral (University News), Daniel Schere (DTH), Jay Smith (History), Jonathan Weiler (Global Studies), Mary Willingham (Center for Student Success and Academic Counseling)

Curtis XX (News 14), Bob YY (ABC)

I. Working Group on Student-Athlete Academic Processes

After introductions of those in attendance, the committee chair, Joy Renner, invited Provost Dean, Debbie Clarke (consultant to the Working Group), and members of FAC who are members of the Working Group (Broome, Brown, Ille, and Perrin) to comment on the progress of the group so far. Bubba Cunningham is also a member of the Working Group. Provost Dean noted that the group had identified 22 separate academic processes – from recruiting to tracking student-athletes following graduation – that it was documenting, discussing, and identifying improvements for those processes.

Two processes – Admissions and Financial Aid – are substantially complete and were reviewed by FAC prior to the meeting. The Working Group intends to have its work reviewed by FAC, the Faculty Executive Committee, and the Special Talent Subcommittee to the Undergraduate Admissions Committee. For each process, Debbie Clarke cataloged the recommendations made by various review groups by process and the Working Group will prepare a response to each recommendation detailing the actions taken or not taken in response to the recommendation. John Stephens noted that on page 87 of the Report Recommendations document there was a recommendation related to Process 8.0 Faculty Relations and Governance made by the UNC BOG Academic Review in February 2013 regarding “implementation of strategic planning

processes to improve faculty engagement in athletics.” He noted that FAC would be reviewing this as part of the FAC topic group on Alignment.

Admissions. The information presented in the Process Report is consistent with information that FAC heard last year in its discussion of student-athlete admissions. Observations and comments from FAC members included:

- It might be helpful to get feedback from coaches about whether they thought the admissions process (and the use of Level 1, 2, and 3) was working well or was leading to frustration. Professor Barbara Osborne had heard from one coach who was concerned because he had been told not to pursue certain students because of their academic profile when those students were subsequently admitted at other similar schools.
- Professor Bev Foster noted that transfer students do not go through the Special Talent Subcommittee of the Undergraduate Admissions Committee. She wondered how these students are vetted and about their qualifications, with the goal that there be no diminution in the admissions profile of transfers. She also noted that the University is focusing on the success of transfer students. Dr. Michelle Brown noted that all transfer students participate in the MAP (My Academic Plan) Program. Students who are admitted to matriculate in January are reviewed by the Special Talent Subcommittee if they are Level 1 students. The Working Group members present agreed to document and review the processes related to the admissions of transfer student-athletes and to add it to its process document on Admissions.
- FAC should revisit the admissions process after there is more experience with the use of the Level 1, 2, and 3 groupings based on predicted first-year GPAs.

Financial Aid. Observations and comments from FAC members included:

- Professor Deb Stroman is curious about the Athletic Department’s policy on multi-year scholarships for student-athletes. The NCAA authorized multi-year scholarships several years ago in addition to scholarships that are awarded annually and must be renewed each year (with an appellate right outside of athletics if the annual award is not renewed). Joy Renner will ask Bubba Cunningham to address this at the next FAC meeting.
- Professor Stroman asked if this section could document the process by which former student-athletes who return to continue their studies might have access to financial aid. Vince Ille noted that the NCAA had made changes in recent years to facilitate providing financial aid to former student-athletes to continue their studies. Coaches and athletic departments may also now have an incentive to facilitate a student-athlete’s return and completion of degree to potentially earn an APR graduation bonus point.

The committee concluded its discussion of the Working Group’s progress by thanking the Provost for the resources being devoted to this project.

II. Update from the Faculty Athletics Representative

Professor Lissa Broome noted that she had uploaded to the committee’s Sakai site the Powerpoint that she presented to the Faculty Council at its November meeting, corrected minutes

from prior meetings, and the NCAA's detailed APR report for UNC teams from 2011-12. This report shows the percentile of each team within its sport and within all of Division I. She also confirmed that FAC members were receiving the weekly email update from Dana Gelin titled, "Latest from Loudermilk." This email highlights the academic accomplishments and community service of student-athletes. Recent highlights included Amber Brooks (Women's Soccer 2013) being named as one of ten students who will receive one of the NCAA's Top 10 Awards in January. This award is based on athletics, academics, and community service. Zoe Skinner (Women's Lacrosse) and her community service activities were recently featured in Chapel Hill Magazine.

Professor Broome noted that she had recently attended the ACC legislative meeting where the conference discusses and formulates its positions on pending NCAA legislation. Some of the new legislation that is likely to be adopted deregulates recruiting by allowing earlier contact with prospective student-athletes and by eliminating restrictions on the type (texting to be permitted) and amount of contact. Our coaches favored earlier contact and the ability to text, but preferred to keep some limits on the amount of contact or periods of contact. Other legislation will permit additional snacks and meals to be served to student-athletes. This legislation, if adopted, is likely to increase costs associated with intercollegiate athletics. Bubba Cunningham will likely address a recent report by the Knight Commission at a future meeting that documents increases in athletic spending over recent years.

The ACC has eleven teams eligible for bowl games, the largest number of bowl-eligible teams ever for any conference. UNC will participate in the Belk Bowl in Charlotte.

The Licensing Labor Code Advisory Committee met twice this fall to discuss a student group request that UNC compel its logo licensees to sign the Accord on Fire and Building Safety in Bangladesh. This request was made in response to factory fires and concerns about worker safety in Bangladesh. Professor Layna Moseley is also on this committee and has expertise in this issue. Nike (one of UNC's primary logo licensees) did not use factories in Bangladesh during the time period at issue, but there are UNC licensees that use Bangladesh factories.

The Student-Athlete Awards Committee, on which Michelle Brown and Lissa Broome serve, has established a subgroup to plan an Academic Recognition Banquet for this spring.

III. Committee Work – PowerPoints for Faculty

Professor Barbara Osborne has prepared a voice over PowerPoint entitled, "Do You Have a Student-Athlete in Your Class? A Quick Primer on Everything You Need to Know." The presentation will cover the travel letter, the excused absence policy, the student-athlete progress report, and class enrollment monitoring. The presentation does not discuss class checkers who might assist coaches for some teams in monitoring class attendance. Professor Osborne asked the committee to review the draft of the Powerpoint (with the narration included in the notes section) and provide her any feedback. When finalized, this document will be available on the Faculty Governance website for use by all faculty.

Dr. Michelle Brown is preparing a voice over PowerPoint on ASPSA and MAP (My Academic Plan). She presented a chart that she will use in the PowerPoint and asked for feedback on it. This fall there were about 320 student-athletes with a MAP. This number included all new UNC students (first-years and transfers) and returning students with eligibility concerns. The goal of the program is to give students the skills to move out of the MAP and to foster self-reliance. Dr. Brown also hopes that if students are not able to become self-reliant and move out of the program that we can examine whether there was something about these students' profiles that would have helped us to predict this lack of independence.

The MAP, Dr. Brown explained, may change throughout the semester. Many aspects of it are likely to be task-based rather than time-based. Professor Strom-Gottfried suggested tracking over time the type of structures that students needed in their MAPs.

IV. Mary Willingham

At the invitation of Professor Renner, Ms. Mary Willingham shared her observations about UNC student-athletes with FAC. Ms. Willingham read from a prepared statement which she later sent to FAC and which is attached. Ms. Willingham worked in ASPSA from 2003-10 and since 2010 has been a learning specialist with the Center for Student Success and Academic Counseling. For the last four months has also served as a graduation advisor. She discussed the importance of literacy and described an Academy formed in 1795 by University President Battle to act as a preparatory school for aspiring college students. She called for an academy for our athletes to address their academic needs. Other suggestions included:

- Intensive summer remediation;
- A reading course for credit;
- Supplemental instruction;
- Underloads during the season; and
- Six-year guaranteed scholarships.

She also suggested that the admissions committee be made up of faculty from the School of Education who understand K-12 competency tests. She said she has urged a national group, Game Ready Moms, to push for real education at the K-12 level.

Ms. Willingham briefly mentioned her data set collected from 2004-2012 which she said "paints a picture of underprepared athletes here at Carolina." She stated that English 100 was the only class in which students could develop college readiness skills. She said that those enrolled in English 100 have a SAT verbal score below 470. She maintained that English 100 students had a small list of courses in which they could be successful. She said that worksheets in the graduation division also indicate courses in which academically underprepared student-athletes concentrate. She suggested that it was inappropriate to justify our admissions standards by success in these classes (and the AFAM paper classes in the recent past).

Ms. Willingham also wondered what happened to our English 100 student-athletes after they left Carolina. She then told about two former football players who graduated, one of whom worked for window washing company and at a Target (night shift) and the other who worked in a

security job that required only a high school diploma. In her written remarks, Ms. Willingham urged that faculty have access to a spreadsheet for all football and basketball student-athletes and any student-athletes enrolled in English 100 showing cumulative GPAs, hours of credit taken and earned, and majors. She said this spreadsheet should also include the number of student-athletes in the classes taken by this group and information about advising actions such as grade changes, retroactive drops, and substitution course approval.

Ms. Willingham also mentioned two bills in Congress to reform the NCAA. She concluded that the University is failing its unprepared and underprivileged football and basketball student-athletes.

Professor Osborne asked Ms. Willingham to discuss the data set that she mentioned and to provide us particulars about the results shown by her data. Ms. Willingham said she was not sure her IRB approval permitted her to share the data, although she offered to share the data privately with Professor Osborne. She also stated that she was in the process of gathering data from four or five other schools at which time the data would be de-identified.

V. Preparation for January meeting

On the topic area of Alignment, Professors John Stephens and Kim Strom-Gottfried will meet with Bubba Cunningham to discuss with him the goal described in the department's strategic plan of a top 3 academic performance in the conference and a top 10 academic performance in the country.

Committee members should use conversations with student-athletes and coaches to solicit views on the new admissions process and on the use of MAPs by ASPSA.

Professor Beverly Foster will contact Steve Farmer to learn more about the admissions process for transfer student-athletes.

The meeting adjourned at 5:00 p.m.

The next meeting is January 14, 2014.

Minutes respectfully submitted by Lissa Broome

Mary Willingham presentation to FAC 12/10/2013

A lot of folks are talking about pay for play and I think of literacy as currency. You need literacy to get access to just about everything in this country. Access means right of entry to every class and every college experience, from internships to travel abroad to practicum's to writing for the DTH to spring break trips.

We helped students with access 200 years ago. One needs to look at what is recorded in our history to see this. President Battle wrote in *The History of the University, Volume 1*, page 65, 1795--"the numbers reached 41 by the end of the first term, during the 2nd term, the number rose to nearly 100, but such was the dearth of good schools in the State that at least one-half of them were unprepared to enter the University classes. It became necessary to inaugurate a Preparatory Department or Grammar School". Later, it was called the Academy.

When we bring a star profit-athlete (men's basketball and football), we spend a lot of time, effort and money recruiting them. In the second summer session when they arrive, coaches and their staff test their athletic abilities with physicals, strengths assessment, nutritional needs and position possibilities. Much, if not, all of our young athletes' physical needs are attended to immediately in an effort to maximize their playing abilities. Similar abilities tests should be provided on the academic side of the house by our ASPSA staff such as reading, writing and math assessments, learning styles, learning differences and interest assessments should be offered and attended to immediately to maximize academic opportunities.

Our agreement with athletes is a quip pro quo, which translates to an education in exchange for your talent. I brought 3 textbooks with me today, Psychology 101, Geology 101 and History 127. If any student admitted cannot read and/or understand these texts then we must remediate. Literacy is not really that tricky. We need an academy for our athletes that address all of their academic needs, while they are performing not just 20, but a 40 hour per week physical job. I have now worked with students at Carolina in and out of athletics, from Moorhead scholars to non-traditional to transfer to athletes. No other student on scholarship has the kind of demands on time, effort and focus away from academics like sports. We need to acknowledge this and challenge the NCAA. We need stop going along with the hypocrisy.

- Intensive summer remediation.
- A reading course for credit (I have two proposals 2010 and one that I have written recently).
- Learning emporiums housed in libraries such as Davis Library. These emporiums are trending to boost student success in math and literacy skills at other institutions across the country.
- Supplemental instruction, tutoring and content support
- Under loads during the season. I would argue that being unprepared is a disability here.
- 6 year guaranteed scholarships. It's going to take longer if we are honest.

Yes for full access is offering a real education to those who are here and those who have left without one. Yes to tell the NCAA that we will be in charge of education, because this is our business.

If we are not willing to say yes to this work, or if we decide it is simply impossible because of the NCAA rule book then our admissions standards should never deviate from the high standards that are already set. How many of you think that this must be the case? No deviation from admissions standards?

If we are going to deviate, which we already do, then we need to decide what our limitations are with real assessments, full disclosure and transparency. Our admissions committee should be made up of colleagues from the School of Education who are in the business of understanding K-12 competency tests and that are passionate about education. They should be uninterested and detached from the world of sports, game days, boosters and the blue zone. We do have people like that on this campus. They can, and will, make the right decisions about reading and other developmental classes if they were involved in this part of the discussion. I was over at the Friday Center last week with a group of literacy and learning experts from this community, because President Friday requested a literacy and poverty outreach program for all North Carolinians. That program is in the works. There is potential for a partnership there.

I spoke to a National group called Game Ready Moms last month; they are the mothers, the life force of our profit sport athletes. They invited me to talk about academic preparedness. I was honest about the gap in academic abilities (the gap that I wrote a thesis paper on and the story about how literacy is currency that I will never stop telling). That huge gap makes it impossible to earn a real, useful and legitimate college degree. I told the moms listening to push hard for a real education at the K-12 level and fight for access. We all agreed that as Moms we do not want our young men back at home with us, watching TV on our couches. No way! We want them to be independent, happy, proud and successful contributing members of society.

My data set from 2004-2012 paints a picture of underprepared athletes here at Carolina, but the late President Friday reminded me that the faces of athletes that I helped really tell the story behind those numbers. I talk a lot about English 100, because I sat in that class with our athletes for multiple semesters. I have seen the struggle and felt powerless at an institution that has one class to develop college readiness skills. What are the other 39 that lead to a degree? I can give you a small list of classes that my English 100 athletes take here at Carolina. Our English 100 athletes, who consist of those below the 470 Verbal SAT score, are still taking these classes today. The paper class system dried up, as we all know. This particular list of classes you will find on athletes' transcripts for the past several decades. Individually, just like the old independent study paper classes, these classes do not mean much at all when you find one or two of them on transcripts, but together, just like the eight, nine, eleven or twelve paper classes on a transcript, they do tell a story. They tell a story of the need to keep players eligible. Worksheets in the graduation division can tell this story as well. It is the difference in what the NCAA refers to as progress towards degree on a profit sport athlete transcript vs. a non-athlete or even an expenditure athlete for that matter. They look very different. Profit athletes are trending in the drama department now but during the summer the same classes, mainly electives, are repeated on

these transcripts over and over. This makes it clear that eligibility should be the major or course of study noted at the top of the worksheet.

EDUC 441, PORT 270 & 275, INLS 200, EXSS 260, DRAMA 116, DRAMA 115, DRAMA 160, DRAMA 135, EDUC 130 (in the last semester?) RECR 430

What do these classes have in common? Nothing really, but they are the classes that athletic advisors and learning specialists have directed our profit athletes, as well as other athletes, towards for decades. In all these classes, good grades are common place and I am familiar with the reasons why good grades are common for many of these classes. Some reasons for this are extremely logical, but others are not so clear. Today, we justify our admissions standards by success in these classes and in the recent past, the paper class system. However, actual academic abilities and actual learning outcomes are not measured and certainly not measured the same way that athletic abilities are measured on the playing field, or hardwood court, making athletics the priority and degrees something kept on the backburner. This is indeed creating a lack of access.

No SAT or ACT, no reading score, not even graduation rates, which are anything but worthy of a claim that this system works, can tell the story. We need to ask, where are these athletes today? What are they doing? And here, I am not talking about the 1% that go professional or the middle to upper-middle class family supported athletes, which is the great majority of our 800. I'm talking about the profit sport athletes holding Carolina degrees. How do they stack up? I have found a few of my athletes, football players recently, and I can tell you that their stories are heart wrenching. Two that I have been talking with graduated with Carolina degrees and neither made it to the pros. One of them played in a semi-professional league briefly but is now working for a window washing company, but previously was working the night shift at Target. The other is working a security job, a job that he said he could have gotten with a high school diploma. All workers and working people in our society are important. But, both these young men wanted to earn degrees in the field of their choice. One wanted to be an art teacher, the other wanted his own business. Once they were proud Tar Heels and part of our family and we had a chance to help them, but instead they helped us instead. Everett Glen of the National Sports Authority, previously a big time NFL agent and now a lawyer fighting for the rights of these young men, told me until we allow our athletes access and until we mentor them using people just like themselves, who look like them (which the overwhelming majority of us in this room do not), we are simply not telling the truth to ourselves, our athletes, our communities or our university systems.

We hear the term anecdotal evidence around here a lot. These claims can be refuted, because numbers can be used to tell a misleading story. In February, Malcolm Gladwell spoke at the University of Pennsylvania and he asked the question: How much evidence do we need? He was referring to concussions and football, but I ask how much evidence do we need to convince us that we have an academic issue on this campus with some of our admitted students? We have a national education crisis where 68% of our 8th graders are below proficiency in reading. The number here in NC is 66%, 200 years later and still such is the dearth. Low income students face even more academic challenges and the rate of children in poverty is rising. Frank Deford says that we don't like to look at ugly things, he told me on a phone call that administrators like yourselves from all over the country call (off the record,

of course) to confess about the academic cheating at institutions. He named some of them and even my jaw dropped. How can that be true?

We have the opportunity to change, but we must be honest about who can really decode, encode and reflect in writing what are in the textbooks we use to teach our students here. It is as simple as that. We must give every student admitted access to what this amazing University has to offer. All of our great majors, great programs, professional schools and absolutely amazing professors recognizing that each of us has different abilities, but the currency, literacy in this case, must be equalized as much as possible first. **Equity and access.** We are, after all, first and foremost in the business of education and not big time sport. Faculty should have access to an end of the year spreadsheet with data containing all profit sport athletes, and any other athlete who took English 100, with cumulative GPA's, hours of credit taken/earned and majors. It should also include aggregate data of the classes taken (50 in Drama 160, etc.), and advising actions (grade changes, retro drops, substitution course approval). Full transparency and disclosure is the only way to protect this university from the reoccurrence of academic fraud.

Right now we may have the greatest challenge and greatest opportunity that this university has ever faced. There are currently two bills headed to the congressional floor to reform the NCAA and one that I have been asked to support waiting in the wings. The curtain has been pulled back on the current college sport system, because it is simply unconstitutional. Players do not have basic civil rights and they are not getting an education. The contract or scholarship agreement is false and as Dr. Hildebrand reminds us, "Race is the whale swimming just below the surface." If our basketball and football players were all white and privileged like me, like most of us in this room, and like the majority of our expenditure sport athletes would this college system of sport be allowed to exist? Here at home, in Chapel Hill, the mission of this university is failing our unprepared and underprivileged profit athletes. We are failing them!

The only answer that I can see is one that worked back when this University was opened and that is to re-open an academy, remediate and give these talented young men access to the scholarship agreement that we provide. We need to send a message to the NCAA that they need our help to correct this system and as educators we will meet our students where they are bringing them along so they can fully participate in what this great university has to offer, which is a real public education for the people.