

The University of North Carolina at Chapel Hill
Faculty Athletics Committee
Minutes of Meeting: November 11, 2014

Present: **Committee Members:** Lissa Broome, Marc Cohen, Carol Folt, Paul Friga, Layna Mosley, Andy Perrin, Joy Renner, John Stephens, Kimberly, Strom-Gottfried, Deborah Stroman

Liaison from the Student-Athlete Advisory Council: Benton Moss

Advisors: Michelle Brown (Director for the Student-Athlete Academic Support Program), Bubba Cunningham (Director of Athletics)

Guests: Debbi Clarke (Provost's Working Group), Andrew Carter (News & Observer), Joel Curran (Vice Chancellor for Communications and Public Affairs), Karen Moon (UNC News Service), Laura Oleniacz (Durham Herald), Abigail Panter (Senior Associate Dean for Undergraduate Education, College of Arts and Sciences), Kyle Villemain (Student Body Vice President), two Daily Tar Heel staff members

I. Introductory Matters

Committee members and guests introduced themselves. The minutes from the October meeting will be approved by email vote. Professor Lissa Broome noted that the NCAA had released its most recent data on Graduation Success Rates (GSRs) and that this information was available on the NCAA's website, <https://web1.ncaa.org/GSRSearch/exec/homePage>. The data will be discussed in greater detail at an upcoming meeting.

II. Preparation

Content Experts. FAC members should ask the content experts for each area that is being monitored any questions that they would like the content experts to address this year. Professor Renner anticipates that the topic experts will meet with the individuals in units involved in the topic area to address the issues identified by the topic experts and raised in questions from FAC members. FAC members should submit their questions on the Sakai site under the folder for each content area. The content experts should let Professor Renner know when they are ready to review their topic with FAC.

Advising: Bev Foster and John Stephens

Academics: Deb Stroman and Layna Mosley

Admissions: Andy Perrin and Marc Cohen

Student-Athlete Experience: Paul Friga and Kimberly Strom-Gottfried

Advising. This topic area will be discussed at the December meeting by Professors Bev Foster and John Stephens. Some questions raised by FAC members relate to summer school

registration, upper-division advising in departments, and how our system of advising and academic support compares to that at other ACC schools. Debbi Clarke offered to share some information she has collected from Duke.

Student-Athlete Experience. Professors Paul Friga and Kimberly Strom-Gottfried will review this topic, which includes the focus group with SAAC members this spring and review of relevant results from the exit survey given to senior student-athletes.

Time Commitments. Professor Renner asked committee members to think about the data they wanted to review in relation to the committee's discussion of student-athlete time commitments. She hopes to have this discussion at the January meeting so information requests should be submitted as soon as possible so the information can be collected in advance of the discussion. The committee raised some initial questions:

- Could we get a time diary of the amount of time students spend on their athletic pursuits from several sports (not just revenue sports) that includes all time they spend in season and out-of-season and is not limited to those times that are considered "countable athletically related activities (CARA)" by the NCAA? In the out-of-season segment, how do student-athletes spend their extra time?
- In general, what is expected beyond the CARA time?
- How much flexibility is there in these time commitments?
- What is the physical recovery time needed for student-athletes after a strenuous practice or a game?
- Can we get information from class checkers about class attendance?
- How can we compare how student-athletes spend their time with how other students spend their time?
- What else will students do on their own time without prompting by the coach?
- How many classes are missed by team?
- What are the timelines for home games and away games? When do student-athletes need to be present for home contests?
- How much time is devoted to team community service activities? Are there ways to ensure that community service activities and the Baddour Leadership Academy do not separate student-athletes further from the general student body?
- Do black student-athletes have the time and support to participate in the Greek community?
- How are doctors' appointments and athletic training activities scheduled to minimize interference with class time?
- Do we have any data on the amount of time student-athletes can sleep? Is sleep time sacrificed because of their busy schedules?
- What are the summer commitments for student-athletes?
- How are disputes over time or conflicts in scheduling resolved?
- We should hear the perspective of coaches on these issues.
- How can coaches use travel opportunities for educational purposes, such as a visit to the Greensboro Civil Rights Museum; visits to Washington, D.C.?

- Professor Broome will post the most recent NCAA national survey results relating to time commitments of student-athletes (now Uploaded on Sakai under Reports, see pages 16-20 re time commitments).

III. Activity

Draft Process Document. A draft process document was distributed on Sakai (and is attached to the minutes). The process document was developed to guide the handling of issues brought to the attention of FAC. This process may also fall into a larger process identified by the Chancellor in the press conference following the release of the Wainstein Report, which is to establish an Ethics and Integrity Working Group “to ensure there are clear, consolidated and confidential channels through which people can raise their hand and share concerns.”

Professor Renner explained that an issue had been raised and run through this process. The issue involved Drama 115 and 116. Concerns were raised by an ASPSA tutor to the tutor coordinator in ASPSA. The tutor coordinator forwarded the tutor’s concerns to Dr. Michelle Brown, the Director of ASPSA. An initial meeting was held with the tutor, Dr. Brown, and Professor Broome to receive additional information from the tutor. Dean Abigail Panter and Professor Renner were consulted and based on that discussion additional information was gathered. A larger meeting was held to which the content experts from FAC’s Advising and Academics group were invited (Bev Foster and John Stephens, along with Marc Cohen from FAC who had a connection to the tutor involved). The tutor was at this meeting. Requests for additional information were made. Dean Abigail Panter has several items resulting from this process that she will be following up on in the spring semester.

This process took some time. But the committee agreed it was a good template. One concern expressed, however, was whether instructors who have student-athletes in classes might feel stigmatized by this process.

The written report for Request # 1 (November 2014) and the Drama 115/116 Review: Addendum are attached and were reviewed by the committee. The committee suggested that this report also be circulated to the Drama Department Chair and to the Athletics Director.

The Committee should keep a log of the issues that are put through this process, including when the resolution of the issue has been approved by FAC and reported back to the reporter of the issue. Similarly, if the issue is one that Dr. Brown resolves on her own through her role as ASPSA Director, she should log the issue and let FAC know about the issue raised and resolved.

IV. Comments by Chancellor Folt

Chancellor Folt praised the committee for its hard work at its meetings and in its efforts to communicate with faculty through listening sessions and regular updates at FAC. The Carolina Commitment website has also been an effective vehicle for communicating the University’s response to the AFAM issues. She noted that since 2010 and 2011, a number of processes have been put in place to deal with the underlying issues which allowed the AFAM issue to continue for so long.

V. Reports on Meetings with Teams and Coaches

John Stephens reported back from conversations he had with coaches from three of the four teams for which he is the liaison.

- All three teams are concerned that if the time commitments of our student-athletes are reduced vis-à-vis peer institutions, this will have a negative consequence on our ability to recruit elite student-athletes and upon our ability to be competitive.
- Field Hockey has students who would like to participate in the Entrepreneurship minor, but one of the required courses for the minor always conflicts with practice. Professor Renner reported that the chair and new instructor in the course are considering offering the class at alternative times.
- Men's Soccer expressed support for a fall and spring proposed competition schedule that has been proposed by a men's soccer coaches' group.

VI. Reports on Listening Sessions and Other Suggestions for Moving Forward

One issue that has been raised (in a letter to the editor of the DTH) is whether the composition of FAC should be altered to include more faculty from the College of Arts & Sciences. Professor Renner as committee chair is a member of the Nominating Committee and she described how she asked for nominees to help represent viewpoints she thought were missing from the FAC. For instance, she asked for a candidate from the English department who taught English 100 and Marc Cohen was subsequently nominated and elected. In addition, all nominees are encouraged to write a statement, that is available to the general faculty at the time of voting, about what they would contribute to the committee. It was noted that if the goal is those who teach undergraduates, then that should be made explicit since not all faculty from the College of Arts & Sciences are engaged in undergraduate teaching. Another issue raised was whether there should be more African-Americans on the committee.

Professor Andrew Perrin said he thought that FAC's charge should be revised to include oversight, instead of the committee functioning purely in an advisory capacity. Others noted that the committee needs resources to assist it in its charge, whether it is revised or not, so that it can appropriately follow up on issues brought to its attention.

Another concern expressed to the committee was that non-faculty members such as the Athletics Director and the Director of ASPSA should not participate in the committee because potential critiques of their actions by the committee might be stifled by their presence in committee meetings.

VII. Closed Session

The committee upon motion, second, and unanimous vote went into closed session to discuss a matter that is privileged or confidential. The committee returned to open session upon motion, second and unanimous vote, and engaged in the additional discussion detailed below.

VIII. Return to Open Session

After the committee returned to open session, Dr. Brown said she thought it was important for her to attend FAC meetings so she can provide information, understand concerns of the faculty, and help to fashion solutions through discussions with the committee about those concerns. Athletic Director Bubba Cunningham said he thought his attendance at the committee meetings was essential and he was aware of no other faculty athletics committee where the Athletic Director did not participate.

The meeting adjourned at 5:30.

The next meeting is December 11, 2014.

Minutes respectfully submitted by Lissa Broome

Attachments:

Request # 1 – November 2014

Drama 115/116 Review: Addendum – Fall 2014

Issue Review, Analysis, and Recommendations

Request #1 – November 2014

I. How concerns were raised

Tutor from the Academic Support Program for Student Athletes emailed ASPSA staff who forwarded the email to Michelle Brown regarding his concerns about student athlete enrollments in Drama 115 and 116

A meeting with the tutor and Lissa Broome and Michelle Brown helped develop the questions and concerns related to Drama 115 and Drama 116

II. Issues identified and information gaps

Meeting with Joy Renner, Chair of FAC, Lissa Broome, FAR, Michelle Brown, ASPSA Director, and Abigail Panter, Senior Associate Dean for Undergraduate Education

Issues

Advising - Are student athletes being steered toward taking both Drama 115 and Drama 116?

Academics – Is there overlap of course objectives or assignments in the two courses that raises concerns about distinct, original work products by students? Is there student athlete clustering in Drama 115 and 116? What are the grade comparisons between the student-athlete and non-student athlete populations?

Policy – Is it appropriate for students to be required to attend performances by Playmaker's Theater as part of a course?

Information requirements for analysis

Course syllabi – Source: Panter with Chair, Drama Department

Course enrollment data – Source: Office of Institutional Research and Assessment

Grade assignment data – Source: Office of Institutional Research and Assessment

Course syllabi and preliminary information shared in a meeting with FAC members Marc Cohen, John Stephens, and Beverly Foster with the reporting tutor to refine questions and data required.

III. Information provided

See attached enrollment and grade data and course review summary provided by Abigail Panter

Panter – Assigned committee with three faculty outside the Drama Department to review course syllabi. James Thompson, Associate Dean of Undergraduate Curricula, evaluated the

final paper assignments for all sections of both courses to determine if the assignments and purposes of the courses are sufficiently distinct.

IV. Assessment of the collected information – FAC members Cohen, Foster, Renner, Stephens, with Michelle Brown and Abigail Panter

Key findings: Five years of data provides a solid basis for answering the above questions
– Fall 2009 to Summer 2014

- a) Drama 115 fulfills the Visual and Performing Arts Approach; Drama 116 fulfills the Literary Arts Approach; neither is required for drama majors; there is some overlap of plays included in the courses depending on what plays are currently available that particular semester; Drama 115 and Drama 116 are large enrollment classes
- b) For FAC – course enrollment has not (or rarely) met the current University definition of clustering; see recommendations about clustering data collection in the note to the Senior Associate Dean below; the grade assignments for the student athletes compared to the general student population do not indicate a problem with student athletes receiving inflated grades; if in a review there are multiple flags, such as enrollment or grade variances that cannot be explained just by looking at the numbers, there should be a deeper review of enrollment or grade trends.

The average grades for non-athlete students were generally higher than the average grades of student athletes. There were two exceptions to this finding. In one instance of a section there was a general equivalence of grades by non-athlete students and student-athletes and in one section with 7 students, the student athlete had a higher grade than the other 6 students.

- c) For others –
 - i. Within the College of Arts and Science determine the appropriateness of mandatory course requirements related to the Playmaker's Theater.
 - ii. Senior Associate Dean, Arts and Sciences – look beyond the percentage of students in a course section who are student-athletes and consider “raw numbers” – may want to look at X as cut-off for appropriate monitoring about student-athletes' choices of courses/sections
 - iii. Education Policy Committee – consider reviewing the courses descriptions in the catalogue and the recent syllabi of different sections for the uniformity/differences among course objectives and assessment methods.

Recommendations:

Panter – follow-up in Spring Semester 2015 with department chair regarding the review of Drama 115 and 116 syllabi for consistency in learning objectives and outcomes for more consistency.

Panter – inform the College about questions related to appropriateness of the required play attendance at Playmaker’s Theater with regard to fairness and access.

FAC Chair - notify Chair, Educational Policy Committee regarding discussion for a review process of multiple sections of a course for consistency in learning objectives and outcomes.

May and Brown – AAP and ASPSA professional development session provided.

Report Notes:

Our balancing:

- a. Want to show all readers of this and subsequent *Issue Review, Analysis, and Recommendation* work who may wish to bring concerns to FAC that we understand the concern about protecting the identity (as needed) of those people connected to UNC, and
- b. Our goal to operate transparently and to share relevant information

People involved in information gathering:

- a. Initial conversation - intake – Michelle Brown and Lissa Broome
- b. Question development and initial information gathering – Michelle Brown, Lissa Broome, Joy Renner, and Abigail Panter
- c. Informal working group – FAC members available for certain parts of seeking answers to the questions - not all at each conversation, email or group discussion; allows for variety of discussion over period of information gathering
- d. Contacts with Michelle Brown and Abigail Panter, per initial questions and data needed
- e. Final review meeting – Marc Cohen, John Stephens, Beverly Foster, Joy Renner, Michelle Brown and Abigail Panter

Report distribution – For FAC discussion

Send to:

- a. Tutor who raised the concerns/questions
- b. Dean of College of Arts and Sciences
- c. Senior Associate Dean for Undergraduate Education, Arts and Sciences
- d. Director of ASPSA
- e. Provost
- f. Chancellor
- g. Chair of Faculty
- h. Athletics Director
- i. Chair, Department of Dramatic Art

Drama 115/116 Review: Addendum Fall 2014

1. **Have student athletes clustered in DRAM 115 or DRAM 116?**
 - Data Source: Office of Institutional Research and Assessment.
 - Data: Student enrollments for Drama 115 and Drama 116 over the last five years (Fall 2009 to Summer Session II 2014).
 - Note: In this analysis a student could appear more than once in the data file.
 - Definition: SA Clustering = Courses with 20% or more enrolled student athletes
 - Over the past five years there were 31 fall sections ($n = 5,322$ students), 40 spring sections ($n = 4,749$ students), and 19 summer sections ($n = 165$ students). Out of these 90 course sections, three instances of SA Clustering were identified (20%, 21%, 23%).

2. **What grades did student athletes (SA) and non-student athletes (NSA) receive for Drama 115, Drama 116, or both courses?**
 - Data Source: Office of Institutional Research and Assessment.
 - Data: Grades for students who took either (a) Drama 115; (b) Drama 116; or (c) both courses over the last five years (Fall 2009 to Summer Session II 2014).
 - Note. In this analysis a student could appear only once in the data file.
 - Findings:
 - SA
 - 28% took Drama 115 with a mean grade of 2.55;
 - 50% took Drama 116 with a mean grade of 2.57;
 - 22% took both courses with a mean grade of 2.16.
 - NSA
 - 45% took Drama 115 with a mean grade of 3.14;
 - 40% took Drama 116 with a mean grade of 3.20;
 - 15% took both courses with a mean grade of 3.17.
 - Second Look at SA Clustering
 - There was not evidence for SA Clustering (20% or more of SA enrollments). SAs were 5.8% of the enrollments in Drama 115; 10.9% of the enrollments in Drama 116; 12.6% of the enrollments in both Drama 115 and 116.

3. **Is DRAM 115 or DRAM 116 required for drama majors?** No, neither course is required for a drama major. DRAM 120 (Play Analysis) is a required course (i.e., first course in the sequence).

4. **What are the topics and structures of the final papers? Are they distinct or the same?** The chair of Drama 115/116 Review (Professor James Thompson, Associate Dean of Undergraduate Curricula) evaluated the final paper assignments for all sections of Drama 115 and Drama 116. He concluded that the final paper assignments across the two courses (115 and 116) were appropriate for the purpose of each course and sufficiently distinct.

5. **For DRAM 115: There are three sections, three instructors and no common course objectives. There should be more uniformity among sections.** Senior Associate Dean Abigail Panter will follow up with the chair of Drama to discuss the importance of specifying learning outcomes on the syllabus as suggested by Faculty Council Resolution 2012-11: On Minimum Requirements for Course Syllabi, http://faccoun.unc.edu/wp-content/uploads/2012/10/Res2012-11OnSyllabusGuidelines_v1.pdf. The feasibility of using common learning outcomes across sections will be explored.
6. **Students need to pay for performances. Is there an option that allows students to see the performance if they cannot afford it?** According to Professor Adam Versenyi (chair of Drama), students use privilege cards to pay for performances. Students who receive book scholarships receive these cards for free. Students who cannot afford the plays let their instructor know, and another arrangements can be made (e.g., ushering for the performance).
7. **To what extent is student attendance in DRAM 115 and DRAM 116 supporting Playmakers?** Playmakers Interim Managing Director Michelle Weathers and Interim General Manager Tim Scales report that the 2013-2014 Playmakers' was \$1,014,569. Privilege cards account for \$35,649 or 3.5% of total revenue. These totals do not deviate greatly from year to year.