Academic integrity is the cornerstone of the university and some events of this past year have hit at this cornerstone. You haven’t heard a great deal from the faculty because, as academicians we are trained and profess to our students the importance of process, and being methodical and analytical in reaching conclusions and decisions; as we teach our students, careful and thorough analysis is important — and takes time. Indeed, critical thinking is central to our mission as educators, researchers, and leaders. A rush to judgment could not only lead to actions that are ultimately detrimental to this mission, but such a rush is antithetical to what we stand for. We have used this same approach in handling these recent events. We also want to give our support to the Chancellor and his administration to address the issues.

Further, and equally important, we want to be respectful and sensitive to what our colleagues in the African and Afro American Studies Department are going through. They have shown remarkable courage in dealing with all of this. We are firm in our commitment to the Department as a vital unit in the University and we will continue to give our support to our colleagues in the Department and especially to Professor Eunice Sahle who has taken on the position of Chair.

Following release of the reports on independent studies and the African and Afro-American Studies Department, a number of faculty wanted to insure that these reports fully explored all relevant issues. The FEC contemplated how to respond. With the support of the Chancellor, on May 14th I appointed a three-member subcommittee to examine the reviews in response to impassioned feedback from concerned faculty. The subcommittee is completing its draft for discussion with the full FEC, and I have been discussing it with the Chancellor.
The subcommittee was charged to:

1. Review all reports relevant to this situation, including the review of courses in African and Afro-American Studies, the report on Independent Studies in the College, and the 2011 review of the Academic Support Program for Student Athletes (ASPSA), and meet with the authors of those reports to discuss their processes and findings. Review other relevant materials and summarize and characterize the work that has already been done, including new procedures or policies already put in place.

2. Based upon this review and taking into account questions that have been raised, identify questions or gaps in knowledge that remain regarding events, systems, practices, or structures that might have allowed or facilitated the troubling breaches of academic integrity. The committee should focus in particular on those matters that have not been sufficiently addressed by procedures and policies already put into place.

3. Create a plan for next steps. Look at what is necessary and feasible to investigate further in order to respond to the unanswered questions; and make recommendations for other actions that need to be taken to reassure faculty and our community that we fully understand the problem, and that appropriate safeguards are already or will be put in place to ensure the integrity of our academic offering to students and our academic standards going forward.

Between May 21 and June 26, 2012, the special sub-committee met with thirty-one individuals from across the university, including the authors of the reports, the Chancellor, the dean of the college of arts and sciences, the dean of the summer school, the director of athletics, the head football coach, a variety of faculty, and advisors in both the Loudermilk Center and Steele Building. The
special subcommittee sets forth its history, procedures, findings of fact, and recommendations. In its work so far, the committee has found no fault with, or errors in any of the official reports reviewed, and will propose various recommendations.

One of the recommendations that has caught the attention of the Chancellor is for the Chancellor to appoint an entity consisting of distinguished individuals from outside the University that will provide an independent, comprehensive analysis of the complicated relationship between athletics and academics at UNC, and propose recommendations for its management.

We believe that this and other recommendations will help the University to assure no repetition of the circumstances that prompted the appointment of this subcommittee. We also remain confident that the University administration is committed to addressing the issues arising from its goals of ensuring excellence in 28 Division I athletic programs and its academic mission.

The purpose of the subcommittee’s work was not to find fault with, or criticize, any of the officials who have investigated the academic misconduct that has troubled this campus for more than a year. Instead, the subcommittee wanted to focus attention on several issues that we believe still confront the University pertaining to the complicated relationship between our commitments to excellence in our athletic programs and our standing as one of the nation's premier academic institutions.
No doubt, grappling with these issues will not be easy. But, we believe that the University should give careful consideration to best practices at peer institutions addressing similar issues and, based on that analysis, devise significant steps to fulfill the University’s commitments in athletics and to protect its academic mission.

I have spent nearly my whole life involved in sports as a child with 11 siblings [5 brothers], a student athlete at UCLA, a Head Basketball Coach at a University, a Senior Women’s Administrator at a University, an Academic Counselor here at UNC, as a founding member of the International Association for Philosophy in Sport and a past president, as a founding member of the NCAA Scholarly Colloquium Committee, and the education outreach coordinator for USADA [US Anti-Doping Agency].

For the past 35 years, my academic research and teaching have focused on ethics in sports, and I have given lectures that address some of the very issues we are facing. Why? Because sports aren’t just about people getting together to have fun. They are played at all levels as a means of developing and demonstrating excellence. As such they play a morally significant role in our society. They dramatize our virtues and vices, tell us what we condone and what we condemn; and more than just reflecting society, they affect and shape our society and the units within it. Our problems are not unique--but with the faculty and resources on this campus, and with the support of the administration, we do have the opportunity to be in the forefront of handling the problems properly; we must seize upon this, because whether in sports, academics, or life:

**The death of ethics is the sabotage of excellence.**