

The University of North Carolina at Chapel Hill
Faculty Athletics Committee
Minutes of Meeting: January 8, 2013

Present: **Committee Members:** Lissa Broome, Beverly Foster, Eugene Orringer, Barbara Osborne, Eileen Parsons, Andy Perrin, Joy Renner, John Stephens, Holden Thorp

Athletic Department Personnel: Bubba Cunningham, Vince Ille

Other Advisors: Harold Woodard

Guests: Melvin Backman (DTH), Andrew Carter (News & Observer), Steve Farmer (Admissions), Deborah Stroman (Exercise and Sport Science)

I. Preliminary Matters

Committee members and guests introduced themselves. The minutes from the December meeting were approved with the correction that the references to Tier 1 will be changed to Level 1 for consistency.

II. Information from the Athletics Director

Athletic Director Bubba Cunningham announced that the Athletic Department's Strategic Plan would be rolled out on January 9. It was suggested that he consider providing additional detail on the plan to interested committee members from 4:00 to 4:30 preceding the February FAC meeting and that he consider asking for time to outline the highlights of the plan at an upcoming Faculty Council meeting.

III. Needs and Follow-up from the FAC Chair

Joy Renner reported on the ASPSA Director search. The search committee has a meeting scheduled later in January to discuss the three candidates and their strengths and weaknesses. FAC members have had an opportunity to meet with each candidate during the campus interview process. Professor Renner is waiting until the new ASPSA director is in place to discuss further with the director the suggestion from FAC to consider establishing departmental contacts for student-athletes and recruits through the Directors of Undergraduate Studies.

The faculty informational video is under construction. Professor Renner previewed the topics for upcoming FAC meetings:

February – Advising (Eileen Parsons distributed two documents to be reviewed prior to the next FAC meeting at which Lee May, a counselor from Steele Building, will also be present to discuss the role of Academic Advisors)

March – Advising and Academics (including academic support, reports on majors, and academic metrics used in the Athletic Department’s strategic plan)

April – Policies, Procedures, and Operations

The group headed by Hunter Rawlings will begin its discussions when the campus reviews are completed. The discussion will broadly consider the role of intercollegiate athletics.

Professor Renner is providing a monthly update on the activities of FAC at the Faculty Council meetings. At the December meeting, she updated Faculty Council on the FAC activities during its Fall 2012 meetings and presented three questions that had been raised from the Athletics Reform Group (ARG). The first question related to the use of the term “student-athlete.” Professor Renner said that FAC will not address this question since it is a national topic. The second question related to the composition of FAC and whether there should be a requirement that FAC members all teach undergraduates. It was noted that the FAC’s representative to the nominating committee has always been asked by the committee to emphasize this criteria in nominating members to the committee, that many people currently on the committee teach undergraduates including some whose appointment is in a professional school, that the issues FAC considers are not restricted to undergraduate teaching, and that at the end of the day it is the faculty that elect the FAC members from a slate of diverse candidates.

The third issue identified by the ARG was generally related to the time demands on student-athletes and how the NCAA defined “countable athletically related activities” in its limit of 20 hours per week of such activities during the playing season and 8 hours per week of such activities outside of the playing season. A slide setting forth examples of countable and non-countable activities was distributed to FAC and this slide is part of training presented to all student-athletes by the Athletic Department’s Compliance Office. This topic resulted in a broad-ranging discussion regarding time demands faced by students who participate in extracurricular activities other than intercollegiate athletics, the possible burden presented by student-athletes who enter college less well-prepared than other students in the classroom and whether this might be related to the time demands of athletics. Professor Renner concluded this exchange by asking how we can ensure that discussion about athletics is collaborative rather than adversarial so that communication among all relevant groups will be fostered and enhanced.

IV. Admissions

Steve Farmer resumed a discussion of admissions issues related to student-athletes. It was noted that University of North Carolina System’s Minimum Admissions Requirements (MAR) are increasing for students entering in Fall 2013. The minimum high school GPA will increase from 2.3 to 2.5 and the minimum SAT will increase from 750 to 800. Some students are also reported as exceptions because they fail to meet the Minimum Course Requirements (MCR). The Chancellor has to sign off on any student admitted who is MAR or MCR deficient.

Steve Farmer asked FAC to consider what measures matter in measuring student success. Should it be graduation rate? GPA? He also focused that the emphasis on the number of Level 1

students is misplaced; we should be considering how we can move forward with the entire group of student-athletes admitted to UNC.

VII. Closed Session

Pursuant to a motion by Lissa Broome in accordance with N.C. Gen. Stat. § 143-318.11, the committee went into closed session to prevent the disclosure of privileged or confidential information. That motion was seconded and approved. Visitors to the committee (other than Steve Farmer) left the room and the committee proceeded in its closed session discussing confidential issues related to specific students, their credentials at admission, and their subsequent academic performance at the University.

At the conclusion of the committee's discussion (at which no action was taken), Lissa Broome moved that the committee conclude its closed session and move into open session. That motion was seconded and approved.

VIII. The Martin Report and the Baker Tilly Report

Joy Renner encouraged the committee to review the reports posted on <http://academicreview.unc.edu> with an eye to what they might suggest for monitoring mechanisms and strategies moving forward.

The meeting adjourned at 6:10 p.m.

The next meeting is February 5, 2013.

Minutes respectfully submitted by Lissa Broome

Attachments:

Reports pertaining to Academics and Athletics: Academic Advising Aspects
Academic Advising Program Personnel; ASPSA Personnel
Carolina Compliance – Countable Athletically Related Activities

Reports pertaining to Academics and Athletics: Academic Advising Aspects

General Characterization of Advising	
1988 Study of Academic Environment for Athlete-Students (SAEAS)	(1) Assigned academic advisor as part of the General College during the first two years of study; (2) Assigned academic advisor in third year of study and beyond in the college or school in which the students' major resides and faculty advisor in student major; (3) "Complementary to that, athlete-students also have access to the staff of ASP who will provide ongoing advice and counsel regarding a course choice, degree programs, etc." (p. 4).
1995 NCAA Self-Study	none
2005 NCAA Self-Study	(1)Assigned advisors in the General College during first two years; (2) Assigned advisors in their major academic department after declaration of major;(3) "In addition, student-athletes have athletics academic counselors in the Academic Support Program who work jointly with the campus advising staff to coordinate advising and registration processes" (p. 62).
2011 Academic Support Program for Student-Athletes (ASPSA) Report	"As with all undergraduate students at Carolina, the primary academic advisor in Steele Building is assigned based on intended major, along with secondary advisors (in their major departments, for their minors and related activities)" (p. 3).
2012 Faculty Executive Committee	<p>"The ratio of students to Steele Building advisors is over 500 to 1, about twice the national average (according to Dean Owen); thus it seems unlikely that every student can meet with an advisor in every semester, and in any event only first year students are required to have an advisor sign off on their classes. We are concerned that this makes it nearly impossible for student-athletes to receive personalized attention their complicated schedules demand, and that all students are unlikely to receive even a minimal level of assistance.... We heard different accounts about who could actually sign off on student forms—or indeed, if any oversight after the first year is even required. We also learned that a student can have a Loudermilk counselor register him/her for classes—but the student has to sign off" (p. 5).</p> <p>"For some counselors, by their own reports, paper forms are still the medium of choice. We also learned that the online registration system is cumbersome and difficult for students to navigate. There also appears to be some confusion by counselors as to whether summer school courses are a regular part of the worksheet for Steele Building advisors" (p. 6).</p>
2012 Governor Martin Report	<p>"Each student at the University (including student-athletes) is assigned an academic advisor to assist in planning his/her academic career....On average, each academic advisor is responsible for 598 students at the University, and the level of interaction and involvement with each student can vary widely" (p. 21)</p> <p>"University students are assigned an academic advisor who is responsible for working with students to discuss and evaluate that student's academic course load...." (p. 23).</p>
Role of Academic Advisor	
2012 Faculty Executive Committee	"...all subcommittee members have been struck by the potential confusion of roles of academic counselors in the Loudermilk Center...and the academic advisors in Steele Building" (p. 5).
2012 Governor Martin Report	<p>"Advisors' roles include meeting with students to discuss their desired academic path (e.g., major or field of study), progress, and specific scheduling for each academic term" (p. 21).</p> <p>Advisors often work with students to select the number and type of courses in which to enroll for an upcoming term</p>

Role of Academic Counselor	
1988 SAEAS	“that the individual athlete-student receives proper guidance regarding class registrations and selection of degree programs, and enters into University career planning and placement programs” (p. 6).
1995 NCAA Self-Study	“provide academic counseling, discussion of study strategies, referrals to other academic services, and guidance through University processes and procedures such as pre-registration, dropping/ adding courses or withdrawing from courses” (p. 9).
2005 NCAA Self-Study	“The Academic Support Program staff may assist student-athletes in registering for their courses, if, on the date they are scheduled to register, they are competing or traveling for official NCAA-related events. This does not include team practices or special activities. The Academic Support Program’s counselors offer academic counseling in the areas of course selection, class scheduling, and degree program assistance to all student-athletes” (p. 62).
2011 ASPSA Report	“The professional staff in the ASPSA has related responsibilities [to academic advising] to document academic progress for NCAA compliance purposes, but this responsibility is distinct from that provided by the primary academic advisor” (p. 3).
2012 Faculty Executive Committee	“...all subcommittee members have been struck by the potential confusion of roles of academic counselors in the Loudermilk Center...and the academic advisors in Steele Building.... From some, we heard that the main role of Loudermilk counselors is to ensure compliance with NCAA eligibility requirements and progress towards degrees.... The location of Loudermilk Center, its convenient hours for athletes, and its much higher staff to student ratio make it difficult to imagine that athletes would feel encouraged to use Steele Building staff for their academic advising needs” (p. 5).
2012 Governor Martin Report	“ASPSA employees are assigned to a group of student-athletes ‘to assist in exploring their interests and abilities, enjoying a broad educational experience, and reaching or exceeding their academic goals.’ Academic Counselors strive to form relationships with the various academic departments to understand the nature of each course offered and the related academic requirements in order to inform their work with their portfolio of student-athletes. While Academic Counselors are not the student-athletes’ official academic advisor, they do often work with their assigned student-athletes in considering potential courses to take in each term, focusing on factors such as balancing section times with practice requirements, maintaining NCAA progress toward degree requirements, and matching course load with students’ abilities” (p. 21)
Advising-related Recommendations	
2011 ASPSA Report	<p>Develop a clear and shared vision for the academic development and success of student-athletes that reflects the University’s goals of degree completion, development of academic skills, attainment of learning goals, and the realization of student’s academic potential. The vision may involve policy around academic expectations that subsequently inform decisions about student-athletes and the development of completion-to-degree plans and individualized academic development plans which span four or more years but evolve with the student-athlete’s progress.</p> <p>Collaborate with other campus units serving undergraduates. Collaborations should result in a system or network of support that supplements ASPSA services.</p>
2012 Faculty Executive Committee	<p>“Every student should have an academic advisor in Steele Building sign off on courses every semester. ... Academic advising should be done in Steele and okayed by Loudermilk” (p. 10).</p> <p>“We encourage greater resources be put into both athletic counselors and academic advisors.” (p.10)</p>

Advising Topics not addressed in reports: (1) Priority Registration, (2) Recent actions

Academic Advising Program Personnel

The Academic Advising Program in Steele Building serves nearly 16,000 undergraduate students in the College of Arts and Sciences (including the General College) through their four years of study, from orientation to graduation. The 60 member staff includes 26 full-time academic advisors, 24 part-time faculty members, and nine administrative and support personnel. These advisors help students navigate the undergraduate curriculum, understand academic policies and procedures, investigate opportunities, and utilize resources so that they can make the most of the Carolina experience. They assist students with all aspects of their academic planning while providing a foundation for appropriate academic decisions throughout their undergraduate studies.

To guide undergraduates in all aspects of their academic planning, they help students:

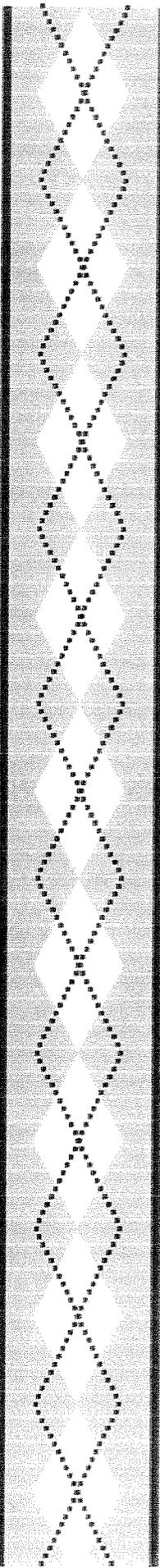
- Choose appropriate courses throughout their academic career beginning with orientation the summer before matriculation;
- Identify, declare, and progress through appropriate majors and minors;
- Follow academic policies and procedures including course drop/add policies, requesting examination excuses, registration completion, and appeals for academic exceptions due to extenuating circumstances;
- Maintain required academic eligibility standards,
- Make timely progress toward graduation and have their requirements verified in order to receive a baccalaureate degree, and
- Seek out referrals to campus departments and organizations in order to contribute to their academic success.

ASPSA Personnel

ASPSA serves all of the approximately 800 student-athletes at UNC-Chapel Hill. The program has a permanent staff of fourteen: a director, four associate directors, a learning specialist, a reading, writing and learning specialist, five academic counselors, a tutoring coordinator, and an office manager. In addition, it employs ten part-time learning assistants and nearly fifty part-time tutors who, together with the academic counselors, provide front-line student services. The academic counselors are generally assigned team-by-team but can also work across teams with particular groups of students. Occasionally, academic counselors travel with teams to monitor study tables on the road.

To guide student-athletes they

- Provide academic coaching including study skills, time management and organizational skills throughout their college career and, at the beginning of it aid their transition into college.
- Assist student-athletes in choosing a balanced schedule, helping them manage all the demands of classes and studying, maintaining NCAA compliance standards, practicing, and competing.
- Review worksheets with students during registration periods every semester, to reinforce information provided by academic advisers and to educate students on NCAA and institutional eligibility requirements.
- Monitor academic progress in the classroom, usually during weekly meetings with their assigned students; discuss students' current status, review early warning, class attendance, and grade reports.
- Provide detailed, weekly reports to coaches, conduct and attend team meetings, compile semester grade/eligibility reports and assist with the preparation of each team's Academic Progress Rate (APR) and Graduation Success Rate (GSR).
- Oversee the work of tutors and learning assistants and supervise evening study table in the Loudermilk Center on a rotating basis.
- Meet with students and their families during the recruiting process.



CAROLINA COMPLIANCE

COUNTABLE ATHLETICALLY RELATED ACTIVITIES

The NCAA divides every sport's season into two distinct segments:

During the Playing Season

20 hours per week
No more than 4 hours per day
One required day off per week

Outside of the Playing Season

8 hours per week
No more than 2 hours of skill instruction
Two required days off per week

NCAA rules also distinguish between countable and non-countable activities.
Some required activities may not be countable!

Countable Activities

Competition**
Practice
Film Review
Meetings
Weights and Conditioning

Non-Countable Activities

Team Travel
Medical Rehabilitation
Study Hall
Leadership Academy
Community Service

**Competition days count as 3 hours, regardless of the actual time spent on activities that day.

If you have any questions or concerns, please contact the Compliance Office at 962-6000.

