

The University of North Carolina at Chapel Hill
Faculty Athletics Committee
Minutes of Meeting: April 14, 2015

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

Guests: Mona Bazzaz (Daily Tar Heel), Debbi Clarke (Provost’s Working Group), Chris Faison (CCSAC – Minority Male Mentoring & Engagement), Karen Moon (Communications and Public Affairs), Zac Selmon (Department of Athletics)

I. Preparation

Minutes. The minutes from the March meeting were approved. Lissa Broome will merge the approved minutes with the attachments related to those minutes and post on the Sakai site as approved minutes.

Working Group Feedback. Joy Renner will post on the Sakai site updated processes from the Student-Athlete Academic Initiative Working Group. FAC members should review these documents and provide comments to Debbi Clarke.

SAAC Representative. The Student-Athlete Advisory Council will select another representative to replace Benton Moss, who is graduating, as the representative to FAC for the 2015-16 academic year.

II. Remarks from Chancellor Folt

Chancellor Folt noted that the NCAA and SACS reviews are still ongoing. She plans to announce a committee soon to help design an integrity portal where members of the University community may voice concerns they have on a variety of topics.

III. Student-Athlete Experience

Kim Strom-Gottfried reviewed the summary of the March 18, 2015, focus group discussions with the SAAC. This summary is attached and contains specific recommendations in several areas of focus. These areas and the recommendations, along with any additional discussion in FAC, are set forth below.

Academic Experience at UNC.

Recommendations:

- Facilitate more short-term study abroad opportunities
- Have a 9th semester available

- Don't allow competitions or additional/intense practice obligations during finals

Additional discussion points:

- The Business School may have a successful model for shorter international programs

Relationships with Faculty.

Recommendations:

- "Invite a Prof to Practice" initiatives are a great way to break down barriers and develop empathy for the experiences of SAs
- Have travel letters issued electronically, preferably not by the SA

Additional discussion points:

- Accessibility Resources (Tiffany Bailey) provides faculty letters online. This may avoid embarrassment by the student or inconvenience to the faculty member receiving the letter before or after class. Michelle Brown will discuss further with Tiffany. On the other hand, we want student-athletes to take responsibility for this.

Coaches' Support for Academics.

Recommendations:

- None

Experiences with ASPSA and Academic Advising Program.

Recommendations:

- Be sure to transmit positive and negative feedback to ASPSA and AAP staff

Additional discussion points:

- Consider how students can provide feedback on performance of ASPSA and AAP staff in addition to their feedback on ASPSA tutors.

Academic Dishonesty.

Recommendations:

- Have presentations focused on study skills, but also on "scared straight" accounts by students who have been before the Honor Court

Additional discussion points:

- This is a problem across the student body

Necessary Support?

Recommendations:

- Increase visibility/capacity of sports psychologist who is very helpful on a range of issues for those who know and use him

Additional discussion points:

- SAs also need to know about other resources that are not connected to the team and available on campus

Team Climate.

Recommendations:

- Examine issues mentioned regarding some teams and coaches and discuss with the AD

Resolving Problematic Incidents.

Recommendations:

- Scandals at other schools are instructive (cautionary tales)
- Better/clearer guidance about resources available when SAs need them

UNC Experience.

Recommendations:

- Have student-athletes evaluate ASPSA advisors
- Allow a 5th year
- Encourage more variability in class times, opening up majors or prerequisites that are now “closed” to student-athletes because of practice schedules
- Increase latitude further in early registration
- Support/recognize ALL teams – big/small, M/F, revenue/non-revenue

Additional discussion points:

- On campus parking was listed as an issue for students trying to attend practice. Some SAs thought there might be a disparity in how this issue was handled between revenue and non-revenue SAs
- Explore how often diving travels to Greensboro to practice
- A fifth year or ninth semester is being explored by the Working group. One issue is whether this is a redshirt year or a 5th year after athletic eligibility is exhausted. This is counter to UNC policy which pushes students to graduate in four years.
- More information about the timing of classes should be forthcoming from the SA exit surveys. Professor Perrin expressed some concern that similar information is not available from non-SAs about class time concerns and that any efforts we make on behalf of SAs might lead to more differentiation between SAs and non-SAs.

Before the next meeting of FAC Professors Friga and Strom-Gottfried agreed to circulate a poll to FAC members to help prioritize these recommendations and advise the Chancellor. The goal may be to prepare a written report that highlights the positive things we heard in the focus groups and list our recommendations for the future. These items will not necessarily constitute the committee’s work plan for next year.

Professors Strom-Gottfried and Friga hope to receive soon the portions of the Exit Survey related to issues of concern to FAC. This survey is administered by Athletics to student-athletes who have exhausted their eligibility to compete.

IV. Admissions – Closed Session

It was moved, seconded, and passed that the committee go into closed session pursuant to N.C. Gen. Stat. § 143-318.11. The committee reviewed protected information about the academic performance of certain students and sub-groups of students. In addition, Chancellor Folt

discussed efforts to ensure compliance with some NCAA rules not related to admissions. It was moved, seconded, and passed that the committee return to open session.

V. Admissions – Open Session

The committee engaged in a wide-ranging discussion about how to review the performance of student-athletes, particularly those admitted through the Special Talent Committee process.

Groups whose performance could be compared to those SAs admitted through the Special Talent Committee process.

- First generation college students
- Nonwhite male students (versus nonwhite male SAs)
- Covenant students
- Participation in honors programs (SAs versus students)

How to define success at Carolina.

- Graduation
- Retention
- GPA – over time and not just first-year GPA
- Lack of honor court issues

How to determine if a SA applicant has “grit” and desire to be a successful student (in addition to athlete) at UNC.

- Parents attended (or not) college
- Interest in earning a degree
- Has an interest in a specific major
- Attitude towards learning
- Letters from and discussion with high school counselors and teachers
- Face-to-face meetings with admissions, ASPSA, faculty
- Motivation as evidenced by hard work in athletics and in academics
- Learn from Cynthia Demetriou and her insights as UNC’s retention coordinator
- Learn from the military which has tools to evaluate motivation of high school aged students

Professors Cohen and Perrin agreed to consider this discussion as they clarify what FAC is trying to learn and what data would be helpful to inform that learning.

VI. Time/Commitments Discussion Input

Professor Renner explained that a survey instrument designed by Benton Moss will be put into a Qualtrix survey and distributed to student-athletes through an email from their academic counselor (since they usually open those emails). Professor Renner will check to see if this survey requires IRB review.

VII. COIA Memo and House Bill Related to Intercollegiate Athletics

The committee briefly discussed a request from the Coalition on Intercollegiate Athletics (COIA) to endorse a bill pending the U.S. House of Representatives that calls for a blue ribbon Presidential Commission “to identify and examine issues of national concern related to the conduct of intercollegiate athletics and to make recommendations for the resolution of such issues.”

The committee agreed that such an effort was premature, given recent changes to NCAA governance (autonomy conferences) and pending litigation. Professor Renner will respond to COIA that we are comfortable with our campus, conference, and NCAA examinations of reforms related to intercollegiate athletics. She will copy Faculty Chair Bruce Cairns on our response.

VIII. Academics

Clustering. Professor Mosley asked why we should care about clustering. A cluster may mean the class is less rigorous, biased in favor of student-athletes, and perhaps clustering could affect the culture in the classroom. Professor Layna Mosley reported that the FAC Academics members were informally added to this review process last year. The review includes the Senior Associate Dean for Undergraduate Education in the College, the FAR, and the Registrar. The review process also feeds into an annual report that is now required by the UNC General Administration. The GA threshold for a cluster of student-athletes is 25% of enrollment. Our internal review uses 20% for regular term courses and 30% for summer school courses. In fall 2014, there were 97 courses that exceeded the relevant threshold. The Senior Associate Dean follows up by asking the department chair for any courses that exceed out threshold whether the course meets regularly and has an appropriate syllabus. In addition, the group reviews grade distributions in the clustered classes. The GA guidelines suggest three prongs for review and analysis:

- (1) Analyzing the grade distribution between student-athletes and non-student-athletes in flagged sections.
- (2) Analyzing the grade distribution between flagged sections and non-flagged sections of same course.
- (3) Reviewing the transcript of any student-athlete who enrolls in three or more flagged sections per academic year (including summers).

FAC concluded that the three levels of review outlined by GA may be the appropriate and sufficient level of review so that it may not be necessary for Dean Panter to call department chairs unless this three-level review detects an issue. FAC is comfortable with the review group going forward with the next steps.

Majors. Professor Mosley discussed the 1st and 2nd majors of junior level student-athletes as of the fall census date. Changes in majors over time were also reviewed. The percentage of majors in Business Administration has increased and the percentage in Communication Studies majors has decreased. Professor Renner will notify Dean Panter of the decrease in Communications Studies. The Business School increase may potentially be influenced by several practices in that

school: all classes are recorded, classes are offered at different times, students may feel appreciated, the curriculum and its emphasis on experiential learning may be of interest. It was also noted that admissions standards to Kenan-Flagler are, however, high. The number of AAAD majors has declined dramatically. There are only 17 AAAD majors from the student body.

Missed classes. Professor Mosley discussed data that she had obtained from each sport's program about the number of classes missed for competition. She noted some issues regarding standardization of reporting:

- Does it include ACC Championships (in some sports all teams compete; in others, only the highest ranked teams)?
- Does it include NCAA Championship play? This cannot be included in advance. Would a look at the prior year's actual travel, factoring in all post-season play, be a better picture for FAC?
- Do teams include time that must be missed from classes to accommodate home competitions? It appears that Men's Lacrosse may be the only team that has included missed class time for this reason, but it is likely that other teams might miss class too (unless their established practice times overlap with any time needed for home competitions). Men's Lacrosse practices in the mornings so its students are more likely to be regularly enrolled in afternoon classes that might conflict with home competitions.
- Do teams include time that might need to be missed at the end of a day to travel to an away competition site? Again, a retrospective look at this will yield the greatest accuracy in actual time spent.

Complete Carolina. Thirty-four former student-athletes have initially expressed interest in Complete Carolina. Four former students are currently enrolled and over a dozen others have met the minimum requirements to return to UNC to complete their education. These students have been referred to the Academic Advisors working with student-athletes to design their programs. The other former students expressing interest did not leave UNC academically eligible and must work to restore their eligibility to be considered for Complete Carolina. Challenges to students seeking to finish their UNC degrees through this program include:

- No online application
- Students may not receive aid from UNC to attend another institution that might be more convenient for them
- UNC requires that the last 30 hours needed for a UNC degree must be taken in residence at UNC

The Athletics Department is hoping to help bring about national change so that scholarship support may be provided for former student-athletes to attend other institutions or enroll online through other institutions that have extensive online education programs.

Financial Education for Student-Athletes. Currently, Wells Fargo (a UNC Athletics sponsor) provides optional financial education for second year student-athletes. The committee expressed a number of different ideas that might be considered in the light of this ongoing program. In particular, students receiving athletics aid will now also receive "cost of attendance" making this education even more important.

- How many student-athletes participate? If the program were online, could it be offered to all UNC students and not just to student-athletes?
- Is an *optional* program addressing the students who need this training the most?
- Does the program meet students where they are?
- How do we measure the efficacy of the program?
- What feedback have we received about the program from student-athletes? Cricket Lane reported that SAs are positive about the program.
- If this is made mandatory, how does that square with our concern about expanding time commitments for SAs?
- Should there be online modules that must be completed before a SA may receive a check?
- Can payments be directly deposited to a savings account?

The meeting adjourned at 6:00.

The next meeting is May 5 from 3:30 to 5:30.

Minutes respectfully submitted by Lissa Broome

Attachments

SAAC Focus Group Summary
Admissions Questions
COIA Request
BILLS – HR 275
GA Guidelines on Clustering Review
Majors Summary Fall 2014
Majors Data All Fall 2014
Class Misses 2014-2015

Summary, SAAC Focus Groups with FAC – March 18, 2015

(Compilation of the notes from all FAC group facilitators is available on the FAC Sakai site under April meeting materials)

Academic Experience at UNC

Themes

It is hard to get international experiences

Some majors and coaches try to make the scheduling work, but often the SA is left in the middle, not wanting to disappoint, or ask accommodations from, either party.

Time demands require good planning and self-discipline

Recommendations

Facilitate more short-term study abroad opportunities

Have a 9th semester available

Don't allow competitions or additional/intense practice obligations during finals.

Relationships with Faculty

Themes

Travel letters and checkers (more the former) are stigmatizing and create distance between faculty and SAs at the start of the relationship.

When exams are missed, some faculty use it for an allowed drop or allocate the points to the final. Both feel disadvantageous to the SAs.

Recommendations

“Invite a Prof to Practice” initiatives are a great way to break down barriers and develop empathy for the experiences of SAs

Have travel letters issued electronically, preferably not by the SA

Coaches' Support for Academics

Themes

They are definitely taking it more seriously, especially a focus on GPAs, though perhaps more focused on eligibility than achievement.

Variability across sports

Recommendations

None from groups

Experiences with ASP and AA

Themes

Loudermilk makes a huge positive difference

Especially important first year.

Some loss of continuity in advising due to turnovers and terminations

Several individuals singled out for special commendation.

Recommendations

None in particular, but how can we get +/- feedback to ASP/AA staff?

Academic Dishonesty

Themes

Yes, it is present – Across the student body

Perception that SAs are targeted for higher scrutiny, than say, Greek system.

Recommendations

Have presentations focused on study skills, but also on “scared straight” accounts by students who have been before the Honor Court. (At a certain point, knowing what to do is not the issue)

Necessary Support?

Themes

The whole package is helpful (fueling stations, nutrition, trainers, psychologist).

There may be differential access to services and facilities based on type of sport or player's importance.

Recommendations

Increase visibility/capacity of sports psychologist. Very helpful on a range of issues for those who know and use him.

Team Climate

Themes

Seems good. SAs are aware of each other, know who is out of line/at risk and seem capable of self-policing.

Hazing and gambling not problems. Pot and or ridicule, re: sexual orientation may be.

Recommendations

Examine issues some teams and coaches and discuss with the AD

Resolving Problematic Incidents

Themes

Shared confidence that it would be handled within the team or existing resources

SAs would go to Cricket, captains, teammates, psychologist, SAAC rep, advisor, etc.

Training on social media use/risk is helpful

Recommendations

Scandals at other schools are instructive (cautionary tales)

Better /clearer guidance about resources available when SAs need them

Best Part of UNC Experience

Themes

Representing UNC, Carolina "Family"

Various supports and resources

Loudermilk

Worst Part of UNC Experience

Themes

Parking. Related to differential treatment between revenue and non-rev sports?

Conflicts of interest by trainers (to under-report injury severity/over-report readiness to play)

Recommendations

Have SAs evaluate advisors

Allow 5th year

Encourage more variability on class times, opening up majors or prereqs that are now “closed” to SAs

Increase latitude further in early registration.

Support/recognize ALL teams, big/small, M/F, rev/nonrev



The following resolution is for your Faculty Senate/Council/Governing Body's consideration of the request, currently before the US Congress (a copy of the bill: H.R. 275, is attached), for a Presidential Commission on Intercollegiate Athletics. Your senate's support of this resolution, if you can support the resolution, is very important. Faculty support of the resolution, and further efforts to obtain additional co-sponsors in Congress for the bill so that it will be brought expeditiously to the floor of Congress for discussion and voting, are very important.

WHEREAS, [name of institution] is a member of the National Collegiate Athletic Association (NCAA); and

WHEREAS, the NCAA's recent restructuring effort has failed to effectively address critical issues currently confronting intercollegiate athletics: significant lapses of academic integrity, grave threats to the financial stability of athletic programs, the alarming escalation of coaches' salaries, the escalation of student fees and institutional general fund subsidies to support athletics, excessive athletics time demands that do not allow athletes to devote sufficient time to their academic studies, and ongoing concerns about the health and safety of college athletes, among others; effective reform of intercollegiate athletics is so complex and important to higher education that a blue ribbon commission of faculty, collegiate sports experts and members of Congress should be convened to objectively study these issues and propose solutions.

WHEREAS, the academic integrity and reputation of our higher education institutions and the education, health and welfare of college athletes are too important to allow these questionable practices to continue.

NOW THEREFORE BE IT RESOLVED by the Faculty Senate/Council that the Senate go on record in support of H.R. 275, a bi-partisan bill being considered by the 114th Congress, that would establish a blue-ribbon Presidential Commission "to identify and examine issues of national concern related to the conduct of intercollegiate athletics and to make recommendations for the resolution of such issues;" and

BE IT FURTHER RESOLVED that individual faculty members consider contacting their respective Congressperson to ask that they co-sponsor the H.R. 275.

Current Co-Sponsors of the Bill include:

Bobby Rush (D-IL)
Joe Barton (R-TX)
Charlie Dent (R-PA)
Bobby Scott (D-VA)

The Coalition on Intercollegiate Athletics is an alliance of faculty governance bodies from the academic institutions in the Football Bowl Subdivision. COIA's mission is to promote the academic integrity of our universities, and to represent the interests of our faculties, non-athlete students and student-athletes in matters related to college sports that can significantly affect the health, sustainability and educational missions of our institutions.

114TH CONGRESS
1ST SESSION

H. R. 275

To establish a commission to identify and examine issues of national concern related to the conduct of intercollegiate athletics, to make recommendations for the resolution of the issues, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JANUARY 12, 2015

Mr. RUSH (for himself, Mr. BARTON, Mr. SCOTT of Virginia, and Mr. DENT) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To establish a commission to identify and examine issues of national concern related to the conduct of intercollegiate athletics, to make recommendations for the resolution of the issues, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SENSE OF CONGRESS.**

4 It is the sense of Congress that—

5 (1) properly conducted intercollegiate athletic
6 programs contribute to the beneficial development of
7 student athletes and the vibrancy of campus life at
8 institutions of higher education;

1 (2) recent events pose grave threats to the fi-
2 nancial stability of athletic programs at institutions
3 of higher education and create pressure on institu-
4 tions of higher education to consider eliminating
5 non-revenue Olympic sports or increasing general
6 fund, student fee, and donor subsidies to athletics at
7 a time when such resources are needed for priority
8 academic programs;

9 (3) there are concerns about the health and
10 safety needs of student athletes with regard to ade-
11 quacy of injury protections and other medical proto-
12 cols;

13 (4) academic integrity at institutions of higher
14 education is threatened by increased incidences of
15 academic fraud involving student athletes, failure to
16 provide adequate remedial programs for academi-
17 cally unprepared admitted athletes, and excessive
18 athletics time demands;

19 (5) student athletes faced with loss of financial
20 aid and other benefits and National Collegiate Ath-
21 letic Association (NCAA) member institutions in
22 danger of financial penalties, loss of media rights,
23 and public embarrassment due to alleged rules viola-
24 tions are not being afforded adequate due process;

1 (6) the NCAA, member institutions of the
2 NCAA, and college presidents have not adequately
3 addressed these issues; and

4 (7) reform is so complex and important to high-
5 er education that a blue ribbon commission of sport
6 experts and members of Congress should be con-
7 vened to objectively study these issues and propose
8 solutions.

9 **SEC. 2. ESTABLISHMENT.**

10 There is established a commission to be known as the
11 Presidential Commission on Intercollegiate Athletics.

12 **SEC. 3. DUTIES.**

13 (a) REVIEW.—The Commission shall review and ana-
14 lyze the following issues related to intercollegiate athletics:

15 (1) The interaction of athletics and academics,
16 including—

17 (A) the extent to which existing athletic
18 practices allow student athletes to succeed as
19 both students and athletes;

20 (B) how athletics affect the academic mis-
21 sion, academic integrity, and credit worthiness
22 of institutions of higher education;

23 (C) graduation rates of student athletes;
24 and

1 (D) standards of academic eligibility for
2 participation in and terms of scholarships for
3 student athletes.

4 (2) The financing of intercollegiate athletics, in-
5 cluding—

6 (A) sources of revenue, including student
7 fees, media contracts, and licensing agreements;

8 (B) expenditures of revenue, including
9 compliance with title IX of the Education
10 Amendments of 1972, coaching salaries, and fa-
11 cilities development;

12 (C) the ability of institutions of higher
13 education to finance intercollegiate athletics;

14 (D) the financial transparency of inter-
15 collegiate athletics;

16 (E) the criteria for receipt of financial dis-
17 bursements or rewards from athletic member-
18 ship associations;

19 (F) rules related to earnings and benefits
20 by student athletes, including the possibility of
21 commercial compensation for the use of the
22 names, images, and likenesses of student ath-
23 letes and whether a student athlete may retain
24 a personal representative to negotiate on behalf
25 of the student athlete;

1 (G) tax regulations related to revenue from
2 intercollegiate athletics; and

3 (H) Federal judicial decisions that affect
4 compensation for student athletes or the right
5 of student athletes to organize as a collective
6 bargaining unit.

7 (3) Recruitment and retention of student ath-
8 letes, including rules related to—

9 (A) professional sports participation;

10 (B) transfer of student athletes to other
11 institutions; and

12 (C) recruitment and representations made
13 to potential student athletes.

14 (4) Oversight and governance practices.

15 (5) Health and safety protections for student
16 athletes.

17 (6) Due process and other protections related to
18 the enforcement of rules and regulations related to
19 student athletes.

20 (7) Any other issues the Commission considers
21 relevant to understanding the state of intercollegiate
22 athletics.

23 (b) RECOMMENDATIONS.—The Commission shall de-
24 velop recommendations regarding the issues identified in

1 subsection (a) based on the review and analysis of the
2 issues under such subsection.

3 **SEC. 4. MEMBERSHIP.**

4 (a) IN GENERAL.—The Commission shall be com-
5 posed of 17 members appointed as follows:

6 (1) Five members appointed by the President,
7 in consultation with the Secretary of Education and
8 the Attorney General.

9 (2) Three members appointed by the Speaker of
10 the House of Representatives, including—

11 (A) one Member of the House of Rep-
12 resentatives; and

13 (B) two individuals who are not Members
14 of Congress.

15 (3) Three members appointed by the minority
16 leader of the House of Representatives, including—

17 (A) one Member of the House of Rep-
18 resentatives; and

19 (B) two individuals who are not Members
20 of Congress.

21 (4) Three members appointed by the majority
22 leader of the Senate, including—

23 (A) one Member of the Senate; and

24 (B) two individuals who are not Members
25 of Congress.

1 (5) Three members appointed by the minority
2 leader of the Senate, including—

3 (A) one Member of the Senate; and

4 (B) two individuals who are not Members
5 of Congress.

6 (b) QUALIFICATIONS.—Appointments shall be made
7 from individuals who are specially qualified to serve on
8 the Commission by virtue of their education, training, or
9 experience.

10 (c) VACANCY.—Any vacancy on the Commission shall
11 not affect the powers of the Commission, but shall be filled
12 in the manner in which the original appointment was
13 made.

14 (d) CHAIR.—The Chair of the Commission shall be
15 elected by the members.

16 (e) REIMBURSEMENT; SERVICE WITHOUT PAY.—
17 Members of the Commission shall serve without pay, ex-
18 cept members of the Commission shall be entitled to reim-
19 bursement for travel, subsistence, and other necessary ex-
20 penses incurred by them in carrying out the functions of
21 the Commission, in the same manner as persons employed
22 intermittently by the Federal Government are allowed ex-
23 penses under section 5703 of title 5, United States Code.

1 SEC. 5. STAFF.

2 The Commission may appoint and fix the compensa-
3 tion of a staff director and such other personnel as may
4 be necessary to enable the Commission to carry out its
5 functions, without regard to the provisions of title 5,
6 United States Code, governing appointments in the com-
7 petitive service, and without regard to the provisions of
8 chapter 51 and subchapter III of chapter 53 of such title
9 relating to classification and General Schedule pay rates,
10 except that no rate of pay fixed under this paragraph may
11 exceed the equivalent of that payable for a position at level
12 V of the Executive Schedule under section 5316 of title
13 5, United States Code.

14 SEC. 6. MEETINGS.

15 (a) **IN GENERAL.**—The Commission shall meet at the
16 call of the Chair or of a majority of its members.

17 (b) **FIRST MEETING.**—The first such meeting shall
18 occur not later than 90 days after the date of the enact-
19 ment of this Act.

20 SEC. 7. POWERS.

21 (a) **IN GENERAL.**—The Commission may, for the
22 purpose of carrying out this Act, hold hearings, sit and
23 act at times and places, take testimony, and receive evi-
24 dence as the Commission considers appropriate.

25 (b) **DELEGATION.**—Any member or agent of the
26 Commission may, if authorized by the Commission, take

1 any action which the Commission is authorized to take by
2 this section.

3 (c) ACCESS TO INFORMATION.—The Commission
4 may secure directly from any department or agency of the
5 United States information necessary to enable it to carry
6 out this Act. Upon request of the Commission, the head
7 of such department or agency shall furnish such informa-
8 tion to the Commission.

9 (d) USE OF MAILS.—The Commission may use the
10 United States mails in the same manner and under the
11 same conditions as other departments and agencies of the
12 United States.

13 (e) ADMINISTRATIVE SUPPORT.—The Administrator
14 of General Services shall provide to the Commission on
15 a reimbursable basis such administrative support services
16 as the Commission may request that are necessary for the
17 Commission to carry out its responsibilities under this Act.

18 **SEC. 8. REPORT.**

19 Not later than the date that is 1 year after the date
20 of the first meeting of the Commission, the Commission
21 shall submit to the President and the Congress a written
22 report of its findings and recommendations based on the
23 review and analysis required by section 3.

1 **SEC. 9. TERMINATION.**

2 The Commission shall terminate on the date that is
3 30 days after the date on which the Commission submits
4 the report required by section 8.

5 **SEC. 10. DEFINITIONS.**

6 (a) **COMMISSION.**—In this Act, the term “Commis-
7 sion” means the Presidential Commission on Intercolle-
8 giate Athletics established by section 2.

9 (b) **INSTITUTION OF HIGHER EDUCATION.**—In this
10 Act, the term “institution of higher education” means any
11 institution that—

12 (1) meets the definition in section 102(a)(1) of
13 the Higher Education Act of 1965 (20 U.S.C.
14 1002(a)(1)); and

15 (2) has student athletes who are eligible for
16 Federal student loans.

○

Guidelines on Academic Integrity and Required Course-Clustering Analysis of Student-Athletes

The following guidelines have been issued to assist campuses in conducting the course-clustering analysis of student-athletes, as required in 700.6.1[R].

I. Guiding Principle

Student-athletes should be allowed to register and enroll in any section that facilitates timely progress towards degree. While student-athletes should not be steered away from sections with a high proportion of other student-athletes, those sections merit careful monitoring.

II. Definitions

A. Student-Athlete

For the purpose of the course-clustering analysis, student-athletes are defined in accordance with the NCAA "Squad List."¹

Though the NCAA "Squad List" may change due to status adjustments in its members, constituent institutions will use the Squad List on file at time of fall, spring, and summer (all terms) census.

For the first year of reporting (Summer 2013 (all terms), Fall 2013, and Spring 2014) constituent institutions are strongly encouraged to use the Squad List at time of census; however, constituent institutions have the option of using the Squad List as of the first day of competition. All subsequent reports must use the Squad List at time of census.

B. Course Clustering

Course clustering is defined as when student-athletes make up 25 percent or more of the section² enrollment at fall census for fall semester analysis, spring census for spring semester analysis, and summer censuses for summer terms analysis. If this threshold is met, then the section is considered a "flagged section" and the constituent institution must initiate a review as provided in Section V., of these guidelines.

Constituent institutions may choose a more stringent course enrollment threshold if desired.

III. Review Frequency

A course-clustering analysis will be conducted once in the fall term, once in the spring term, and once for all summer terms for all student-athletes (i.e., student-athletes who compete in a fall sport will still be included in the spring term review).

Constituent institutions will submit information only once a year to UNC General Administration (see Section VI., below).

¹NCAA 15.5.11.2 - The member institution's athletics director shall compile a list, on a form maintained by the Awards, Benefits, Expenses and Financial Aid Cabinet and approved by the Legislative Council, of the squad members in each sport on the first day of competition and shall indicate thereon the status of each member in the categories listed.

²Courses offered at the same-time-same-place-same-faculty, commonly referred to as cross-listed or combined courses, should be considered as one section for the purposes of this analysis.

IV. Monitoring of Course Clustering

The constituent institution's chief academic officer is responsible for oversight of the course-clustering review.

V. Review of Course Clustering

A. Review of course clustering will consist of at least the following elements:

1. Analyzing the grade distribution between student-athletes and non-student-athletes in flagged sections.

Irregularities, as defined by the constituent institution's senior academic affairs leadership, will be noted and the appropriate dean, in consultation with the appropriate department chair and faculty athletics representative, will be responsible for determining reasons for the irregularities, creating a corrective action plan if appropriate, and delivering a written report of findings and recommendations to the chief academic officer by the end of the subsequent term.

2. Analyzing the grade distribution between flagged sections and non-flagged sections of same course.

Irregularities, as defined by the campus senior academic affairs leadership, will be noted and the appropriate dean, in consultation with the appropriate department chair and faculty athletics representative, will be responsible for determining reasons for the irregularities, creating a corrective action plan if appropriate, and delivering a written report of findings and recommendations to the chief academic officer by end of the subsequent term.

3. Reviewing the transcript of any student-athlete who enrolls in three or more flagged sections per academic year (including summers).

Irregularities, as defined by the campus senior academic affairs leadership, will be noted and the provost's office will work with the appropriate deans and the faculty athletics representative to determine reasons and review findings with the department of athletics.

VI. Reporting of Course Clustering

The president of the University, or the president's designee, will annually provide a template for constituent institutions to submit course-clustering information. This information will be summarized by UNC General Administration for inclusion in the annual Intercollegiate Athletics Report required by Policy 1100.1.

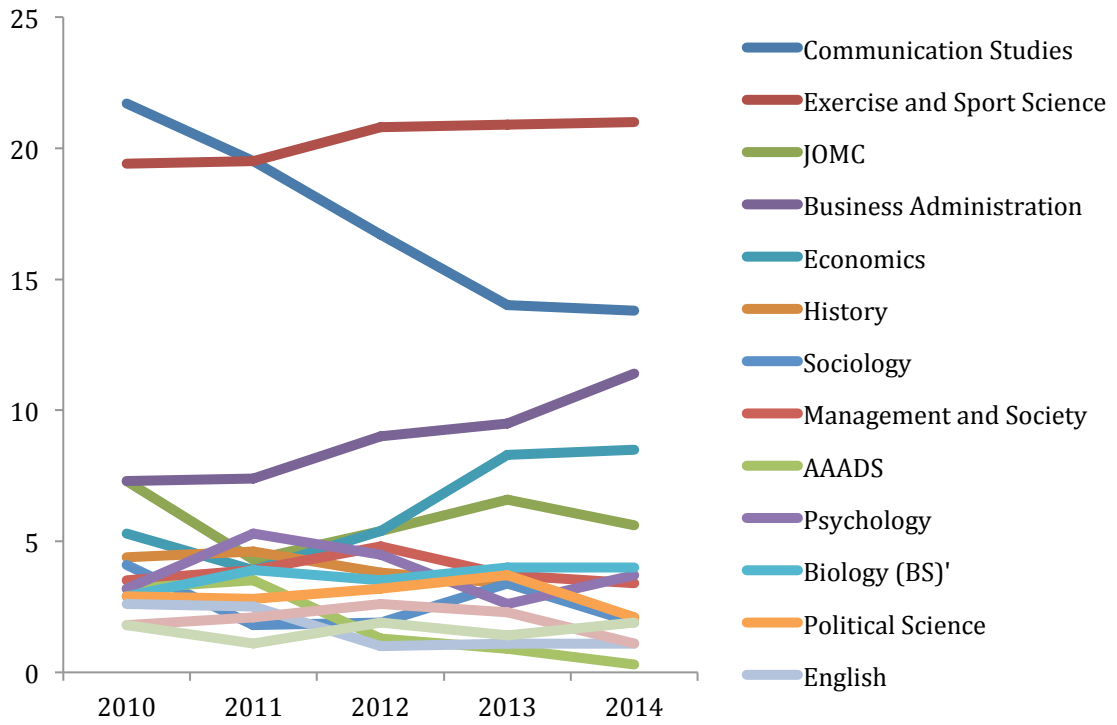
Most Popular Majors for Student-Athletes, 2010-2014

	2010	2011	2012	2013	2014
Communication Studies	21.7	19.5	16.7	14	13.8
Exercise and Sport Science	19.4	19.5	20.8	20.9	21
JOMC	7.3	4.3	5.4	6.6	5.6
Business Administration	7.3	7.4	9	9.5	11.4
Economics	5.3	3.9	5.4	8.3	8.5
History	4.4	4.6	3.8	3.4	2.1
Sociology	4.1	1.8	1.9	3.4	1.9
Management and Society	3.5	3.9	4.8	3.7	3.4
AAADS	3.2	3.5	1.3	0.9	0.3
Psychology	3.2	5.3	4.5	2.6	3.7
Biology (BS)'	2.9	3.9	3.5	4	4
Political Science	2.9	2.8	3.2	3.7	2.1
English	2.6	2.5	1	1.1	1.1
Global Studies	1.8	2.1	2.6	2.3	1.1
Biology (BA)	1.8	1.1	1.9	1.4	1.9

Most Popular Majors for Student Non-Athletes, 2014

Biology (BS)	7.3
Economics	7
JOMC	5.8
Psychology	5.5
Political Science	5.4
EXSS	5.2
Business Administration	5
Global Studies	3.8
Communication Studies	3.6
Psychology (BS)	5.5
Biology (BA)	3
History	2.9
Computer Science	2.7
English	2.6

% of Student-Athlete Majors, 2010-2014



Undergraduate Student Counts by Term, Academic Plan, and Athlete Status

Counts Include Both Primary and Second Majors

Term cohorts include students with declared majors and class level of JR or SR.

Academic Plan Description	Fall 2010					Fall 2011		
	Athlete		Non-Athlete		Total	Athlete		Non-A
	N	%	N	%		N	%	N
Afri, Afri-Amer, Diaspora Stds	11	3.2	72	0.7	83	10	3.5	82
American Studies	0	0	44	0.4	44	1	0.4	23
Anthropology	0	0	107	1	107	2	0.7	126
Applied Science	1	0.3	50	0.5	51	1	0.4	59
Archaeology	1	0.3	23	0.2	24	1	0.4	34
Art History	0	0	39	0.4	39	0	0	30
Asian Studies	1	0.3	92	0.9	93	0	0	78
Biology (BA)	6	1.8	274	2.6	280	3	1.1	249
Biology (BS)	10	2.9	635	6	645	11	3.9	682
Biostatistics	0	0	23	0.2	23	0	0	26
Business Administration	25	7.3	616	5.9	641	21	7.4	599
Business Journalism	.	.	.	.	.	.	.	.
Chemistry (BA)	1	0.3	100	1	101	1	0.4	118
Chemistry (BS)	1	0.3	191	1.8	192	3	1.1	190
Child Development & Family Stu	0	0	30	0.3	30	0	0	28
Classics	0	0	25	0.2	25	0	0	41
Clinical Lab Science	0	0	38	0.4	38	0	0	38
Communication Studies	74	21.7	461	4.4	535	55	19.5	424
Comparative Literature	0	0	33	0.3	33	0	0	28
Computer Science	1	0.3	78	0.7	79	3	1.1	107
Contemporary European Studies	0	0	11	0.1	11	0	0	6
Dental Assistg Prog	0	0	1	0	1	0	0	1
Dental Hygiene	0	0	56	0.5	56	0	0	70
Dental Hygiene (Cert)	0	0	1	0	1	.	.	.
Dramatic Art	1	0.3	82	0.8	83	1	0.4	76
Economics	18	5.3	607	5.8	625	11	3.9	598
Elementary Education	2	0.6	97	0.9	99	0	0	86
English	9	2.6	416	4	425	7	2.5	417
Environmental Health Sciences	0	0	35	0.3	35	0	0	39
Environmental Sciences	0	0	80	0.8	80	0	0	85
Environmental Studies	1	0.3	79	0.8	80	2	0.7	72
Exercise and Sport Science	66	19.4	414	3.9	480	55	19.5	465
Geography	0	0	75	0.7	75	0	0	68
Geological Sciences (BA)	0	0	7	0.1	7	1	0.4	8
Geological Sciences (BS)	0	0	28	0.3	28	0	0	24
German	1	0.3	19	0.2	20	0	0	26
Germanic and Slavic Lang & Lit	0	0	23	0.2	23	0	0	26
Global Studies	6	1.8	427	4.1	433	6	2.1	432

Health Policy and Management	1	0.3	71	0.7	72	2	0.7	69
History	15	4.4	475	4.5	490	13	4.6	445
Human Biology	.	.	.	.	.	0	0	1
Information Science	0	0	18	0.2	18	1	0.4	34
Interdisciplinary Studies	0	0	11	0.1	11	0	0	10
Journalism & Mass Comm	25	7.3	686	6.5	711	12	4.3	625
Latin American Studies	0	0	31	0.3	31	0	0	20
Linguistics	0	0	48	0.5	48	0	0	69
Management and Society	12	3.5	113	1.1	125	11	3.9	118
Mathematical Decision Sciences	0	0	63	0.6	63	0	0	83
Mathematics (BA)	2	0.6	90	0.9	92	2	0.7	89
Mathematics (BS)	2	0.6	96	0.9	98	4	1.4	102
Middle Grades Education	0	0	31	0.3	31	0	0	33
Music	0	0	43	0.4	43	0	0	48
Music (Performing)	0	0	52	0.5	52	0	0	52
Music Education Licensure	.	.	.	.	.	.	.	.
Nursing	0	0	257	2.4	257	0	0	291
Nursing (ABSN)	0	0	71	0.7	71	0	0	49
Nursing (RN-BSN)	0	0	32	0.3	32	0	0	25
Nutrition	0	0	35	0.3	35	0	0	29
Peace, War, and Defense	2	0.6	161	1.5	163	2	0.7	177
Pharmacy	.	.	.	.	.	0	0	1
Philosophy	0	0	118	1.1	118	1	0.4	117
Physics (BA)	0	0	25	0.2	25	0	0	32
Physics (BS)	0	0	39	0.4	39	0	0	30
Political Science	10	2.9	639	6.1	649	8	2.8	624
Psychology	11	3.2	588	5.6	599	15	5.3	631
Psychology (BS)	4	1.2	326	3.1	330	4	1.4	366
Public Policy	1	0.3	182	1.7	183	1	0.4	169
Radiography	0	0	1	0	1	0	0	3
Radiologic Science	0	0	21	0.2	21	0	0	22
Religious Studies	0	0	92	0.9	92	1	0.4	82
Romance Languages	2	0.6	320	3	322	2	0.7	303
Russian and East Euro Studies	0	0	3	0	3	0	0	2
Sociology	14	4.1	219	2.1	233	5	1.8	199
Studio Art	4	1.2	96	0.9	100	2	0.7	88
Studio Art (BFA)	.	.	.	.	.	0	0	3
Teacher Certification	0	0	1	0	1	.	.	.
Undecided	0	0	18	0.2	18	1	0.4	89
Women's and Gender Studies	0	0	37	0.4	37	0	0	37
Total	341	100	10,498	100	10,839	282	100	10,628

Notes: Cohorts include undergraduate students with declared majors and class level of JR or SR. Students with second majors are counted twice, once in the primary major and again in the second major.

Source: ConnectCarolina reporting database (PM91PRD). Data is as of census for each reported to

		Fall 2012					Fall 2013					
thlete	Total	Athlete		Non-Athlete		Total	Athlete		Non-Athlete		Total	Athl
%		N	%	N	%		N	%	N	%		N
0.8	92	4	1.3	63	0.5	67	3	0.9	24	0.2	27	1
0.2	24	1	0.3	46	0.4	47	2	0.6	53	0.5	55	3
1.2	128	2	0.6	130	1.1	132	2	0.6	142	1.2	144	1
0.6	60	1	0.3	80	0.7	81	0	0	78	0.7	78	0
0.3	35	1	0.3	23	0.2	24	0	0	19	0.2	19	0
0.3	30	0	0	39	0.3	39	0	0	40	0.3	40	0
0.7	78	0	0	98	0.8	98	0	0	96	0.8	96	0
2.3	252	6	1.9	310	2.7	316	5	1.4	345	3	350	7
6.4	693	11	3.5	779	6.7	790	14	4	830	7.2	844	15
0.2	26	0	0	31	0.3	31	0	0	27	0.2	27	0
5.6	620	28	9	600	5.2	628	33	9.5	577	5	610	43
.	.	2	0.6	7	0.1	9	0	0	15	0.1	15	0
1.1	119	3	1	154	1.3	157	2	0.6	196	1.7	198	2
1.8	193	4	1.3	198	1.7	202	3	0.9	190	1.6	193	1
0.3	28	1	0.3	30	0.3	31	1	0.3	27	0.2	28	1
0.4	41	1	0.3	44	0.4	45	1	0.3	29	0.3	30	0
0.4	38	0	0	32	0.3	32	0	0	33	0.3	33	0
4	479	52	16.7	438	3.8	490	49	14	449	3.9	498	52
0.3	28	0	0	32	0.3	32	0	0	31	0.3	31	0
1	110	1	0.3	171	1.5	172	2	0.6	258	2.2	260	5
0.1	6	0	0	9	0.1	9	0	0	7	0.1	7	0
0	1	0	0	1	0	1	0	0	1	0	1	0
0.7	70	0	0	64	0.6	64	0	0	64	0.6	64	0
.	.	.	.	.	.	.	.	.	.	.	.	0
0.7	77	0	0	86	0.7	86	0	0	87	0.8	87	0
5.6	609	17	5.4	718	6.2	735	29	8.3	791	6.8	820	32
0.8	86	0	0	61	0.5	61	0	0	63	0.5	63	0
3.9	424	3	1	389	3.4	392	4	1.1	331	2.9	335	4
0.4	39	0	0	47	0.4	47	0	0	53	0.5	53	0
0.8	85	0	0	117	1	117	0	0	110	1	110	2
0.7	74	2	0.6	75	0.6	77	1	0.3	69	0.6	70	0
4.4	520	65	20.8	541	4.7	606	73	20.9	593	5.1	666	79
0.6	68	0	0	71	0.6	71	2	0.6	80	0.7	82	3
0.1	9	1	0.3	8	0.1	9	0	0	10	0.1	10	2
0.2	24	0	0	29	0.3	29	0	0	34	0.3	34	1
0.2	26	.	.	.	.	.	.	.	.	.	.	.
0.2	26	0	0	55	0.5	55	0	0	58	0.5	58	0
4.1	438	8	2.6	467	4	475	8	2.3	478	4.1	486	4

0.6	71	1	0.3	81	0.7	82	2	0.6	81	0.7	83	1
4.2	458	12	3.8	410	3.5	422	12	3.4	377	3.3	389	8
0	1	.	.	.	.	.	.	.	.	.	.	.
0.3	35	1	0.3	49	0.4	50	0	0	46	0.4	46	1
0.1	10	0	0	11	0.1	11	0	0	13	0.1	13	0
5.9	637	17	5.4	651	5.6	668	23	6.6	658	5.7	681	21
0.2	20	0	0	12	0.1	12	0	0	11	0.1	11	0
0.6	69	0	0	85	0.7	85	0	0	73	0.6	73	0
1.1	129	15	4.8	145	1.3	160	13	3.7	146	1.3	159	13
0.8	83	1	0.3	92	0.8	93	1	0.3	103	0.9	104	3
0.8	91	0	0	107	0.9	107	2	0.6	125	1.1	127	2
1	106	1	0.3	119	1	120	4	1.1	116	1	120	4
0.3	33	1	0.3	42	0.4	43	2	0.6	43	0.4	45	1
0.5	48	0	0	58	0.5	58	0	0	56	0.5	56	0
0.5	52	0	0	42	0.4	42	0	0	47	0.4	47	0
.	.	0	0	20	0.2	20	0	0	14	0.1	14	0
2.7	291	0	0	268	2.3	268	1	0.3	213	1.8	214	2
0.5	49	0	0	56	0.5	56	0	0	69	0.6	69	0
0.2	25	0	0	7	0.1	7	.	.	.	.	.	.
0.3	29	0	0	38	0.3	38	0	0	46	0.4	46	1
1.7	179	3	1	222	1.9	225	2	0.6	212	1.8	214	5
0	1	0	0	1	0	1	.	.	.	.	.	.
1.1	118	2	0.6	120	1	122	3	0.9	111	1	114	4
0.3	32	0	0	43	0.4	43	1	0.3	40	0.3	41	2
0.3	30	0	0	42	0.4	42	0	0	50	0.4	50	0
5.9	632	10	3.2	607	5.2	617	13	3.7	609	5.3	622	8
5.9	646	14	4.5	691	6	705	9	2.6	643	5.6	652	14
3.4	370	4	1.3	431	3.7	435	3	0.9	401	3.5	404	5
1.6	170	2	0.6	212	1.8	214	2	0.6	210	1.8	212	1
0	3	0	0	4	0	4	0	0	3	0	3	0
0.2	22	0	0	22	0.2	22	0	0	28	0.2	28	0
0.8	83	0	0	69	0.6	69	0	0	70	0.6	70	0
2.9	305	4	1.3	326	2.8	330	5	1.4	281	2.4	286	5
0	2	0	0	1	0	1	0	0	1	0	1	.
1.9	204	6	1.9	176	1.5	182	12	3.4	147	1.3	159	7
0.8	90	1	0.3	95	0.8	96	2	0.6	80	0.7	82	4
0	3	0	0	2	0	2	0	0	2	0	2	.
.
0.8	90	3	1	142	1.2	145	3	0.9	87	0.8	90	7
0.3	37	0	0	46	0.4	46	0	0	52	0.5	52	0
100	10,910	312	100	11,588	100	11,900	349	100	11,552	100	11,901	377

nd major.

erm.

Fall 2014			
lete	Non-Athlete		Total
%	N	%	
0.3	16	0.1	17
0.8	37	0.3	40
0.3	121	1.1	122
0	90	0.8	90
0	17	0.1	17
0	36	0.3	36
0	99	0.9	99
1.9	348	3	355
4	841	7.3	856
0	30	0.3	30
11.4	570	5	613
0	18	0.2	18
0.5	208	1.8	210
0.3	218	1.9	219
0.3	19	0.2	20
0	22	0.2	22
0	37	0.3	37
13.8	414	3.6	466
0	27	0.2	27
1.3	310	2.7	315
0	9	0.1	9
0	1	0	1
0	67	0.6	67
0	1	0	1
0	80	0.7	80
8.5	801	7	833
0	59	0.5	59
1.1	293	2.6	297
0	48	0.4	48
0.5	93	0.8	95
0	76	0.7	76
21	599	5.2	678
0.8	65	0.6	68
0.5	9	0.1	11
0.3	38	0.3	39
.	.	.	.
0	49	0.4	49
1.1	440	3.8	444

0.3	80	0.7	81
2.1	333	2.9	341
.	.	.	.
0.3	59	0.5	60
0	16	0.1	16
5.6	668	5.8	689
0	8	0.1	8
0	74	0.6	74
3.4	141	1.2	154
0.8	139	1.2	142
0.5	115	1	117
1.1	120	1	124
0.3	42	0.4	43
0	54	0.5	54
0	46	0.4	46
0	5	0	5
0.5	209	1.8	211
0	65	0.6	65
.	.	.	.
0.3	46	0.4	47
1.3	176	1.5	181
.	.	.	.
1.1	97	0.8	101
0.5	36	0.3	38
0	55	0.5	55
2.1	613	5.4	621
3.7	628	5.5	642
1.3	360	3.1	365
0.3	202	1.8	203
0	1	0	1
0	28	0.2	28
0	59	0.5	59
1.3	221	1.9	226
.	.	.	.
1.9	145	1.3	152
1.1	57	0.5	61
.	.	.	.
.	.	.	.
1.9	291	2.5	298
0	52	0.5	52
100	11,447	100	11,824

Class Misses 2014-2015, compiled by Layna Mosley based on review of schedule requests. See

	Semester	MWF	TTh	Total	Notes
Baseball	Spring		3	0	3 Competition scheduled on
Basketball M	Fall		1	1	2 Men's basketball document
Basketball M	Spring		0	1	1 Men's basketball document
Basketball W	Fall		2	2	4
Basketball W	Spring		1	3	4 Does not include NCAA tou
Cross Country	Fall		4	1	5 Does not include NCAA SE F
Cross Country	Fall		4	1	5 Does not include NCAA SE F
Fencing Men'	Fall		6	0	6 Between 2 and 6 total miss
Fencing Men'	Spring		6	0	6 Between 3 and 6 total miss
Fencing Wom	Fall		6	0	6 Between 2 and 6 total miss
Fencing Women's	Spring		7	0	7 Between 3 and 7 total miss
Field Hockey	Fall		4	4	8 Missed day counts include 1
Field Hockey	Spring		0	0	0
Football	Fall		4	0	4 The three ful misses counte
Golf Men's	Fall		4	2	6
Golf Men's	Spring		5	3	8 includes conference tourna
Golf Women'	Fall		4	3	7
Golf Women'	Spring		5	4	9
Gymnastics	Spring		1	0	1
Lacrosse Mer	Fall		0	0	0
Lacrosse Mer	Spring		4	1	5 This is the only schedule re
Lacrosse Wor	Fall		0	0	0
Lacrosse Wor	Spring		6	1	7 includes conference tourna
Rowing	Fall		2	0	2
Rowing	Spring		4	0	4
Soccer Men's	Fall		4	3	7 Missed day counts include 1
Soccer Men's	Spring		0	0	0
Soccer Wome	Fall		2	2	4
Soccer Wome	Spring		0	0	0 Note from Athletics: "Weat
Softball Wom	Spring		3	3	6 Weekday home games: 1 g
Softball Wom	Fall		0	0	0
Swimming M	Fall		1.5	0.5	2
Swimming M	Spring		2	2	4 Count includes ACC champi
Swimming W	Fall		0.5	1	1.5
Swimming W	Spring		2.5	2	4.5 Count does not include NCA
Tennis Men's	Spring		5	0	5 Does not include National I
Tennis Men's	Fall		7	4	11 Most competition events in
Tennis Wome	Fall		4	3	7 Not all players compete in a

Tennis Wome Spring	5.5	1.5	7
Track and Fie Spring	5.5	0	5.5 Some competition is based
Track and Fie Spring	4.5	3	7.5 Some competition is based
Volleyball Wc Fall	6	0	6 All missed class days are Fri
Volleyball Wc Spring	0	0	0
Wrestling Fall	2	1	3
Wrestling Spring	0.5	0	0.5

Based on schedule declarations that are completed by coaches, reviewed by Athletics and provic
Unless otherwise noted, counts include days off class that are missed, but exempt from the "day
Sports listing only one semester either have competition only during that semester, or did not h

notes as well.

an exam day, April 28 (evening). Schedule includes many Friday 3pm games, and two Tuesday 3p
tation did not include the standard schedule request/missed days form. It instead includes a dai
tation did not include the standard schedule request/missed days form. It instead includes a dai

rnament games/travel

Regional or national championship

Regional or national championship

es, depending on tournaments and qualification

es, dependign on tournaments and qualification

es, depending on tournaments and qualification

es, dependign on tournaments and qualification

the ACC tournament.

and here are Fridays for which the request notes that players will attend Friday class until 8am. Tw

ment.

quest I've seen which acknowledges missed class day (0.5 day) for a Friday (4pm) home game

ment.

the ACC tournament.

her forced multiple revisions to their Spring 2015 schedule. All revisions are attached in separate
ame started 3pm; all others at 4pm or later. Note from Athletics: "Weather forced multiple revis

onships (4 missed days)

AA diving or swimming championships

ndoor Championships. Spring tennis events typically involve entire team. Misses counts are base
involve 1-4 student athletes each, as many are based on qualification; or there are events listed th
all tournaments during indoor season. Some based on qualification.

on qualification; squad sometimes split to compete in different meets.
on qualification; squad sometimes split to compete in different meets.
days.

ded to FAC by Athletics.
/s off classes" count.
ave any class misses in the other semester.

om games (without noting an missed class time)

ly schedule (practice/competition) which also notes time of departures for away competition. No

ly schedule (practice/competition) which also notes time of departures for away competition. No

ro Fridays with "class until 11am" are counted here as half day misses. There are an additional (no

se documents submitted by the coaching staff."

sions to their Spring 2015 schedule. All revisions are attached in separate documents submitted to

d on assuming entire team travels to each event.

that are concurrent (and some require more travel than others). These totals avoid double counting

ote from Athletics: "NCAA legislation requires missed class time to be approved by the FAR. Docu
ote from Athletics: "NCAA legislation requires missed class time to be approved by the FAR. Docu

ot counted here) 6 days (5 Fridays and one Thursday) with class attendance noted until 2pm. Noi

oy the coaching staff."

ng, but count the event with the most missed time.

mentation of such approval is attached."
mentation of such approval is attached."

te from Athletics: "We have provided the date and time which MFB student-athletes are require

d to report on-call for competition. Team travel in MFB is highly regulated inasmuch as all but on

ie contest during the academic year occurred on a Saturday."