

Faculty Athletics Committee Annual Report to the Faculty Council
November 18, 2011

This annual report on the activities of the Faculty Athletics Committee (FAC) during the 2010-2011 academic year was prepared by FAC Chair Steve Reznick and was reviewed and approved by the FAC members.

Overview of Committee's Purpose and Structure

Charge: "The Faculty Athletics Committee is concerned with informing the faculty and advising the chancellor on any aspect of athletics, including, but not limited to, the academic experience for varsity athletes, athletic opportunities for members of the University committee, and the general conduct and operation of the University's athletic program" (Faculty Code § 4-7[b]).

Members 2010-11:

Term expires 2013: Glynis S. Cowell, Romance Languages; Joy J. Renner, Allied Health Sciences.
Eileen Parsons, Education;

Term expires 2012: J. Steven Reznick, Psychology; Laura A. Linnan, Health Behavior & Health Ed.
Napoleon Byars, Journalism & Mass Communication

Term expires 2011: Kathleen Mullan Harris, Sociology; George Lensing, English; Barbara Osborne,
Exercise & Sports Science,

Reelected in spring 2010 elections: Barbara Osborne, Exercise & Sports Science

Lissa Broome served as Faculty Athletics Representative to the ACC and the NCAA, 2010-2011 and thus served as an *ex officio* member of the FAC. Director of Athletics Dick Baddour, Senior Associate Athletic Director Larry Gallo, and Senior Associate Athletic Director for Student-Athlete Services John Blanchard, Director of the Center for Student Success & Academic Counseling Harold Woodard, and Director of Sports Medicine Mario Ciocca regularly attend the FAC's meetings and interacted with the FAC to seek advice or provide information. Chancellor Thorp attends FAC meetings as his schedule permits.

Meetings: The FAC held 8 monthly meetings during the 2010-11 academic year (we cancelled our January meeting due to snow but included a post-semester meeting in May). No matters were referred to the FAC from the Faculty Council, but we did provide Faculty Council with a mid-year report in December. The FAC acted on behalf of the Faculty Council in issues involving the Coalition on Intercollegiate Athletics, but as noted below, no issues emerged. Reporters and photographers from the Daily Tar Heel attended each meeting.

Chair: J. Steven Reznick, Psychology Department, served as FAC Chair and was re-elected to serve as FAC Chair for 2011-2012. During the year, Dr. Reznick reported on many of his ongoing activities relevant for the FAC. During the summer he helped create a new version of the class attendance policy that is published in the Bulletin to highlight religious holidays (per new state law) and classes missed for authorized University activities, such as travel to an athletic contest on another campus. The new policy clarifies that this travel is an automatically excused absence, rather than one subject to professor discretion. In October, he met with the NCAA representative on campus and shared the annual report.

Dr. Reznick continued his ongoing collaboration with Rick Steinbacher on the Faculty-Staff Family Days, which were renamed the Faculty-Staff Appreciation Days. Fewer events were held this year but there was more focus on each event. In addition, a newsletter was developed to help build faculty interest in the broad-based athletics program. The new *Inside UNC Athletics* monthly newsletter designed specifically for faculty and staff reports on student-athletes at Carolina and the activities of the Olympic sports.

When the Faculty Council adopted priority registration in the Fall of 2007, it stipulated that the legislation would sunset in the Fall of 2011 and would then be subject to further review. Dr. Reznick met with Registrar Chris Derickson to discuss proposed revisions to priority registration policy. These changes will be presented to the Educational Policy Committee and, if approved, will go to the Faculty Council.

Monitoring the Broader Context of Collegiate Athletics

Coalition on Intercollegiate Athletics (COIA): The Faculty Council became a member of COIA in the spring of 2004. This organization is composed of 57 faculty senates from Division I-A schools around the country, and its objective is to promote comprehensive reform of intercollegiate athletics. Clemson, Wake Forest, Duke, and Florida State are the other ACC schools that have joined COIA. The FAC continued to monitor news and communications from COIA, and there was nothing notable to report for 2010-2011.

Athletics Department Policy, Practice, and Facilities

Remarks from Mr. Baddour: Each FAC meeting began with a report from Athletics Director Dick Baddour updating us on salient undertakings in the Athletics Department. In October Mr. Baddour reported on the great success of our fall sports, particularly in field hockey, men's soccer, and cross country. He commended the active players on the football team, stating that they have managed to stay focused and determined and are representing us well. He also commended the fans for their continued support. With regard to the football situation, he reported that there are three stages that must be completed. The first stage is the gathering of information, both general and specific, that will then set the course for stages 2 and 3. He stated that issues specific to individuals will be dealt with by the student judicial system and the NCAA. In addressing why the investigation seems to be taking so long, Mr. Baddour emphasized that the process has been careful and methodical, and that the people involved in gathering the information have been cautious not to "jump to judge." Stage 2 will ensure that everything from Stage 1 has been completed, and then address the issue of how we got into this situation, adding that a representative from the NCAA will be added to the committee for an academic review. He reiterated that at the beginning of the situation we contacted the NCAA, shared the process we would follow and received their blessing to proceed. Stage 3, he reported, will be to evaluate and identify how we can improve, including revisiting policies, practices, and relationships with the College of Arts & Sciences. He added that for this stage, we will not rush as together we determine how Athletics can get better at what it does.

In November Mr. Baddour provided more details about the competitive successes of the fall sports teams. He noted that a concert had recently been held in Carmichael Auditorium and that the department hoped to make that venue available for other such events to benefit the University community.

In December Mr. Baddour reported that the football team had been invited to play in the Music City Bowl in Nashville, Field Hockey lost in the 2nd overtime of the NCAA Championship game, Women's Soccer played in the NCAA tournament but had been eliminated, and that Men's Soccer was

still in the hunt in the NCAA tournament. Mr. Baddour noted that he and Chancellor Thorp had reported on the football situation to the Board of Trustees and that after a few more interviews the investigation would be concluded. We will then wait to hear from the NCAA regarding any alleged violations. If we receive a Notice of Allegations, we will prepare a response and appear before the NCAA's Infractions Committee. Mr. Baddour also recounted other efforts that have been undertaken by the department, including reviews of the Academic Support Center for Student Athletes (which involves multiple members of the FAC), the Leadership Academy (already ongoing), the compliance function, and personnel practices. The department had committed to hiring an additional employee for compliance last May. This person should join soon and allow Amy Herman to focus more on educational efforts.

In February Mr. Baddour reported that the football team defeated Tennessee in the Music City Bowl in Nashville. Mr. Baddour also noted that the NCAA has not communicated anything further to the school regarding the football investigation. In response to student suggestions, Mr. Baddour said that there will be more aggressive recycling efforts at the Smith Center.

In March Mr. Baddour reported that the football schedule for next fall had been released and that we did not have a Thursday night home game. It's possible we might host a Thursday night game again in 2012, but only if it fell during fall break. Mr. Baddour noted that the NCAA found Devon Ramsay eligible to play football next year, even though its initial decision had been otherwise. The department is in the process of hiring a men's soccer coach to replace Elmar Bolowich. Bids are being received on the Woollen Gym project. This project would provide dressing rooms for visiting teams, a weight room for women's basketball, and restore dance class space for the Exercise and Sports Science department which was lost in the renovation of the old Women's Gym to create the Stallings-Evans Sports Medicine Center. The Kenan Stadium project is ahead of schedule and under budget. It will provide wonderful space for the Academic Support Program for Student-Athletes and Student-Athlete Development. The football Pro Timing Day will be held March 31. Mr. Baddour noted that the department had decided to allow three players who did not participate on the team this year – Marvin Austin, Greg Little, and Robert Quinn – to be part of this event as we continue the process of healing and moving forward.

In April Mr. Baddour reported that our spring sports teams are competing successfully. Karen Shelton, the Field Hockey coach, is one of the recipients of the University's 2011 C. Knox Massey Distinguished Service Awards. The search for the new men's soccer coach is down to four finalists. The Blue Zone construction is moving along well. He also reported that the Athletic Council was meeting later in the week and would continue its discussion of sportsmanship and also customer service. The Council now meets once a year and is composed of three members of the Faculty Athletics Committee (Steve Reznick, Napoleon Byars, and Lissa Broome), three students (the student body president, the head of the Carolina Athletic Association, and the head of the Student-Athlete Advisory Council), three alumni elected by the General Alumni Association, the Chair of the Employee Forum, and the Chair of the Board of Directors for the Educational Foundation. Finally, Mr. Baddour noted that the Athletics Department is undertaking a five-year financial plan.

Finances: In May, Ms. Martina Ballen, Senior Associate Athletic Director, presented a financial overview of the Department's budget and actual revenues and expenses for 2008-09 and 2009-10, and the budget for 2010-11. Mr. Baddour noted the substantial budget challenges created by the repeal of in-state tuition for out-of-state students on full scholarship as of last year and the continuing increases in tuition for in-state and out-of-state students. Although the Educational Foundation has fully funded scholarships in the past, the Department will need to make a significant contribution to scholarship funding going forward. Mr. Baddour noted that the Department is working on increasing revenue on a

number of fronts (the Blue Zone, fund-raising, the new ACC TV contract, student fees, and sponsorships) and also cutting expenses. Ms. Ballen also reported on the expenditures for Academic Support, including Life Skills.

Ticketing Policy: In March, Clint Gwaltney, Associate Athletics Director, reviewed the faculty/staff ticket formula for seating in the Smith Center and Kenan Stadium. One point is awarded for each year in service and six points are awarded for each year that tickets are ordered. To be seated in the lower level of the Smith Center, faculty-staff must have been working for the University and ordering basketball tickets for at least 30 years. Mr. Gwaltney noted that 62% of the faculty-staff lower level seats are held by retired faculty. Upon retirement, points are frozen and do not continue to accumulate. Surviving spouses of retired faculty-staff may continue to order tickets. Mr. Gwaltney said that he is considering asking all faculty-staff in lower level seats to come in person to place their ticket order this fall so his office could check retirement dates and make sure the point allocations were correct. Mr. Gwaltney also discussed the student ticket policy, which allows students to participate in a ticket lottery and receive two tickets to games. There is also a stand-by line for students who did not receive seats in the lottery. In only two games – Hansbrough’s career scoring mark game against Evansville and Hansbrough’s Senior Day game against Duke – were some students from the stand-by line unable to be admitted. The ticket office oversells student seats, but still has a problem with many of the student seats allocated in the lottery not being used. The ticket office will work with the Carolina Athletic Association (CAA) to determine whether students should be penalized in some fashion if they do not use their tickets.

Compliance: In March, Amy Herman, Associate Athletic Director for Compliance, reviewed the primary functions of the Compliance Department which include educating, monitoring, and enforcing ACC and NCAA rules. In addition to forwarding the committee the monthly Compliance Newsletter, she will also include the FAC on Ram Rules emails that are distributed to coaches and student-athletes. Ms. Herman is in the process of hiring an Assistant Director of Compliance for Financial Aid. She also noted that a new computer program, Assistant Coach Systems (ACS), is allowing for more of the monitoring activities to be accomplished electronically. In addition, she hopes the system will increase communications with student-athletes as they are required to log in on a regular basis. The system also requires that student-athletes electronically complete forms in advance of the eligibility meeting held with each team. A review of the Compliance Department is being organized by Ms. Herman with Lissa Broome (FAR), Joanna Cleveland (University Counsel’s Office), and Lindsey Babcock (ACC Compliance) joining Ms. Herman in the review. In October, the ACC will come on campus for two days for its periodic review of the compliance functions. The department has begun requiring all employees to complete an ethical conduct certification detailing any contacts they may have with sports agents or financial advisors for athletes. Ms. Herman hopes to spend more of her time in the coming months working on educating coaches and student-athletes about compliance issues.

Drug Testing Policy: In May, John Blanchard discussed some proposed changes to the Student-Athlete Drug Testing Policy. The current policy provides that one positive test for an anabolic steroid (performance enhancing drug) results in an automatic dismissal from the sports program. For other drugs, the first positive test results in evaluation and counseling, a second strike results in a loss in one-half of a season’s competitions, and a third strike results in dismissal from athletics. One proposal was that the second strike would result in only a loss of 10% of the season’s competitions if the second strike occurred more than one year after the student had resumed drug testing following the first strike. If the

second strike occurred during that one-year period, however, then one-half of the season would still be lost. In any event, the third strike would still result in dismissal from athletics. The rationale for this change was to reward the behavior we are trying to encourage. The committee was supportive of this change and suggested that instead of 10% of a season's contests to be rounded up, that the department consider 20% of the season's contests to be rounded down (if 20% is not a whole number).

The next step will be for the department to consider this advice, discuss the proposed change with Chancellor Thorp and Vice Chancellor Crisp, and then have the language modified accordingly by legal counsel. The proposed change has not been implemented and will be considered again in the spring of 2012.

Reports from Other Campus Entities

Admissions: In February, Steve Farmer, Associate Provost and Director of Admissions, and Barbara Polk, Senior Associate Director of Admissions, spoke to the committee about the admission of student-athletes. A select group of student-athletes with certain core high school GPAs, SAT scores, or high school class ranks must be reviewed by a subcommittee of the Advisory Committee on Undergraduate Admissions. Steve Reznick and Napoleon Byars are members to the committee and Lissa Broome is an ex officio member of the committee. Mr. Farmer noted that he appreciates the constructive relationship that the Admissions Department has with the Athletics Department. He knows the coaches pretty well and has high regard for them. Mr. Farmer also noted that the number of committee cases has been declining in recent years. He recounted challenges that Admissions faces, including: constrained time to get to know student-athlete applicants, and asking the right questions to help determine whether the applicant can be successful at UNC. He observed that the amount of work for Admissions has grown over the years because of the increased number of applicants and the additional time required to evaluate student-athlete applicants coming from abroad or transferring from another institution. He remarked that the admissions decision is informed by the applicant's numbers, but that numbers do not provide a complete picture of an applicant's scholarly potential. Professor Reznick noted that there are three legs to the stool: 1) What does the student bring to the University? (2) Does the student have the academic background to be successful? (3) What is the character of the student? Does he or she use the support that has been made available?

Sports Medicine: Dr. Mario Ciocca, Director of Sports Medicine, reported on Sports Medicine in February. Sports Medicine is a division of Student Affairs. It is funded two-thirds by Athletics and one-third by Student Affairs. In many schools, Sports Medicine is either operated within the Athletics Department or by an entity that is outside the school. Sports Medicine has a good relationship with Athletics, but its independence means that it is not subject to pressure from coaches to clear players for practice or play. There are physicians, nutritionists, a sports psychologist, athletic trainers, physical therapists, a nurse, and others on staff. The mission of Sports Medicine includes taking responsibility for the health and welfare of the student-athletes including counseling and wellness, and substance abuse. Responsibilities also include education and research (such as the important work on concussions being done at UNC). The department also takes care of all students who have sports-related injuries and has a trainer dedicated to the University's 51 club sports.

Last year the Stallings-Evans Sports Medicine Center was dedicated. It provides a much larger training room than had previously existed for Olympic sport athletes. Dr. Ciocca discussed recent NCAA legislation mandating a concussion policy (for which UNC has been held out as an exemplar) and Sickle Cell Trait Testing Policy.

In response to some comments received at the Exit Interviews, Sports Medicine has established a core and back strength program for rowers and provides a trainer for dry-land rowing practice and before lake practice to work with the rowers. Dr. Ciocca has also reviewed with staff the importance of maintaining confidentiality about a student-athlete's medical issues. Another topic addressed from the exit interviews was the psychological issues of student-athletes who have suffered severe injuries. Sports medicine has addressed recognizing this issue and now makes appropriate referrals to a sports psychologist for student-athletes who have suffered severe injuries. The new Carolina IMPACT (Improving Musculoskeletal Performance to Achieve Championship Teams) program started this year with emphasis on screening and development of programs for injury prevention. The initial focus has been on ACL injuries. Collaboration with Strength and Conditioning as well as researchers in Exercise and Sports Science will occur to develop prevention programs for multiple injuries, thereby increasing training time/playing time and contributing to the success of the student-athlete and the team. He noted that Sports Medicine had already acted (based in part on previous student-athlete exit interviews) to develop a sport-specific training program for rowers.

Student-Athlete Academic Performance and Development

Academic Performance of Student-Athletes: The FAC reviews the academic progress of student-athletes each year using various metrics. The metrics include the NCAA Academic Performance Rate (APR), the federal graduation rate reported by the Department of Education's National Center for Education Statistics, and the NCAA Graduation Success Rate (GSR).

The APR is based on the academic eligibility, retention and graduation of student-athletes. Points are awarded each semester per student-athlete on the basis of eligibility/graduation and retention. Each team member may earn two points per semester: one point for maintaining eligibility or for graduation, and a second point for being retained. On a team with ten members, for instance, there would be a maximum of 40 possible points in an academic year. If two student-athletes on the team were not eligible in the spring semester and were not retained, then the hypothetical team would only earn 36 points (losing 2 points for each student during that spring semester). The APR in this hypothetical example is calculated by first dividing 36 by 40 (equals .9), and then multiplying by 1000 to get an APR of 900.

An APR of 925 is equivalent to an expected 50% graduation rate. The NCAA academic reform program involves penalties at two levels of the APR. If a team's four-year APR falls below 925, it is unable to re-award a scholarship vacated by an ineligible departure. A progressive penalty structure including scholarship reductions, postseason competition bans, and ultimately membership restrictions began to be imposed on squads that were below a 900 APR beginning in the fall of 2007, when a four-year cycle of data collection (2003-2007) was completed. For small teams, such as the 10-person team used in the example in the preceding paragraph, the NCAA has applied a squad size adjustment and may not subject the team to a penalty based on that adjustment even though the APR would normally call for a penalty.

The federal graduation rate is reported by the Department of Education's National Center for Education Statistics as part of the Integrated Postsecondary Education Data System. This metric is a six-year rate that includes students who received athletic scholarship aid in their first semester of enrollment. The federal graduation rate counts student-athletes who left the University in good academic standing prior to graduation as non-graduates.

The GSR adds students who transferred into the institution to the group of first year students who received athletics aid and also differs from the federal graduation rate in that schools are not penalized when a student-athlete leaves in good academic standing to transfer to another institution, pursue a

professional sports career, or for any other reason. Under the current federally calculated graduation rate, such departures are counted as failures to graduate from the institution of original enrollment, even if the student later graduates from another institution.

Specific data on the academic success of student-athletes will be reported by Lissa Broome in her capacity as Faculty Athletics Representative.

Tutors and Mentors: In September, John Blanchard provided an historical introduction to our academic support program. Mr. Blanchard was the first director of the program and began it with just one half-time staff person. In 1986 the Department studied the program and in 1988 it became one of the first nationwide to report through the College of Arts and Sciences rather than the Athletics Department. Student-athlete development was added in 2003. The program has since grown to eleven employees. The program was planning to undertake a strategic review as it readies to move in to the new Loudermilk Student-Athlete Center for Excellence in the fall of 2011. The Program provides counseling, study hall, tutoring, mentoring, supplemental instruction, and review sessions. The latter two services are open to other students in the class and not confined to student-athletes. The mentoring program was begun in 2007 to assist some student-athletes with the transition to college, especially time management, note taking, and so on. Robert Mercer, the director of the Academic Support Program described the difference between tutors and mentors – tutors focus on a particular subject and mentors work on the study skills mentioned above. The goal is to help student-athletes become independent learners.

Mr. Mercer also described the training for tutors and mentors, which includes training by the full-time academic support staff, Dean Sauls on the Honor Court and the Instrument of Student Governance, Susan Maloy on NCAA compliance issues, and representatives from the University's Writing Center. All tutors and mentors sign an Academic Honesty Policy Statement after receiving this training, and at the end of each semester sign an Academic Honesty Testimonial. Additional training is provided mid-year and usually focuses on specific questions and best practices. Training includes strategies on how to review papers and help students develop ideas. Sometimes case studies are used to illustrate problems encountered on other campuses. Ms. Maloy noted that mentors and tutors are also trained on extra benefits since they are considered institutional staff members by the NCAA while employed and thereafter. Tutors/mentors are told not to email students, but to work with students from hard copies of papers or assignments. They are further told not to take pen to paper. All tutoring work is to be done within the Academic Support Center. Tutors are not to provide supplies like pens and paper to student-athletes. After tutors or mentors leave the employment of the Academic Support Program, they receive a letter from Robert Mercer and Susan Maloy reminding them that they are still considered institutional staff members and that if they continue to work with a student-athlete they might jeopardize the student's continuing eligibility.

Mr. Mercer contacts departments for recommendations for tutors, who then apply and are interviewed prior to their selection. A large number of mentors come from the School of Education and are able to provide a broad view of study skills to the student-athletes. There is always a full-time staff member available in the evening study hall hours to talk with tutors or mentors about any concerns or questions they may have.

Student-Athlete Development: In October, Cricket Lane, Assistant Athletic Director for UNC Student-Athlete Development, presented a report on that program. She began by sharing the program's mission statement: "We provide great services and quality relationships that support University of North Carolina student-athletes Advancing to graduation, Building Character and Developing leadership." She then provided a breakdown of staff and their roles and shared the staff's mission: "Provide services and

support to develop and enhance the life of student-athletes through educational programs and resources and to enhance the quality of the student-athlete experience within the university setting.” Dr. Lane provided an overview of the different components of the program for individuals and teams in the areas of personal development, community service, career services, and leadership development. She also stated that the football program has a staff member who works exclusively with student-athlete development.

With regard to personal development, the program organizes workshops, both general and team specific, that focus on topics related to wellness, healthy behaviors, transitioning into the university, stress management, financial management, and inclusion. Dr. Lane reported that one important component of easing the transition for first-year students is to help them create social connections within and among teams and to provide upper-class peer mentors, adding that this year there are almost 200 first-year student-athletes who have been grouped with upper-class mentors. She explained that the Summer College Opportunity for Realizing Educational Success (SCORES) program involves first-year football student-athletes who meet twice weekly and focus primarily on college transition, stress management, financial management, healthy behaviors, inclusion, and career exploration. She added that she always tries to work in a team dinner that focuses on proper etiquette.

With regard to community service, Dr. Lane reported that student-athletes at UNC complete approximately 15,000 hours per year. Their work is primarily directed toward the UNC Children’s Hospital, Habitat for Humanity, Ronald McDonald House, local elementary schools, YMCA of Chapel Hill, Jaycee’s Haunted House of Durham, Orange County Rape Crisis Center, Girl Scouts, and an adopt-a-family program at Christmas.

Dr. Lane reported that the main objective of career development is to encourage student-athletes to identify and pursue career and life goals through partnership with UNC Career Services. The Student-Athlete Development Program assists with exploring majors as well as provides a part-time career assistant who meets with student-athletes for career planning, resume writing, and internship opportunities. The career assistant also maintains an information bulletin board, creates information books for teams, and assists in connecting student-athletes with alumni through the Educational Foundation. Dr. Lane shared that all third- and fourth-year student-athletes are registered with Career Services and those in football also submit resumes. Career Services provides information regarding internships and job searches, offers sessions on preparing for interviews, and sponsors workshops regarding graduate studies and scholarship information. Former student-athletes are invited back to speak about their professions and the football program and the Educational Foundation are working together to create a database for shadowing opportunities.

The Carolina Leadership Academic is charged with leadership development. According to Dr. Lane, the first step is to teach student-athletes how to effectively lead themselves. All first-year student-athletes participate in the Carolina CREED, a required program that promotes honesty, integrity, respect for self and others, academic and athletic excellence, as well as leadership. She also described the Student Athlete Advisory Council (SAAC), made up of a representative of each team, selected by their coaches, whose charge is to bring issues, concerns, and suggestions to the council. Four of the members represent the university on the SAAC of the ACC.

Dr. Lane ended her report by stating that while Division 1 schools are all supposed to be doing these types of things, and the NCAA now has an education arm that provides support, UNC was the first school to have a leadership academy.

Academic Support Program for Student-Athletes: In April, Robert Mercer, Director of the Academic Support Program for Student-Athletes, reported that the top five majors for student-athletes

(in their third through fifth years) are Communications Studies, Exercise and Sports Science, Journalism, and Business in that order. The three most common majors in the student body are Biology (B.S.), Journalism, and Business. The cumulative GPA of student-athletes after last spring was 2.91 compared to 3.1 for the student-body as a whole.

All student-athletes received priority registration as did all other groups that applied. One of the tweaks that might be proposed to priority registration is to review requests only one time per academic year instead of each semester.

The strategic planning committee for the Academic Support Center for Student-Athletes is proceeding. There are two subcommittees – one on services (chaired by Eileen Parsons) and one on staffing (chaired by Harold Woodard).

Task Forces on Majors: Beth Bridger, Deborah Eaker-Rich, and Melissa Wheeler are part of a Task Force formed by Professor Reznick to discuss how to overcome barriers to student-athletes majoring in Education. The Task Force reported that fewer and fewer student-athletes were majoring in Education and that the School was interested in enrolling more student-athletes. The barriers identified include: 1) student teaching during the spring semester of the senior year, 2) the cohort of required courses, and 3) a breakdown of communication. Solutions may include allowing the practicum and internships to be spread out to different times, including student-teaching during the summer at year-round schools, and scheduling some of the required courses at different times of the day. The Task Force also described the UNC-BEST program (Baccalaureate Education in Science and Technology), that allows students to obtain a major in a specific field (Biology, Chemistry, Geology, Mathematics, or Physics) and receive a teaching license for secondary education in four years. Previously, the School of Education had required that students interested in secondary education teaching, major and obtain a degree in a particular field and then enroll in a Masters teaching program to obtain the teaching licensure credential. The BEST program eliminates the masters degree requirement. A resource issue if student-athletes were interested in this program is providing approximately \$1500 per student to fund supervision over the summer in a student teaching environment. Another issue is whether athletics aid would be available to a scholarship student-athlete who has exhausted four years of athletic eligibility but still needs additional time to complete the requirements for such a degree. It was suggested that spending more time with student-athletes explaining the available options during advising time and at the majors fair for student-athletes would be helpful. Possible overlap with the Exercise and Sports Science curriculum was discussed. The Physical Education Teacher Education degree from the School of Education has not been available since the masters program was instituted for secondary education teachers. Sherry Salyer in Exercise and Sports Science is the person who is most knowledgeable about that program. Barbara Osborne noted that there is also a coaching minor available through Exercise and Sports Science. Additional discussions are underway with Exercise and Sports Science to explore how this overlap might work better, perhaps along the lines of the UNC-BEST model described above, but with a substantive degree from Exercise and Sports Sciences.

Dana Gelin described the work of the Health Professions Major Task Force. Its members include Gelin, Robert Swendiman, a former student-athlete now enrolled in UNC's Medical School, and Rosalyn Beecham-Green, director of the North Carolina Health Careers Access Program. They have created Athletes in Medicine (AIM). The mission of AIM is to develop a comprehensive program that will assist student-athletes as they aim for success in the fields of medicine, dentistry, nursing, and physical therapy. AIM will include mentoring opportunities (with former student-athletes now at UNC Medical School and with physicians at UNC Hospitals), targeted programming with Student-Athlete Development (such as an evening with Medical School admissions personnel and an MCAT preparation

overview), and an advising program geared specifically toward student-athletes interested in pursuing advanced degrees in the health professions. The UNC Medical School's Dean of Admissions is enthusiastic about receiving applications from student-athletes. Enhancing the ties with the health professions could be helpful in recruiting some student-athletes to UNC. Our coaches have long wanted a program similar to Duke's CAPE (Collegiate Athlete Pre-medical Experience) program, which is targeted toward female student-athletes. Mario Ciocca said that Sports Medicine would be happy to help in recruiting prospective student-athletes or in mentoring enrolled student-athletes interested in sports medicine, although physician shadowing may not be practicable because of issues of patient confidentiality. The Task Force is identifying the obstacles to students majoring in these areas. These include the ability to take some classes with afternoon labs and the ability to do internships in the summer (the task force is also identifying places where student research opportunities can be facilitated). The Task Force stressed that this was an update and not a final report, but that they were already working on pairing pre-med student-athletes with mentors.

Exit Interviews and Surveys of Senior Student-Athletes: Each year the FAC and the Athletics Department ask all graduating student-athletes to fill out a detailed questionnaire prepared by the FAC covering many aspects of the student-athletes' experience at Carolina. In addition, FAC members participate, along with personnel from the Athletics Department, in exit interviews with groups of graduating student-athletes. By examining this information, the FAC can review how student-athletes perceive their experience at Carolina and detect any problems that need to be addressed.

Laura Linnan provided a Report on Student Surveys, which is attached. In general, senior student-athletes who completed the exit surveys in 2010-2011 rated both the athletic and academic experiences at UNC quite favorably. Despite the challenging circumstances surrounding members of the football team and coaching staff, and the heightened national and local press associated with the football program last year, it was heartening to learn that senior student-athletes were generally quite favorable about their time and interactions with academic support staff, with their coaching staffs, and with other student-athletes. From the student comment section student-athletes had several positive comments but also were willing to share concerns and suggestions for how to improve the student athlete experience in the future.

A few items were scored lower and may warrant additional consideration. For example, "staff develops off-season programs" (Q4) was somewhat lower for non-revenue students (3.8), White students (3.8) and for males (3.8). Thus, among non-revenue male student-athletes there is a perception that the staff is not adequately developing off-season individual goals for them. Question 15 also received a lower score by females (3.8), non-white (3.8) and non-revenue students (3.9). This question asked about the accuracy of information provided by academic support staff. Revenue student-athletes scored this item the highest (4.3), however, these differences (and others) may be more of a difference between females and revenue males because 30 of the 47 non-revenue student-athletes are female.

For the reverse coded items (Q17-22&Q30), the (undesirable) highest score was a 4.0 (Q17: sports keeps me from selecting a major I want & Q21: athletics is more important than academics). Both of the higher scores were from revenue student-athletes (e.g., football players).

Male student-athletes rated several items more positively than females. Males reported that athletics was more important than academics, that they received enough academic support and that communication between coaches and academics was satisfactory. Non-white student-athletes were statistically different than white student-athletes only on their (higher) rating of communication quality between coaches and academics.

There were numerous differences between ratings of non-revenue and revenue student-athletes. For accessibility of strength and conditioning facilities, sports medicine care, and coaching, revenue student-athletes rate these items higher than non-revenue. For academic support, revenue student-athletes were more likely to put sports ahead of school and more likely to report that sports interferes with school.

There are some issues with sports interfering with scheduling classes, paying attention in class, and grades, especially for revenue and male student-athletes (however, nearly half of the male student-athletes are in a revenue sport). Further, revenue student-athletes are more positive about coaching. Yet most senior student-athletes report that their grades do not suffer from their participation in sports and they can keep up with the coursework despite their athletic responsibilities. Senior student-athletes rated the strength and conditioning and sports medicine programs quite highly again this year. As opposed to last year in which a large number of student-athletes did not answer the question about tutoring, nearly all of the student-athletes responded this year (4 missing vs. 9 missing last year). The rating on this item was quite high (4.6), and no differences by gender, race/ethnicity and/or revenue status were observed.

Glynis Cowell summarized the exit interviews, and her Report on Exit Interviews is attached. Overall, the student-athletes interviewed felt their academic and athletic experiences at UNC-CH were very positive. The majority agreed they made the right decision in attending this university and would choose to do so again as student-athletes. Their specific comments on a variety of issues are summarized in the Report on Exit Interviews: academic experience including relationships with faculty, disadvantages of being a student-athlete, coaches' support of academic pursuits, the academic support program and resources, and academic dishonesty; student development focused on services provided; athletic experience including instruction from coaches, support from Sports Medicine, team climate, equipment and facilities, and availability of Athletics Administration; and general comments regarding positive aspects of the overall experience and suggestions for improvement. The Report on Exit Interviews contains some recommendations based on these results.

The Future of Exit Surveys and Exit Interviews: In December, the FAC first discussed how to increase response rates to the exit surveys, although last year we received surveys from 72 of 123 senior student-athletes (58.5%). Dr. Cricket Lane described the multiple ways that she encourages students to complete the surveys. Suggestions included encouragement from the coach, the Chancellor, and the Athletic Director. There was discussion regarding who should collect the surveys – Dr. Lane or other students. The committee suggested ways to avoid manual input of data by the use of either a web-based survey or scantron sheets that could be machine-read. If, however, the survey were only available for students to complete on the web, some were concerned that the response rate would decrease. Since students are being tracked down up until the all-sports banquet in the spring, it is likely that results would not be ready for review until the FAC's first meeting in the fall. It would be useful to consider further issues of administration of the survey and ways to increase the response rate and possibly adding new questions. We now have two years of data under the current survey instrument and it would be helpful to get a third year of data before making any modifications to the survey itself. Some surveys have already been given to students participating in fall sports so the survey should not be modified further this year.

The committee then discussed the exit interviews. It was agreed that the committee should review at least a preliminary report on the exit interviews at the May meeting so that the Athletics Department may consider and address any issues raised over the summer and report back to the committee in the fall about the department's responses, if any, to the preliminary report. Some committee members expressed concern about getting more student-athletes to participate in the interviews (there were 32 students last year), although others noted that the quality of the conversation might be diluted if there were too many people at each interview. The committee agreed that at least one exit interview session should be scheduled for the fall sports during the fall semester. This would include field hockey, football, men's and women's soccer, volleyball, and men's and women's cross-country. Also to be considered by the subcommittee is whether athletics department personnel should

be asked to leave at the end of the exit interview in case students want to make comments about the administration of the athletics department.

Conclusion

The FAC is dedicated to addressing issues related to the intersection of athletics and academics on our campus and on the national scene, and endeavors to provide thoughtful leadership on these issues locally and nationally. The FAC enjoys an excellent working relationship with the Chancellor and the Athletics Department. The FAC is confident that they and the Athletics Department have established an effective context for thoughtful examination of issues related to the goal of attaining high quality and well-regulated student life for our student-athletes and for implementing changes that will help us continue to attain that important goal.

To facilitate communication between the University Community and the FAC, the FAC has established the e-mail address FAC@unc.edu as a portal for questions, suggestions, or comments regarding Carolina Athletics. All e-mails sent to this address will receive appropriate attention.

Senior Student-Athlete Exit Interviews, Spring 2011

Prepared by Glynis Cowell

Summary of Results

Overall, the student-athletes interviewed felt their academic and athletic experiences at UNC-CH were very positive. The majority agreed they made the right decision in attending this university and would choose to do so again as student-athletes. Their specific comments on a variety of issues are summarized in this report: academic experience including relationships with faculty, disadvantages of being a student-athlete, coaches' support of academic pursuits, the academic support program and resources, and academic dishonesty; student development focused on services provided; athletic experience including instruction from coaches, support from Sports Medicine, team climate, equipment and facilities, and availability of Athletics Administration; and general comments regarding positive aspects of the overall experience and suggestions for improvement. The report of the results is followed by some recommendations based on these results.

I. Academic Experience

Overall experience. The majority of student-athletes interviewed were pleased with their academic experiences at UNC-CH and described them as positive and challenging with regard to time management and balancing schedules. There was specific praise for smaller classes, recitations, Priority Registration, academic advisors, and the cooperation of faculty.

Relationships with faculty. While most described their relationships with faculty as good, indicating that in general, professors are supportive and accommodating, there were a few exceptions.

Disadvantages of student-athletes with regard to academics. Priority Registration appears to have alleviated many of the problems getting into courses and completing most majors, however, some cited issues with science labs and major-level courses that meet during practice times, posing obstacles in completing some majors. They mentioned that practice can also conflict with faculty office hours and programs offered by University Career Services, and in-season travel sometimes requires missing classes. Some reported that it is difficult for a student-athlete to participate in study abroad and experiential opportunities.

Coaches' support of academic pursuits. In general, student-athletes felt their coaches were encouraging and supportive of academics. They cited encouragement and support with regard to study hall and class attendance, setting team academic goals as well as athletic goals, and raising and/or maintaining GPAs.

Academic Support. Student-athletes were positive in their comments about the Academic Support Program and seemed aware of most services provided. Some tutors and Academic Support advisors were singled out and praised for their hard work, knowledge, and support. There was some discussion concerning a perceived disconnect between Academic Support advisors and advisors in the Academic Advising Program. Some questioned the need to meet with both while others recognized that while Academic Support staff know them well and understand NCAA requirements, the advisors in the

Academic Advising Program may know more about credits, requirements, and specific majors. Several voiced concern about inefficiency with regard to the processing and approval of forms and petitions in Academic Advising.

Academic dishonesty. While they recognized that there is academic dishonesty among students in general, the consensus was that academic dishonesty is not a serious issue for student-athletes. One person commented on a CREED meeting during which a student-athlete spoke to the group by phone about having to leave for a semester due to an honor code violation and the impact of that personal testimony on the group.

II. Student Development

Available services. Student-athletes voiced a variety of opinions regarding student development. For the most part, they were very complimentary of the services, expressing their gratitude for the opportunities afforded them. They highly praised the “awesome” Carolina Leadership Academy and voiced appreciation for the community service opportunities they had with specific mention of Carolina Dreams, the Burn Center, and IPass 5K. They were pleased that the Leadership Academy brought together athletes from all sports and some felt that all student-athletes should have the opportunity to participate in the Veterans Leadership Program. With regard to career development, they felt that building relationships and networking with former student-athletes would be especially valuable along with preparation for interviews and assistance in finding jobs. University Career Services and the Writing Center were mentioned as helpful services.

III. Athletic Experience

Overall experience. The majority agreed they had a good experience as an athlete at UNC-CH. Some discussed the importance of senior leadership in that experience while others noted that it is easy for student-athletes to become isolated in their own worlds. There was some discussion of issues caused by coaching changes and coaches’ perspectives on commitment and hard work on and off the field.

Coaches: instruction and development. Most were pleased with their coaches and the relationships they experienced. There was some mention of situations between student-athlete and coach that were not as positive.

Sports Medicine. While there were some mixed feelings regarding medical care, many of the student-athletes were positive about their experiences, some citing this year as the best yet. There were concerns about communication among physicians, athletic trainers, and coaches. There was also a sense that experiences with Sports Medicine may vary by team with some reporting they wait to see a doctor at home for diagnosis and treatment. There was strong agreement that the Stallings-Evans complex is a great resource. Some expressed concern about overuse injuries and the tough physical training required. The Nutrition and Sport Psychology Programs received positive reviews.

Team climate with respect to diversity, hazing, gambling, alcohol and other drugs. No issues were reported regarding any problems related to diversity, hazing, gambling, or drugs, and some discussed what they see as an emerging attitude that they are “here to do what it takes to win” and “not to party.”

Equipment and facilities. Most student-athletes reported that equipment and facilities are fine but others voiced concerns involving lack of space, sharing space, and the need to streamline among facilities and practices as some student-athletes reported they use one location for locker space, another for viewing films, and yet another for practice. Swimmers mentioned they have had issues with locker room flooding, pool chemicals, and air quality. Parking was also cited as a problem by many.

Availability of Athletics Administration. While many student-athletes, especially those involved in governance, indicated they are aware of alternatives to coaches when and if needed, others did not know to whom they could go if they had problems with their coaches or problems they could not discuss with them. Some were not aware of who is in charge of Academic Support.

IV. General Comments

Most positive aspects of overall experience. Among the positive aspects mentioned were relationships, including those among student-athletes and with teachers, support, the general atmosphere, and opportunities.

Suggestions for improvement. Ideas for improvement primarily involved career development, the need for more access to strength-building facilities, a CREED workshop for first-year students on the importance of getting off to a strong start academically, an expansion of outreach, improved parking, exit interviews for club sports, communication with the general student population regarding the life of a student-athlete, and internal team evaluations of coaches by their athletes.

Perceived constraints of being an athlete. There were few responses for this category, perhaps because they had already voiced their opinions in responding to previous questions, however the ability to engage in internships was mentioned.

Decision to attend UNC and as a student-athlete. The majority agreed they would choose to attend UNC again and as a student-athlete.

Additional comments. Other topics mentioned were the departure of a popular advisor, a desire for a Training Table in the new Kenan facility, and banquets at the beginning and end of the school year with suggestions made to Dr. Beth Miller.

Recommendations to consider

- Explore how to make First-Year Seminars, undergraduate research, experiential education, service learning opportunities, etc., more accessible to student-athletes.
- Investigate ways to utilize to greater extent University resources such as Career Services, the Learning Center, and the Writing Center to supplement services provided by the Academic Support Program.
- Develop a plan to streamline advising for student-athletes provided by the Academic Support Program and the Academic Advising Program. This may involve clearly defining the role of each type of advisor and then communicating that information to student-athletes. This may also include discussion on how to best develop and implement individualized academic plans for student-athletes.

- Continue the highly successful student-development programs with additional emphasis on early sessions for first-year students that focus on the importance of getting off to a strong start academically.
- Continue to build a network of former student-athletes and investigate ways to provide more extensive preparation for student-athletes entering the job market.
- Consider implementing regular evaluation of coaches by student-athletes.
- Conduct regular program evaluation for the Academic Support Program and other services for student-athletes including Sports Medicine (Nutrition Program, Sport Psychology Program, athletic trainers, etc.)
- Determine how to best provide student-athletes contact information for Athletic Department personnel in the event an issue arises.
- Explore expanding the notion of team to include not only athletic trainers, strength and conditioning coaches, but also team physicians and academic advocates (academic support counselors).

Procedural notes. The interviews that yielded the data summarized in this report were conducted with six different groups of senior student-athletes February 28, March 1, and March 2. The 45 student-athletes (27 female) participate in 16 different sports: women's basketball (2), fencing (4), field hockey (2), football (1), men's golf (1), women's golf (2), gymnastics (1), men's lacrosse (2), women's lacrosse (4), rowing (5), women's soccer (2), softball (2), swimming and diving (10), women's tennis (1), track & field (8), and wrestling (1). The primary majors listed for these student-athletes were: Archaeology (1), Biology (3), Business (4), Communication Studies (11), Economics (4), English (2), Environmental Studies (1), Exercise and Sports Sciences (5), History (2), International Studies (1), Journalism (8), Management and Society (1), Psychology (1), and Sociology (1). The interviews covered student-athletes' academic experiences, student development, and athletic experiences. The interviews were conducted by members of the Faculty Athletics Committee (Broome, Byers, Cowell, Harris, Lensing, Linnan, Parsons, Renner, and Reznick) and athletic administrators (Baddour, Blanchard, Gallo, and Miller).

2010-11 Senior Student-Athlete Exit Survey Results Summary Report from Laura Linnan

Background

In 2008 the exit survey instrument administered to all senior student-athletes at UNC was revised by a FAC subcommittee of Kathie Mullan Harris, Glynis Cowell, John Blanchard, and Cricket Lane based on input from the Faculty Athletes Committee and Athletic Department advisors to the FAC. The revised survey included new question items recommended by the NCAA (from their website) and retained some important items from the survey instrument used in prior years. The revised exit survey was first administered to senior student-athletes at UNC during the 2008-09 (n= 75) academic year. The revised survey was also administered to senior student-athletes during the 2009-2010 academic year (N= 72), and again a third time during the 2010-11 academic year. This report summarizes results from the third year of its administration to senior student-athletes (N=59).

The exit survey collects data on 34 questions related to academic and athletic experiences at UNC, along with demographic information, GPA, and a question that relates to reasons for choosing UNC (**Appendix A - Survey**). The survey also records student-athletes' academic major, sport, and comments on the strengths and weaknesses of their particular sports program. Responses to each question item are in a 5 pt scale: 1) strongly disagree; 2) disagree; 3) neither agree or disagree; 4) agree; and 5) strongly agree. In processing the data from the surveys, numeric values of 1-5 were assigned for strongly disagree (1) through strongly agree (5), respectively.

Description of Sample

Fifty- nine senior student-athletes completed exit surveys during the 2010-11 academic year. More females (30) than males (29) and more whites (44) than non-whites (14) completed the survey. The race and ethnic distribution of the 14 non-white student-athletes who participated in the survey was: 10 non-Hispanic Black; 1 Asian/Pacific Islander; 1 Alaska Native; 2 Other. The majority of senior student-athletes who completed the survey had participated in non-revenue sports (47); all of the 12 revenue sport student-athletes participated in football. See **Appendix B** for the distribution of sports for the 59 senior student-athletes, followed by the distribution of academic majors (**Appendix C**) where Communications (13), Exercise Science & Sports (9), Journalism (6), Business (4), Economics (4) were the leading majors.

Methods

Student-Athlete Recruitment and Response Rate

At the end of each season, Cricket Lane, Director of Student-Athlete Development, emails the survey and attends team meetings to administer the survey to all senior student-athletes on all sports teams, both revenue and non-revenue. In 2010-11, there were a total of 110 senior student-athletes, therefore the overall response rate was 53% (59 of 110).

Survey Scoring, Coding and Analysis

Survey items were scored 1=strongly disagree and 5=strongly agree. For the most part, statements were worded in a "positive" manner such that higher responses indicate approval or satisfaction with the particular sports/academic program topic under question (e.g., strength and conditioning program, sports medicine, academic support program, coaching, etc.). Several items were not worded in a positive manner and are in **bold** #17-22 under Academic Support Program, and #30 under Coaching. As a result, the "lower" scores were actually more desirable in just these cases. We kept the wording of these items similar to their exact wording in previous surveys for comparability across time.

Not all of the student-athletes answered every question either out of choice or because the question was not applicable. Approximately two-thirds of the questions had missing values, but the amount of missing data was negligible on any given item; the majority of items were missing 1-3 responses (5% or less), reducing the analytic sample for each question to 56-59 respondents. The two exceptions were questions #27 (satisfaction with quality

of career services), which had 7 missing values and GPA which had 11 missing values. From GPA, more of the missing was from female students (n=7) than males (n=4).

Mean results were calculated for the overall sample of respondents and then were stratified by gender (male/female), race/ethnicity (white/non-white), and by athletes who participated in revenue sports/non-revenue sports. Significance tests for the difference between means were conducted using T-tests to test mean differences and a Chi Square to test differences in categorical proportions for all subgroup contrasts (e.g., gender, race, revenue/non-revenue); the shaded cells signify that the subgroup difference is statistically significant at a probability level of .05 or less in orange and $p < .01$ in blue.

Results

General Summary

Overall results from the 59 senior student-athletes who completed the exit surveys for the 2010-2011 academic year indicate a fairly positive view of their UNC experience in both athletics and academics. The average response on almost all positive items is greater than 4.0 (i.e., between agree and strongly agree on the 5pt scale). Student-athletes gave the highest score (mean=4.7) to the physician availability (Q5) and to the availability of sports medicine/athletic trainers (Q6). The availability of the weight room, belief that the staff utilized safe, effective and current training techniques, satisfaction with level of care received from athletic trainers, and level of care for rehab, all had a mean score equal to or greater than 4.6.

Under Academic Support Program, among the items between Q13 to Q16 the lowest item had a 4.0 average rating: accuracy of information from the academic support staff (Q15). Q15 was also the lowest rated item last year with a mean score of 3.7. Questions 17-22 inquired about the tension between athletics and academics for student-athletes and results indicate moderate conflict on many issues. Recall that lower ratings indicate more positive results because these items are worded to measure the degree to which athletics impinges on academic choice and performance (thus a 1 response is strongly disagree that athletics impinges on academics). Mean responses to these items range from 2.7 (a rating between disagree and neutral) to 3.7 (a rating between neutral and agree). In general, participating in a sport appears to present less conflict for choice of academic major (Q17) than scheduling courses (Q18). Furthermore, responding student-athletes do not feel that participating in their sport leaves them too tired to pay attention in class (Q19), get their homework done (Q20), or that their grades have suffered (Q22) as average responses to these items are close to neutral (neither agree or disagree). These results are quite positive and suggest that responding student-athletes report having a good balance between athletics and academics with little impact on their choice of major but some problems in scheduling courses. This is further reflected in the finding that most student-athletes disagree that they favor athletic performance over academics (Q21).

All items related to Student-Athlete Development are highly rated (means of 4.4) with the exception of the quality of personal development programs (Q26; mean 4.2) and career development services (Q27; mean 4.1), which may deserve some attention (note, however, an average rating > 4.0 for Qs 26 and 27 indicates an overall "agree" to these items). Coaches were rated highly for adhering to athletic institutional rules (Q32), while communication between coaching staff and academics staff could be improved (Q29). Responses to Q30 showed a slight increase in the three year trend of student athletes reporting a higher (less desirable) likelihood that the coaching staff expects them to just earn the grades needed to remain eligible. And, in all three yearly cohorts, males were more likely to report the higher (less desirable) level than were female student-athletes. The athletics administration also received good ratings, with availability (Q33) rated slightly lower than overall conduct (Q34).

Subgroup Differences and Related Trends

Gender differences were few. Males rated availability of academic support (Q13), importance of athletics over academics (21), and communication between coaches and academics (Q29) higher than females. Females did not rate any item significantly higher in 2010-11 than did males.

Differences by race/ethnicity were rare among respondents to the 2010-11 survey. Only the student-athlete ratings of coaching and academic staff communication (Q29) were significantly different by race. Specifically, Whites (vs. non-Whites) (3.7 vs. 4.5) did not rate staff communication as highly.

Revenue/non-revenue sport differences were much more prevalent among student-athlete respondents in 2010-11. Specifically, student athletes from revenue sports (e.g. football) rated 3 of the 4 strength and conditioning items at statistically higher levels than did non-revenue student-athletes. The exception to this trend was that weight room availability was rated equally accessible, regardless of revenue/non-revenue sports status. Revenue athletes were significantly more likely to rate level of care from sports medicine physicians (Q7) and communication between sports medicine staff and coaches (Q12) at a higher level than student athletes in non-revenue sports. For academic support, student-athletes in revenue sports were significantly more likely to rate availability of academic support higher than non-revenue student-athletes (Q13). Among the items (Q17-Q22) where the lower score was more desirable, revenue sport student-athletes were significantly more likely than non-revenue sport student-athletes to report that: participating in sports interfered with selecting a major (Q17); sports leaves me too tired to pay attention (Q19); athletics more important than academics (Q21); and participating in a sport interferes with grades (Q22).

On the coaching-related questions (Q28-Q31), there were significant differences between revenue and non-revenue student athletes in most categories. Specifically, revenue sport student-athletes were significantly more likely than non-revenue sport student-athletes to agree that: coaches fostered a strong academic atmosphere; coaching staff and academics communicated well; coaching staff expects them to just earn good enough grades to stay eligible; and, there was a good level of coaching support beyond academics. Probably important to recall that a majority of student-athletes who responded from revenue-sports were from one sport (e.g. football).

Principal Reasons for Choosing Carolina

In the overall sample of senior student-athletes who completed the exit survey, the main reasons why student-athletes reported choosing to attend North Carolina were: academics (85%), followed by the specific sports program (71%), and “teammates” as the third most important. There were no statistically significant differences between groups by gender. Moreover, all other subgroups have the same rank ordering (e.g. academics and specific sports program) as the first and second most important reasons for coming to Carolina. Non-white athletes ranked coaches as a 3rd important reason for attending Carolina. For student-athletes in revenue sports, social life is tied with teammates for 3rd most important reason.

GPA

The average GPA for the senior student-athletes who responded to the exit survey in 2010-11 was 3.10. It is not clear why 11 student-athletes (nearly 10% of the sample) had missing information on GPA. Only about 2% of the sample had a GPA lower than 2.5, and 12.5% had a GPA lower than 2.8. Conversely, about 23% of responding student-athletes overall had a GPA of 3.5 or higher. Difference in GPA by gender were not statistically significant ($p=.14$); yet females had a higher (n.s) average GPA than males (3.18 vs. 3.03), as did white (vs. non-white) student-athletes (3.19 vs. 2.92). Non-revenue student-athletes also had a higher GPA (3.23) than revenue S-As (2.66).

Student-Athlete Comments

Students-athletes were asked to leave written comments on **strengths/weaknesses** related to their experience at UNC. Some of the **strengths** acknowledged by student-athletes included: appreciation for coaches, athletic administration, teammates, leadership opportunities, academic support, and other opportunities. A few sample comments included in strengths were:

“I think that the athletic department, the academic support staff, and the student athlete development staff do a great job of making themselves accessible and welcoming to the athletes. I personally have had a great experience with all of these people. They have helped me tremendously in my athletic and academic career.”

“Carolina has been a wonderful experience because it is so well-rounded. The opportunities that it offers are limitless. There is a great balance of athletic, social and academic life.”

“The strong relationships I developed with my teammates were a direct result of the caliber of athlete found at UNC”.

“The best overall college experience I could’ve ever imagined as a student athlete.”

Weaknesses were acknowledged about several aspects of the student-athlete experience, including issues about sport-specific concerns, communication, problems with tutoring, and problems with access to strength and conditioning staff. A few examples of student-athlete concerns are as follows:

“With as much teaching goes on about communication, there still seems to be a disconnect between the coaches themselves, and between the head coach and the athletes. We talk about things with the coaches and they never get addressed or taken care of”

“The track coaches do not always handle things with maturity. They are highly negative most of the time and do not always treat people with respect.”

“I felt the fencing developed a reputation within the strength and conditioning program, which whether warranted or unwarranted, negatively impacted the relationship committed athletes had with the staff there”

“I wish our team received more attention from strength and conditioning; we no longer do team workouts and it takes half the semester for us to even get scheduled for workouts.”

“Communication between coaches and programs (SA Development) sometimes lacking/inefficient”

“Weight room waiting to be built; better tutoring for more specific classes needed”

Overall Summary: In general, senior student-athletes who completed the exit surveys in 2010-2011 rated both the athletic and academic experiences at UNC quite favorably. Despite the challenging circumstances surrounding members of the football team and coaching staff, and the heightened national and local press associated with the football program last year, it was heartening to learn that senior student-athletes were generally quite favorable about their time and interactions with academic support staff, with their coaching staffs, and with other student-athletes. Student-athletes had several positive comments but also were willing to share concerns and suggestions for how to improve the student athlete experience in the future.

A few items were scored lower and may warrant additional consideration. For example, “staff develops off-season programs” (Q4) was somewhat lower for non-revenue students (3.8), White students (3.8) and for males (3.8). Thus, among non-revenue male athletes there is a perception that the staff is not adequately developing off-season individual goals for them. Question 15 also received a lower score by females (3.8), non-white (3.8) and non-revenue students (3.9). This question asked about the accuracy of information provided by academic support staff. Revenue athletes score this item the highest (4.3), however, these differences (and others) may be more a difference between females and revenue males because 30 of the 47 non-revenue athletes are female.

For the reverse coded items (Q17-22&Q30), the (undesirable) highest score was a 4.0 (Q17: sports keeps me from selecting a major I want & Q21: athletics is more important than academics). Both of the higher scores were from revenue athletes (e.g. football players).

Male student-athletes rated several items more positively than females. Males reported that athletics was more important than academics, that they received enough academic support and that communication between coaches and academics was satisfactory. Non-white student athletes were statistically different than white student-athletes only on their (higher) rating of communication quality between coaches and academics.

There were numerous differences between ratings of non-revenue and revenue athletes. See the section “Revenue/non-revenue sport differences” for full description. For accessibility of strength and conditioning facilities, sports medicine care, and coaching, revenue athletes rate these items higher than non-revenue. For academic support, revenue athletes were more likely to put sports ahead of school and report that sports interferes with school.

There are some issues with sports interfering with scheduling classes, paying attention in class, and grades, especially for revenue and male student-athletes (however, nearly half of the male athletes are in a revenue sport). Further, revenue athletes are more positive about coaching. Yet most senior student-athletes report that their grades do not suffer from their participation in sports and they can keep up with the coursework despite their athletic responsibilities. Senior student-athletes rated the strength and conditioning and sports medicine programs quite highly again this year. As opposed to last year in which a large number of athletes did not answer the question about tutoring, nearly all of the athletes responded this year (4 missing vs. 9 missing last year). The rating on this item was quite high (4.6), and no differences by gender, race/ethnicity and/or revenue status were observed.

Appendix A - Survey

Sport: _____ Date of Evaluation: ____/____/____ Your name (OPTIONAL): _____
 Gender: Female _____ Male _____ Estimated GPA entering Spring 2009 _____ Major _____
 Race: Asian/Pacific _____ American Indian _____ Alaskan Native _____ Hispanic _____ Black/Non Hispanic _____ White _____ Other _____
 Reason You Chose to Attend UNC: Academics _____ Specific sport program _____ Coaches _____ Teammates _____ Facilities _____ Social Life _____

Thank you for agreeing to complete this **Student-Athlete Survey** regarding your experiences as a student-athlete (s/a) at the University of North Carolina. Your responses will be CONFIDENTIAL. Using the following scale, please rate your experiences as a UNC student-athlete. Please return this survey to Dr. Cricket Lane.

RATING:

- Strongly Agree** Exemplary performance in all areas.
- Agree** Surpasses the standards and performance expectations in many important areas.
- Neutral** Good performance. Consistently meets standards and performance expectations in important areas.
- Disagree** Performance does not meet expectations in some important areas; below expected levels. Improvement needed.
- Strongly Disagree** Performance falls below expectations in many areas. Substantial improvement critical.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
STRENGTH & CONDITIONING (S & C)						
1. The weight room and its staff are available to me.						
2. The staff utilizes safe, effective and current training techniques.						
3. The weight room is in good condition and maintained well.						
4. The staff develops off-season programs with clear individual goals.						
SPORTS MEDICINE						
1. Sports medicine physicians are available to me.						
2. Sports medicine athletic trainers are available to me.						
3. I am pleased with the level of care I receive from sports medicine physicians.						
4. I am pleased with the level of care I receive from athletic trainers.						
5. I am pleased with the level of coverage by sports medicine at off-season practices and competition.						
6. I am pleased with the level of care received from sports medicine staff regarding rehab and athletically related issues.						
7. I am pleased with the level of communication between sports medicine staff and student-athletes.						
8. I am pleased with the level of communication between sports medicine staff and coaches.						
ACADEMIC SUPPORT PROGRAM						
1. The academic support staff is available to me.						
2. I am pleased with the level of support from the academic support staff.						
3. I am pleased with the accuracy of information/advisement I receive from the academic support staff.						
4. Tutors abide by Honor Code in providing academic assistance to student-athletes.						
5. Participating in my sport has kept						

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
me from selecting the academic major I really wanted.						
6. Participating in my sport has kept me from scheduling courses that I wanted to take.						
7. Participating in my sport leaves me too tired or preoccupied to pay attention in class.						
8. Participating in my sport leaves me too tired to complete my homework or preparation for class.						
9. My athletic performance is more important to me than my academic performance.						
10. My grades have suffered due to my participation in my sport.						

STUDENT-ATHLETE DEVELOPMENT

1. The quality of my experience with s-a development was good.						
2. The student-athlete development staff was accessible to me.						
3. I am pleased with the level of support from the student-athlete development staff.						
4. I am pleased with the quality of personal development programs. (alcohol and other drug education)						
5. I am pleased with the quality of career development services.						

COACHING

1. My head coach fostered a strong academic atmosphere.						
2. The coaching staff and the academics staff communicate well.						
3. The coaching staff expects me to just earn the grades needed to remain eligible.						
4. I am pleased with the level of coach's support of student-athletes beyond athletics.						
5. I am pleased with the level of commitment displayed by the coaching staff to adhere to NCAA, conference, and institutional rules.						

ADMINISTRATION

1. The athletics administration is available to me.						
2. I am pleased with the overall conduct of the athletics administration regarding student-athletes.						

Please use the space below to make any additional comments that you care to make about your team or your experience at Carolina.

Strength(s)/Positives:

Concerns/Weaknesses:

Do you wish to request an in-person meeting with a member of the institution's administrative staff? Yes _____ No _____
 If so, please contact the Athletic Department as soon as possible to schedule this meeting.

**Thank you for taking the time to complete and return this survey to Dr. Cricket Lane
 The results will be used to better serve student-athletes at the University of North Carolina**

Appendix B – Distribution of Senior Student-Athletes by Gender (n=59)

sport2	Gender		Total
	1 (F)	2 (M)	
Baseball	0	1	1
Fencing	2	3	5
Field Hockey	4	0	4
Football	0	12	12
M Golf	0	1	1
M Lacrosse	0	2	2
M Swimming	0	6	6
M Track	0	2	2
Rowing	4	0	4
Track	0	1	1
Volleyball	2	0	2
W Basketball	2	0	2
W Golf	2	0	2
W Lacrosse	4	0	4
W Soccer	2	0	2
W Swimming	3	0	3
W Tennis	1	0	1
W Track	4	0	4
Wrestling	0	1	1
Total	30	29	59

Appendix C - Distribution of Senior Student-Athletes by Major (n=49)

(missing = 10)

		Freq.	Percent	Valid	Cum.
Valid	Advertising	1	1.69	2.04	2.04
	Biology	2	3.39	4.08	6.12
	Business	4	6.78	8.16	14.29
	Comm.	9	15.25	18.37	32.65
	Comm. & EXSS	1	1.69	2.04	34.69
	Comm. Speech/Hearing	1	1.69	2.04	36.73
	Comm./EXSS	1	1.69	2.04	38.78
	EXSS	6	10.17	12.24	51.02
	Econ.	3	5.08	6.12	57.14
	Econ./EXSS	1	1.69	2.04	59.18
	English	1	1.69	2.04	61.22
	Environmental Studies	1	1.69	2.04	63.27
	History	3	5.08	6.12	69.39
	INTS	1	1.69	2.04	71.43
	JOMC & History	1	1.69	2.04	73.47
	JOMC - Advertising	2	3.39	4.08	77.55
	Journalism	1	1.69	2.04	79.59
	Journalism & Econ.	1	1.69	2.04	81.63
	Journalism/Pub. Rel.	1	1.69	2.04	83.67
	Management & Society	1	1.69	2.04	85.71
	Mass Comm.	1	1.69	2.04	87.76
	Mgmt. & Society	2	3.39	4.08	91.84
	Psychology	1	1.69	2.04	93.88
	Public Relations	1	1.69	2.04	95.92
	Sociology	1	1.69	2.04	97.96
	Sport Administration	1	1.69	2.04	100.00
	Total	49	83.05	100.00	
Missing		10	16.95		
Total		59	100.00		