

The University of North Carolina at Chapel Hill
Faculty Athletics Committee
Minutes of Meeting: March 8, 2016

Present: **Committee Members:** Lissa Broome, Bev Foster, Daryhl Johnson, Josefa Lindquist, Layna Mosley, Joy Renner, John Stephens, Deborah Stroman

Liaisons from the Student-Athlete Advisory Council: Ezra Baeli-Wang, Lexi Cappalli

Advisors: Michelle Brown (Director, ASPSA), Vince Ille (Athletics)

Guests: Anne Whisnant (Office of Faculty Governance), Maria Prokopowicz (DTH)

I. Preliminary Matters and Updates on Continuing Projects

Minutes. The minutes from the January and February meetings were approved.

Ethics and Integrity Working Group. At the March 11 Faculty Council meeting the report from the Ethics and Integrity Working Group will be discussed. The meeting will be live streamed.

Chair and Vice-Chair Elections. The elections for Chair and Vice-Chair will occur prior to the April meeting. There was some discussion as to whether these decisions should be deferred until after the new members are elected, but the committee decided it was important to have the leadership of the committee selected before the summer. Joy Renner encouraged committee members to nominate themselves or others.

Executive Team Meeting. The Chancellor and Athletics Director are attending an Executive Team meeting and not able to be present for the FAC meeting.

Subgroup for Campus Discussions. Daryhl Johnson reported that the subgroup had decided that its campus-wide discussion topic would be time demands on student-athletes. The subgroup hopes to have its event in April or early in the fall semester. The subgroup plans to post its meeting minutes on the FAC Sakai site.

II. Update from the FAR

Lissa Broome's FAR update is attached. She is continuing to collect information from other ACC schools about how their FAC counterpart committees operate.

NCAA Time Demands Survey. The NCAA Time Demands survey link was distributed to all UNC student-athletes, head coaches, senior administrators, and the FAR. Professor Broome obtained an IRB exemption for the survey. Professor Broome asked the committee for feedback

on some of the survey questions so she could provide additional input from faculty to the NCAA. The document she prepared summarizing this discussion (which was subsequently submitted to the NCAA) is also attached.

III. FAC Listening Session, March 2, 2016

John Stephens and Josefa Lindquist prepared notes from the listening session (attached). There were seven non-FAC members in attendance for part or all of the meeting, including Anne Whisnant from Faculty Governance and Jeni Cook from UNC Communications. Some take-aways from the discussion:

- There is still confusion about the difference in roles of academic counselors (ASPSA) and academic advisors (Academic Advising Program)
- The value of study abroad for student-athletes and how to fit it in around their busy schedules
 - Immersion courses of 10-12 days over the summer or winter break
- The use of online or hybrid online classes. A course in the College of Media and Journalism was described where part is in-class and part online.
 - Is the EPC limit for online courses appropriate?
 - How does the institution ensure quality control?
 - How do other schools deal with online courses?
 - What can we learn from our experience with veterans?

IV. FAC joint meeting with Head Coaches, February 22, 2016

Lissa Broome and John Stephens prepared notes from the meeting (attached).

- The group discussed the guidelines for communications between coaches and faculty as outlined on the APSA.unc.edu website (prepared by the Working Group on Student-Athlete Academic Processes).
 - There is a tension between asking the student to take responsibility for academic matters and the coach operating *in loco parentis*. We need to find the right balance and encourage the coaches to work with the ASPSA academic counselors regarding academic issues.
- Graduate school admissions for student-athletes with remaining academic eligibility
 - Consider other alternatives, including second majors, that can be planned for in the fall semester of the student's fourth year of study.
- Make-up opportunities for exams and other work missed by student-athletes with excused absences for competition
 - Being explored through EPC, but some faculty have concerns regarding make-up work especially in large classes.
- It would be good to understand how other ACC institutions handle grad school admissions for student-athletes, second baccalaureates, and online coursework.

V. SAAC Focus Group Discussion, February 16, 2016

Kim Strom-Gottfried and Daryhl Johnson prepared a summary of the focus group discussions at each table at the February SAAC meeting. Their summary is attached. Some issues touched upon in the summary were discussed in the meeting:

- Priority registration for first-year students and for summer school would be very helpful
 - EPC is considering this issue now
 - The registrar's course scheduling tool can be helpful for departments in scheduling classes and for teams in scheduling practices to see how a particular practice schedule impacts classes that are available for enrollment
- Student-athletes sometimes like to take gen ed classes together; this sometimes makes out-of-class group work easier to schedule.
- Students noted the difficulty of forming relationships with faculty given the time associated with the students' athletic schedule
- Strengthen the tutors for higher-level courses
- Some faculty don't accept the travel letter
- There were some troubling comments regarding coaches' willingness to allow students to participate in classes and activities that conflict with practice time. There were numerous other examples of exemplary cooperation by a coach
 - Class time for a required class for the entrepreneurship minor conflicted with practice
 - Coach reportedly expressed concern about whether a student-athlete should ever seek this minor in the future
 - Student-athlete was allowed to participate in class but concerned that other students might be more concerned that their playing time would be adversely impacted by missing practice
 - A coach asked a student to quit an internship that conflicted with practice
 - ASPSA works with Dean Abigail Panter and the College of Arts & Sciences to address issues like this when they become aware of them; ASPSA also tries to develop S-As so they can advocate for themselves
- Some coaches might benefit from learning how to conduct team meetings more efficiently
- Some coaches not willing to allow the team to talk about sensitive issues like racial issues or sexual assault issues; other coaches encouraged their teams to attend the University fall town hall on diversity issues

VII. April Meeting

Joy Renner asked FAC members to forward topics for the April meeting in addition to a discussion of athletic department budget and finances with Martina Ballen. Debby Stroman asked that Bubba Cunningham discuss the proposed indoor football practice facility

The meeting adjourned at 5:30.

Minutes respectfully submitted by Lissa Broome

Attachments

FAR NCAA and ACC Update

Division I Time Demands Feedback to NCAA from UNC FAC

March 2, 2016 FAC Listening Session Notes

February 22, 2016 FAC-Head Coaches Joint Meeting Notes

February 16, 2016 SAAC Focus Group Summary

**Update to FAC from the Faculty Athletics Representative
March 7, 2016**

NCAA

1. Division I legislation to be considered by NCAA Division I Council in April
2. NCAA Time Demands Survey (IRB exemption obtained)
 - a. Link distributed to all UNC student-athletes, head coaches, senior athletics administrators, ASPSA director, FAR
 - b. According to NCAA, depending on response numbers it can provide UNC-CH with its data—at least by M/W, not sure about team-level data unless there is overwhelming (near 100%) participation. The survey closes March 21, so the NCAA hopes to have data available in April.
 - c. Input from FAC on pages 7-13 (posted on Sakai) to inform my response as FAR and to prepare separate document to submit to NCAA with FAC input

ACC Meetings

1. Investment Committee, March 2
2. Finance Committee, March 11
3. Post-Graduate Scholarship Banquet, April 13
 - a. Emma Nunn, Women's Swimming & Diving, Spanish and Global Studies
 - i. Interested in law school
 - ii. All ACC team, All ACC Academic Team, UNC Athletic Director's Scholar-Athlete
 - b. Houston Summers, Men's Track & Field, Psychology
 - i. Student body president
 - ii. All ACC Javelin Throw, All ACC Academic Outdoor Team 2013-15
 - c. Casey Di Nardo, Field Hockey, Media and Journalism (Public Relations)
 - i. Member U.S. National Team
 - ii. ACC All Academic Team
 - iii. AD Scholar-Athlete
 - d. Honorary – Marcus Paige, Men's Basketball, Journalism (Public Relations)
 - i. 1st Team All-ACC
 - ii. 2nd team All-America
 - iii. Skip Prosser Award (ACC MBB student-athlete of the year)

SACSCOC

1. Written submission soon
 - a. Sections on work product of working group, ASPSA, FAC, along with integrity and academic freedom
2. Special committee site visit April 11-13

**Comments on NCAA Time Demands Administrator Survey
From the University of North Carolina at Chapel Hill
Faculty Athletics Committee**

The Faculty Athletics Committee at the University of North Carolina at Chapel Hill provided input on the D! Time Demands Administrator Survey to the UNC-CH FAR, Lissa Broome, to help inform her response to the survey and to provide additional faculty perspective on the time demands issues. Professor Broome prepared this summary of the discussion for the NCAA.

Should count as CARA

- Compliance meetings
- Contests
- Film review
- Individual skill or conditioning with a coach
- Media activities
- Team fundraising (if required)
- Meetings with psychologists if the entire team is participating
- Practices
- Supplemental workouts organized by coaches
- Meetings with nutritionist if the entire team is participating
- Treatment and prevention of injuries
- Travel to and from competition but with some nuances

Should not count as CARA

- Academic advisor meetings
- Team fundraising if not required (although recognizing the “mandatory” nature of some “voluntary” activities)
- Meetings with psychologists by individuals (should be protected medical info)
- Pick-up games
- Prospective student-athlete host duties
- Supplemental workouts not organized by coaches (“voluntary” issues)
- Team study hall
- Team volunteer work
- Tutoring sessions

Competition Time Demands

The committee understands that athletes and coaches want to compete, but believes that the number of contests as a general matter should be reduced. The committee is especially

concerned about those contests added to enhance inventory available to satisfy the demands of TV broadcast partners. This is an area that should be considered on a sport-specific basis.

The day of the competition, the committee urges each program to structure the time of the student-athletes efficiently. They should be on call in time to have appropriate treatment prior to competition, but should not be subject to “hurry up and wait” if they don’t need to be there. The committee also understands that the team may need to eat a certain number of hours prior to competing and again asks coaches to use post-meal time most efficiently.

Reducing the number of contests allowed by each sport by 10% is a step in the right direction. The committee does not, as a general matter, support lengthening the season, recognizing that during the seasons there are the greatest demands made on student-athletes and the greatest interference with the academic enterprise. Collect data on academic performance of teams in-season versus out-of-season.

The committee supports a “no athletics activity period” during winter break to allow students an opportunity to enjoy the holidays with their families. This time off is preferred to time off at the end of the competitive season.

Out of Season Time Demands

The committee believes this issue is best considered sport-by-sport. The committee supports 2 days off per week when the sport is out of season. Time off during the week outside the playing season should be decided by the coach after obtaining input from the student-athletes. The coach should endeavor to develop a schedule that the students can plan on and around and not change meeting times on a regular basis making it difficult for students to schedule appointments and plan ahead.

The committee supports students taking a period of no athletics activity outside of the playing season to participate in an internship or study abroad opportunity. The committee does not support requiring athletics activities such as weight training and conditioning during the summer, but recognizes that students may be voluntarily engaged in these activities.

Academics

The committee is very supportive of no contests during the final exam period, but recognizes that even among conferences this is difficult given the variety of final examination schedules.

The committee supports a 5-year eligibility window to allow for an academic study abroad experience or an internship or both.

Travel

Teams should avoid using a travel day as the day off, when possible, but this obviously depends on the length of the travel day and the competition schedule. Be careful of hard and fast rules

here that may not work well for all sports. Maybe the travel day can only be used as the day off X number of times during the playing season.

Also be careful about imposing a minimum number of rest hours after returning from travel; in some instances movement and/or treatment may be necessary and assist in recovery.

Summary prepared by:

Lissa L. Broome

Faculty Athletics Representative and ex officio, Faculty Athletics Committee

FAC LISTENING SESSION

March 2, 2016

Toy Lounge, Dey Hall

Notes from John Stephens – covering 11:00-11:55 a.m.

Notes from Josefa Lindquits – covering 11:55 a.m. -1:00 p.m

FAC MEMBERS

At start

Lissa Broome

Lexi Cappalli (SAAC liaison)

John Stephens

Joining

Josefa Lindquist

Bev Foster

Ezra Baeli-Wang

Participants/audience (for some of the time)

- Cindy Schauer – Chemistry
- Rhonda Gibson – Media and Journalism
- Laurie Mesibov – Ombuds Office
- Greg Beatty - Academic Counselor, ASPSA
- DTH REPORTER - Cailyn Derickson
- UNC Communications – Jeni Cook
- Faculty Governance – Anne Whisnant

FYI – DTH report - <http://www.dailytarheel.com/article/2016/03/faculty-athletics-committee-discusses-student-athlete-time-management>

Major topics

1. Time demands on student-athletes: current status, possible changes

Dr. Gibson noted her membership on the “Campus Conversations about Athletics” committee and said the group is focusing on time demands of student-athletes as the first topic. Is that a good focus?

Cappalli – yes. Is a challenge. A challenge we embrace, given that the time investment for athletics is essential for our improvement and success. We have good preparation via summer

ASPSA Academic Success workshops and for full freshman year, My Academic Plan (MAP) includes monitored/supported study and tutor hours. Helps plan/structure our time.

Ways to better balance the load?

Stephens – raised in his SAAC focus group last month: allow for summer school hours to somewhat off-set the load in following fall or spring semester. Example – take 3 hours in summer, then can do 9 vs. 12 hours in fall; still works out to required load across summer/fall. Problem: NCAA edibility requirements – 12 hours minimum for fall and spring semesters.

Broome, Cappalli and others – need to have sections of key courses at more than one time of the day, RE: different teams practice in AM or PM. So, with more than one section – AM and PM – makes that course and, possibly, certain majors viable for student-athletes.

2. Opportunities for other extracurricular or study abroad – different models to increase chances for student-athletes to benefit

Gibson to Cappalli: what were you unable to do, but wanted to, per your major/other interest and extracurricular opportunities? Cappalli: Marketing Club – I followed via the listserv, but could not participate. Most of my extracurricular time comes through Athletics, RE: Carolina Leadership Program. Cappalli summarized the program and its benefits. I could have done study abroad, RE: I did have summer flexibility. Some sports – football, volleyball – have summer commitments; seems to rule out study-abroad.

Gibson reported on an “immersion experience” via her current semester course, International Media Studies: London and an upcoming nine-day experience in London.

Lindquist noted other options – current, and in development – that are outside the semester study abroad model, but seeks similar benefits.

3. Online classes – pros and cons

As part of course availability, discussion of online courses noted:

- a) College of Arts and Sciences parameters/limitations: up to 2 within a major, no more than one per semester, and a limited of 18 credit-hours overall (per Beatty). Griffin and Lindquist relayed their experience and observations of online education in their areas. Lindquist noted some hybrid approaches of face-to-face and online delivery.
- b) Stephens noted this could link to President Spellings’ interest in broadening access and overall student numbers across the UNC system.
- c) Gibson observed that the Media and Journalism rationale is not to “have a cheaper course” – only full-time faculty are the teachers (not outside adjuncts) and there is a 20-student maximum per section of an online course.

4. Online examinations – convenience, security/integrity

Broome queried Gibson and Lindquist about examinations in online courses. They reported different approaches, ranging from “open book” for smaller quizzes, to tightly timed windows for larger exams. Lindquist noted the use of online exams for traditional, face-to-face courses.

5. Possible academic credit for Carolina Leadership Academy?

Schauer asked about whether academic credit could be offered for the Carolina Leadership Academy. Her thinking is that it could combine the best of current extracurricular work time with the appropriate rigor and standards of a course for credit. It could be a way to have time “count in two ways.” Cappalli and others related concerns about fairness to students who are not in varsity athletics, given the context of the Carolina Leadership Academy. Mesibov noted that such a course would have to be outside the Athletics Department; RE: that department is not empowered to offer courses for academic credit.

Beatty reported on a Business School Athletics Leadership course currently offered. There are different sections, based on the student’s involvement in extracurricular activities and one of those sections is for student-athlete leaders. Cappalli: for the section for student-athletes: members of SAAC have the first opportunity to enroll. Schauer: how many other athletes can participate? Cappalli: none; the members of SAAC fill up that section.

Lexi Capelli pointed out that many athletes have to balance a considerable amount of duties. First she addressed course work, training, and services activities. She also pointed out that there other extra curricular activities that many athletes pursue during their time at Carolina.

6. Practical Clinical absences

Bev pointed out her concern with clinical practices when athletes are absent. She pointed out that the clinical practices are crucial to the progress of the students and that in the medical field students are dealing with patients. In her case she was able to present how to accommodate students in personal cases.

7. What are the plans for FAC?

An audience member asked the panel what are the plans from FAC. Bev gave an overview of the general plans: Outcome date, comprehensive reports, reports at the regional and national level (NCAA/ACC).

8. Topic discussions on campus

It was discussed that there is an interest in promoting campus discussions about athletes tentatively starting in late spring and fall semester. The purpose of these discussions is to have campus interest in athletics with subgroups to familiarize other colleagues across campus. A special committee from Faculty Council is coordinating these discussions. The Special Committee has 7 members.

9. Time demands for student athletes

The conversation went back to the importance of time demands on students.

10. Health Concerns Middle School-High School.

Bev pointed out that the concern with athletes start as early as the Middle School and High School.

12:30—All members of the audience departed and Bev, Ezra, Lexi, Cailyn, and Josefa remained until 1:00.

**Head Coaches' Meeting with FAC
February 23, 2016**

Meeting Notes

Prepared by Lissa Broome with assistance from John Stephens

Most head coaches' and senior Department of Athletics' administrators were in attendance. FAC members present: Lissa Broome, Daryhl Johnson, Layna Mosley, Joy Renner, John Stephens, Kimberly Strom-Gottfried

Following introductions, Bubba Cunningham and Joy Renner welcomed all to the meeting and noted that this was the second time FAC members and head coaches had come together to discuss issues of mutual interest.

Principles Guiding Contact Between Faculty and Coaches

The first topic for discussion was to review the Principles Guiding Contact Between Faculty and Coaches that is posted on the apsa.unc.edu website and is the product of the Student-Athlete Academic Initiative Working Group.

There was a consensus that it would be inappropriate for a coach to call an instructor to inform the instructor of the grade the student-athlete needs to remain eligible to compete.

Many coaches, however, expressed concerns with some aspects of the policy:

- Coaches are judged on the academic performance of their teams (including team GPA/APR/GSR) and therefore have an interest in the academic progress of the students on their teams; coaches have responsibility but not authority for academics
- Coaches meet with parents in their home and promise to take care of the student while at UNC including a commitment that they will graduate
- Coaches need to be part of the educational process
- Coaches want to be able to assist students who have personal issues and communicate with professors about those issues
- The principles guiding contact uses the word "prohibition" which seems too strong ("toxic," in the words of one coach)
- We may be over-legislating and thus risk losing principled, but flexible, faculty-coach relationships

Issues to consider relating to any coach-professor conduct include:

- FERPA issues relating to the privacy of students' educational information
- The importance of using the ASPSA Academic Counselor or Director, Michelle Brown, as the conduit between the professor and the coach relating to academic issues so that ASPSA is aware of all academic concerns and can address them on a broader scale

Issues Relating to Official University Travel

Some faculty have a policy that a student may drop one exam from their grade and then use this policy to force a student to drop an exam for official University travel (rather than offering a make-up exam). This issue is currently under discussion with the Educational Policy Committee. Coaches noted that

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word travels among student-athletes about professors' policies and this may lead inadvertently to student-athletes clustering in classes where professors provide make-up opportunities for missed exams. On the other hand, in a class of 300-400 students, a professor might have to offer a make-up exam for a number of students (for all excused absences, including religious observances, illness, and death in the family). Dean Abigail Panter is looking into whether a testing center could help alleviate the burden on the course instructor. These issues were also discussed by student-athletes in their recent focus group discussions with FAC.

Michelle Brown noted that her office is continually trying to make the travel letter better (for instance, explaining that the faculty signature means the faculty member received the letter, not that he or she is endorsing the athletic travel) and to alert the professor of make-up opportunities that her staff (or ASPSA staff at an offsite location) can make available. She stressed that it is important for coaches and student-athletes to let her know of all instances where student-athletes feel they have not been adequately accommodated when they need to make up course work because of official travel.

It was noted that these difficulties are not present in most classes. Also, it is important to empower students to talk to their professors about their absences and to take responsibility for making up missed work.

Faculty Attitudes Towards Student-Athletes and Athletics

In addition to issues related to rescheduling missed exams and work missed in classes related to official travel, some coaches noted other issues related to the attitudes of some faculty members towards student-athletes and athletics.

- One professor assumed that a student-athlete must have received too much help from a tutor because his work was too good (the student was African-American and the coach was concerned that the faculty member was stereotyping the student's academic ability based on race)
- One professor would not allow a student-athlete to bring a recruit to his class.
- One professor would not sign the travel letter.
- Some student-athletes have transferred with concerns regarding how possible NCAA sanctions might affect their team and concern that students from that team felt like professors and other students looked down on them academically.
- Coach not sure what coach can say in graduate school recommendations for fifth year students.

On the other hand, coaches should not allow these negative interactions to stereotype all faculty. It is important to make Michelle Brown aware of these instances so that this information can be communicated to senior leadership and FAC leaders. Sometimes department chairs and senior associate deans can be helpful when approached through ASPSA and Dean Panter. Sometimes one-on-one conversations between the FAC Chair and faculty have been helpful.

Examples of Coaches' Flexibility

Some coaches permit students to miss practice or shoot-around for interviews, academic review sessions, and other legitimate reasons.

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Improving the Climate

- Continue to sponsor events like honoring excellent teachers at halftime of the UNC-Pittsburgh MBB game. This helps to show the kinds of partnerships we want between faculty and athletics.
- Team faculty appreciation events are also helpful
- We need to keep showing our openness and wish to be allies; “wear down the skeptics” with our commitment to integrity in student-athlete academic performance

Student-Athlete Time Demands

Bubba Cunningham mentioned three topics regarding time commitments of student-athletes:

1. Some student-athletes complete their degree in four years but have a remaining year of eligibility. What role should coaches or athletics play when a student applies for graduate school at UNC? [The graduate school issue is on that is also on the national radar screen.]
 - a. Some schools also allow a second baccalaureate degree and bypass the grad school issue that way.
 - b. A coach suggested that permitting a grad school application to be received and reviewed even after the application deadline had expired would be helpful.
 - c. Should there be a way to allow a student to be enrolled for a fifth-year, following graduation but not seeking a degree?
 - d. Should there be a way of supporting student-athlete admissions to graduate school in a manner comparable to the special talent process used for undergraduate admissions
2. How could student-athletes be put on a five-year schedule for their initial degree and pursue a double major and other academic and extracurricular opportunities?
 - a. There is an issue regarding the University's policy that students should finish their degrees in 8 semesters.
 - b. Would this open up the possibility for a study abroad opportunity in one semester?
3. Can we get priority registration for 1st semester first year students?

Upcoming Events of Note

- The NCAA has prepared a time demands survey for student-athletes, head coaches, and athletics administrators. The link to it will be distributed soon. Bubba Cunningham encouraged everyone to participate.
- The SACSCOC Report is due in March. There will be a site visit by a special committee April 11-13. The SACSCOC board will meet in June to determine if our probationary period will be extended or ended.
- We are still waiting on an amended Notice of Allegations from the NCAA. There is 90 days to respond, followed by a 60-day period for the NCAA to respond to the UNC response. Ultimately, the case will be heard before a panel of the NCAA Committee on Infractions.

2016 Guidelines for Student Athlete Advisory Council Discussions with FAC

Teams Represented: Women's Basketball, Field Hockey, Fencing, Rowing, Football

I. Academic Experience at UNC

1. How does your involvement in athletics support or conflict with your academic activities?

- Can't access business school resources—speakers, networking info sessions
- It is impossible to make office hours, which results in negative or nonexistent faculty relationships, difficulty getting references and internships
- Chunk of time for practice makes it hard to make ANY afternoon classes.
- Difficult to get supplemental instructions from TA/sciences
- Change schedules of practice to mornings for part of the year?
- Study abroad office not flexing on conflict ACC Tournament, timing of arrival in host country. Had been the most influential experience of the former student's life.
- Sorority and fraternity joining is discouraged, seen as non-support of teams
- Balance between student and athlete is weighted to athlete.
- Sport commitment helps with academic performance (limited time to "goof off")
- Teams vary in their GPA requirements for mandatory study hall
- SA's miss classes, exams, review sessions, office hrs with faculty due to practice or meets; students try to get notes from others.
- Example given of Ohio State where all the athletes and their course schedules are available to each other so a SA can find another SA in the same large class to take notes for them when classes are missed.
- Timing of sports in season and courses are mis-matched. Generally if it is a required course for their major some coaches bend, but not for electives even within the major.
- SA's supportive of the needs of athletes competing in "national sports" and not officially supported at the University.
- "At times, it feels like we don't have enough time to relax and just be regular students".

- SA's in the group acknowledged that their athletic interests had influenced their choice of major to some extent....not all in agreement on this.
- Time Constraints of sport limit certain degree choices because of availability of classes
 - Certain professors “don't like athletes” and don't respect official policy of travel, etc.
 - There is a stigma of being an athlete amongst peers and professors
 - Not many tutors for harder classes
 - Tutors should be screened more thoroughly
 - An advisor on road trips would be helpful
 - Loudermilk is only for struggling students
 - Biggest request – having priority registration for first semester freshman year. Reason: need to get prerequisites as early as possible; reduces challenges down the road (to choose and complete a major).
 - Conflict: competition/practice and missed classes. Business 101 conflict with AM team practice (coach allows us to miss, but it is twice a week – hate to miss practice)
 - For certain required classes for majors – need more options, some are only offered once and it conflicts with practice. Other common issue: PM practice conflict with recitations.
 - Another request: more academic advising help from the start (more guidance on learning Sakai and Carolina Connect)
 - Team recommendations on courses and majors is a trusting environment and a good support system
 - Unable to take some classes due to sport – example creative writing minor thesis course is always offered at the same time and conflicts with practices; Psyc T/Th 4:00 classes
 - With having a team it is like having a family to go to so that is a positive particularly for out-of-state students
 - FB has allowed for more off-season afternoon flexibility on M, W, and F; Volleyball for off-season more flexibility
 - Coaches awareness of importance of internships and interviews – sometimes academics not first
 - Sure it hurts GPA because of the time put on the sport
- Academic Support program and tutors are a big help
- Other support services, community outreach, Leadership Academy, learning about time management

- Athletics community and team really helps in getting adjusted to college

Conflict

- Time commitments make it hard to do things outside of academics and athletics such as extracurriculars, study abroad
- Some classes conflict with practice
- Health-related majors, including nursing, are hard for student-athletes
 - Even when program works hard to help make it work, coaches aren't always on the same page with the academic program
- Academic conflicts easier to handle in individual sports than in team sports
 -

2. Describe your relationship with faculty. Have you experienced any particularly positive or negative incidences with faculty?

- For a while there were issues with faculty wanting to talk about Wainstein report and singling out SAs
- Kenan-Flager Business School values SAs
- Some sports are treated worse (football)
- Presumption of less integrity
- Hesitant re: travel letters
- Clicker Q's, participation point, cumulative exams are all problematic "despite being excused" from classes
- Easy coordination with coaches and faculty
- Faculty is supportive
- Love the feedback from professors
- Exam flexibility is not fair; only one chance to make-up an exam; optional exams are not really available to athletes (we are penalized because of our schedules)
- Some faculty penalize students for missing classes or exams with heavier weights than accorded to the mid-term or final exam; often no make-ups are allowed. Some say "drop the class". A few negative experiences make the SA role difficult.
- Some schools more welcoming than others to SA's. Business school noted to be an ally of SA's.
- Across schools there is a wide range of variation in faculty support.
- SA's admit often "hiding" their athlete affiliation from faculty when they can (not wearing jerseys to class, etc.) but cannot do this when "in season" and have to give "the letter" to course faculty.

- Varies: some understand and like athletes (one example – an EXSS teacher). Challenge: if is a “discussion heavy” class, missing class is harder/
- Econ 53 instructor: “hates athletes” – made it clear, would not sign my travel/absence form; had to have academic advisor/counselor? Talk with the instructor. Several of us just dropped the class. One student-athlete continued in the course and got his/her worst grade.
- Bus 408 also known as “hard on athletes”
- Another “red flag” course – Drama 160 – (Navalinski?) who is known to be extra hard on athletes, gives them bad grades.
- Conflict of excused absence vs. faculty response. Three days missed for [athletic commitment]: you might as well drop the class, says the instructor.
- Fall 2015 semester: one professor taking small things and criticizing student-athletes and emailing “the problems” to Academic Advising. Were for very minor items; Academic Advising eventually learned not to respond or to not overreact. Affected “lots of first semester frosh” [I think for one particular team].
- Good example: Bio 101. Student went to office hours, worked with me on several things to help me study, work with my schedule, etc.
- Mostly positive – sometimes stigma attached if we have on our gear
- Business school – overwhelmingly positive
- Larger lecture classes and particularly in the sciences it is hard to get to office hours
- Upper level courses – faculty more positive
- Need discussions on how to handle “make-ups” because of sport class misses – stressor for the students
- Talking one on one with faculty – not a one way street – students need to learn how to talk with professors in the right way and faculty need to be open to hearing the students
- Positive
 - Most students at the table had positive experiences with faculty, but stressed the importance of speaking with faculty at the beginning of the semester about absences and then following up again before each absence; it is important, they said, for ASPSA counselors to continue to stress the this communication and that it needs to be initiated by the student
- Negative

- Most students at the table, however, did have stories of teammates who had had difficulties
 - One professor scheduled the make-up work for another time when the students would be out for competition (T&F)
 - Some students (W LAX) had to take an exam at 6:00 a.m. before a morning flight that they almost missed. Professor didn't want them taking the exam after the class did and didn't want them taking the exam too much earlier than the other students.
 - W LAX worried about how conflict with final exams and ACC tourney will be worked out this spring
 - Number of stories of missed exam not being made up and other exams counting more

3. Do your coaches support your academic pursuits?

- Coaches say “summer practice is optional/playing time is also optional!”
- One SA was told, “No one after this can take this major, b/c you miss 30 minutes of practice (Stretching).”
- Majors that become unavailable: teaching, broadcast, art, School of Public Health
- Being late for “optional” things-hurt relationships with coaches and lead the SA to be picked on.
- It may be harder for 1st years, walk-ons with scholarships (not guaranteed) and star players to assert themselves about classes or opportunities.
- Bucking the coach may not be worth it
- Capstone classes in KFBS required flexibility and it resulted in taking it 4 semesters after the SA should have.
- Coaches treat us like children and don't trust us to manage our workouts
- Coaches less seen as a support for the SA's academic pursuits (“too busy”); the academic counselor is key. Other SA's “feel” the support of their coaches.
- Coaches - One team: coach closely monitors, students must maintain 3.0. If they do not: limited practice/play. Clear – appreciated; we know where we stand.

- Another team: priority is Family, Academics, Sport – has accommodated practice needs (i.e., OK to miss) for Business 101.
- Third team: coach very supportive; OK to miss for going to instructor office hours and coach has guest speakers for us to learn about fields of work and what majors/courses are best for kinds of careers.
- Fencing – very supportive –allowed to miss practice for courses for the major or minor; discussed the difference in individual sports versus team sport
- FB – coaches say your academics are 8 to 2 and make them stay on top of their coursework
- Rowing – better made a switch from afternoons to morning and conditioning on your own – new switch that has worked well
- Coaches are supportive
- Many very positive examples of coaches accommodating academics, acknowledging that this is much easier to do in individual versus team sports
 - W Tennis: Coach let student attend a conference she helped organize in DC the day before match with Duke
 - SAs permitted to miss workouts for classes they need in off-season; same leniency not present during season
- The coaches are very competitive and want to win and often don't think about the student's post-college needs (jobs/grad school)
 - Sometimes hard for coach to allow students to attend out-of-state interviews
 - Some students don't even try to interview during their season
 - Some SAs discouraged from returning to their home country to compete for their national team because of negative impact on UNC team
-

4. What have been your experiences with the Academic Support Program? With Academic Advising?

- Less support from coaches than academic support → coaches = “just stay eligible. Take an easy major so I can get my benefits from your GPA”.
- Great experience
- More for remedial than higher GPA, but high performing students want/need/deserve it, too.
- Quality of tutors has declined in the last two years

- Econ, Chemistry, and Math ones are good—Spanish, too
- Hard to get if you are good-department tutor needed
- 2 advisors fired recently. Unclear why, but their expertise is missed. Replacements will just google the answer instead of trying/being able to help.
- Having Steele advisors in Loudermilk is very good. Better scheduling and you never have to wait
- Academic advising team/group presentations are not very good (very few people listen)
- Counselors are great but overworked. If you share with WBB, you definitely don't get full attention
- Could explain the different roles of the academic counselor (AC) vs. the academic adviser (AA) but not all were clear. The titles are “too close”. Great that the AA's come to Loudermilk for office hours.
- Tutors available to the SA's not always knowledgeable about the subject matter. Example given of a tutor with a nutrition background trying to tutor a student in Bio 101.
- Some SA's expected more of the tutor than they were allowed to “give”. Appeared from the discussion that this tutor wanted the student to do more of the work and she wanted more direct work to be done by the tutor. Discussion followed. One SA shared that this had also been his experience at the writing center. More discussion followed about the role of supports vs. the need to learn these skills themselves. It appeared to be, in part, a function of lack of SA time.
- Tutoring designed for only “basic” classes - have not been able to get a tutor for more advanced classes. Or tutor signs up and says he/she is expert, but when I get an appointment he/she is not up to date and can't help me. (e.g., Business Analytics). Excellent Tutor: Chris – math. Other tutors are less skilled. Complaint about writing tutor (more than one?): Seems overly concerned about not giving too much help (RE: Honor Code violation). I bring in a paper, ask for help. Tutor: “Well, what do you think?” - Not helpful – need more direct guidance.
- Advising: excellent to be able to meet in Loudermilk; would be nice to have even more hours here.
- How much group study is required, and whether it is effective – significant differences by these three teams. One team: 12 hours a week, must be supervised at Loudermilk. But this creates too much opportunity for interruptions/socializing. Another team: 9 hours/week and lots of things count – drop-in advising, group tutoring, learning center time, and sometimes even going to a teachers' office hours. More choices are good. Bottom line: seems

like a one-size fits all approach, rather than reasonable adaptation. Third team: study hall requirements only for those under 3.0; otherwise we are on our own. Complaint: some study hall supervisors do not allow bathroom breaks or make that time not count toward a 2- or 3-hour study slot [e.g. after 55 minutes of study, a stretch or bathroom break – some are flexible and it counts; others – NO).

- Sometimes conflicting information from AAP, ASPSA, and position coaches/counselors
- Mandatory meeting with AAP kind of more of a checkoff than an advising meeting but should be good for catching problems with registration and progress toward graduation
- ASPSA really great resource
- ASPSA – tutor for Calc I for rowing was denied
- Chris is great math tutor but need 2 of him
- Lucky to get a tutor for intro classes and sometimes the tutor is not knowledgeable
- For 100 level classes – too many people and can't get to asking your question
- Is there priority for seniors to be sure they get what they need to graduate
- Too hard to get outside tutor approved if not available at ASPSA
- Tutors have swung almost too conservative on their help due to past allegations so sometimes they are more watching than helping
- Students loved the convenience of Academic Advising appointments at Loudermilk and at night and thought that, for the most part, they got good advice
- Academic advisors in ASPSA are a “mixed bag” – some are great and some are not
- Some teams have had three different academic advisors in a fairly short time period
- Some academic advisors have discouraged students from taking particular courses that they thought would be too hard

5. Have you observed or experienced academic dishonesty?

- Observed among everyone
- Targeting of SAs by faculty..presumption of cheating.

- Academic dishonesty is similar to regular students – no real problems
- Not aware of academic dishonesty.
- No specifics offered. Just feel they are under more scrutiny as athletes. Any “minor” mistake would be viewed as (or publicized) something major.
- One issue, seemed a dilemma. Two students, working with same tutor on same homework. No surprise: answers largely the same. Instructor raised question and did not like the arrangement of two students, working with same tutor on same homework. Not a big deal, but we were just following the ASPSA arrangement.
- Nothing different from other students
- Some classes do a good job of prevention of cheating, like in Biology
- Big lecture classes – see cheating but not necessarily with student athletes
- From FB – people assume we cheat
- The students said there is a lot of cheating in college, but that they have probably observed it less among student-athletes than among other students. They attribute this to the training they receive and the fact that the consequences of cheating are greater (in that it could affect ability to compete) for student-athletes.

II. Athletic Experience at UNC

1. **What recommendations would you make for improving your time commitments in your sport? How may we assist you in that?**

- All sports are bad, Football is worst (allotted 3 hours for a game)
 - Ancillary time (meals, stretching) doesn't count
 - Film time doesn't count
- Travel by bus doesn't count as an off day
- Sometimes coaches don't adhere to limits, go over practice time.
- A great deal of discussion generated by the time dedicated to athletics. “How is this counted”, “Who prepares the reports?” “Who does it go to?” What happens to it?” They described long hours for meets which “do not count” as they wait on the sidelines, felt travel should count and not be considered a day off, conditioning and rehabilitation should count. One student noted that her time for

rehab following knee surgery was not counted by a faculty as an excused absence because she had gotten the injury playing a sport. When asked who she could report this to, the reply was the academic counselor. The prevailing coping method seems to be to just “suck it up”.

- Felt that financial meetings for students should not be required for all sports and SA’s....not all will be pros and benefit from the largesse, considered it a waste of time.
- Annual compliance meetings are redundant and not tailored to sport or need. Also noted that there was redundancy between team meetings on the topic and general SA meetings on the same topic. When pushed on this, one student estimated that these mtgs were less than 10hrs /semester. A mandatory meeting on scooter safety was noted by several as irrelevant as they did not own a scooter.
- Fewer mandatory hours per week would be nice.
- More attention should be paid to mental health of athletes (proper support provided if needed)
 - Certain sports should consider AM practice for better fit with schedules
 - Athletes would benefit from having trustworthy official to discuss personal issues other than coaches or advisors
 - NCAA countable hours – nowhere close to actual hours. Any ways to use success in summer sessions to allow for lower load (9 hours instead of 12) during one subsequent semester? Helps reduce workload and pressure during season.
 - Practice format: recommend against having AM and PM sessions – too draining; cuts into academic focus. (One team only has AM or PM – like it; others see other teams with AM and PM – too much!)
 - Overall: big time commitment for athletics, but that is what is needed to succeed.
 - Reorganize the meetings at the beginning of the year – too much information in a non-engaging format; know they are looking at a better way
 - FB – gone to changing up the schedule during season – usually 2 to 7 but midway through the season they cut back and that has helped
 - Fine line and difficult one to walk with being the BEST academically AND athletically
 - Coaches need to delegate responsibilities for outside the sport activities to more people and not go to the same people each

time and wear them down; good for others to get the experience as well

- Streamline time spent with the trainer. Now there is a two-hour window for treatment and if there are a lot of people already there, you might be waiting a long time. Students think this may be being looked at, but they suggested specific appointment times might be better.
- Allow as a substitution for LFIT classes a class that would help student-athletes with mobility/injury prevention (yoga, perhaps; might need to be sport specific)
- Waive the LFIT requirement for SAs. This requirement (they think) is waived for military veterans.
- Reinstigate ability for all SAs to eat at the football training table to increase ability to socialize informally with other SAs and to increase access to high quality food especially in the evening
- Increase fueling station hours and/or provide access elsewhere to higher quality food options in the evening than are generally available in the dining hall
- Ensure that all buses to competition have wifi
- Reduce bus travel as much as possible
- Question about tennis double-headers during the week; this is coupled with the requirement that you cannot do schoolwork between matches or while your teammates are competing because coaches want SAs to be preparing mentally for your next match and/or supporting teammates.
- Similar issue with track meets where SAs may be on site from 8 in the morning until 10 at night
- Try to let SAs know schedules for practice as far in advance as possible so they can schedule appointments and plan activities for their limited free time
 - For outdoor sports, sometimes weather plays havoc with those plans and makes it hard for SAs to attend to other things

2. Do you receive the necessary support to be a successful athlete?
(Prompt: sports medicine, trainers, nutritionists, strength and conditioning staff, sports psych, facilities)

- Those things are excellent, go out of their way
- Everyone proud to be a part of Carolina Family

- Everyone satisfied with Facilities
- Great staff
- Highly knowledgeable
- Sports Medicine is overloaded. Often several appointments are scheduled at the same time and a visit can take up to 3 hrs with the waiting.
- Where are the sports psychologists, how do they get to see one? I am not sure with this question there was an understanding of what this professional might be for and if it can be confused with CAPS services when non-athletic counseling needs are present.
- Enough, just not always highest quality in every category. Psychologist – very important for female athletes (say the two female athletes – self-confidence, etc.).
- One team – did not know that a psychologist was available. Tried to get an appointment – would have to wait 3 weeks (not acceptable).
- One athlete: Psychologist has a very few slots; they fill up quickly.
- Feel well supported
- All of the teams mentioned wanted Chobani yogurt back and beef jerky in the fueling station
- Need fueling station back on Friday – don't just train Mon through Thursday
- Have ideas for how to make the fueling station more cost effective and less waste
- Every team should benefit from a sports psychologist
- Only comment was to discuss athletic dorms at some other schools that provided all services on-site

3. How is the climate on your team? (Prompt: with regard to such things as diversity, solidarity, mutual respect, or problems such as gambling, alcohol and other drugs, hazing)

- Gambling, though there is not supposed to be a buy in for brackets
- Visits with recruits “show them a good time = alcohol” but recruits are now 13 or 14.
- No hazing
- Sexual orientation would be difficult on some teams due to locker-room culture and gay slurs.
- Religion: Some prayer is optional, some is “optional” but not really. Schools like Liberty that come make a show of both teams praying and it may be difficult/awkward not to participate. Some have a

culture of 'get on your knee and close your eyes, take a moment of silence'. Some teams don't pray. SAs who don't physically join or actively participate in prayer are not ostracized by teammates but may be by coaches.

- Climate is healthy; sport commitment reduces bad behavior
- No "tattle tales" ; senior leadership is strong and help to create the right culture; have each other's back
- Captains are empowered to assist
- One team – we are just not that diverse (male, white, all from Maryland and NE). This team had some issues with drugs previously; "much better/not a problem" now. Another team – good family feeling. Some drink, some do not and are not pressured to drink.
- Another team – split largely by function/event – one group African-American, another White. Not a problem. Enough "full group" time and activity to reduce divisions.
- Fencing – after a team culture reset the dynamic has drastically improved
- FB – locker room atmosphere pretty good; big difference this year
- 3rd and 4th year students taking on leadership and ownership of team culture; old ways are graduating out
- Fine

4. How confident are you that if something troubling took place on your team (that might harm the team or the University) that it could be resolved effectively?

- "Very confident" that if something troubling occurred it would be resolved effectively.
- Trouble and resolution - Frosh often naïve; only hear much later about issues occurring among upperclass members. One team: coach's message – work it out, if you bring it to me there will be serious consequences. So, we work things out ourselves.
- Confident that if brought to the University it would be resolve
- Great support from University resources

5. Who would student athletes go to with concerns, questions, suggestions related to the athletic experience? Issues balancing studies and athletics? General wellbeing?

- Staff is very helpful in getting us what we need to pursue our sport.
- For problems, would go to upper classmen, someone trusted on the team. “We have a family oriented team”.
- Academic counselor is good sounding board [Specific aside – “We miss Tony Yount” – he was so good. He was fired, we don’t know why. He was “like Dad.”]. Another option: head manager or athletic trainer.
- Coaches – who redirect to appropriate resources
- Academic counselor
- Sports administrator
- Upper classmen
- Seems like everyone is getting on board with the new Carolina
- Only one SA (Rowing) knew who the team’s sport administrator was (Paul Krause), but all thought that someone in that role would be a good person to talk to
- Most SAs would feel comfortable discussing issues with their coaches.

III. General

1. **Does your status as a student-athlete affect your comfort in speaking out about campus issues of concern to you (for example, Silent Sam, tuition and fees, other)?**

- More or less explicit prohibitions
- “You never take off the jersey”
- Only speak on neutral/safe topics (against bullying or suicide)
- Very surprised and disappointed that they (team/athletics) didn’t discuss Missouri football, BLM, and “The Hunting Ground” (sexual assault)
- The timing of the academic-athletic cloud still hurts
- Some coaches have encouraged SAs to not “take a stand” on controversial campus issues. Discussion followed....some SAs felt this was to keep them safe, others felt that it was to curb negative press.
- I’ve been told to not go to a protest or political event. I have an opinion, but I can’t share it. Advised to put nothing “political” on Twitter. All part of being in the public eye. Athletics supervisors say it is to protect ourselves and our well-being from negative attention/blow-back from critics.

- A little due to the athletic attention
- When Silent Sam actions were happening, warned to stay safe; discouraged from participating because of it being better for the student
- Reminded we are a reflection of the team and University and to not do anything that is illegal
- Encouraged to participate in safe environments such as the Town Hall on diversity issues
- Some SAs were afraid to speak out about race issues last fall
- Fball coaches told SAs not to speak about race

2. What are the most positive aspects of your overall experience at UNC?

- Everyone was generally happy with their experience
- Positive aspects of athletic experience include time management, leadership development, role of friends and family
- Most positive aspects of being a SA: “all of it”. “Absolutely satisfied” with decision to come to UNC.
- Most positive aspect of being a SA at Carolina: “Connections, fun, experiences, the Carolina Dream. Being able to represent a prestigious university every day”.
- I like living with non-student-athletes; better perspective
- a 40-guy family” – we are together for studies, exercise, practice/play.
- Another view: “instant friends/family” – everyone understand what we face – the challenges and the successes.
- Third view: deep, valued relationships
- Great experience overall
- Business school particularly great on classes and faculty
- Traveling with the team and competing
- Creating relationships that will last a lifetime
- The opportunity to meet other amazing SAs through things like SAAC and the Leadership Academy
- Would like opportunity for more such interaction particularly in an athletic dining facility

3. What are the most negative aspects of your overall experience at UNC?

- Athletes are isolated because of commitment to sport from campus issues
- Coaches have little respect for planning and our schedules; will change meetings and practices with less than 24 hours' notice → hurts academic performance
- Loss of a favorite academic counselor this year still traumatic for them. Fired but explanations were inadequate, "slim to none". There were "no answers", "no chance to talk".
- Negative. Freshman year scheduling (see desire for first semester priority registration, above).
- Occasional, but hurtful put-downs. Example. Student in a class to a student-athlete: "We know the only reason you are at UNC is your sport."
- Professor to a student-athlete: supposedly joking about student's academic pedigree/ability – but does not come across as a joke.
- Another angle: regular students think student-athletes are "given everything." Biggest example – "we all get scooters." They do not know we purchase them; need them to get around when most cannot have a car.
- Keep working through the past issues and move on
- None other than things already suggested

4. What could we improve?

- Secondary employment forms/opportunities (an NCAA issue)
- An official snow day policy with regard to practice would be helpful
- Negative is not being able to promote themselves...how do you?
- Longer Loudermilk hours on Fridays
- Bring the yogurt bar back
- Facilities – bugs, ants, and cockroaches
- Coaches need "how to conduct meetings" training; too long and redundant
- More mental health awareness (especially with 1st year homesickness)
- Is it fair that each team (regardless of size) has the same number of trainers? Some graduate students aren't as confident (don't know how to show confidence)
- No fueling station on Friday. Should at least have limited morning hours
- Wish faculty office hours were more flexible; letters of recommendations will be hard to secure

- Wish faculty would use “note capturing” technology to share with students; some profs will not post their ppt decks
- Where is the “feeding station” sponsored by nutrition services? Apparently grant funding dried up.
- Parking an issue on campus for athletes, especially when they need to be available at early or odd hours.
- What could we improve: “Making the University better understand our circumstances as a whole (missing class, time commitment); take away the stigma”.
- Fueling station come back on Fridays and some revamping
- Air conditioning for fencing practice
- Would like more opportunities for discussions like this

5. Are you satisfied with your decision to come to UNC and participate in your sports program?

- Love the discipline and role models that comes with being a UNC athlete
- Appreciate the family bonds, connections, and UNC student-athlete community (get to meet people outside of your team)
- Satisfied with the decision to be here: “100%. This school gets better every year and we are always working to make the most out of it”.
- All three – absolutely. Would do it again.
- All – would do it again
- “Best decision of my life” – echoed by everyone at the table.

6. Considering all the things we have discussed (RECAP as needed) which do you feel are the most important for the FAC’s attention and action?

- #1 was working with faculty to change the “test rules” when missing an exam and need a make-up
- Help with emphasizing that not everyone is going on to the pros
- Bridge gap between performing athletically excellent to performing academically excellent as nearing graduation
- Increase tutor services
- Got charged up about the dining hall

- They were very interested when I told them we were looking into a SA-friendly summer study abroad program
- I thought the LFIT suggestion and training room appointments were good ones and helped address the time commitment issue
- Increase visibility of sport administrator and define their role to SAs