

Faculty Athletics Committee
December 11, 2017

Present: **Committee Members:** Lissa Broome, Chancellor Carol Folt, David Guilkey, Daryhl Johnson, Andrew Perrin, Jeffrey Spang, Deb Stroman, Erika Wilson

Advisors: Michelle Brown (ASPSA), Bubba Cunningham (Athletics)

Guests: Robbi Pickeral Evans (Athletics), Chris Faison (CSSAC – Minority Mentoring & Engagement), Anna Rose Medley (Chancellor's Office), Carly Swain (Media Relations), and Sheryl Waddell (Innovate Carolina)

I. Welcome, Introductions, and Announcements

Chair Daryhl Johnson called the meeting to order. Members and guests introduced themselves.

- Minutes. The minutes were approved as corrected by Dr. Michelle Brown to reflect the proper years for the GSR data.
- Team Liaisons. David Guilkey met with the women's tennis coach and will discuss some issues raised at a future meeting. Guilkey will meet with the men's tennis coach when the coach is feeling better. Erika Wilson met with the Field Hockey team just prior to their trip to the Final Four. She will present issues raised with her by that team at a later date. Chair Johnson asked committee members to provide updates from their team contacts when they can.
- Student-Athlete Update. The committee's student-athlete liaisons are in exams and not able to present an update.

II. ACC Academic Consortium

Sheryl Waddell, from the Vice Chancellor's Office for Innovation, Entrepreneurship and Economic Development, presented slides on the program she directs, Innovate Carolina Global Network. She then talked about that office's role in the ACC Academic Consortium's recent event at the Smithsonian in DC, ACCelerate: Smithsonian Creativity and Innovation Festival. This event was held October 13-15, 2017. Virginia Tech took the lead in organizing the Festival, but each of the ACC schools presented exhibits or installations and had faculty and students participating. Approximately 30,000 visitors to the Smithsonian over three days saw the event. UNC's contribution included three exhibits, one presentation, and one talk. The maker space, 3D models for the visually impaired to feel DNA, and nanotechnology for drug delivery were

some of the areas covered by UNC's installations. The ACC will sponsor this program again in 18 months in the spring. Assisting with this required a huge commitment from the Vice Chancellor's Office, but it was a very exciting inaugural event. The University may explore whether it is possible to bring the installations from NC State, UNC, and Duke to the North Carolina Museum of Science as part of the North Carolina Science Festival or following the next ACCelerate Festival.

Sheryl Waddell also talked about the Inventure competition, a Shark Tank-like pitch competition sponsored by the ACC Academic Consortium at Georgia Tech April 5-6, 2018. Student teams from ACC schools compete against each other for funding. Each university nominates one student team to compete. Some student-athletes have been on pitch teams in the past and the Athletics Department has been helpful in promoting the event on its various social media platforms.

III. Chancellor's Remarks

Chancellor Carol Folt updated the committee on some developments since the committee last met:

- The University's SACSCOC accreditation was reaffirmed pursuant to the 10-year SACSCOC review. As part of the process, the University has adopted a very specific Quality Enhancement Program with a focus on hands-on learning through sciences, which will be featured in the new curriculum. The Chancellor thanked the many people on campus who assisted with this process.
- There has been conversation on campus about creating a conservative think tank, something that was also discussed back in 2004. Such an initiative would require funding to get started and might be something like the James Madison Program at Princeton University.

IV. Academic Subgroup Update

Deborah Stroman and David Guilkey presented a review of student-athlete majors and majors of the student body along with trends over time. Student-athletes spread across quite a few of the same majors as the non-athletes. Committee members expressed some interest in reviewing majors by team and race. Chris Faison was interested in how intended majors compare with actual majors. Chancellor Folt noted that many first-year students say they want to major in science, but that the number of actual science majors ends up being less. She said we need to be sure we are not forcing students out of their desired course of study or lowering expectations for particular groups of students in comparison to other groups of students. Andy Perrin was concerned that some student-athletes may be majoring in Communication Studies because they believe it is an easier path to success or because they believe that it will be beneficial for a broadcasting career. It was noted that there are many circumstances where students do not meet the requirements for some majors or some colleges and therefore need to seek out other fields of study. For instance, students may major in Communication Studies because they were not admitted to the School of Media and Journalism, or may major in Economics if they are not admitted to the Kenan-Flagler School of Business. Although the majors selected by student-

athletes may have broadened in recent years, we need to determine if there are majors that student-athletes may be interested in pursuing but which may not be available to them because of scheduling issues. If so, FAC may wish to explore whether there are ways to overcome those scheduling difficulties to open up even more majors for student-athletes. Majors that require labs may be especially difficult for student-athletes with afternoon practice commitments and may necessitate a fifth year of study to complete. The new annual survey given to all student-athletes (not just to those ending their athletic eligibility) may be a way to get a window into this issue. Bubba Cunningham noted that athletics administrators could also explore this issue further in their exit interviews of student-athletes. Course and major advising should perhaps be more tied into career advising so students can make more informed decisions about majors and courses that will help them achieve their career objectives. Michelle Brown briefly reviewed how Career Services, ASPSA, and Student-Athlete Development work together with students on Tar Heel Exploration to help them make informed major choices focused on their ultimate career objectives. Entering student-athletes also take the Strong Interest Inventory and participate in Majors Fairs and Workshops with professors from different fields.

Deborah Stroman talked about the outcome gap for some student-athletes. For students of color, we should be sure there are a number of touchpoints on campus to help support them, including faculty of color. Chancellor Folt noted the success enjoyed by Covenant Scholars and that outreach and intervention during the first two terms have proven to be much more successful than interventions after that. Perhaps we can transfer learning from the Covenant Scholars to our student-athletes. Pell eligible student-athletes could perhaps be pulled into some of the Covenant programming. These student-athletes would likely be participating in the Covenant if they were not recipients of an athletics grant-in-aid. Erika Wilson noted that this is not just a UNC issue, but may be an area where we could learn from other schools. Michelle Brown also discussed the new one-hour course for entering student-athletes, Navigating the Research University, that is trying to be more intentional about the summer transition of entering student-athletes from high school to college.

Lissa Broome discussed the review undertaken each term by Abigail Panter (Dean of Undergraduate Education), the Registrar (Allison Legge transitioning to Lauren DiGrazia), Lissa Broome (Faculty Athletics Representative), Chris Eilers (Office of Institutional Research), and Deborah Stroman and David Guilkey (representing the FAC Academics Subgroup) of course enrollments. The group helps conduct a review that is required by UNC General Administration policies. The information was recently submitted to GA for the past academic year, including summer sessions. The group looked at a total of 159 class sections in which over 25% of the enrollment was student-athletes. These sections were analyzed on a number of factors: majors of student-athletes, team, number of sections offered, time of day offered, professors offering the sections, grading patterns, and a syllabus review. Using these review procedures the group did not find any clustered sections to be irregular. The group also met with Michelle Brown and Lee May to talk about advising practices.

Chris Faison noted that in the Greek system, course outlines are passed on for decades and decades. Clustering occurs among friends and groups of students for many reasons. For instance, student-athletes on the same team may take courses together because it is easier for them to complete group projects or because that subject's ASPSA tutor has a particularly good reputation among student-athletes. There is not anything inherently wrong with a clustered course, but it is a good practice to continue this review.

Lissa Broome also noted that she will share the academic experience data from last year's student-athlete exit survey. Forty-one student-athletes who had exhausted their eligibility responded to the survey. Athletics now intends to survey all student-athletes annually and hopes that the bigger sample size will be accompanied by a higher return rate. An annual survey should also help get real time feedback and identify areas for improvement.

IV. Athletic Director's Remarks

Athletic Director Bubba Cunningham reported on a pancake study break hosted at Loudermilk. The Athletic Department's spring kick-off meeting will be the morning of January 9 at Loudermilk and the Athletics Department's second strategic plan will be launched then. Robbi Evans did a great job of bringing that process to closure. FAC members are welcome to attend. UNC coaches meet again tomorrow. Joy Renner is coming to talk about revisions proposed to the attendance policy and missed class letters. Two former student-athletes who returned to complete their degree under the Complete Carolina program will graduate this December. Paul Pogge from athletics has worked on strengthening state agent laws. This is a great service to student-athletes who are pursuing professional careers. The Athletics Department and the Educational Foundation are continuing to study the consequences of the new tax law. Women's basketball head coach Sylvia Hatchell is within a few games of winning her 1000th collegiate basketball game – a remarkable achievement.

V. Faculty Athletics Representative Remarks

Lissa Broome reviewed an NCAA document that reported on perceptions from various groups about college athletics. Perceptions are negative among faculty, many of whom perceive the NCAA as focused on making money. A website, ncaa.org/opportunity provides positive messages about the role and mission of the NCAA and the value of college athletics.

The written report of the FAR details some best practices discussed at an ACC FAR meeting in early December. There is a wide variety in approach to various common issues. Broome will discuss some of our student-athlete survey results next month and page 3 of her report discusses how other ACC schools handle student-athlete surveys. Broome will share this information with Nicki Moore from Athletics who is heading up UNC's student-athlete survey administration. The ACC discussion also covered exit interviews. Broome is hopeful the ACC FARs will do more of this sharing and learn from each other. The student-athlete academic scorecard has been updated based on feedback from FAC and other groups. Thanks to Anna Rose Medley, the FAC Sakai site has been reorganized.

Next, Broome reviewed with FAC a document noting the missed class days for the 2016-17 academic year by team. The Athletic Department's policy is that no team should miss more than seven class days in a semester (not counting post-season competition). Exceptions to this rule may be granted by the Athletics Director after consultation with the FAR and the Director of ASPSA. New guidelines regarding missed half days have also been implemented to ensure that each team is counting missed class time the same way. It is important to remember that even though a team may miss a certain number of class days not all students may have class on the days missed. For instance, if a team only misses class on Fridays to travel to away competitions and no students have class on Fridays, the number of missed class days is misleadingly high. New software that the Athletics Department is using to implement the NCAA time demands legislation will be helpful in providing more nuanced information about the actual number of classes that will be missed by each student.

VI. Spring Meeting with the Advisory Committee on Undergraduate Admissions

Chair Daryhl Johnson is working to schedule a joint meeting with the Advisory Committee on Undergraduate Admissions for the spring semester. At last year's joint meeting, Steve Farmer explained the admissions process for students with special talent, including student-athletes. The discussion drilled down to some specific information and went into closed session. We will use that model again. If there is anything else that anyone would to have added to that discussion, please email Johnson. There was interest in learning more about African-American student-athletes and the admissions process. Johnson will try to schedule this discussion for the January 23 or February 20 meeting.

VII. Spring Planning

In the spring semester, FAC will also schedule time for a Title IX Report and a budget report from Athletics. One topic FAC may wish to pursue further is faculty engagement, including things like completing academic progress reports on student-athletes for ASPSA. Chair Johnson suggested we think about working with Faculty Council or the Center for Faculty Excellence on this issue. Johnson previewed other spring topics including priority registration and how someone with athletics eligibility remaining can proceed beyond the 8th semester given University policies. Broome said that she, Debbi Clarke, Michelle Brown, Marielle Vangelder and others are looking into this issue to consider the options including the availability of certificate programs for student-athletes who have earned their undergraduate degree.

Jeff Spang noted that the Committee on Collegiate Sport is working to plan an event on mental health and student-athletes for the spring semester with the NCAA's Chief Medical Officer, Dr. Brian Hainline. Kim Strom-Gottfried will provide a final report on themes from the SAAC/FAC focus group discussions in the spring of 2017. Lissa Broome will present the student-athlete exit survey results on academics.

The meeting adjourned at 5:30pm. The next meeting is on January 23, 2018 at 3:30 p.m. in 105 South.

Respectfully submitted by Lissa Broome (with assistance from Anna Rose Medley).

Attachments:

Innovate Carolina slides on ACCelerate program

Trends in Student-Athlete Majors

NCAA perceptions

Link to NCAA opportunity website: www.ncaa.org/opportunity

NCAA and ACC Update



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Sheryl Waddell, Innovate Carolina Global Network



UNC

INNOVATE
CAROLINA



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Office of Innovate Carolina

MISSION:

- Work to strengthen the UNC Innovation Network.
- Help the Carolina Community turn novel ideas into practical benefit.

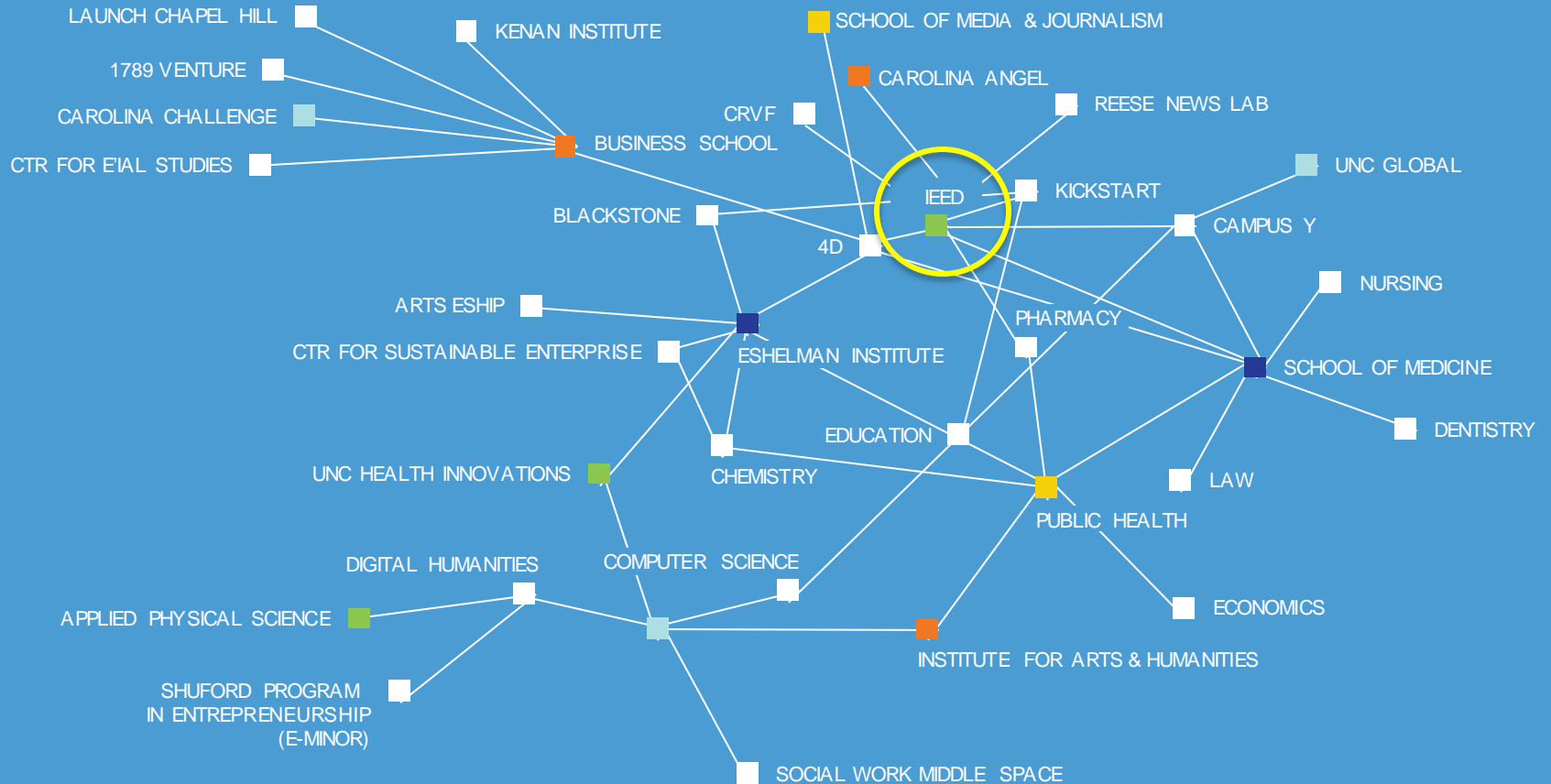
AREA OF FOCUS:

- Developing and Supporting the University's Innovation Strategy
- Tracking and Measuring Impact/Success
- Communicating Impact/Success



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INNOVATE CAROLINA NETWORK



INTERCONNECTED

INNOVATION ROADMAP

ROADMAP REPORTS



2009



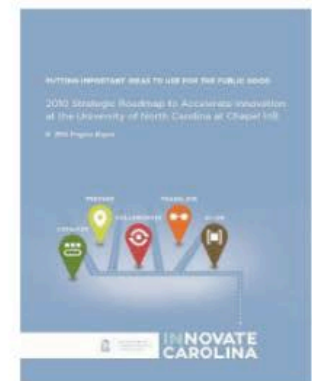
2010



2012



2017



INNOVATE CAROLINA STARTUPS DATABASE

- Tracks the economic output of University-affiliated startups since 1958 – # of companies, funding, revenue and jobs.
- Data on firms maintained daily; statistics reported twice a year for consistency.
- Includes IP-based and social ventures – a step beyond how other universities measure the results of university-born companies.
- Provides University decision-makers with information to provide the right resources needed at the right time for startups.
- Reports on economic impact made in counties across North Carolina.



PROGRAM RESULTS



\$257M IN FUNDING RAISED SINCE 2009
KICKSTART VENTURE SERVICES



\$115M IN FUNDING RAISED SINCE 2015
CAROLINA RESEARCH VENTURES FUND



104 MEMBERS 9 MONTHS
CAROLINA ANGEL NETWORK



\$12.5B IN FUNDING RAISED BY UNC
STARTUPS SINCE 1958
COMMERCIALIZATION



110 STUDENT & ALUM STARTUPS
SINCE 2014
1789 VENTURE LAB



\$15M IN FUNDING RAISED SINCE 2013
LAUNCH CHAPEL HILL



40,000+ LIVES IMPROVED SINCE 2013
CUBE



\$665K IN PILOT FUNDING SINCE 2013
CENTER FOR HEALTH INNOVATION



\$50K IN ANNUAL PRIZE MONEY SINCE 2005
CAROLINA CHALLENGE



THOUSANDS OF STUDENTS PER YEAR
ENTREPRENEURIAL EDUCATION



\$100M ESHELMAN GIFT **\$50M** GILLINGS GIFT
PHARMACY & PUBLIC HEALTH INNOVATIONS



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INNOVATE
CAROLINA

GET CONNECTED

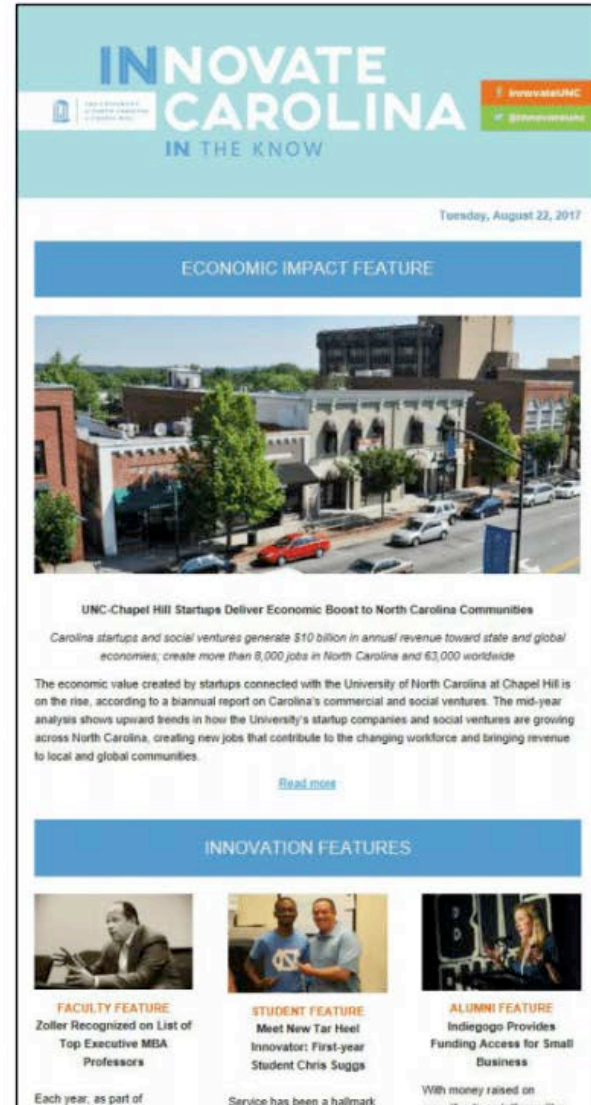
innovate.unc.edu



oced.unc.edu



Newsletter



ACCelerate: Smithsonian Creativity and Innovation Festival

- Celebration of creative exploration and research happening at the nexus of Science, Engineering, Arts and Design
- National Museum of American History / Lemelson Center for Invention and Innovation
- October 13-15th
- 30,000 people
- 15 Atlantic Coast Conference Schools
- 48 Interactive Faculty and student exhibits
- 7 Themes – Civil Engagement, Art & Technology, Sustainability & Environment, Biometrics, Health & Body, and Making



UNC Featured Installations

Exhibit: Advanced Manufacturing in the New Economy

—Professor Joe DeSimone's work in additive manufacturing at his company Carbon uses light and oxygen to grow manufactured parts and fabricate products 100 times faster than the current industry standard.

—Student non-profit Feelin' DNA creates 3D-printed models to help visually impaired students learn about science.

—Nanotechnology for drug delivery relies on additive manufacturing of tiny structures to target medicines to tumors or micro-needles for painless transfer of medicine via the skin.



UNC Featured Installations

Exhibit: Simulations and Machine Learning in Pharmacy

—The UNC Eshelman School of Pharmacy’s use of serious gaming concepts enhances all phases of education and pharmaceutical research. Its nXhuman learning platform lets pharmacy students learn and practice interacting with virtual patients in an immersive environment before working with human patients.



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UNC Featured Installations

Exhibit: Using Cognitive Intelligence and Machine Learning to Fight Cancer

–UNC Lineberger Cancer Center's research study with IBM Watson allows it to quickly analyze information from millions of medical papers that could be potentially relevant for individual patients based on their personal genetics.



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CAROLINA

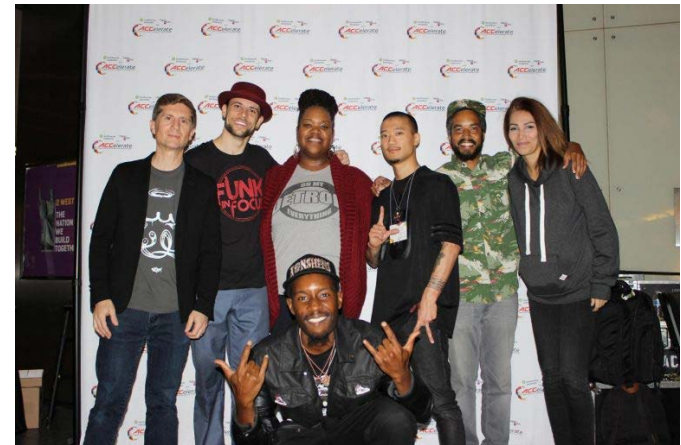
UNC Featured Presentation

Next Level: The Beat Goes On

Mark Katz, Director, Institute for the Arts and Humanities and Ruel W. Tyson, Jr.
Distinguished Professor of Humanities

Videos:

- [Toki Wright: Put That Work Into Yourself](#)
- [Next Level Indonesia Portrait: Firgi Kholi](#)
- [Global Next Level Profiles: MC AinaJuana](#)



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UNC Featured Panel Discussion

Panel Discussion: The role making plays in the areas of innovation and creativity

Theo Dingemans joins colleagues from Florida State University, Virginia Tech University and the Smithsonian to discuss how students use makerspaces to design new product prototypes.



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Trends in Student Athlete Majors compared to Non-Athletes 2013-2017

Table 1. Number and Percentage of Non-Athletes and Athletes in the Top 30 Majors in 2017				
Major	Number of Non-Athletes	Percentage of Non-Athletes	Number of Athletes	Percentage of Athletes
Biology (BA)	1231	10.2	20	6.0
Psychology	875	7.2	21	6.3
Economics	774	6.4	25	7.5
Media and Journalism	683	5.6	15	4.5
Political Science	683	5.6	11	3.3
Exercise and Sport Science	645	5.3	77	23.1
Computer Science	631	5.2	2	0.6
Business Administration	568	4.7	30	9.0
Chemistry (BA)	415	3.4	6	1.8
Communication Studies	397	3.3	31	9.3
Global Studies	340	2.8	4	1.2
Public Policy	331	2.7	3	0.9
History	290	2.4	6	1.8
Undecided	266	2.2	4	1.2
Mathematical Decision Sciences	252	2.1	3	0.9
English	240	2.0	5	1.5
Romance Languages	221	1.8	1	0.3
Peace, War, and Defense	220	1.8	6	1.8
Nursing	207	1.7	1	0.3
Mathematics (BA)	200	1.7	2	0.6
Biomedical and Health Sci Eng	172	1.4	5	1.5
Sociology	145	1.2	6	1.8
Management and Society	142	1.2	25	7.5
Environmental Sciences	132	1.1	1	0.3
Environmental Studies	112	0.9	4	1.2
Anthropology	109	0.9	1	0.3
Information Science	102	0.8	2	0.6
Music	99	0.8	0	0.0
Physics (BA)	93	0.8	1	0.3
Asian Studies	84	0.7	2	0.6

The correlation of the percentage of athletes and non-athletes in the top 30 majors is 0.51. However, this number is skewed by the high number of non-athletes majoring in Biology and the high number of athletes majoring in Exercise and Sport Science. If you drop those two and correlate the remaining top 28, the correlation is 0.59.

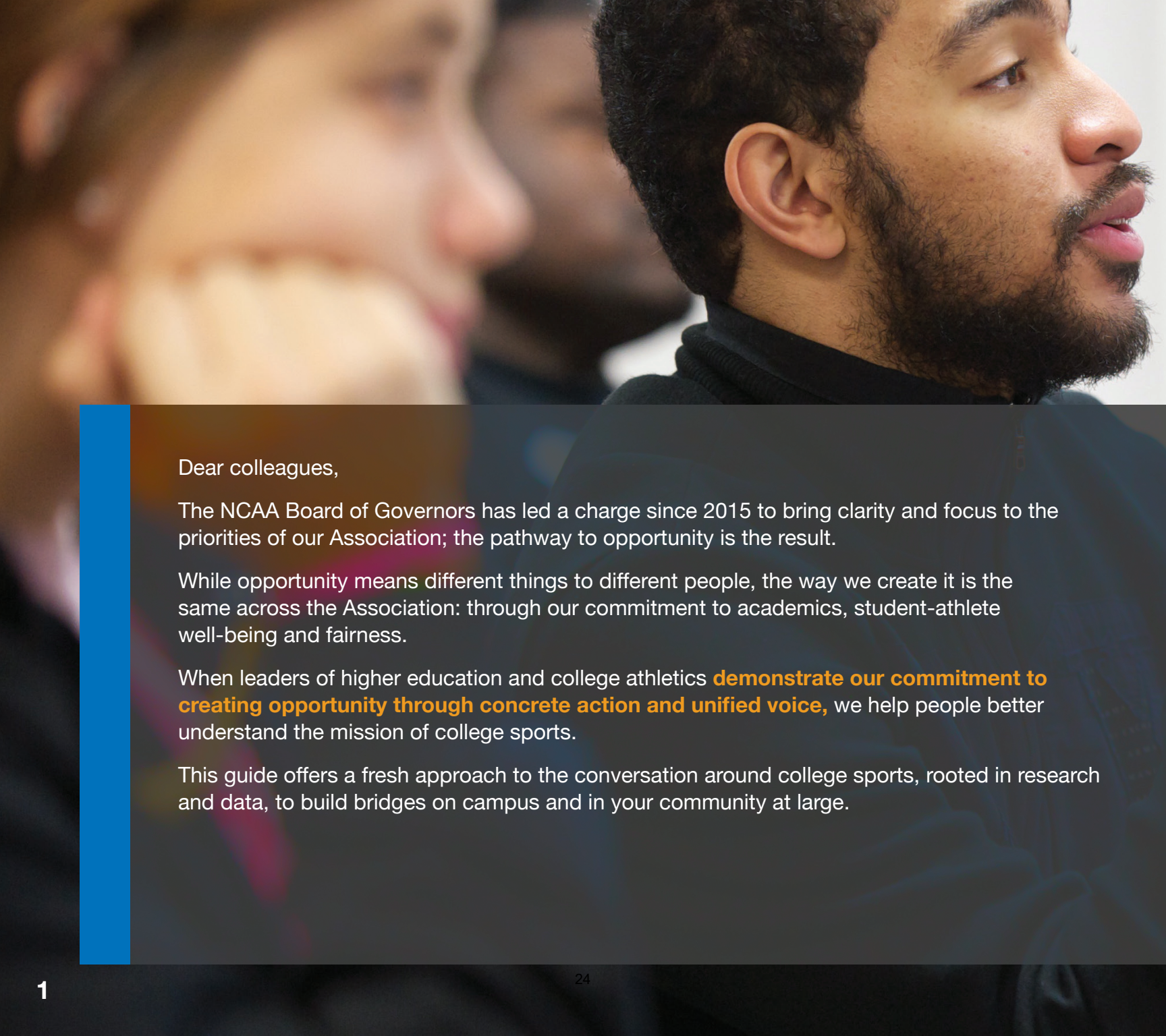
Table 2. Top 30 Trends in Majors between 2012 and 2016						
Major	Change in the Number of Non-Athlete Majors	Number of Non-Athlete Majors in 2013	Number of Non-Athlete Majors in 2017	Change in the Number of Athlete Majors	Number of Athlete Majors in 2013	Number of Athlete Majors in 2017
Computer Science	373	258	631	0	2	2
Undecided	179	87	266	1	3	4
Mathematical Decision Sciences	149	103	252	2	1	3
Global Studies	-138	478	340	-4	8	4
Public Policy	121	210	331	1	2	3
Psychology	-121	996	875	9	12	21
Biology (BA)	99	1132	1231	3	17	20
English	-91	331	240	1	4	5
History	-87	377	290	-6	12	6
Applied Science	-77	78	1	0	0	0
Political Science	74	609	683	-2	13	11
Elementary Education	-62	63	1	0	0	0
Romance Languages	-60	281	221	-4	5	1
Information Science	56	46	102	2	0	2
Exercise and Sport Science	52	593	645	4	73	77
Communication Studies	-52	449	397	-18	49	31
Music	43	56	99	0	0	0
Environmental Studies	43	69	112	3	1	4
Interdisciplinary Studies	36	13	49	1	0	1
Philosophy	-34	111	77	-1	3	2
Chemistry (BA)	33	382	415	2	4	6
Germanic and Slavic Lang & Lit	-33	58	25	0	0	0
Anthropology	-33	142	109	-1	2	1
Media and Journalism	25	658	683	-8	23	15
American Studies	-24	53	29	-1	2	1
Geography	-23	80	57	-2	2	0
Environmental Sciences	22	110	132	1	0	1
Mathematics (BA)	-21	221	200	-3	5	2
Biology (BS)	-21	43	22	-2	2	0
Biostatistics	20	27	47	1	0	1

The correlation in the top 30 changes in majors between athletes and non-athletes is 0.21.

PERCEPTIONS OF COLLEGE SPORTS: LEADERS GUIDE

NCAA®





Dear colleagues,

The NCAA Board of Governors has led a charge since 2015 to bring clarity and focus to the priorities of our Association; the pathway to opportunity is the result.

While opportunity means different things to different people, the way we create it is the same across the Association: through our commitment to academics, student-athlete well-being and fairness.

When leaders of higher education and college athletics **demonstrate our commitment to creating opportunity through concrete action and unified voice**, we help people better understand the mission of college sports.

This guide offers a fresh approach to the conversation around college sports, rooted in research and data, to build bridges on campus and in your community at large.

People both on and off campus have concerns and mis-perceptions about college sports. **NCAA research shows that by far, the greatest negativity toward college sports is among faculty and campus employees.** Addressing those concerns is hard work, but faculty and nonathletics campus staff are key partners as we work to create the best experience possible for prospective, current and former student-athletes.

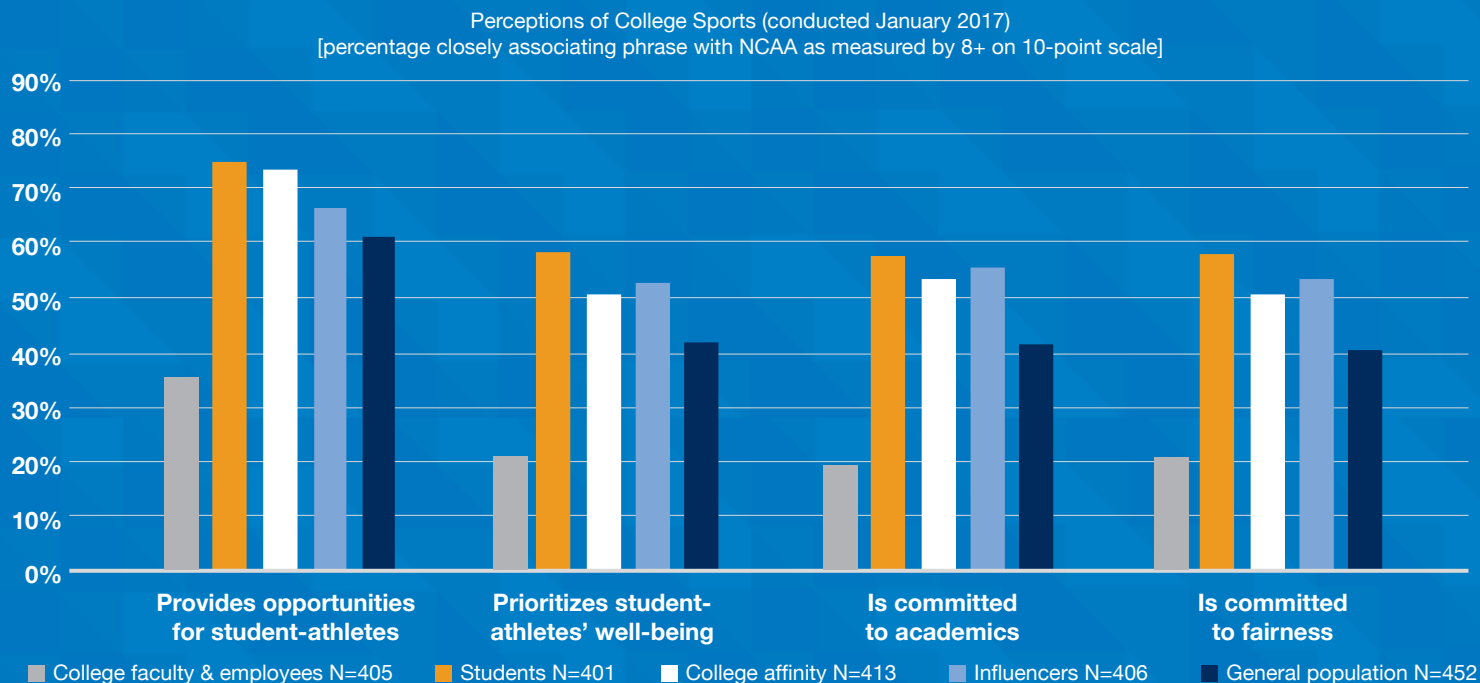
In the past five years, the lives of college athletes have changed for the better, in some cases dramatically. But many do not know about the changes made and thus do not give credit to university and athletics leadership for these values-driven accomplishments. And people will not support what they do not understand.

Thank you for the hard work you have done and are doing. We understand the conversation around college sports happens in a broader context of challenges facing higher education. Working together, we have real opportunity to demonstrate all we do, and why.

Sincerely,
Mark Emmert
President, NCAA

PERCEPTIONS OF COLLEGE SPORTS

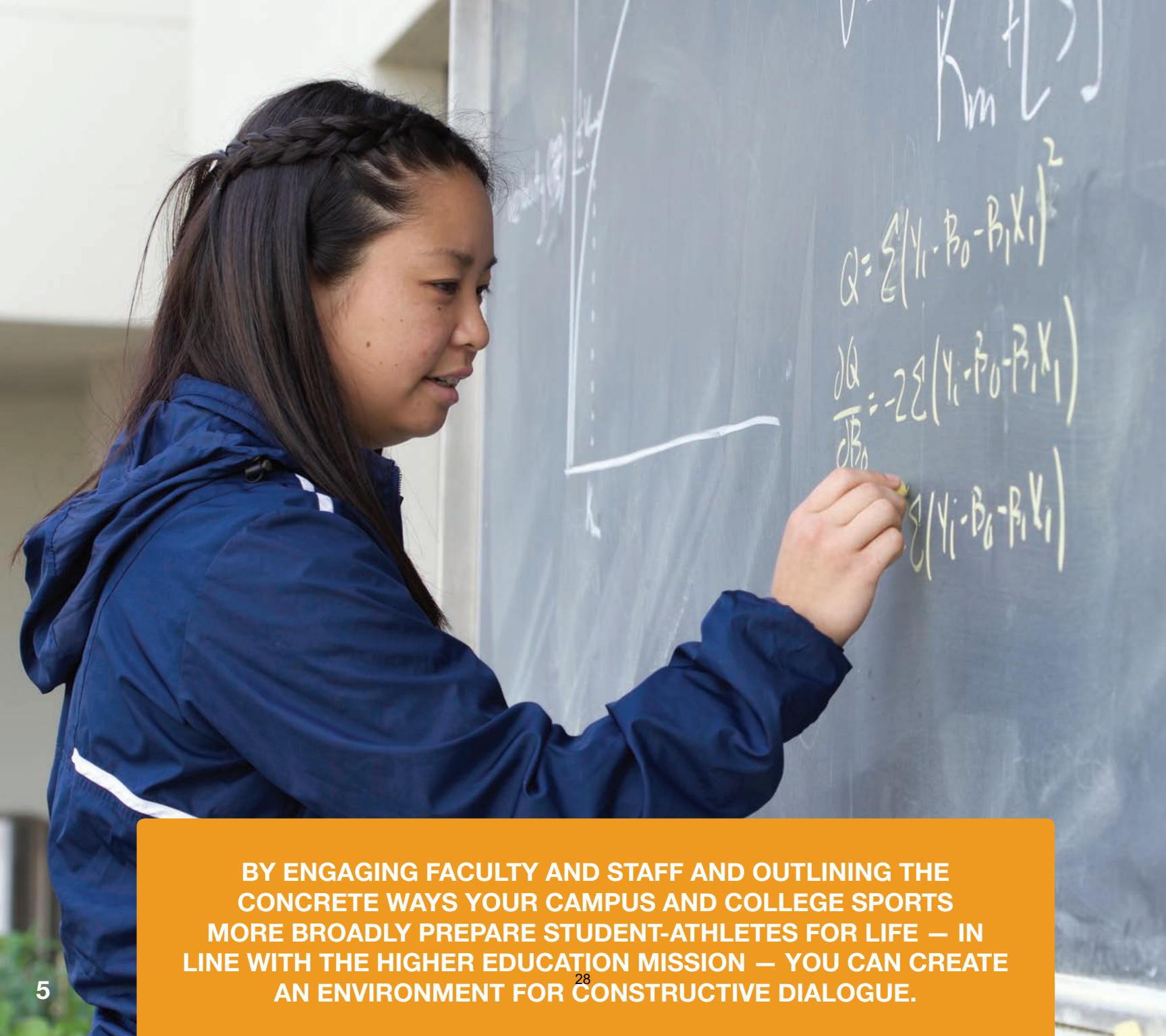
Recent research has shown that college faculty and staff — across all three divisions — have a negative view of college sports in key areas like providing opportunity, prioritizing student-athlete well-being, and commitment to academics and fairness. **Further, they self-report being largely unfamiliar with the NCAA, so their perceptions are underinformed.** Given this dynamic, it is critical to engage faculty and staff to deepen their understanding of the priorities that influence our decisions.



FACULTY AND STAFF VIEWS

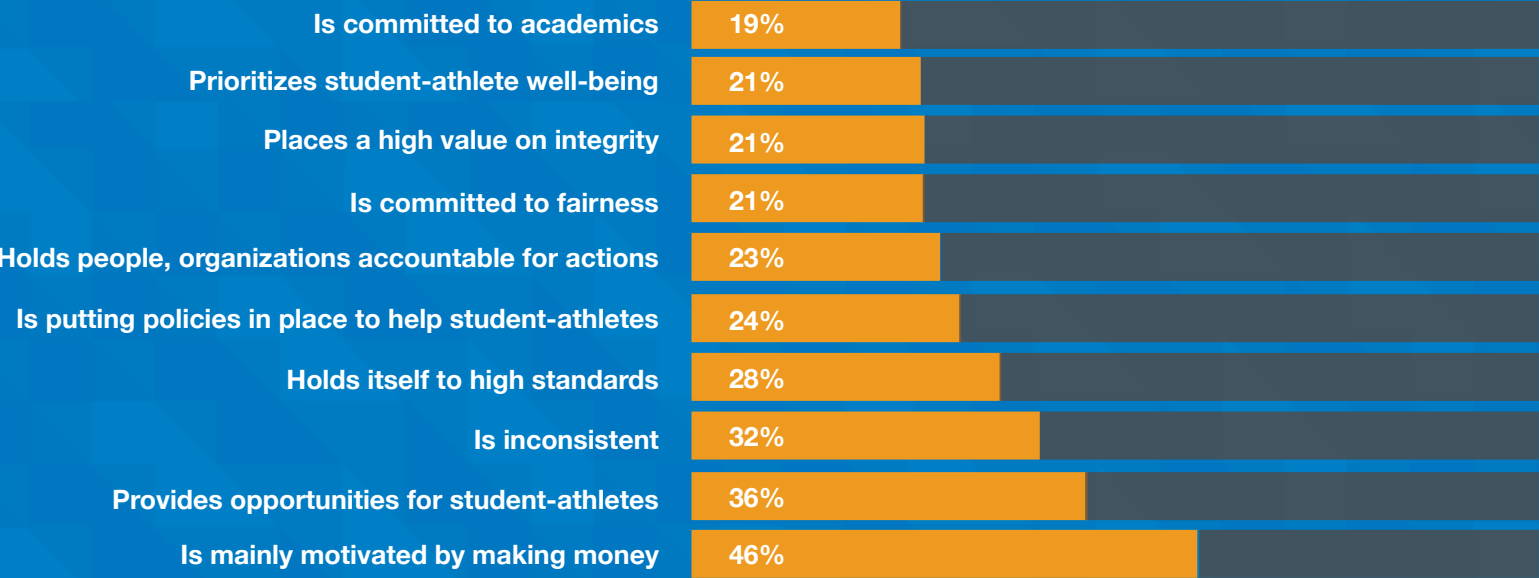
- Familiarity with the NCAA was consistent across the Association, with about one-third of faculty and staff reporting a high level of familiarity.
- Regardless of division, staff reported greater familiarity with — and a more positive image of — college sports than did faculty.
- On almost all positive attributes they rated, less than a quarter of faculty and staff strongly associated them with college sports. By contrast, nearly half believed the NCAA was mainly motivated by making money.





BY ENGAGING FACULTY AND STAFF AND OUTLINING THE
CONCRETE WAYS YOUR CAMPUS AND COLLEGE SPORTS
MORE BROADLY PREPARE STUDENT-ATHLETES FOR LIFE — IN
LINE WITH THE HIGHER EDUCATION MISSION — YOU CAN CREATE
AN ENVIRONMENT FOR CONSTRUCTIVE DIALOGUE.

FACULTY AND STAFF PERCEPTIONS OF COLLEGE SPORTS



(conducted January 2017)
[percentage closely associating phrase with NCAA as measured by 8+ on 10-point scale]

ACTIONS TO CONSIDER

- Use the data points to spark conversation on your campus, with both institution and athletics leadership teams.
- Seek to understand whether views on your campus reflect or do not reflect these findings.
- If negative faculty views exist and are informed by experiences or perceptions elsewhere in college sports, consider how you can share information about progress and changes across the Association, not just on your campus or within your conference or division.
- Consider how athletics staff and faculty interact on your campus. Are there new or different ways to engage?

MAKING OUR PRIORITIES CLEAR

Simply stated, we create opportunity when our actions are rooted in our commitment to academics, fairness and student-athlete health and well-being. If we cannot map a decision back to these priorities, it merits asking: Why are we doing it?

Opportunity is what everyone wants and what college sports provide through:

ACADEMICS

Providing opportunities to earn a college degree is at the heart of our mission. Student-athlete graduation rates are the highest ever, with 80 percent earning their degrees.

WELL-BEING

The NCAA was founded to keep college sports safe. Today, we work hard to promote safety, excellence, and physical and mental well-being for student-athletes.

FAIRNESS

All college athletes deserve a fair shot. We focus on respect, integrity and responsibility, both on and off the field, so that college sports prepare student-athletes for life.

TO DRIVE REAL CHANGE AND DEEPEN UNDERSTANDING OF COLLEGE ATHLETICS, WE MUST:

- **Focus** on the intuitive, substantive value of opportunity rooted in academics, well-being and fairness. We must show, not just tell, our commitment through policy, legislation and action.
- **Build** credibility by acknowledging there is more to be done.
- **Engage** peers and stakeholders in conversation about college sports and what drives our actions.





A PATH FORWARD

Here's what we know: Success or failure on any one campus—even one far removed from your own—impacts how your stakeholders see you and your student-athletes. The reality is college sports is all of us: campus communities, conferences, the national office and nearly half a million student-athletes.

Collectively, there is excellent work happening across the Association. But most people do not know about it. If we work together, we can change that. And you can change the conversation on your campus and in your conference.

1. Introduce the pathway to opportunity to your senior staff. Set up a meeting with campus representatives who have a stake in college sports. Engage with athletics, alumni relations and communications leaders, as well as other key partners, to weave the pathway to opportunity into current strategies and programs.
2. Evaluate your ongoing work on campus through the lens of academics, well-being and fairness.
3. Appoint a staff representative to serve as point of contact to frequently work with national office and conference peers on pathway to opportunity initiatives and raise any other specific areas of need.
4. Integrate the message framework of academics, well-being and fairness when you talk about what is happening on both the national and campus level.

**OUR RESEARCH HAS SHOWN THAT THE PROOF POINTS
IN THIS GUIDE RESONATE WITH CAMPUS COMMUNITIES
– EVEN IF THE ACTION IS SPECIFIC TO ONE DIVISION.**

CHANGING PERCEPTIONS

We have researched what people perceive about college sports. Overall, the most compelling thing for people to understand about college sports is:

Student-athletes finish school with more than just athletic experiences. In addition to emphasizing academic standards so student-athletes get a good education, playing college sports develops leadership, teamwork, discipline and resilience — skills that build success in the workplace and in life.

ACTIONS TO CONSIDER

- Do not assume people know about areas of progress in college sports: Most respondents to our surveys found many of the statements surprising.
- Consider sharing broader college sports updates, as perceptions are informed by what people see across the Association.
- Our research also shows repetition is key. Look for opportunities to engage more frequently/regularly with key stakeholders, faculty and staff about your successes.
- Visit ncaa.org/opportunity to read summaries of complex policy and legislative updates. We have tried to make them easy to digest for those inside and outside college sports.

Of course, hard facts to support this are key. Policies and actions to safeguard health, create a positive life experience and protect students' academic aspirations were most likely to lead to “much more favorable” feelings about college sports:

Reasons To Believe

The NCAA is leading a \$30 million initiative to understand the prevention, treatment and management of concussion, which includes the largest-ever clinical concussion study. [43%]	Scholarships can no longer be pulled from student-athletes because of injury or athletic performance. [41%]
Ninety percent of NCAA student-athletes credit their college sports experience with having a positive impact on their lives. [40%]	NCAA student-athletes receive free medical care, health insurance and treatment from their schools. [39%]
NCAA student-athletes have access to tutoring (on campus and on the road), academic advisors and mandatory study halls to help them balance their studies and athletic obligations. [38%]	In 2016, the NCAA adopted a new revenue distribution policy rewarding DI athletics programs that achieve higher academic success. [37%]
NCAA members distribute \$2.9 billion in athletics scholarships each year to student-athletes. Over 150,000 student-athletes benefit from these scholarships. [36%]	Colleges and universities have further limited how long student-athletes are made to spend on sports (now no more than 20 hours per week) so students can better prioritize their time. [30%]
Sixteen percent of student-athletes are so-called first-generation college attendees: They are the first person in their immediate family to attend college. [30%]	DI athletes can now receive cost-of-living stipends (up to \$5,000 per student per year) as well as unlimited access to meals and snacks. [29%]

(conducted January 2017)

[percentage reporting statement has a “much more favorable” impact on feelings about state of college sports]

N=1,284



THE VALUE OF CONSISTENT LANGUAGE

As a membership organization, having a consistent, unified voice and clear communication is key to changing the conversation about college sports. Adapt the language in this guide to highlight what is happening on your campus/in your conference.

We know you demonstrate and communicate your mission all the time. Research has identified this framework as helpful to driving better understanding. Visit ncaa.org/opportunity and explore how the national office is starting to use this framework to share content and stories about the great work happening across the Association.

**BE OPEN TO FEEDBACK AND NEW PERSPECTIVES
AS YOU ENGAGE STAKEHOLDERS IN DIALOGUE.**

A blue-tinted photograph of two students walking away from the camera on a paved path. The student on the left has long blonde hair and is wearing a dark jacket and jeans, carrying a large backpack. The student on the right has long dark hair and is also wearing a dark jacket and jeans, carrying a backpack. They are walking past a stone wall and some trees in the background.

OPPORTUNITY

Opportunity is what everyone wants and what college sports provide through:

ACADEMICS

Providing opportunities to earn a college degree is at the heart of our mission. Student-athlete graduation rates are the highest ever, with 80 percent earning their degrees.

WELL-BEING

The NCAA was founded to keep college sports safe. Today, we work hard to promote safety, excellence, and physical and mental well-being for student-athletes.

FAIRNESS

All college athletes deserve a fair shot. We focus on respect, integrity and responsibility, both on and off the field, so that college sports prepare student-athletes for life.

ncaa.org/opportunity

To highlight the impact and outcomes of our work as you are out and about, here is a tear-out card of top-line messages.

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APRIL 2017

NCAA Opportunity Website

<http://www.ncaa.org/opportunity/>

**Update to FAC from the Faculty Athletics Representative
December 11, 2017**

NCAA

1. Survey Information regarding perceptions of intercollegiate athletics
 - a. Slide 3 – Across all 3 divisions, college faculty and staff have a negative view of college sports re
 - i. Providing opportunity
 - ii. Prioritizing student-athlete well-being
 - iii. Commitment to academics and fairness
 - iv. Also report being largely unfamiliar with the NCAA
 - v. Almost half believe the NCAA was mainly motivated by making money
 - b. Slide 6 – Faculty and staff perceptions of college sports
 - c. Slide 12 – Positive developments that could change perceptions
 - d. Slide 14 – Athletics as a pathway to opportunity:
 - i. Academics – earning a college degree
 - ii. Well-being – safety and physical and mental well-being
 - iii. Fairness – respect, integrity, and responsibility on and off the field to prepare student-athletes for life
 - e. <http://www.ncaa.org/opportunity/>
2. Autonomy Conferences (ACC, SEC, Big 10, Pac 12, Big 12) (one-school, one-vote – January 18-19) – see Voting Form Nov 2017 on Sakai {November meeting materials} pages 2-5
 - a. 2017-104: To require that an institution provide medical care to a SA for an injury incurred during his/her participation in intercollegiate athletics
 - b. 2017-106: In basketball, required 3-day period during winter break with no required athletically related activities
3. Legislation for upcoming Division I cycle – see Voting Form 2017 on Sakai pages 1-2 (November meeting materials)
 - a. January Council Vote (ACC casts one weighted vote) – UNC submitted its input in December and discussed further on December 6 in a legislative webinar with other ACC schools
 - i. 2017-73: Move basketball playing season start from Friday to Tuesday to accommodate 3 days off during winter break and allows games to be spread out and alleviate pressure during the final exam break
 - ii. 2017-86: In women's soccer, may not begin practice before August 1 or play its first contest before August 15
 - iii. 2017-116: In football, daily/weekly hour limits for CARA do not apply during preseason practice before 1st day of class or 7 days before first contest, whichever is earlier; one day off per week during pre-season but no more than 2 hours of off-field meetings or film review on the day off. Practice may not begin before 29 days before its first scheduled intercollegiate game.

- b. April Council Vote – a number of proposals to be discussed later
 - i. Early recruiting (for everything but football and basketball)
 - 1. Official visits may begin 9/1 of junior year (moved up from 9/1 of senior year)
 - 2. No unofficial visits before 9/1 of sophomore year that involve contact with athletics (no limit now)
 - ii. Transfer issues

ACC

- 1. FAR meeting December 2 regarding Best Practices
 - a. Share copies of our written reports and PowerPoints we make to our Faculty Senates
 - i. Separate FAR Report to Faculty Senate
 - 1. Clemson – Reports annually and includes data/comparisons from the IPP portal; PowerPoint
 - 2. FSU – An annual oral report on athletics (the good, the bad, and the ugly)
 - 3. Ga Tech – Oral report annually
 - 4. Louisville – FAR report every month in writing to the Faculty Senate
 - 5. Miami – Athletic Director makes an annual report to the Faculty Senate
 - a. FAR makes an annual oral report to the President
 - 6. Syracuse – Written report
 - 7. UVA – FAR does not report, but Athletic Director reports annually
 - 8. WFU – Gave oral report to Faculty Senate
 - ii. Only a Report from the FAC equivalent (which FAR sometimes chairs) or Athletics Council (broader-based group with other voting members besides faculty)
 - 1. BC – FAR chairs the Athletic Advisory Board
 - a. Its annual written report is posted on the Provost's website
 - 2. Duke – Athletics Council Reports
 - a. FAR reported one time in 5 years
 - 3. Louisville – Athletics Board of Directors is composed of 6 elected faculty, 2 appointed faculty, and the FAR (who chairs)
 - a. FAR makes an annual report to the Athletics Board of Directors
 - 4. Miami – FAC is appointed by the Faculty Senate and the FAR serves ex officio
 - a. FAC makes an annual written report to the Senate
 - 5. NC State – Athletics Council is chaired by FAR and provides an annual written report to the Faculty Senate
 - a. Faculty senate has a representative on the Athletics Council
 - 6. Pitt – Board of Trustees has an Athletics Committee on which the FAR sits.
 - 7. UVA – FAR chairs the Athletic Advisory Committee. Faculty Chair is on this committee and this serves as liaison with the faculty senate
 - a. Written annual report to the President

8. Va Tech – FAR serves ex officio on University Athletics Committee which provides an annual report to the President’s Office
 - a. A representative of Faculty Senate sits on committee and reports monthly to the Senate
9. WFU – FAC gives a written report to the Dean
- b. Share student-athlete surveys
 - i. BC – Online exit survey
 1. Being revised to include all student-athletes
 2. To be administered at the end of each sport’s season
 - ii. Clemson – Online survey; FAR will have access to data
 - iii. Duke – Surveys SAs
 - iv. Ga Tech – SWA oversees the surveys
 1. Administered in person in a computer lab at the end of the season and an almost 100% response rate
 - v. Louisville – Online surveys administered by the AD
 1. FAR reviews the portion of the survey related to Academics
 - vi. Miami – no annual surveys
 - vii. NC State – Annual survey to a subset of student athletes
 1. FAR has seen the instrument, but does not review the data from it.
 - viii. Syracuse – annual survey
 1. Probably just to seniors
 - ix. UVA – Annual survey administered in the spring by institutional research
 1. 100 questions and about a 30% response rate
 2. SWA compiles data and shares results with head coaches and staff
 - x. Va Tech – 112 questions
 - xi. WFU – Used Real Recruit software for surveys
 1. Have achieved a good response rate
 2. There is a cost associated with this
 3. Can compare results against other schools
 4. Email with survey link comes from the AD and (if necessary) is sent multiple times to those who have not opened the survey
- c. Share how exit interviews (as distinct from surveys) are conducted and the role (if any) of the FAR
 - i. BC – FAR has no role
 - ii. Clemson – FAR is one of the people the student-athlete may request to conduct the interview (instead of sport supervisor)
 - iii. Duke – Sport administrator is paired with a faculty member from the Athletics Council
 1. FAR participates when no faculty member from the council is available
 - iv. FSU – FAR interviews 2 or 3 student-athletes (athletic administrators interview others)
 - v. Ga Tech – Conducted by the sport administrator
 1. FAR does not participate

- vi. Louisville – all student-athletes offered a possibility of an in-person exit interview
 - 1. Usually conducted by the SWA, sport administrator, or FAR (FAR typically does 4-5 per year)
- vii. Miami – According to student-athlete handbook, student-athletes have an “opportunity” to interview
 - 1. Process very informal
 - 2. End of year compliance meeting, student-athletes asked if they have any questions
- viii. NC State – Exit interviews
 - 1. FAR does not participate
- ix. Pitt – A wide range of people participate in the interviews, but not the FAR
- x. Syracuse
 - 1. Exit interviews by the Faculty Oversight Committee with individual or small groups of student-athletes
- xi. UVA – Sample of exiting SAs invited to participate (with an oversample from any teams about which there may be concerns)
 - 1. FAR invited to participate if she has time
- xii. Va Tech – Exit interviews with a subset of students who have ended their eligibility
 - 1. FAR has not participated

UNC

- 1. SA Survey – data on Academics
 - a. Review in January (with SAAC Focus Group discussion)
- 2. SA Academic Scorecard
 - a. Feedback from FAC, Advisory Committee to ASPSA
 - b. Working on revisions
- 3. Missed Class Days Reporting
 - a. 2016-2017 Report
 - b. Review at beginning of 2017-18 season
 - i. Teamworks
- 4. Understanding NCAA Institutional Performance Program (IPP) data on incoming credentials of SAs and performance on campus – grades, credit hours, graduation – to discuss with academics group
 - a. Or add Academics group person to team working on this
- 5. Graduate school and graduate certificate programs for student-athletes who graduate with remaining athletics eligibility
 - a. Erika Wilson to add to team