

**Faculty Athletics Committee**  
**September 4, 2018**

**Present:**       **Committee Members:** Lissa Broome, Jaye Cable, Carol Folt, Melissa Geil, David Guilkey, David Hartzell, Daryhl Johnson, Diane Juffras, Steve Knotek, Jeff Spang, Tania String, Kim Strom-Gottfried, William Sturkey, Erika Wilson

**Advisors:** Michelle Brown, Bubba Cunningham, Vince Ille

**Liaison from the Student-Athlete Advisory Council:** Naomi Van Nes

**Guests:** Jonathan Alexander (N&O), Debbi Clarke (Office of the Provost), Marcus Collins (Center for Student Success and Academic Counseling, Summer Bridge), Lauren DiGrazia (Registrar), Robbi Evans (UNC Athletics), Mike Greene (ASPSA), Kate Luck (Media Relations), Jenn Mallen (New Student & Family Programs), Anna Rose Medley (Office of the Chancellor), Emily Summers (Office of the Chancellor)

I.     Welcome. Introductions, and Preliminary Matters

Welcome and Introductions. The Chair, Dr. Daryhl Johnson, welcomed everyone back from the summer and asked committee members and guests to introduce themselves. He thanked FAC members for attending the June FAC retreat.

Minutes. Minutes from the May meeting and June retreat were approved.

Executive Committee on Student-Athlete Academics. Dr. Johnson asked Debbi Clarke to discuss how FAC would work with her and Anna Rose Medley on reviewing the academic processes relating to student-athletes that are detailed at <http://apsa.unc.edu>. Dr. Clarke explained the identification of the academic processes related to student-athletes by the Working Group, the review and update of those processes by its successor, the Process Review Group, and the latest iteration, where FAC would review the processes and make recommendations to an Executive group regarding any potential process improvements. Dr. Clarke and Anna Rose Medley will help facilitate the invitations to members of the campus community to educate the FAC and the topic subgroups on the various processes. Following this education, it is expected that the relevant topic subgroup will lead a discussion at the next FAC meeting regarding any areas where process improvements may be suggested. These suggestions would then move forward to the Executive Group for consideration.

FAC Vice-Chair, Professor Kim Strom-Gottfried, reviewed the tentative FAC agendas for the coming year as they relate to the process review and other ongoing FAC discussion items.

Anna Rose Medley showed the committee a document she created indexing FAC's minutes for the last several years. Topic subgroups should use this resource to learn when their topics were discussed in prior FAC meetings and to click through and read what was discussed. The learning curve for new FAC members is very steep and this should assist returning and new FAC members in moving up that learning curve. Another resource is the Onboarding document, which has been improved and revised. FAC's new members met prior to the full FAC meeting for onboarding with representatives from the committee and the athletics department.

Team liaisons. Dr. Johnson noted that the team liaison assignments are posted on Sakai. Robbi Evans and Vince Ille can assist FAC members in contacting the coaches of their teams. The sport program roster is in the Resources section of the Sakai site. Dr. Johnson noted that if FAC members have not had an opportunity to meet their coaches, a good opportunity would be on October 23 when FAC and the head coaches are scheduled to meet from 8:00 – 10:00 a.m. At the October FAC meeting we'll discuss goals and priorities for the meeting with head coaches.

Student-Athlete Representatives. Dr. Johnson welcomed Naomi Van Nes to the committee. Naomi is a Psychology and Exercise and Sport Science major. She is originally from England, but now calls Tennessee home. She is a member of the women's basketball team. Patrick Lyons (Men's Lacrosse) has a class conflict with this semester's committee meetings so he will be replaced this fall by Toby Song (Men's Golf), an Economics and Asian Studies Major.

## II. Chancellor's Remarks

Chancellor Folt thanked the committee for its hard work and extraordinary participation in faculty governance. She welcomed the new members of the committee, including Naomi Van Nes, a student-athlete, and noted the importance of the student-athlete voice on the committee.

The Chancellor reviewed some of the significant events happening on campus, including: 1000<sup>th</sup> win for Women's Soccer Coach Anson Dorrance; dedication of the Roy Williams Basketball Court; coming dedication of the Field Hockey Stadium (after the meeting it was announced that the stadium would be named for Field Hockey Coach Karen Shelton); and other new athletic facilities completed or near completion. In addition, there are significant reforms proposed by the College Basketball Commission and adopted by the NCAA.

She is also grateful that the committee is fully engaged in the review of the student-athlete academic processes compiled by the Working Group and then the Process Review Group and memorialized at <http://apsa.unc.edu>. Then-Provost Jim Dean and Athletic Director Bubba Cunningham began this discussion and it is important to the Chancellor that we continually review these processes to ensure that they are up-to-date and that we are identifying areas for improvement. Chancellor Folt is grateful that the committee is moving forward with the workshop on student-athlete mental health.

## III. Faculty Athletics Representative's Remarks

Professor Lissa Broome's written report is posted on Sakai. NCAA legislation responding to recommendations from the Commission on College Basketball (the Rice Commission) has been

enacted. A chart on Sakai shows the various effective dates of the different pieces of legislation. Some legislation will only become effective if other organizations, such as the NBA Players Association, take certain actions. Two other significant NCAA rule changes recently made are the process for student-athletes transferring to another institution. Student-athletes no longer need to receive permission from their current coach to contact another school. Instead, they enter their name on a database indicating their intention to transfer and then interested schools may contact them. The student-athlete's financial aid can be terminated at the end of that term if the student-athlete decides not to transfer. The second change is to the redshirt rule for football student-athletes. Football student-athletes may compete in up to four contests a season without that counting as one of their four seasons of athletic eligibility. Legislative proposals that the NCAA Division I Council is sponsoring for the coming year are also posted on Sakai and at a later meeting, we may want to discuss those numbered 4. and 12.

The ACC has established a Legislative Committee to provide leadership on how the conference determines whether to sponsor legislation at the NCAA level. Professor Broome sits on this committee.

#### IV. Athletic Director's Remarks

Athletic Director Bubba Cunningham discussed some of the NCAA's new basketball rules coming from the Commission on College Basketball. They include an increased number of official visits for prospective student-athletes in men's basketball. Prospective men's basketball players may now visit five schools as a junior and have five more official visits as a senior, instead of just five visits as a senior. There is also additional access to agents to receive advice about pursuing a professional career. Student-athletes may participate in the draft and then return to their college program if they are not drafted. The enforcement process has also been changed for complex cases.

A search is currently going on for a senior associate athletics director to replace Nicki Moore who left to become the athletics director at Colgate University. Several of the new athletics facilities projects are still ongoing. The soccer/lacrosse stadium will be completed near the end of the year. This fall the men's soccer team is playing off campus, but the women's soccer team decided to host its matches on campus at the Finley practice fields so that students would more easily be able to attend. Mr. Cunningham apologized to the law school faculty for the noise associated with the construction outside the law school.

This Friday, Charlie Scott, will be inducted into the Naismith Hall of Fame. The athletic department has launched the "I play for" campaign to acknowledge that everyone plays for something greater than themselves. Each student-athlete received a Carolina blue shirt and can write in on the shirt what he or she plays for.

Mr. Cunningham responded to a question asked in the light of the death of a football player during a conditioning drill at Maryland about how we protect our student-athletes from a similar situation. Mr. Cunningham noted that for many years our medical staff has been outside of athletics, reporting through the University's Health Services and Student Affairs, rather than directly to coaches. This change was in response to a death of a football player at UNC in the

1970s. Mr. Cunningham said he meets monthly with the medical staff, campus health, and the head trainers and tries to ensure that the culture within each sports program is appropriate. We have more data on the health and fitness of our student-athletes than we have ever had. It is reviewed daily. For instance, if that data indicates that a student-athlete is struggling, he will be excused from certain drills. Dr. Jeff Spang, who works with some of the athletic teams, commented that athletic trainers and doctors act independently from the coaching staffs and stressed the importance of that independence. Hydration is closely monitored. Mr. Cunningham encouraged the team liaisons to attend a practice.

## V. Review of Academic Processes for Student-Athletes

### Process 4.0 Transitions Programming:

Jenn Mallen from New Student and Family Programs provided an overview of the University's orientation program for new students and their families. Her unit strives to provide high quality transitioning programming, and relevant and timely communications. Her unit and admissions are the only University offices that touch every student as they enter the University. Orientation is a process and the summer event is only one part of that process. Other parts of the process include a summer send off in the students' locale and the week of welcome after the students arrive. There are thirty events held throughout the fall and early in spring. Ms. Mallen's office is also responsible for Carolina Family Weekend. Her office works with other campus offices for special student populations. Student-athletes are worked into orientation groups but have priority for certain sessions. There is related programming by ASPSA for student-athletes and their parents during orientation.

Summer orientation also includes a full program for family members that runs concurrently with that for new students. On average, about one family member per student attends. This means that over 10,000 people are on campus for orientation in the summer. Over fifty campus partners assist in this effort. Ms. Mallen's office is constantly assessing its work. The cost for students to participate in orientation is \$220, and about \$105-110 for transfer students. Costs are covered for Carolina Covenant students and their family members. Athletics covers the costs for student-athletes on financial aid. Payment plans are available. Students may attend for a \$25 deposit. Ms. Mallen explained that her office receives no outside funding and is fully funded through these fees. At some universities, state funds support orientation, others are fee-based, and a third group gets money from fees and other sources. Ms. Mallen's office works hard to keep the cost low.

Marcus Collins, Center for Student Success and Academic Counseling (CSSAC) heads up Carolina's Summer Bridge program. Mr. Collins said the CSSAC was a combination of programs originally designed to help increase retention of African American and American Indian students. CSSAC now engages in a variety of programs, including the Summer Bridge Program, which Mr. Collins directs. Many of the students participating in Summer Bridge are first generation college students, Covenant students, or from rural areas of the state. Often, the high schools these students attended lacked rigorous college preparatory courses. The program has weathered budget cuts, but now enjoys support from alumni and donors. Forty-five students participated this summer. A volunteer staff of students assists with the program and offer peer

mentoring for these students and C-Step students (transfers in from a community college). In 2013, Chris Faison, the CSSAC staffer who works with underrepresented males developed the “Start Strong” program. Thirty students participated this year, including some student-athletes. This program is designed to create a safe space and develop and build community, including connecting the students with resources available at the University. A one-hour credit course accompanies this program.

The Writing/Learning Center under CSSAC served 27% of the undergraduate student population, providing academic coaching, writing support, and time management training. There is also tutoring available for STEM subjects. The CSSAC full-time staff numbers 19, but 90-100 other undergraduate and grad students assist as coaches and tutors on a part-time basis.

Michelle Brown, director of the Academic Support Program for Student-Athletes (ASPSA). Dr. Brown discussed summer transition programming coordinated by ASPSA. In summer 2017, fifteen student-athletes participated in the Thrive program the week before Summer Session II began. In summer 2018, football student-athletes were enrolled in Navigating the Research University (1 week) along with the START Strong students. Football student-athletes also took the Science of Learning (4 weeks). Most of the students also took an English course and finished the summer with five credit hours from this combination. Some additional programming was provided to new football student-athletes through the student-athlete development office. Forty-eight non-football student-athletes began their studies in Summer Session II. They participated in programming on Friday afternoon and Saturday before classes began. One element was Focus 2, from University Career Services, which introduces students to major and career choices. A second objective of this introduction to Carolina is to make students aware of all the resources available to them. All new student-athletes have a weekly meeting with their ASPSA academic counselor and work on goal setting. The initial student assessments of the weekend program were positive, but additional assessments will be done later in the semester to try to measure how much the students learned and how they applied what they learned during the semester.

#### Process 12.0 Academic Performance Monitoring

Michelle Brown, ASPSA. Instead of reviewing the entire process, Dr. Brown focused on new information. The spring semester term and cumulative GPA for all student-athletes exceeded 3.0. Dr. Brown also reviewed the Academic Scorecard. It will be posted on the ASPSA website and updated once a year. A committee member noted that the FGR link does not work. Registrar Lauren DiGrazia said that general data like this is permissible to report under FERPA, but that often more particularized data (by team, for instance) may not be available if it would permit the possible identification of a particular student.

The NCAA will begin to distribute a limited pot of funds to institutions based on their academic performance. If an institution hits one of three designated benchmarks, it is eligible to receive this distribution, although any money goes to the conference and the conference decides how the academic funds will be distributed to its member institutions. Based on projections, UNC will be eligible for this distribution. A section will be added to Process 12.0 describing this new academic unit.

Last year the committee looked at the black male student-athlete academic outcomes gap. An internal group is looking at this more closely. The public Federal Graduation Rate (FGR) data is disaggregated by race and by some teams. Additional data will be released by the NCAA in October and Dr. Brown noted that these numbers are continuing to improve and should positively affect graduation rates in the future. The internal team will look at APR results for different groups of student-athletes.

#### VI. Student-Athlete Mental Health Workshop, October 18

Dr. Jeff Spang reported that the Committee on College Sport and FAC had finalized planning for a workshop on Thursday, October 18 (the first day of fall break) on student-athlete mental health. The workshop is designed for faculty and will be held in Hyde Hall. Dr. Brian Hainline, Chief Medical Officer of the NCAA, will deliver the keynote address. Dr. Spang asked committee members to sign up for the program, share information about this event on departmental listservs, and encourage colleagues to attend. Funding for the event was provided by the Office of Faculty Governance and the Department of Athletics.

#### VII. General Discussion

Dr. Johnson invited general discussion.

Student-Athlete On-Campus Parking. Student-athletes raised concerns about parking on campus at the SAAC Focus Group discussion. Mr. Cunningham said that he had invited representatives of the parking office to come to SAAC to discuss the parking process and student-athlete concerns.

Spring Faculty Listening Session. The committee considered whether a spring “listening” session was appropriate or whether it would be better to have one or more topics to discuss. Some suggestions were the source of funding for athletic facilities and scholarships. Any session should be advertised to graduate teaching assistants.

The meeting adjourned at 5:30PM

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

Attachments:

Update to the FAC from the Faculty Athletics Representative

Handout from Jenn Mallen – New Student & Family Orientation Learning Outcomes

**Update to FAC from the Faculty Athletics Representative  
September 4, 2018**

**NCAA**

1. Commission on College Basketball (Rice Commission) Report and NCAA Legislation Resulting Therefrom
  - a. College Basketball Reforms Chart (on Sakai)
2. NCAA Division I Council Legislative Actions
  - a. 2017-108 Notification of Transfer replaces permission to contact (effective October 15, 2018)
    - i. Tampering added as a Level II violation
    - ii. Creates a national transfer database with a date stamp of when it becomes permissible to recruit a student-athlete
  - b. 2017-17: In football, to specify that a student-athlete may participate in up to four contests in a season without using a season of competition (removed from package)
3. NCAA Division I Council Sponsored Legislative Proposals for 2018-19 (attached – see 4. and 12.)
4. Autonomy Conferences vote on June 19 regarding ability to cancel aid (at end of term) when receive notification of transfer.

**ACC**

1. ACC Legislation Committee formed to provide leadership on the conference's activities in the NCAA Division I Council legislative cycle, including the sponsorship of proposals and development of feedback on proposals sponsored by other entities. Proposals put forward to the membership by the Legislation Committee.
  - a. That the ACC sponsor five concepts as standalone legislative proposals:
    - i. Concept 6 – timing of first telephone communication with prospects (July 1 before junior year)
    - ii. Concept 8 – contact with prospect before or on day of competition
    - iii. Concept 12 – men's ice hockey unofficial visits before September 1 of junior year
    - iv. Concept 14 – parking during unofficial visit
    - v. Concept 23 – basketball playing season / contest limit
  - b. That the ACC sponsor eight concepts as a single "simplification and deregulation" proposal:
    - i. Concept 3 – student-athlete status when participate in summer access activities
    - ii. Concept 9 – staff attendance at funeral/memorial service
    - iii. Concept 11 – leadership or professional development book before enrollment
    - iv. Concept 12 – donation in event of life-threatening injury or illness

- v. Concept 16 – educational session during basketball and football camps
  - vi. Concept 20 – definition of recruited for financial aid
  - vii. Concept 21 – eliminate training table meals
  - viii. Concept 24 – incidental expenses during a foreign tour
  - c. We have indicated that we support moving forward as a conference with Concept 14 as well as the Simplification and Deregulation Package.
2. ACC Mental Health Wellness Summit being planned (springtime?).



## Division I Council Sponsored Proposals in 2018-19 Legislative Cycle

The following proposals are sponsored by the NCAA Division I Council for the 2018-19 legislative cycle.

### 1. All Sports

**Intent** - Align NCAA banned-drug classes with the World Anti-Doping Agency list of prohibited classes, with the exception of the glucocorticoid class.

#### **Rationale**

This proposal will allow the NCAA to defer updates to the list of banned-drug classes to World Anti-Doping Agency experts. In addition, this change will help avoid confusion for student-athletes competing in both NCAA and international competition. Aligning with World Anti-Doping Agency will result in the addition of narcotics as drug class to the NCAA list of banned-drug classes. Glucocorticoids, will not be included in the NCAA list. Glucocorticoids are anti-inflammatory agents, used commonly in sport medicine and have a very low risk as performance enhancing drugs.

**Effective:** August 1 , 2019

2. **Intent** - In sports other than men's ice hockey and skiing, a student-athlete who initially enrolls at a Division I institution as a transfer student and is subject to the delayed enrollment legislation is not required to fulfill an academic year of residence before being eligible for competition, provided the student-athlete has; attended a collegiate institution for at least two full-time semesters and satisfactorily completed an average of at least 12 semester or 12 quarter hours of transferable degree credit for each fulltime academic term of attendance at a previous institution.

#### **Rationale**

Current legislation requires individuals who delay initial collegiate enrollment and trigger the delayed enrollment legislation to serve an academic year of residence before being eligible for competition. This requirement helps to ensure that such student-athletes are acclimated to the rigors of college before they participate in competition. However, a student-athlete who has attended a collegiate institution for at least two full-time semesters and has completed an average of at least 12 semester or 12 quarter hours of transferable degree credit per term of attendance has demonstrated the requisite commitment to academics. For the past several years, relief for such situations has been provided through the legislative relief waiver process. This proposal would eliminate the administrative burden associated with submitting a waiver. Student-athletes would remain subject to the seasons of competition element of the delayed enrollment legislation.

**Effective:** Immediate (may apply retroactively to a student-athlete with eligibility remaining in his or her five-year period of eligibility).

3. **Intent** - In wrestling, to establish a dead period from the day before the NCAA Division I Wrestling Championships to noon the day after the championships, and a dead period beginning the Monday before the NWCAC through the day of adjournment.

#### **Rationale**

This proposal promotes the well-being of prospective student-athletes, current student-athletes and coaches. Establishing a dead period during the national championships allows student-athletes and coaches to spend more time in preparation for the national championships and

allows prospective student-athletes to spend more time with their families after recently completing the high school season. Establishing a dead period during the annual coach's convention allows prospective student-athletes to spend more time with their families after the USA Wrestling Junior National Championship and just before the start of the next academic year. The dead period also allows coaches to spend more time with their families after the same junior event and before the start of the academic year.

**Effective:** Immediate

**4. All Sports**

**Intent** - Permit a student-athlete to practice and compete while enrolled less than full time in his or her final term if the student-athlete has completed all degree requirements and is enrolled in all credits needed to complete an optional or voluntary minor or undergraduate certificate program at the end of the term and he or she has not previously used the final term exception.

**Rationale**

Currently, a student-athlete who has completed all degree requirements but has not graduated must remain enrolled full time during a term to practice and compete. Allowing a student-athlete to be enrolled in only the credits remaining toward a designated minor or undergraduate certificate during a final term will provide some flexibility once the goal of completing a baccalaureate degree has been achieved. Student-athletes who do not receive a full scholarship also benefit financially from this proposal.

**Effective:** August 1 , 2019

- 5. Intent** - In football, to allow a student-athlete's parents or legal guardians to receive entertainment expenses for an event organized specifically for those participating in a College Football Playoff semifinal game and the national championship game.

**Rationale**

Currently, legislation permits a student-athlete to designate additional individuals or substitutes to receive entertainment expenses for one postseason bowl event. In support of student-athlete wellbeing, a student-athlete participating in a second postseason bowl game as part of the College Football Playoff should be provided the same opportunity to designate additional individuals or substitutes to receive entertainment expenses for an event at the second postseason game.

**Effective:** Immediate

- 6. Intent** - In football, to specify that a coaching staff member or noncoaching staff member with football specific responsibilities shall not be involved in any capacity with a football club that includes prospective student-athletes.

**Rationale**

Involvement with local sports clubs that include prospective student-athletes is inconsistent with the principle of focusing on a scholastic recruiting model. This proposal would establish a standard for football that is similar to the current rule for basketball.

**Effective:** Immediate

- 7. Intent** - To specify that an institution shall qualify to receive the Academic Performance Fund, as determined by its sponsoring conference, beginning with the first year of active membership.

**Rationale**

Reclassifying institutions are required to submit NCAA Division I Academic Progress Rate, Graduation Success Rate and Federal Graduation data throughout the reclassification process. Academic data is available to calculate eligibility for the Academic Performance Fund during first year of active Division I membership. In the first year of active Division I status, a member institution is subject to NCAA Division I Academic Performance Program penalties if its APR falls below the established benchmark. Therefore, if an institution is subject to the penalties associated with academic metrics, it should also be allowed to receive the potential benefits through revenue distribution. This recommendation will help encourage all schools to meet the academic benchmarks necessary to qualify for the funds

**Effective:** August 1 , 2019

- 8. Intent** - To specify that the NCAA may provide travel expenses to family members of participating student-athletes to attend the NCAA Final Fours in men's and women's basketball.

**Rationale**

Waivers have been granted since 2015 to allow expenses to be provided to family members of student-athletes participating in the Men's and Women's Division I Basketball Championships. Legislation should be adopted to permit the expenses to be provided. The required funds have been allocated in the operating budget.

**Effective:** Immediate

- 9. Intent** - To specify that an active member institution and an active member conference shall complete an equity, diversity and inclusion review at least once every five years and confirm such completion to the NCAA.

**Rationale**

A periodic review of equity, diversity and inclusion would allow institutions to set meaningful goals, make informed decisions and continuously monitor its progress as it relates to equity, diversity and inclusion. Division II and Division III institutions are currently required to conduct such reviews once every five years through the Institutional Self-Study process. Based on a recent survey completed by Division I conferences, only half of Division I institutions complete a diversity review, slightly less than half of institutions complete an inclusion review and 60 percent of institutions complete an equity review. Discretion will be provided to institutions and conferences to determine how to conduct the review. Review reports and other documentation will be kept on file at the institution. Failure to complete the review will result in a Level III violation.

**Effective:** August 1 , 2019

## **10. All Sports**

**Intent** - Allow pre-enrollment educational expenses for secondary (e.g., high school) education to be provided by a professional sports organization and specify that such expenses must be disbursed directly to the educational institution, as opposed to directly to the prospective student-athlete.

### **Rationale**

Current legislation allows a prospective student-athlete to receive practice and competition expenses from a professional team but does not allow such a team to support the prospective student-athlete's high school or secondary education. This proposal would expand current rule that allows preenrollment educational expenses to be provided by a variety of other sources. The proposal requires the educational expenses to be dispersed directly to the high school or secondary school (e.g., no funds provided directly to the prospective student-athlete).

**Effective:** Immediate

- 11. Intent** - Specify that a conference must submit a legislative concept under consideration for sponsorship as an amendment to the national office by July 15 in order to submit an amendment by a November 1 deadline, and that proposed amendments shall be available for membership review and comment not later than November 15.

### **Rationale**

This concept was identified as part of the Legislative Committee's review of the legislative process. The proposed process could result in fewer proposals in the cycle while increasing quality and national significance of submitted proposals. In the current legislative process, some proposals are not fully developed at the conference or national level when they are submitted. This proposal will facilitate collaboration and feedback from committees with subject matter expertise. Membership survey results indicate that 78 percent of conferences and 91 percent of institutions support this concept.

**Effective:** Immediate

## **12. All Sports**

**Intent** - Eliminate the requirement that fulfillment of the 18/27-hour requirement shall be based on hours earned or accepted for degree credit at the certifying institution in a student-athlete's specific baccalaureate degree program.

### **Rationale**

Allowing any credit hours to be used to satisfy the annual 18/27-hour requirement will provide a student-athlete with greater academic flexibility, without jeopardizing degree progress or baseline academic performance during the regular academic year. A student-athlete will still be required to earn degree-applicable credit after the start of the third academic year to meet the six and nine-hour requirements, in accordance with existing legislation and permissible exceptions. This recommendation aligns with the Division I pillars of academics, well-being and fairness to student-athletes.

**Effective:** August 1 , 2019

# New Student & Family Orientation Learning Outcomes

## Academic Success

**Goal: New Student & Family Orientation emphasizes knowledge and skills students need to take personal responsibility for academic achievement and persistence.**

### Learning Outcomes:

- Students and their support networks will gain insight into the academic programs available for them to pursue.
- Students and their support networks will be able to describe the expectations of Carolina faculty.
- Students will know how to utilize ConnectCarolina to register for classes.
- Students will be able to identify resources and services, both inside and outside of the classroom, to assist in cultivating of a sense of purpose or vocation.

## Campus Resources

**Goal: New Student & Family Orientation introduces participants to and encourages the timely use of UNC services and resources.**

### Learning Outcomes:

- Students and their support networks will be able to identify at least two campus departments that offer resources and services.
- Students and their support networks will understand the laws and policies regarding educational records and other protected information.
- Students and their support networks will be able to identify Carolina's commitment to students' safety and wellbeing.
- Students' support networks will learn about appropriate ways to engage in their student's university experience.

## Traditions/Culture

**Goal: New Student & Family Orientation introduces participants to university traditions and the campus culture that make UNC unique.**

### Learning Outcomes:

- Students and their support networks will be able to identify at least three UNC terms and acronyms commonly used on campus.
- Students and their support networks will be able to identify at least three campus values, including the Honor Code and Carolina policies.
- Students and their support networks will learn UNC traditions, such as cheers and the alma mater, which will help foster a sense of school spirit.

## Build Community

**Goal: New Student & Family Orientation provides opportunities for participants to connect with their peers and shares ways to broaden their community.**

### Learning Outcomes:

- Students will recognize Carolina's commitment to service.
- Students will understand UNC's values and expectations for their role in respecting both intellectual and personal diversity.
- Students and their support networks will benefit from connecting with peers and Orientation Leaders to share concerns and perspectives.