

**Faculty Athletics Committee**  
**November 7, 2018**

**Committee Members:** Lissa Broome, Jaye Cable, Melissa Geil, David Guilkey, David Hartzell, Diane Juffras, Jeffrey Spang, Kim Strom-Gottfried, William Sturkey, Erika Wilson

**Student-Athlete Liaison:** Tailin (Toby) Song

**Advisors:** Michelle Brown (ASPSA), Bubba Cunningham (Athletics), Vince Ille (Athletics)

**Guests:** Greg Beatty (ASPSA), Cricket Lane (Athletics), Kate Luck (Media Relations), Lee May (Academic Advising Program), Emily Summers (Office of the Chancellor), Spencer Wellborn (Academic Advising Program)

I. Welcome, Introductions, and Preliminary Matters

Welcome and Introductions. Professor Lissa Broome welcomed everyone and called the meeting to order at 3:30. She asked committee members and guests to introduce themselves.

Minutes. Minutes from the October meeting were approved.

Student-Athlete Advisory Council (SAAC) Update. FAC Vice-Chair, Professor Kim Strom-Gottfried asked Toby Song from Men's Golf and UNC's SAAC co-representative to the ACC SAAC to report on the ACC SAAC meeting that occurred over fall break. Song discussed proposed NCAA legislation and the ACC SAAC's response.

- Permitting summer athletic activities where coaches could require eight weeks of weight training and could also require student-athletes to attend summer school.
  - ACC SAAC: Did not favor. The students might appreciate the opportunity to work out on campus and to attend summer school, but they thought these activities should only occur if initiated by the student.
- Allowing recruits to join practices on official and unofficial visits.
  - ACC SAAC: The student-athletes were split on this proposal. Some thought it would add pressure for the recruit since the recruit's scholarship offer might be on the line.
- The students also reviewed the new transfer model database.
  - ACC SAAC: The student-athletes think this is a better model for students who are interested in transferring than the prior model.

Song also reported on the UNC SAAC is forming a legislation committee with the help of Alex Keddie, Director of Compliance. Dr. Jeni Shannon attended two SAAC meetings and answered student questions, including how to spot students struggling with mental health issues and how to direct them to appropriate resources. Song said SAAC would like to have focus groups with FAC

at a fall SAAC meeting with fall sport student-athletes since they sometimes graduate in December or explore professional opportunities in the spring semester. This would be in addition to the current FAC focus group meeting in the spring. Song asked FAC members who are free to attend the last meeting for SAAC for this semester on December 3<sup>rd</sup> at 7:00 to speak with fall sport representatives.

### Committee Member Reports.

*Team Liaisons.* Professor David Hartzell mentioned he has met with the wrestling coaches and is coordinating a time to meet with the wrestling captains and any Business School students. Volleyball recently coordinated a professor day and had about 15 instructors attend the game and associated event.

*Student-Athlete Mental Health Workshop.* Dr. Jeff Spang reported that there were 19 different departments in attendance at the October 18 Student-Athlete Mental Health Workshop. He felt the atmosphere and the quality of the outcomes of the workshop were really high. Spang thanked Professor Tania String and Anna Rose Medley for assistance in planning and the logistical support for the program. Spang said the student-athlete panel was interesting and informative, particularly about a student-athlete's daily schedule and all the time demands. He suggested the committee work on how to assist in communicating student-athlete absences to professors. Spang also thought the committee should focus on how to increase the resources devoted to student-athlete mental health since he thought the mental health providers for student-athletes are under resourced. Strom-Gottfried asked the Student-Athlete Welfare and Equity group to bring forward specific recommendations at an upcoming meeting.

*October 23 Coaches' Meeting.* Broome reported on the Coaches' meeting, referring to notes from the meeting that she had posted on Sakai.

- Time demands and student-athlete mental health. The coaches recognized the tension between mental toughness (which they preach) and mental health. The action items include:
  - Faculty learning more about sport demands and how they vary throughout the year, particularly the uneven demands of single season sports.
  - Coaches should consider adjusting their training and practice schedules to accommodate mid-terms and other academic pressure points throughout the year.
  - Encourage student-athletes to be willing to ask to meet with faculty by appointment outside of office hours if they have a conflict with office hours. Encourage faculty to accommodate these requests. Encourage coaches to be flexible in allowing students to miss practice to meet with faculty on occasion.
- Excused absences and the opportunity to make-up missed tests. Student-athletes are often not given an opportunity to make-up missed work or exams and instead the instructor weights the final exam more heavily in the student's grade. The resolution regarding University Approved Absences adopted by Faculty Council last spring has not been fully integrated into the Undergraduate Catalog, particularly the appeals process. In part this is because there is no funding to support a new office in student affairs to

coordinate University Approved Absences. Broome will draft a letter to the Provost for review by FAC at the December meeting asking him to find funding for the University Approved Absence Office to fulfill the intent of the Faculty Council Resolution. At present, there is no expeditious way to address student concerns about making up missed work. Broome and Dr. Michelle Brown will discuss the appeals process for make-up accommodations with Dean Abigail Panter and whether the appeal process outlined in the Resolution could be implemented even in the absence of a University Approved Absence Office.

Broome asked for committee members to think of more action items. Athletic Director, Bubba Cunningham said the coaches' meeting was the most productive one with FAC he had been a part of over the last six years.

*Annual Reports to Faculty Council.* Dr. Daryhl Johnson will give FAC's annual report to Faculty Council and Broome will present the FAR's annual report at the November 9 Faculty Council meeting.

*Legislative Commission on Athletics.* Cunningham reported that the Commission recently held one of its four meetings. This one focused on academics. Cunningham, Brown, and Marielle Vangelder attended.

*Update from FAR.* In the interests of time, Broome referred the committee to her written update posted on Sakai.

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

### Process 5.0 Enrollment and Advising:

Deans Lee May and Spencer Welborn from the Academic Advising Program provided an overview of the University's Academic Advising for all undergraduate students and for student-athletes in the College of Arts and Sciences. Five years ago, Academic Advising began trying to meet once each semester with each student-athlete in the College. There are five advisors who work with student-athletes (as well as other students) and they have rotating hours at Loudermilk to meet with student-athletes. Advisors usually meet one-on-one with student-athletes, but has been moving during the last year to some small group sessions with no more than five students. One highlight is that 97-98% of student-athletes have met with academic advisors in the past few years. Since the University lost 5 ½ days to cancelled classes this fall, it is possible that this fall's percentage will be less because of lack of time to schedule these meetings. The current advising model for student-athletes is being evaluated for program effectiveness.

There are specific points of emphasis for the advisors to discuss with students in each of the students' four years at the University. There is also a close partnership between academic advisors and the ASPSA academic counselors. Academic Advising also partners with others on campus relating to careers, internships, and study abroad opportunities.

Questions for Dean May and Spencer Welborn.

*Major Selection.* Some students already know what they would like to study. For those who do not know what they want to major in, Academic Advising has advising guides that help them identify which major most aligns with their strengths and interests. Some majors that are within the professional schools have minimum GPA requirements. Brown noted that ASPSA supplies a document called “Tar Heel Exploration” that specifies where students should go to get specific advice about majors, career services, and things like study abroad. There is also a major/minor fair for student-athletes and this year over 150 student-athletes attended.

*Background of Academic Advisors.* Most advisors have at least a Master’s degree in a related field and participate in specific training on advising.

*Measuring student satisfaction with advising.* Students fill out student satisfaction surveys.

*Advising first generation college students.* There is training for working with first generation students and some of the advisors are first generation graduates themselves. The Advising Program tries to provide information to all students as if they do not receive other information outside of academic advising.

*Graduate School advising.* Advising covers the basics, but usually refers students to Career Services or pre-graduate advising for more information. Career services personnel also rotate through Loudermilk.

*Internship advising.* Academic advising can provide information about some fields, but often refers students to others who may have more information. Dr. Cricket Lane added that Athletics holds workshops for student-athletes to learn more about internships and mentioned a current partnership with Deloitte. Cunningham mentioned that some teams that have hosted career workshops and trips to cities to meet and interact with companies.

*Percentage of student-athletes in the College.* Approximately 90% of student-athletes are enrolled in the College of Arts & Sciences.

*Professional School advising.* Professional schools are responsible for advising students within those schools.

*Priority registration.* Wellborn said advising sometimes hears concerns about the efficacy of priority registration for student-athletes. Greg Beatty from ASPSA noted that if student-athletes miss their 30 minutes of priority time before their classmates register, they only have access to a very limited set of offerings. Students could be traveling or in class during the 8:00 – 8:30 a.m. priority registration window. May said that her office monitors courses that are closed out and for which there is additional demand and report that to the College. Sometimes additional course sections are added, although Professor David Guilkey noted that on occasion when additional sections have been authorized in Economics courses, it is too late to find instructors to staff those sections; earlier notice of additional funding for additional sections would be beneficial.

*Burden on student-athletes from enrichment opportunities.* Strom-Gottfried asked the committee to bookmark the question, “When may we be drowning student-athletes with enrichment opportunities?” Cunningham mentioned the main question Athletics suggests to help student-

athletes not feel overwhelmed is what is mandatory and what is optional. Strom-Gottfried commended the advisors based on her interactions with student-athletes from focus groups and thanked May and Wellborn for attending.

#### Process 18.0 Student-Athlete Development:

Dr. Cricket Lane, Associate Athletic Director for Student-Athlete Development, provided an overview of opportunities and services for student-athletes. Her office focuses on four areas and has different programming for student-athletes in each area depending on their year of study: well-being, community outreach, career development, and leadership. All first years are required to attend the Leadership Academy's Navigate program. Participation in the Leadership Academy after the first year is voluntary. Two years ago, the Leadership Academy developed a new curriculum that is unique to Carolina in conjunction with the Center for Creative Leadership in Greensboro.

Lane coordinates other programming for student-athletes, but most of it is optional. Athletics partners with Wells Fargo to provide financial education for sophomores and additional financial education for seniors in the spring semester as they are ready to become financially independent. Neither program is mandatory, although student-athlete attendance at both is strongly encouraged.

Community service is also coordinated by Lane's office. Examples include the football team's visit to the Children's Hospital every Friday before a home football game, the pen pal program at New Hope Elementary School in which over 300 student-athletes participate, and a reading blitz with children. On Martin Luther King, Jr. Day, a group of student-athletes from the Leadership Academy run the Carolina Sports Leadership Summit in the morning for middle school students.

A part-time employee works to connect student-athletes with alumni who were student-athletes. It is sometimes hard to track down graduates, but Lane is able to stay in touch with and reach out to many former student-athletes through social media.

Strom-Gottfried thanked Cricket Lane for attending the meeting and said that process improvement suggestions for this process would be discussed at December's meeting.

#### Process 7.0 Academic Support for Student Athletes:

Dr. Michelle Brown, Director of the Academic Support Program for Student-Athletes (ASPSA), discussed an overview of the primary responsibilities of her office – to provide tutoring, academic support services, and learning specialists. There are seventeen full-time staff. Academic counselors are assigned to work with specific teams. On average, there are about ninety tutors on staff and three learning specialists. Brown reviewed some recent highlights:

- First-year rowers (Novice Rowers) now have access to an intern counselor who works with a full-time counselor for the varsity team. First-year rowers can also request tutoring.
- Study abroad representatives spend some time in Loudermilk to meet with student-athletes.

- ASPSA provides transition programming for most incoming student-athletes in addition to the Start Strong program for football student-athletes.
- The NCAA's most recent graduation success rates will be released next week.
- Student-athletes were able to pick up their textbooks at the beginning of the semester at Loudermilk instead of Student Stores.
- Student-athletes are using Teamworks to request reimbursement for performance tickets required in Drama classes.
- A successful major/minor fair was recently held.
- Information and Technology Services is working to provide academic appointments including tutor appointments on Teamworks. In addition, eligibility determinations will be coordinated on Connect Carolina.
- ASPSA has completed its strategic plan in coordination with UNC's Blueprint for Next and the Athletic Department's Together We Win.
- The NCAA completed a regular APR audit and there were no issues.

Strom-Gottfried thanked the committee for attending.

The meeting adjourned at 5:33PM.

Respectfully submitted by Lissa Broome (with assistance from Emily Summers)

Attachments:

Coaches' Meeting Notes  
 FAR Update  
 Academic Advising Program Presentation  
 Student-Athlete Development Presentation  
 ASPSA Presentation

**FAC Meeting with the Head Coaches  
October 23, 2018**

**Discussion Notes**

Present from FAC: Lissa Broome, Jaye Cable, Melissa Geil, David Guilkey, David Hartzell, Daryhl Johnson, Diane Juffras, Tania String, Kim Strom-Gottfried.

**Priority Registration**

**Concern** that our system of priority registration (one-half hour in morning before other students in SA's class year get to register) is not real priority registration. This is a special problem for incoming first-years who only get to register slightly before the other students in their orientation group.

**Potential Action Items**

- Bubba will ask Debbi Clarke to survey other public schools with significant athletics programs (perhaps the top 20) to determine how their priority registration systems work.
  - Should also ask these schools if there is a limit on the number or percentage of student-athletes in a class.
- Coaches should ask student-athletes who find that classes they want or need always conflict with practice time to provide the particulars to Michelle Brown so we can compile a list of conflicts and discuss alternative or alternating class times with departments.
- This issue should be one for the Advising and Enrollment Topic Group to work on (David Guilkey and Melissa Geil)

**Excused Absences and Opportunity to Make-up Missed Tests**

**Concern** that although a new Policy on University Approved Absences was adopted by Faculty Council last spring, the University Approved Absence Office which it provides for (it is anticipated that this would be housed in Student Affairs, probably in the Dean of Students' Office) has not been created or funded. Travel letters are thus still issued by ASPSA.

**Potential Action Item**

- Recommend that the Chancellor assist in solving the funding issue which is apparently the reason this activity is not occurring.

- This issue falls within the Academic Performance Topic Group (Steve Knotek and Erika Wilson)

**Concern** that although the new policy is clear regarding Make-up Coursework and Assessments for University Approved Absences (see below in green) many professors still insist that a student not make-up a missed exam, meaning that the other assessments count more. Further, when this concern has been raised through Michelle Brown/ASPSA and is forwarded on to Dean Panter in Arts & Sciences, there is no clear path to a expeditious resolution of the issue.

#### From the new Policy: **Make-up Coursework and Assessments**

All students with University Approved Absences will be treated fairly and equitably, regardless of the reason for the absence.

Instructors will provide reasonable alternatives that permit course objectives and learning outcomes to be met. Alternatives may include a make-up exam, alternative assessment, an additional paper or project of equivalent intellectual effort, an electronically-mediated participation opportunity, a due date extension, or other option that allows students to demonstrate what they have learned without being penalized for the University Approved Absence. It is a University expectation that instructors be prudent, fair and equitable when a student misses an assessment due to a University Approved Absence. Course policies should avoid inequities, including discrepancies in preparation time for in-class versus make-up exams, missed opportunities to take and learn from an assessment, and policies that penalize students who must use their dropped grade option for a University Approved Absence.

The Undergraduate Testing Center provides a secure, proctored environment for administration of makeup assessments, tests and exams for undergraduate and graduate courses throughout each term. There are regularly scheduled session times each week in addition to the Center's traditional use during final exams time. Please see the center's website for more information and instructions as well as teaching and learning resources provided by the Center for Faculty Excellence.

#### **Appeals**

Given the swift and cumulative nature of a semester, an instructor should contact a student with a preliminary alternative plan within three business days of receiving notification of a University Approved Absence, or sooner if the absence takes place during a summer term. The student must respond to the instructor within two business days of receiving the alternative plan and discuss details with the instructor. After receiving the final alternative plan from the instructor, if a student feels that a reasonable alternative was not provided, they may submit an appeal within three business days to the instructor's Chair or the Chair's designee.



At any time, a student may file a report alleging that the University has failed to provide reasonable accommodations for the student's religious beliefs, disability, or pregnancy or related medical condition pursuant to the University's Policy on Prohibited Discrimination, Harassment and Related Misconduct ("PPDHRM"). The student may file a report under the PPDHRM following an unsatisfactory appeal determination by the instructor's Chair or the Chair's designee. Alternatively, the student may bypass the University Approved Absence Office appeals process altogether and proceed directly to filing a report under the PPDHRM. If a student first files a report under the PPDHRM, the University Approved Absence Office's appeals process will be stayed until a determination has been made under the PPDHRM.

### ***Potential Action Item***

- Consult with Dean Abigail Panter (and Debbi Clark and Joy Renner who worked on the revision of the policy) to determine whether the Appeals process highlighted in yellow above should be in effect for those students who qualify for University Approved Absences even though the University Approved Absence Office does not yet exist.
- If the appeals process is in effect, consult with Dean Panter regarding how to educate the faculty about their responsibilities under it.
- This issue falls within the Academic Performance Topic Group (Steve Knotek and Erika Wilson)

### **Time Demands and Student-Athlete Mental Health**

**Concern** that the time demands on student-athletes regarding academics and athletics can at times be overwhelming. The time demands vary significantly by sport and within a sport based on different times within a season.

- Single season sports experience issues with a lot demanded by the sport in one semester and then a reduction of the opportunity to participate in the non-championship segment. More balance throughout the year might be preferable and help keep student-athletes more engaged and focused in the non-championship segment.
- Some sports have championships that overlap with final exams.

### ***Potential Action Items***

- Faculty can learn more about sport demands throughout the year.
- Coaches should consider adjusting their training schedules to take into account mid-terms and other academic pressure points throughout the year.

- Encourage student-athletes to be willing to ask to meet with faculty by appointment outside of office hours if they are not able to go to office hours. Encourage faculty to accommodate these requests.

**Concern** that sometimes student-athletes feel that there is a stigma associated with not being tough or with mental health issues, some of which might be exacerbated by the time demands referenced above.

### ***Potential Action Items***

- Consider whether additional resources should be devoted to student-athlete mental health.
- Explore the Penn State mental health support system to see if we can learn anything from it.
- Coaches should work to reduce the stigma associated with mental health issues. For instance, Gymnastics requires every student-athlete to meet with Dr. Jeni Shannon in the fall, in part so the students will establish a relationship with her and know that the coaches support that consultation.
- This issue falls within the Student-Athlete Welfare and Equity Topic Group (Jeff Spang and Tania String).

Summary prepared by Lissa Broome

**Update to FAC from the Faculty Athletics Representative  
November 6, 2018**

**NCAA**

1. Board of Governors Proposal to be considered in January
  - a. To add independent, public members to the Board of Governors (pursuant to a recommendation in the Rice Commission Report)
2. Autonomy Conferences:
  - a. At ACC meeting, the ACC voted to table potential proposal permitting the payment of international student fees and taxes and the payment of loss of value and disability insurance
  - b. Supported as a “strategic priority” allowing one team meeting in 7-day post-championship segment
  - c. Supported as a “standard priority”
    - i. Replacing “relatives” or “parents or legal guardians” with “family members” (to mirror a change effective in non-Autonomy by-laws)
    - ii. Eliminate training table regulations
    - iii. Consolidate and simplify expenses that may be provided to SA during vacation periods
3. Division I Council
  - a. On December 1, will know what proposals (likely a small number) will be considered in January
  - b. On February 8, will know the proposals to be considered by the Council in April
4. Transfer Working Group working on additional proposals (walk-ons, coach leaves before academic year, grad transfer continue to be a counter, not compete at 2 institutions in one academic year, definition of tampering)

**ACC**

1. Met October 11-12
2. Establishing a Working Group on Intraconference Transfer and NLI Rules (2 FARs, 2 ADs, two SWAs, and two SAs) to consider continuation of rule that requires SAs who transfer from one ACC school to another to sit a year and lose a year of eligibility with an opportunity to seek a waiver from the FARs if there is objective evidence of extraordinary circumstances beyond the SA’s control.
  - a. Reconsideration in the light of NCAA’s new Notification of Transfer Rules
3. Updates on ESPN, sports gambling, men’s basketball/FBI investigation, *Alston* case
4. ACC Mental Health Summit, May 21-22, 2019, at the Sheraton Imperial Hotel, Durham
  - a. For administrators and those working with SAs on these issues

**UNC**

1. Annual Report to Faculty Council, November 9

2. Concluded time management plan review with each head coach, sport administrator, AD, Director of Compliance, and SA
  - a. Will prepare a summary report to the Chancellor
3. Attended D1-A FAR meeting, September 24-25
4. Attended 2<sup>nd</sup> Annual Minnowbrook Summit for FARs and Academic Directors, October 6-8
  - a. Discussion of lack of residency requirement by NCAA and on-line education

# Academic Advising Program

## A Partnership in Supporting Student-Athletes

November 7, 2018



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# Background

- Academic Advising received the charge (2013) to meet with College of Arts & Sciences student-athletes each semester in order to enhance advising services
- A “core team” of five advisors, led by assistant deans Leah Frierson and Spencer Welborn, provide academic advising to student-athletes in the Loudermilk Center; Dr. Lee May and Dr. Michelle Brown provide program oversight.
- Student-athletes may visit any academic advisor in the Loudermilk Center, Steele Building, and/or Hardin Hall



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# Advising Points of Emphasis

- Personal discovery, self-assessment or identity development (Who I am, what I value)
- Educational goals
- Major/minor and career exploration
- Progress toward degree
- Learning abilities and preferences (ASPSA services and resources, Learning Center, Writing Center, Accessibility Resources, Academic Departments & Faculty)



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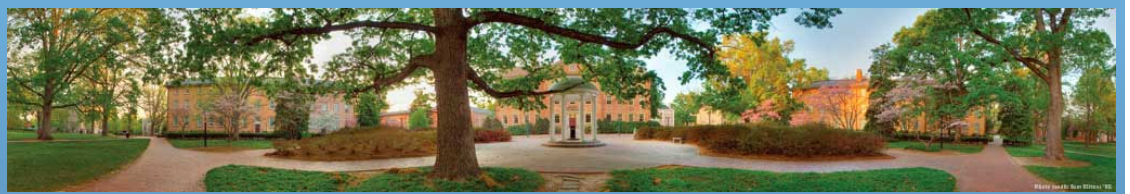


# Academic Advising Focus Year

<b>First Years</b>	<ul style="list-style-type: none"> <li>• Major exploration individually and through Group Advising Workshops</li> <li>• Academic adjustment</li> <li>• Understanding UNC Curriculum and tools</li> <li>• Appropriate course selection</li> <li>• Campus resources</li> <li>• Introduction to academic opportunities at UNC</li> <li>• Connections with Pre-Grad, Pre-Law, and Pre-Health advisors</li> </ul>
<b>Sophomores</b>	<ul style="list-style-type: none"> <li>• Clarifying areas of study &amp; major/minor declarations</li> <li>• Connecting with faculty</li> <li>• Focus on initial career exploration</li> <li>• Admission to professional schools (10% of student-athletes)</li> <li>• Identify one or two high impact opportunities</li> <li>• Explore internship possibilities</li> <li>• Connections with Pre-Grad, Pre-Law, and Pre-Health advisors</li> </ul>
<b>Juniors</b>	<ul style="list-style-type: none"> <li>• Enhancing connections with major departments</li> <li>• Career exploration and development</li> <li>• Connections with Pre-Grad, Pre-Law, and Pre-Health advisors</li> <li>• Intentionality of progress toward degree</li> <li>• Making connections with graduate programs and potential employers</li> <li>• Explore internship possibilities</li> </ul>
<b>Seniors</b>	<ul style="list-style-type: none"> <li>• Complete and communicate senior reviews</li> <li>• Making connections with graduate programs and potential employers</li> <li>• Life discussions—What's next? Starting somewhere and moving anywhere!</li> </ul>



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# A Partnership in Supporting Student-Athletes

	Functions	Role of Advisors Academic Advising Program (AAP)*	Role of Counselors Academic Support Program (ASPSA)*
Sharing Knowledge	Cross-Training of AAP/ASPSA Staff	Primary	Primary
	Academic Policies & Procedures	Primary	Support
	University Eligibility Requirements	Primary	Support
	Knowledge of Undergraduate Curriculum	Primary	Support
	NCAA Eligibility Standards	Support	Primary
Guiding Students	Academic Planning	Primary	Support
	Degree Progress (Senior reviews, Tar Heel Tracker oversight)	Primary	Support
	Major/Minor Exploration	Primary	Support
	Academic Transactional Services (Change of Major, Drop/Add, Exam Excuses, etc.)	Primary	Support
	New Student Orientation**	Support	Support
Supporting Students	Campus Resources and Referrals	Primary	Primary
	Academic Feedback from Faculty	Primary (early warnings)	Primary (progress reports)
	ASPSA Support Services (Tutoring, Learning Specialist, etc.)	Support	Primary
	My Academic Plan (MAP)	Support	Primary
	Academic Awards/Scholarships	Support	Primary
	Career Planning***	Support	Support

\*Primary Role holds accountability in assuring that the function is accomplished; Support Role reinforces the function and refers to the primary role

\*\*New Student Orientation is organized by New Student and Carolina Parent Programs; AAP and ASPSA serve primary roles when working with student-athletes during summer and winter orientation - nscpp.unc.edu

\*\*\*The primary Career Planning function role is University Career Services (UCS) – careers.unc.edu



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# Highlights

- **Academic Advising Blitz (Fall and Spring Semester)**
- Major Exploration Workshops/**Group Workshops in Loudermilk**
- Attendance at ASPSA staff meetings (monthly) to provide necessary academic updates
- Partnership for New Student Orientation, Summer Session II support and January Admits
- Additional Semester Appeals
- Created training programs for all new ASPSA Academic Counselors (Major Training, Curriculum, Policies/Procedures, Advisor Notes, etc.)
- Provide continuing education on policies and procedures of the University to all of ASPSA
- **Final Exam Excuses Process/creation of testing center due to NCAA competition**
- Facilitate communication on a regular basis to better assist the student
- Numerous presentations to FAC, Provost Office, etc.
- Worked closely with Provost Working group re: Academics and Athletics
- **Address complex student-athlete matters from a multi-unit perspective**



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# Advising Appointments By Semester

<b>Fall 2013</b>	72.4% of student-athletes* met with advisors
<b>Spring 2014</b>	91% of student-athletes* met with advisors
<b>Fall 2014</b>	93.4% of student-athletes* met with advisors
<b>Spring 2015</b>	98.5% of student-athletes* met with advisors
<b>Fall 2016</b>	99.8% of student-athletes* met with advisors
<b>Spring 2016</b>	98.4% of student-athletes* met with advisors
<b>Fall 2016</b>	97.4% of student-athletes* met with advisors
<b>Spring 2017</b>	98.6% of student-athletes* met with advisors
<b>Fall 2017</b>	97.6% of student-athletes* met with advisors
<b>Spring 2018</b>	98.1% of student-athletes* met with advisors

*\* College of Arts & Science Students*



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# Continued Endeavors

- Academic and Career Advising
  - Partnership between AAP, ASPSA, Student-Athlete Development, University Career Services Hours in Loudermilk for Kenan Flagler Business School and UCS
  - Address complex student-athlete matters from a multi-unit perspective
- Study Abroad and Internships
- Assessment Plan and Enhanced 4-year Advising Plan
  - Re-evaluate program effectiveness for students, ASPSA staff and AAP staff



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# QUESTIONS?



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# Total Tar Heel (SADev)

*Advancing to Graduation, Building Character, Developing Leadership*

		WELL-BEING	COMMUNITY OUTREACH	CAREER DEVELOPMENT	LEADERSHIP
Objectives	Competencies (Excellence in Action)	<ul style="list-style-type: none"> <li>Support the development of a well-balanced lifestyle</li> <li>Encourage emotional well-being, personal growth, and health decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a need in the community, take action, and reflect on experiences</li> <li>Develop cross-cultural perspectives and engage with people different they oneself</li> </ul>	<ul style="list-style-type: none"> <li>Assist sa in preparing for continued success after graduation</li> <li>offers opportunities to prepare for each Tar Heel's "next success."</li> <li>During the career and/or internship hunt, preparation for graduate school, refining of goals and interests, and selection of a major, minor and/or concentration,</li> <li>works hand-in-hand with University Career Services (careers.unc.edu) to provide student-athletes with information and skills they can use to be successful.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to lead self</li> <li>Provide a comprehensive and specialized leadership development program</li> </ul>
<div> <div>GROW</div> <div>--</div> <div>SERVE</div> <div>--</div> <div>LEAD</div> </div>					
1 <sup>st</sup>	Critical Thinking Self-Awareness Wellness Public Service	Gain a degree of self-awareness Increase awareness of the risks associated with unhealthy behaviors Establish close mutually beneficial relationships Identify problems and formulate questions/solutions - learn decision making skills	Learn about service opportunities offered through our office Participate in an outreach event with your team and/or teammates Sign up to become a <a href="#">Buckley Public Service Scholars</a>	Explore majors and consider career paths while identifying ways to get involved in the Carolina campus and community, beginning to build a strong resume while also becoming ingrained in UNC and Carolina Athletics.	Consistently execute effective self-leadership strategies Complete successful transition to UNC Develop social connections Receive and incorporate guidance from peer mentors Develop respect for leaders <b>Carolina NAVIGATE</b>



<p>2<sup>nd</sup></p>	<p>Critical Thinking Self-Awareness Interpersonal Development Integrity Wellness Public Service Communication</p>	<p>Explores and articulates the values and principles of decision-making, and ethical reasoning Have a clear assessment of your strengths and challenges Develop an understanding and appreciating of the different aspects of identity (i.e., emotional intelligence) Develop knowledge and practices for a successful financial future Obtain the ability to self-reflect</p>	<p>Attend an outreach meeting Participate in an outreach event with your team and/or teammates Begin to recognize community needs, and find your “niche” (hospital, education, etc.) <a href="#">Buckley Public Service Scholars</a></p>	<p>Continue to investigate career paths through networking, shadowing and special events, and line up ways to gain experience in the summer and during the school year Develop online networking presence through Handshake and LinkedIn Attend career fairs and other events</p>	<p>Facilitate focused and reflective conversations among mentees and peers Demonstrate regular investment in the development of others Learn meaning of servant leadership <b>Carolina CULTIVATE</b> Gain awareness of self &amp; others Identify, develop and use common language of leadership Able to support shared leadership processes with coaches and captains <b>Carolina ACCELERATE</b></p>
<p>3<sup>rd</sup></p>	<p>Critical Thinking Self-Awareness Integrity Wellness Public Service Communication Creativity Intercultural Competences</p>	<p>Continue to assess strengths and challenges Understands the advantages and impact of a diverse society Explores and expresses authenticity Seeks and values the involvement of others Understand their influence with others and leverage it soundly</p>	<p>Take initiative to volunteer on your own or participate in a multi-sport outreach event Become a team outreach representative; With Korie organize community outreach opportunities for your teammates Organize a community service project or event Take an EE class (30 hours required) University community needs, build relationships with partners Reflect on community outreach experiences, share with teammate/public Discover your passion and develop new leadership skills Participate in a service trip (i.e., APPLES, Coach for College)</p>	<p>Obtain professional experience by interning or shadowing in chosen field Continue to build network and hone interview skills Update and polish résumé, cover letter and/or personal statement. Identify professors, coaches and employers who will serve as references and/or provide recommendations Attend career fairs and other events</p>	<p>See above <b>Carolina CULTIVATE</b> Gain deeper awareness of self &amp; others Experiment with applied leadership in simulated settings Reflect on effective practices of leadership <b>Carolina INCUBATE</b></p>

<p>4<sup>th</sup>/5<sup>th</sup></p>	<p>Critical Thinking Self-Awareness Integrity Wellness Public Service Communication Creativity Intercultural Competences</p>	<p>Remain self-aware and socially aware Continue to cultivate relationship skills for building empathy and communication (i.e., managing relationships)</p>	<p>Take initiative to volunteer on your own or participate in a multi-sport outreach event Become a team outreach representative; With Korie organize community outreach opportunities for your teammates Organize a community service project or event Take an EE class (30 hours required) University community needs, build relationships with partners Reflect on community outreach experiences, share with teammate/public Discover your passion and develop new leadership skills Participate in a service trip (i.e., APPLES, Coach for College)</p>	<p>Continue to prepare for life after graduation and collegiate athletics, whether that includes professional athletics, graduate school, travel or full-time employment Attend career fairs and other events  Once a Tar Heel, always a Tar Heel: Graduates are encouraged to keep in touch as they change fields and look for new opportunities. Graduates provide an outstanding service for younger student-athletes, offering insights, knowledge and networking opportunities for fellow Tar Heels.</p>	<p>See above <b>Carolina CULTIVATE</b> Able to reconcile self-awareness with others through 360 Support current team leaders with leadership challenges Mentor emerging leaders on their respective teams Partner with coaches in team leadership effort <b>Carolina ACTIVATE</b></p>
<p>Programming</p>	<p>Heart, Head, Edge Chemistry, Commitment, Culture</p>	<p>Heel Camp Summer START SCORES (Football) A Call to Men (Masculinity Education) APPLE Training Institute Sexual Violence Prevention Alcohol/Drug Education RISE Financial Awareness Spectrum (Social Justice, One Love, Step Up, Athlete Ally, LBGTSafeSport, Mental Health Awareness: Partnering with Health &amp; Performance, Women's Center, LGBTQ Office) Resilience, Mindfulness, Book Club Heel Talk</p>	<p>Children's Hospital RMH/SECU Habitat UNC Cancer Hospital UNC Burn Center Reading Programs Pen Pal Program Carolina Dreams (teams pick charity) Heeloween Share Your Holiday NGWSD Cedars/Charles House TABLE Meals on Wheels</p>	<p>Career Prep (resume, cover letter, interview) Career Fair Majors/Minors Fair (partnering with campus departments, offices, ASPSA) Partner Internships (Deloitte, Nike, Wasserman, Teamworks) Teamworks Academy UCS –Jonathan Tar Heels Speaker Series UNC Athletics Internship Program PATH (medicine, law, athletics) NCAA Career &amp; Sports Forum</p>	<p>Carolina NAVIGATE Carolina CULTIVATE Carolina ACCELERATE Carolina INCUBATE Carolina ACTIVATE DiSC Assessment DiSC Workplace DiSC for Leaders DiSC 363 SAAC ACC SAAC Campus Committees APPLE Training Institute NCAA Leadership Forum</p>







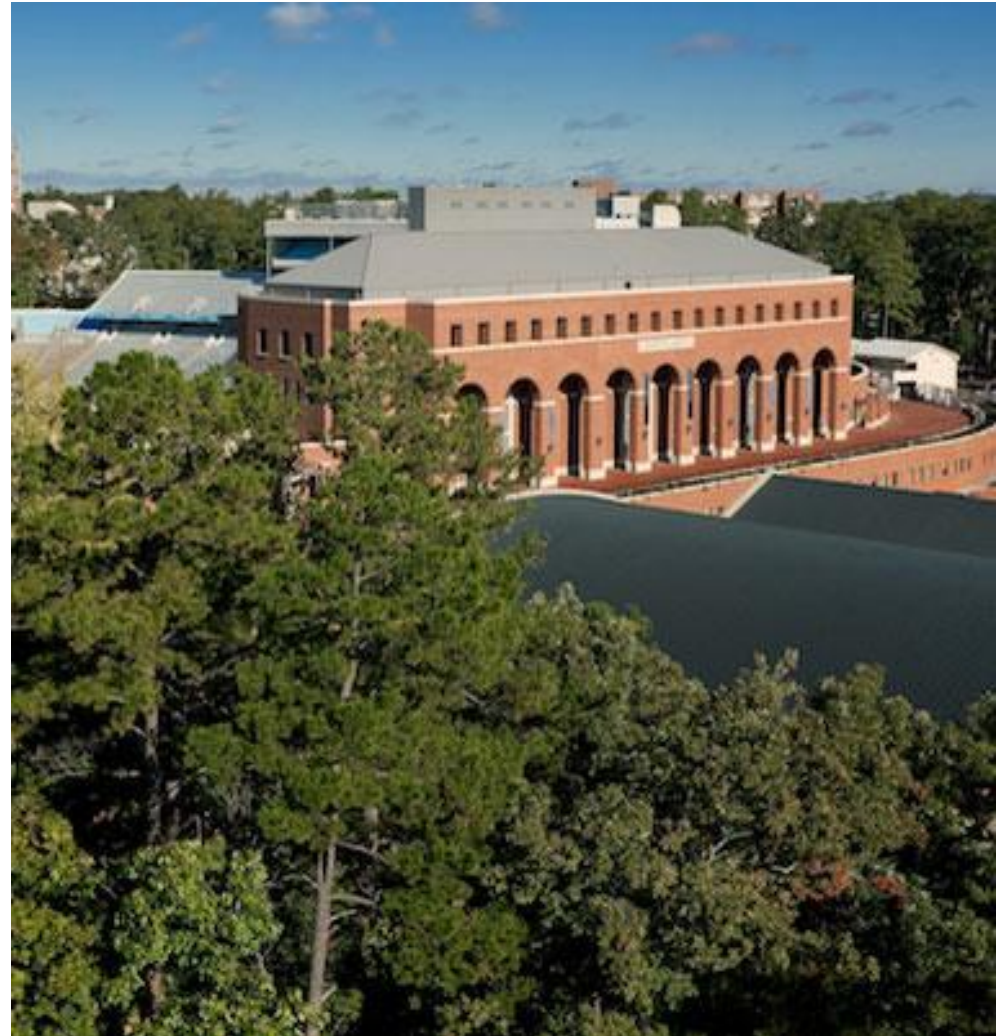
# **Academic Support Program for Student-Athletes Process 7**

**Presented by: Dr. Michelle Brown  
November 7, 2018**



## Primary Responsibilities

- Academic Support (tutoring, MAP, learning specialists)
- Transition programming for incoming student-athletes
- Eligibility certification (secondary role)
- NCAA's APR and GSR
- Awards Committee
- Textbook Distribution
- Instructor Feedback Reports
- Coordinate Learning Assessments
- Manage Travel Letter/Approved Absences Process
- Recruiting
- Proctor exams
- Priority Registration
- ASPSA Advisory Committee
- CARE (Compliance, Academics, and Registrar's for Excellence & the FAR)
- Partner with Arts and Sciences AAP Advising
- Lead partnership group on academic and career advising
- Partner with Student-Athlete Development on the Major/Minor Fair





## Current Initiatives

1

### ITS Program Development & Implementation

1. Eligibility
2. Teamworks
3. Academics

3

2

### Strategic Plan

- UNC: Blueprint for Next
- Athletics: Together We Win
- ASPSA

3

### NCAA APR Audit

Faired well: “No Action Required”

11/7/2018  
DR. MICHELLE BROWN