

**Faculty Athletics Committee**  
**April 2, 2019**

**Present:**       **Committee Members:** Lissa Broome, Melissa Geil, David Guilkey, Kevin Guskiewicz, David Hartzell, Daryhl Johnson, Steven Knotek, Ed Shields, Jeffrey Spang, William Sturkey, Erika Wilson

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

**Liaisons from the Student-Athlete Advisory Council:** Toby Song and Naomi Van Nes

**Guests:** Debbi Clarke (Provost's Office), Dwight Hollier (Athletics), Carly Miller (Media Relations), Emily Summers (Office of the Chancellor)

I.       Welcome, Introductions, and Preliminary Matters

Welcome and Introductions.

Committee Chair Daryhl Johnson welcomed those in attendance to the meeting and committee members and guests introduced themselves. Johnson welcomed incoming committee member, Ed Shields, <https://exss.unc.edu/faculty-staff/edgar-shields-jr/>, to the committee. Shields is replacing Diane Juffras who resigned from the committee due to new administrative responsibilities in the School of Government.

Minutes. The minutes from March's meeting were approved.

Student Athlete Advisory Council (SAAC) Update. Toby Song from Men's Golf reported that three student-athletes traveled over spring break with other ACC student-athletes to Wilmington to help with hurricane relief efforts. SAAC voted on NCAA proposals and the UNC SAAC submitted its own proposal for review by the Athletics Director, Senior Woman Administrator, and the Faculty Athletics Representative.

Preliminary Matters:

- *Updates from Committee Chair:* Johnson discussed the timeline for faculty committee elections which means that the new cohort of committee members should be in place by the May FAC meeting. The FAC retreat will be scheduled for May or June. Issues that Johnson hopes FAC will make recommendations on include increasing mental health resources available to student-athletes, addressing performance gaps, improving priority registration, and designing programming for faculty (perhaps in conjunction with the Center for Faculty Excellence) who teach student-athletes about specific student-athlete issues.
- *Updates from Team Liaisons:* Erika Wilson met with Field Hockey Head Coach, Karen Shelton and the team recently. She mentioned she toured the new field hockey facility. The team asked that she bring the following items to the attention of FAC members:

- Recorded classes are very helpful, especially when teams must miss class for competition;
- Jordan Long, the team's ASPSA Academic Counselor, was praised for his work with the team;
- The student-athletes like hosting professors at practices and games; and
- There are some classes (one in Psychology was mentioned as an example) that are held at the same time every semester during the team's practice period and these create challenges for some students in completing required major coursework.

## II. Chancellor's Remarks

Interim Chancellor Kevin Guskiewicz thanked committee members for their hard work and dedication. He was honored to present Luke Maye the Skip Prosser Award at the ACC Basketball Tournament. This award is given to one ACC men's basketball player based on excellent academic and athletic performance. Guskiewicz said many of our teams are excelling and that he is proud of all of the UNC athletic teams. He thanked Lissa Broome, Daryhl Johnson, and Bubba Cunningham for helping to on-board him and he thanked Michelle Brown for her work with ASPSA.

Guskiewicz told FAC what he has been doing for the past few weeks as Interim Chancellor. He plans to conduct listening tours with all of the schools and has completed two thus far. The Capital Campaign is at sixty percent of its \$4.25 billion goal. The current challenges include the Confederate Monument. UNC has had over 50 protests during the past 18 months. Four of the five members of the UNC Board of Governors Statue Committee have been on campus and met with faculty and students. He said members of this committee were impressed with UNC students. He also attended his first Board of Governors meeting and is meeting one-on-one with BOG members to talk about initiatives related to the University.

Additionally, Guskiewicz discussed how he is going to restart the faculty bus tour this fall. He is enjoying interacting with students, faculty, and staff around the campus. He recently talked with admitted students (4,200 students admitted out of almost 45,000 applications) and had fun interacting with them. Last weekend he attended double victories in Men's Lacrosse and Baseball against Duke and has enjoyed watching student-athletes compete. He talked about the news yesterday regarding UNC Women's Basketball coaches being placed on paid leave while an outside investigation proceeded and said that in the future he would try to provide some advance notice to the committee of significant announcements like this one.

*Questions for Interim Guskiewicz:* David Guilkey asked about recent actions defacing the Unsung Founders Memorial. Guskiewicz condemned the incident and said the Memorial has been cleaned. William Sturkey asked if the end to campus protests is in sight. Erika Wilson asked about how he plans to address issues with the campus climate. Guskiewicz discussed a three-pronged strategy. First, he is about to name a Public Safety Commission. He hopes the Public Safety Committee will help with some of the mistrust between individuals and the police. Second, he is meeting with committees and groups around campus to hear ideas and think outside the box to try to tackle this in a different way. Third, the University is in the process of hiring a company to review incidents on campus, analyze what could be done differently, and help clarify various jurisdictional issues.

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

#### Process 8.4 – Review of Student-Athlete Enrollment in Courses

Lissa Broome gave an overview of the course clustering and transcript review in which David Guilkey, Melissa Geil, and Broome participate. Courses in which more than 25% of the enrollment are student-athletes are flagged for review. Various items are analyzed for these courses, including the majors of the students, the number of students from any one team, the number of sections offered of the course, and the time of day the course. In some cases, a course's syllabus is reviewed to ensure that the course requirements, meeting patterns, and grading standards are comparable to other courses at that level. If any concerns are identified they are referred to the appropriate administrator at the College or professional school. At the conclusion of each semester, the grades of student-athletes and non-student-athletes in the prior semester's clustered courses are reviewed for anomalies. In addition, UNC General Administration policy requires that students who are enrolled in three or more clustered sections during the academic year have their transcripts reviewed to ensure that the enrolled courses are consistent with the student's curriculum. Broome also reported that the average GPA of student-athletes is lower than that for non-student-athletes, and may reflect the additional demands on student-athletes' time.

Interim Chancellor Guskiewicz asked if there are any gender difference in student-athlete GPAs. Michelle Brown answered that the average GPAs of female student-athletes is usually higher than for male student-athletes, but the female student-athlete GPA continues to be lower than the average GPA for the entire student population. Melissa Geil mentioned that since student-athletes are often on campus training during the summer, they might be in more clustered summer school courses. Broome mentioned that student-athletes, even those who are not Exercise and Sport Science majors, are sometimes clustered in EXSS courses that might naturally be of interest to them. Broome mentioned that course clustering and major report reviews can reveal various trends that can lead to changes that are beneficial to the entire student population. She mentioned a recent change to foreign language course placement and credit as one example. Geil also mentioned that there tends to be clustering in courses that meet multiple general education requirements. The new undergraduate curriculum addresses this issue.

David Guilkey gave the committee a handout looking at trends in student-athlete majors compared to the majors of non-athletes from 2014-2018. He mentioned the top major for non-athletes is biology whereas exercise and sports science is the top major for student-athletes. He said there is a good bit of overlap between non-athletes and athletes' majors. There has been a big jump in computer science majors for non-athletes between 2014 and 2018. Guilkey also reported that the correlation in the trend between non-student-athlete majors and student-athlete majors is positive, meaning they are trending to be more alike.

*Questions and comments about Majors Report:* Interim Chancellor Guskiewicz mentioned that the Exercise and Sport Science (EXSS) Department, which he previously chaired, added an undergraduate Sport Administration Program about 10-15 years ago which has accounted for the increase in the overall number of EXSS majors. Guskiewicz wondered whether the percentage of student-athletes majoring in EXSS increased after this change. He believes sports administration programs have also gained in popularity at other universities. Johnson asked if there are majors that are not accessible to student-athletes. Guilkey responded that science classes can be tough with the time commitment required by labs and with our current priority registration system.

Debbi Clarke said that in a recent meeting, Lauren DiGrazia, Assistant Vice Provost and University Registrar, spoke about her desire to work to improve the registration process for all students. Toby Song noted that various course suggestions are passed down within a team. Naomi Van Nes said that course selection is heavily influenced by a team's practice schedule.

William Sturkey asked the difference between Business and Management and Society. David Hartzell mentioned that they are different majors and the committee discussed the challenges with getting into professional schools, such as the Kenan-Flagler Business School. Brown noted that there are minimum GPA requirements for some majors and these thresholds can sometimes create challenges for student-athletes. There is a chart posted on Sakai with the major/school GPA thresholds. Bubba Cunningham noted that there are no student-athletes in Education and that the new major within Education (Human Development and Family Studies) may be appealing to student-athletes.

#### Process 20.0 – Student-Athlete Focus Groups and Surveys

Dwight Hollier, Senior Associate Athletics Director for Student-Athlete Health, Well-Being and Program Outreach, discussed exit interviews and the student-athlete experience survey, highlighting some changes in the survey process. Exit interviews are conducted at the end of each playing season with those student-athletes whose eligibility has ended or who plan to leave the University. The interview takes about an hour and student-athletes are able to share their experiences in private. Some interviews are conducted by phone if the student is no longer on campus. Since the interviews are conducted when the student-athletes are about to leave campus, they usually will not see any changes or responses made as a result of their comments or suggestions.

In 2017-2018, Athletics decided to give an experience survey instrument to all student-athletes and not just to those leaving the University. This survey covers a wide range of topics and allows for student-athletes to provide feedback each year. The survey is administered through Qualitrics and the results are then used to see areas where change can be made. Hollier showed the results of the academic experience survey results from 2017-2018 with about a 20% response rate. The survey results are reviewed by the Athletic Department, but the raw data is not shared with coaches. Going forward, this survey will be administered through a platform called RealRecruit. This platform will allow UNC to compare its data with other schools that use this platform. RealRecruit also provides an avenue for student-athletes to anonymously report issues to the Athletic Department and allows the Athletic Department to respond to these issues and document the responses.

#### IV. Topic Group offers comments following Process Discussion from March

##### Process 13.0 – Communications & Recognition

##### Process 14.0 – Budgeting

##### Process 15.0 – Facilities for Student-Athlete Academic Support

David Hartzell did not have comments.

##### Process 18.0 – Student-Athlete Development and Wellness

##### Process 19.0 – Supporting Non-Participant Student-Athletes

Jeff Spang mentioned his topic group's recommendations for Processes 18 and 19 are posted on Sakai.

#### V. FAR Update

Faculty Athletics Representative Lissa Broome said the NCAA Division I Council will meet on April 18 to vote on about 45 proposals. Each school in the ACC submits its vote on each of the proposals and then the ACC aggregates the totals to decide how its Council representative will vote. Broome highlighted three of the proposals and they are discussed in her written report which is attached. The ACC Postgraduate Scholarship Luncheon will be held April 10. Four UNC student-athletes will be honored. She reported that at the March 13<sup>th</sup> ACC Council of Presidents meeting the ACC Presidents, ADs, SWAs, and FARs heard a presentation on the results of the Alston case in the Northern District of California and heard from the President of ESPN regarding the August launch of the ACC Network. Broome also announced that the ACC is hosting a mental health summit in Durham on May 21.

#### VI. Athletic Director's Report

Athletic Director, Bubba Cunningham discussed the outcomes of the Men's and Women's Basketball postseason. He said Nassir Little has declared for the NBA draft and Coby White is waiting to hear from the NBA to make his decision. Two student-athletes (one current and one former) were inducted into the Order of the Golden Fleece. He said Football Coach Mack Brown will be introduced at the UNC Board of Trustee Meeting this week. Additionally, he discussed legislation pending in the General Assembly regarding serving alcohol at college sporting events and the Fair Treatment of Student-Athletes Act. In the Alston case, the judge found the NCAA's current scholarship limit to be in violation of the antitrust law and found that the NCAA could provide additional benefits to student-athletes tethered to education. Both the student-athlete plaintiffs and the NCAA and conference defendants have appealed the ruling to the United States Court of Appeals for the Ninth Circuit.

Upon motion by Lissa Broome, seconded, and passed unanimously, the committee went into closed session pursuant to North Carolina General Statute § 143-318.11 to prevent the disclosure of confidential information. The committee discussed personnel issues associated with the paid leave of the Women's Basketball coaching staff. At the conclusion of this discussion, a motion was made, seconded, and passed unanimously to return to open session.

The meeting was adjourned at 5:45 p.m.

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

Attachments:

- Major Trends 2014-2018
- Exit Interviews and Experience Surveys Presentation
- Exiting Student-Athlete Questionnaire 2018-2019
- 2018-2019 Carolina Athletics Experience Survey
- RealRecruit Handout
- FAR Update

### Trends in Student Athlete Majors compared to Non-Athletes 2014-2018

<b>Table 1. Number and Percentage of Non-Athletes and Athletes in the Top 30 Majors in 2018</b>				
<b>Sorted by Highest Non-Athlete Percentage</b>				
<b>Major</b>	<b>Number of Non-Athletes</b>	<b>Percentage of Non-Athletes</b>	<b>Number of Athletes</b>	<b>Percentage of Athletes</b>
Biology (BA)	1274	10.19	17	4.57
Psychology	934	7.47	27	7.26
Computer Science	778	6.22	8	2.15
Economics	746	5.97	35	9.41
Media and Journalism	739	5.91	9	2.42
Political Science	682	5.46	20	5.38
Exercise and Sport Science	650	5.20	75	20.16
Business Administration	599	4.79	34	9.14
Communication Studies	375	3.00	38	10.22
Chemistry (BA)	363	2.90	2	0.54
Public Policy	350	2.80	5	1.34
Global Studies	346	2.77	2	0.54
Undecided	270	2.16	0	0.00
History	264	2.11	10	2.69
Peace, War, and Defense	245	1.96	8	2.15
Nursing	210	1.68	0	0.00
English	203	1.62	6	1.61
Mathematics (BA)	200	1.60	2	0.54
Statistics and Analytics	177	1.42	3	0.81
Biomedical and Health Sci Eng	168	1.34	6	1.61
Romance Languages	165	1.32	1	0.27
Environmental Sciences	157	1.26	4	1.08
Human Develop & Family Studies	150	1.20	1	0.27
Management and Society	147	1.18	27	7.26
Sociology	146	1.17	11	2.96
Environmental Studies	128	1.02	2	0.54
Anthropology	120	0.96	0	0.00
Philosophy	114	0.91	3	0.81
Physics (BA)	101	0.81	1	0.27
Information Science	101	0.81	1	0.27

The correlation of the percentage of athletes and non-athletes in the top 30 majors is 0.50. 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 2014 and 2018**  
**Sorted by Largest Change for Non-athletes**

Major	Change in the Number of Non-Athlete Majors	Number of Non-Athlete Majors in 2014	Number of Non-Athlete Majors in 2018	Change in the Number of Athlete Majors	Number of Athlete Majors in 2014	Number of Athlete Majors in 2018
Computer Science	468	310	778	3	5	8
Public Policy	148	202	350	4	1	5
Biology (BA)	118	1156	1274	-4	21	17
Global Studies	-94	440	346	-2	4	2
English	-90	293	203	2	4	6
Mathematical Decision Sciences	-86	139	53	-1	3	2
Media and Journalism	71	668	739	-12	21	9
Political Science	69	613	682	12	8	20
Peace, War, and Defense	69	176	245	3	5	8
History	-69	333	264	2	8	10
Environmental Sciences	64	93	157	2	2	4
Chemistry (BA)	-56	419	363	-1	3	2
Romance Languages	-56	221	165	-4	5	1
Economics	-55	801	746	3	32	35
Environmental Studies	52	76	128	2	0	2
Exercise and Sport Science	51	599	650	-4	79	75
Information Science	42	59	101	0	1	1
Communication Studies	-39	414	375	-14	52	38
Interdisciplinary Studies	36	16	52	1	0	1
Music	34	54	88	0	0	0
Business Administration	29	570	599	-9	43	34
Biostatistics	25	30	55	1	0	1
Geography	-23	65	42	-3	3	0
Undecided	-21	291	270	-7	7	0
Contemporary European Studies	21	9	30	0	0	0
Afri, Afri-Amer, Diaspora Stds	21	16	37	-1	1	0
Philosophy	17	97	114	-1	4	3
Mathematics (BS)	17	24	41	-1	1	0
Music (Performing)	-16	46	30	0	0	0
Germanic and Slavic Lang & Lit	-15	49	34	0	0	0

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



# Student-Athlete Exit Interviews and Experience Survey

**CAROLINA ATHLETICS**







# Exit Surveys - Process

- **At the end of each playing season (fall, winter, and spring):**
  - Gather list of exiting (transferring, quitting, graduating) student-athletes from compliance
  - Email the list of exiting student-athletes to the primary and secondary sport administrator for each sport, as well as the exit interviews process packet
  - Primary and secondary sport administrators conduct exit interviews following the UNC Athletics Exit Interview Questionnaire
  - Sports administrators record information, identify trends, and must be prepared to share with appropriate parties as necessary



# 2017-18 Experience Survey

- **Sent out to all student-athletes for the first time in 2017-18**
  - In years prior, the survey was only sent to exiting student-athletes
- **Goal: Get more real time feedback from current student-athletes so that it isn't the end of their career before we are able to make changes**
- **The survey was conducted through Qualtrics**
  - Qualtrics link sent to student-athletes via Teamworks
  - Student-athletes received three reminders via Teamworks to complete the survey
  - Link sent in January 2018 and survey was open until February 2019





# 2017-18: Academic Experiences

Part 1: Academic Experiences (2017-18)							
	Average (1-5)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Responses
I am pleased with my academic experience at UNC (Exiting)	4.58	15	8	1	0	0	24
I was able to balance my academic and sport responsibilities while at UNC. (Exiting)	4.04	4	18	1	1	0	24
My participation in athletics did not prevent me from selecting the academic major that I initially preferred. (Exiting)	3.33	6	7	2	7	2	24
Instructors vary, but overall, instructors understood the challenges I faced as a student-athlete (i.e. missed class for competition). (Exiting)	4.00	5	15	3	1	0	24
I have been able to balance my academic and sport responsibilities while at UNC. (Staying)	3.93	28	105	21	8	1	163
My participation in athletics has not prevented me from selecting the academic major I desire. (Staying)	3.89	44	79	26	9	6	164
The academic transition from high school to UNC has been manageable. (Fr/So)	3.73	16	73	17	13	2	121



# 2017-18: Academic Support

Part 2: Academic Support (2017-18)							
	Average (1-5)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Responses
The following academic support components have been helpful to me:							
ASPSA Academic Counselors	3.94	50	87	26	13	3	179
ASPSA Tutors	3.95	52	80	18	14	5	169
ASPSA Learning Specialists	3.56	19	42	46	8	3	118
Campus Academic Advising located in Loudermilk (not your ASPSA Counselor) Professional Schools mark N/A	4.12	51	77	23	3	1	155
Loudermilk 2nd Floor Facilities	4.32	82	79	16	4	0	181
Having an individualized support program (MAP) has been beneficial to me. (Fr/So)	3.70	20	42	26	7	3	98
The UNC Honor Code has been upheld by everyone who has supported me with my academics (Exiting)	4.50	13	10	1	0	0	24



# 2018-19: Implementation of RealRecruit

- **Comprehensive monitoring and risk management platform**
- **Able to gather real-time and actionable feedback to improve experiences**
  - Student-athletes will be able to login to RealRecruit and anonymously report issues that are taking place
  - Staff can then respond to the comment the student-athlete makes, and respond appropriately to issues taking place
- **We will be able to send out the experience survey via RealRecruit and use their dashboards to analyze results**



UNC Athletics Exit Interview Questionnaire 2018-19

Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

**Student-Athlete Information**

Name: \_\_\_\_\_ Permanent Email: \_\_\_\_\_ Permanent Phone: \_\_\_\_\_

Sport: ☐ Men's ☐ Women's \_\_\_\_\_ Major: \_\_\_\_\_

Years of participation on a UNC team: \_\_\_\_\_

Were you recruited? ☐ Yes ☐ No

Did you receive an athletics scholarship? ☐ Yes ☐ No

**Reason for Exiting (please mark one):**

☐ Graduation

☐ Completion of eligibility

☐ Transferring: \_\_\_\_\_

☐ Other: \_\_\_\_\_

### Overall Experience

1. **What factors led you** to attend the University of North Carolina?
2. **How happy** are you with the decision you made to come to UNC? Why?

### Overall Athletic Experience

3. What did you **like best** about your intercollegiate athletics experience at UNC?
4. What did you **like least**, or what would you **change** about your experience at UNC?
5. If you could **change anything in your sport** what would it be?
  - a. Generally (e.g., rules, season, tournament)?
  - b. Specifically at UNC?

### Athletics Time Demands

6. Was your **practice and competition schedule ever a hindrance** to you?
  - a. Academically? ☐Yes ☐No If yes, how? \_\_\_\_\_
  - b. Socially? ☐Yes ☐No If yes, how? \_\_\_\_\_
  - c. If so, was it a hindrance ☐Rarely ☐Occasionally ☐Regularly

### Overall Academic Experience

7. Please describe how you **chose your major**:
8. How **pleased** are you with your major selection? Why?
9. How have you used the **ASPSA (academic support) services**? Were you satisfied?
10. Please describe your overall experiences of how **UNC faculty treat student-athletes**:
11. How has your **academic experience at UNC matched** what you expected it to be?

### Career & Professional

12. How has your collegiate experience affected your **confidence that you will find a satisfying career**? (any thought of furthering your education?)
13. When interviewing for a job, what do you think are your **main assets**? Where does your **experience in athletics fit in**?
14. What **UNC Athletics Career Development Services** did you utilize?
15. What are your **plans after you leave UNC**?

### Compliance & Rules Education

16. To the best of your knowledge, did you **fully understand and abide by** NCAA, Conference and Institutional regulations? ☐Yes ☐No
- a. Did your teammates? ☐Yes ☐No
- b. Did your coach(es)? ☐Yes ☐No

*\* Interviewer: If the SA responds "NO" to any of the above, please report it immediately to Compliance for follow-up.*

17. What was **beneficial** about Compliance Education sessions? **Suggestions** for improvement?
18. What was your experience like **interacting with the Compliance Staff**?

### Health & Safety

19. How do you feel about the Department's **commitment to your health & safety**?
20. What is your **experience with injury or illness**?
- a. How do you feel about your **Athletic Trainer's management** of injuries and illness?
- b. How do you feel about your **Head Coach's consideration** of injuries and illness?
- c. How do you feel about your **Position Coach's consideration** of injuries and illness?
- d. How do you feel about the **Strength & Conditioning staff** consideration of injuries?

### Coaching

21. How do you feel about your **coach's ability** to coach your sport? Why?
22. How effective was your coach at **understanding you as an athlete** and maximizing your potential?
23. How has your **athletics experience at UNC matched** what you expected it to be in the recruiting process?
24. How would you describe your coach's success at **creating an environment** which supported your development as an athlete, student and member of the student body?
25. How do you feel about the **relationship between the coach(es) & your team**? Your **coach(es) & yourself**?
26. How confident are you about the **future success** of your sport program under the leadership of your coach?



## Support Services

27. How would you **rate the following support services** for you or your sport, with **1 being very dissatisfied, and 5 being very satisfied**? Please talk briefly about each of your ratings, and provide any suggestions for improvement.

Support Service Unit	Rating - (1-5) + (circle)	Why/Suggestions
a. <b>Athletics Administration:</b> provides leadership to departmental units and sports; works to advance the success of sport programs and the student-athlete experience; to represent the Athletics Director and support University alignment; and to connect relationally with coaches, student-athletes, parents and supporters.	1 2 3 4 5	
b. <b>Academic Counseling:</b> provides students with information to make sound academic decisions, guidance and support with exploration of interests and abilities, development of academic skills, and identification of additional resources	1 2 3 4 5	
c. <b>Tutoring:</b> provides students with sessions focusing on improving knowledge of academic content or study skill development in either an individual or group format, by appointment or drop-in session	1 2 3 4 5	
d. <b>Student-Athlete Development:</b> includes personal development programming, career services for student-athletes, SAAC and Outreach/Community Service	1 2 3 4 5	
e. <b>Leadership Academy:</b> includes CREED, CREED Mentors, Rising Stars, Leadership Lab, and Veteran Leaders; programming to develop leaders in athletics, academics and life	1 2 3 4 5	
f. <b>Compliance:</b> charged with promoting adherence to UNC, ACC, and NCAA rules across Athletics Department units	1 2 3 4 5	
g. <b>Marketing:</b> publicizes upcoming athletics events and seeks to engage fans with meaningful promotions	1 2 3 4 5	
h. <b>Communications:</b> tells the Carolina athletics story of student-athletes on and off the playing field	1 2 3 4 5	
i. <b>New Media:</b> builds connection and engagement with fans through live broadcasts, on-demand videos like game highlights and student-athlete features distributed on <a href="http://GoHeels.com">GoHeels.com</a> and other channels and in-stadium content on video boards	1 2 3 4 5	
j. <b>Equipment:</b> Supplies UNC teams with apparel and equipment	1 2 3 4 5	
k. <b>Sports Medicine:</b> provides and coordinates preventive and restorative health care for UNC student-athletes	1 2 3 4 5	
l. <b>Sport/Counseling Psychology:</b> provides counseling and sport psychology for UNC student-athletes, reporting through Sports Medicine	1 2 3 4 5	
m. <b>Sports Nutrition:</b> coordinates supplemental nutritional interventions including the fueling station, recovery station, recovery bars, and travel snacks [& training table, MFB only]	1 2 3 4 5	
n. <b>Strength &amp; Conditioning:</b> develops sport-specific workout programs to enhance speed, strength, agility and resilience; participates with sports medicine in the physical rehabilitation of injured student-athletes	1 2 3 4 5	
o. <b>Coaching:</b> self-explanatory?; sport-specific team of coaches responsible for recruiting, technical instruction, sport leadership, mentoring, and maintaining an atmosphere of rules compliance	1 2 3 4 5	

p. <b>Practice Facilities:</b> that space where the sport practices most often occur	1 2 3 4 5	
q. <b>Competitive Facilities:</b> that space where the sport home competitions most often occur	1 2 3 4 5	
r. <b>Locker Room:</b> the space designated to the team for storage of personal gear, changing clothes, showers, and lounging	1 2 3 4 5	
s. <b>Travel:</b> the manner in which the team is transported to/from away competitions	1 2 3 4 5	
t. <b>Event Management:</b> provides safe, secure and hospitable environments in which our student-athletes compete	1 2 3 4 5	

**Administrator:** *The following questions are more personal in nature. Please feel free to stop at any point.*

**Personal Treatment/Reflection**

28. Please describe your treatment here considering your **race, gender, and sexual orientation**.
29. Please describe how you feel about how **male and female student-athletes are treated** in this athletics department.
30. If you were being **recruited from high school today** would you choose to attend UNC? Why or why not?
31. If you were to pass on one piece of **advice** to a future student-athlete what would it be? Why?

**Additional Notes:**

**Reminder:** Thank the student-athlete for their time, honesty, and patience in the exit interview process. Express how valuable their feedback is in bettering other experiences for current and future UNC student-athletes.

Have you completed the online student-athlete experiences questionnaire? ☐ Yes ☐ No



## Introduction

### UNC Student-Athlete Experience Survey 2018-19

The UNC Athletics Department is committed to providing our student-athletes with opportunities to achieve excellence as they pursue their academic, athletic and personal goals. Your honest feedback through this survey helps us realize that commitment. **There are 14 sections of the survey**, and it should take **10-15 minutes** to complete, depending on the extent that opportunities for comment are used.

Please note that your specific responses will not be shared with others, but the collective, **de-identified** results that you and other student-athletes provide will be shared with appropriate department and university leaders who are responsible for enhancing services and programs.

**Thank you for completing this survey**, and thank you for your personal investment in the success of our Tar Heel Athletic Programs, and the success of the University of North Carolina.

Sincerely,

Bubba Cunningham  
Director of Athletics  
University of North Carolina

Varsity sport(s) competed in at UNC: (Mark all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> Baseball          | <input type="checkbox"/> Lacrosse-W              |
| <input type="checkbox"/> Basketball-M      | <input type="checkbox"/> Rowing                  |
| <input type="checkbox"/> Basketball-W      | <input type="checkbox"/> Soccer-M                |
| <input type="checkbox"/> Cross Country-M/W | <input type="checkbox"/> Soccer-W                |
| <input type="checkbox"/> Fencing-M/W       | <input type="checkbox"/> Softball                |
| <input type="checkbox"/> Field Hockey      | <input type="checkbox"/> Swimming and Diving-M/W |
| <input type="checkbox"/> Football          | <input type="checkbox"/> Tennis-M                |
| <input type="checkbox"/> Golf-M            | <input type="checkbox"/> Tennis-W                |
| <input type="checkbox"/> Golf-W            | <input type="checkbox"/> Track and Field-M/W     |
| <input type="checkbox"/> Gymnastics        | <input type="checkbox"/> Volleyball              |
| <input type="checkbox"/> Lacrosse-M        | <input type="checkbox"/> Wrestling               |

Are you a swimmer or a diver?

- ☐ Swimmer  
☐ Diver  
☐ Both

Please indicate your academic year

- ☐ Freshman/1st-Year
- ☐ Sophomore/2nd-Year
- ☐ Junior/3rd-Year
- ☐ Senior/4th-Year or 5th-Year
- ☐ Graduate Student

Are you graduating/leaving UNC or ending your participation in athletics after this semester or academic year?

- ☐ Yes
- ☐ No

**Directions:** Please mark the scale from **strongly disagree** to **strongly agree** to indicate the degree to which you agree with each statement. If it does not apply to your experience as a UNC student-athlete, you may mark **N/A** for Not Applicable.

*To reduce the time required to complete this survey, certain questions or sections are omitted based on responses to the two previous questions.*

After each part, there is an opportunity for you to **enter your comments and recommendations**. Please utilize **these spaces** to provide more detail about any of your answers, or to express ideas you would like to share. Thank you in advance for your honest and thorough feedback.

### (1) Academic Experiences

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
I am pleased with my academic experience at UNC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to balance my academic and sport responsibilities while at UNC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My participation in athletics did not prevent me from selecting the academic major that I initially preferred.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors vary, but overall, instructors understood the challenges I faced as a student-athlete (i.e. missed class for competition).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### (1) Academic Experience

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
I have been able to balance my academic and sport responsibilities while at UNC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What has kept you from being able to balance your academic and sport responsibilities?

### (1) Academic Experience

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
My participation in athletics has not prevented me from selecting the academic major I desire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What has prevented you from selecting your desired major?

### (1) Academic Experience

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The academic transition from high school to UNC has been manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### (1) Academic Experience

Please provide any comments or recommendations about your academic experiences at UNC.

### (2) Academic Support

The following academic support components have been helpful to me:

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
ASPSA Academic Counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASPSA Tutors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASPSA Learning Specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Academic Advising located in Loudermilk (not your ASPSA Counselor) <b>Professional Schools mark N/A</b> (e.g., Business, Journalism, Public Health, Nursing, Information Sciences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loudermilk 2nd floor facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### (2) Academic Support

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
Having an individualized support program (MAP) has been beneficial to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(2) Academic Support

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
The UNC Honor Code has been upheld by everyone who has supported me with my academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any comments or recommendations about your experiences with academic support at UNC.

If you are aware of any Honor Code violations, please describe them here. If you are willing to be contacted about this, please include your email address here.

(3) Student-Athlete Development Programs

In which of the following programs have you participated? (Check all that apply)

- ☐ Carolina Navigate (CREED)  
☐ Carolina Cultivate (CREED Mentors)  
☐ Carolina Accelerate (Rising Stars)  
☐ Carolina Incubate (Leadership Lab)  
  
☐ Carolina Activate (Veteran Leaders)  
☐ Community Service
- ☐ Life Skills/Personal Development workshops  
☐ Career Development programs in Loudermilk  
☐ Student-Athlete Advisory Council (SAAC)  
☐ Other  
  
☐ None

I am satisfied with the impact these programs had on my learning. (Skip forward if none)

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Carolina Navigate (CREED)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carolina Cultivate (CREED Mentors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carolina Accelerate (Rising Stars)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carolina Incubate (Leadership Lab)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carolina Activate (Veteran Leaders)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Life Skills/Personal Development workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Development programs in Loudermilk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-Athlete Advisory Council (SAAC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How do you find out about student-athlete development events and workshops? (Check all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> E-mail               | <input type="checkbox"/> Teamworks          |
| <input type="checkbox"/> Flyers in Loudermilk | <input type="checkbox"/> Friends/Teammates  |
| <input type="checkbox"/> Coaches              | <input type="checkbox"/> Academic Counselor |
| <input type="checkbox"/> Friends              | <input type="checkbox"/> Other              |
|   | <input type="text"/>                        |

For those programs that you don't participate in, why don't you participate?

In which of the following Life Skills/Career Development workshops have you participated?

- |  |  |
|--|--|
| <input type="checkbox"/> SPECTRUM (SWAG) Meetings      | <input type="checkbox"/> DeStress Fest/Pancake Dinner    |
| <input type="checkbox"/> What's Up Wednesday           | <input type="checkbox"/> Career Fair                     |
| <input type="checkbox"/> One Love Workshops            | <input type="checkbox"/> Career Counseling Drop-In Hours |
| <input type="checkbox"/> Financial Education Workshops | <input type="checkbox"/> Other                           |
| <input type="checkbox"/>                               | <input type="text"/>                                     |
| <input type="checkbox"/> Heel Talk, Real Talk          |  |

What other services, programming, workshops or topics would you like to see offered or addressed?

Please provide any comments or recommendations about your experiences with Student-Athlete Development at UNC.

#### (4) Compliance

At UNC, have you been provided education on NCAA rules about each of the following?

- |                  | No                    | Yes                   | Unsure                |
|------------------|-----------------------|-----------------------|-----------------------|
| Hosting recruits | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	No	Yes	Unsure
Complimentary admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement with boosters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agents and Advisors who seek to represent professional athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-Athlete Time Demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### (4) Compliance

At UNC, have you been provided education on NCAA rules about each of the following?

	No	Yes	Unsure
Academic eligibility requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impermissible benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing and practice season limitations (20-hour and 8-hour rules)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### (4) Compliance (continued)

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
I feel confident in my understanding of when to seek guidance about the rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who to contact if I have questions or concerns regarding NCAA rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### (4) Compliance (continued)

If you respond "yes" please provide more details in the comment box below.

	No	Yes	N/A
When you were hosting recruits, were you asked by a recruit to do or buy something that was not permitted by NCAA rules or that was otherwise improper or illegal (e.g. apparel, alcohol)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you aware of any violation of NCAA rules that occurred during your recruitment and/or enrollment at UNC?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you receive your athletic aid on time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you responded "yes" to any of the previous questions, please provide more details.

Please provide any comments or recommendations about your experiences with Compliance at UNC.



**(5) Facilities, Apparel, & Equipment**

Please rate your satisfaction with the following:

	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied	N/A
my team's practice and competition facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my team's locker room facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the sport-related <b>equipment</b> provided to my team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the sport-related <b>apparel</b> that I have received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**(5) Facilities, Apparel, & Equipment**

Please rate your satisfaction with the following:

	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied	N/A
laundry arrangements for practice/competition apparel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the scheduling of practice times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**(5) Facilities, Apparel, & Equipment**

Please rate your satisfaction with the following:

	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied	N/A
the availability of video, filming, and other special audio/visual equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the timing and location of home competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any comments or recommendations about the facilities, apparel, and equipment you have been provided at UNC.

**(6) Travel, Meals & Accommodations**

Please rate your satisfaction with the following:

	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied	N/A
transportation to/from competitions provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hotel/housing accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meals and/or per diem provided during away competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any comments or recommendations about the team travel, meals and accommodations you have experienced at UNC.

## (7) Sports Medicine

Did you utilize/work with your team physician?

- ☐ Yes  
☐ No

## (7) Sports Medicine

**UNC Sports Medicine Physicians:** This section refers to the Team Physician with whom your team has worked most in the past year.

	UNC Sports Medicine Physician					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
He/She was an expert in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/She was highly available to me and responsive to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of care/service provided to me was excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been satisfied with the communication between my team physician and my coach(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/She handled my medical issues and records with the appropriate level of confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any comments or recommendations about your team physician.

## (7) Head Athletic Trainer:

This section refers to the Certified Head Athletic Trainer (not your GA Athletic Trainer) with whom you have worked most in the past year.

Head Athletic Trainer

	Head Athletic Trainer					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
He/She was an expert in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/She was highly available to me and responsive to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of care/service provided to me was excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with their level of coverage at off/in-season practices and during competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with the communication between this provider and my coach(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/She handled my medical issues and records with the appropriate level of confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any comments or recommendations about you Head athletic trainer.

### (7) Graduate Assistant Athletic Trainer:

This section refers to the GA Athletic Trainer (not your Head Athletic Trainer) with whom you have worked most in the past year.

	GA Athletic Trainer					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
He/She was an expert in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/She was highly available to me and responsive to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of care/service provided to me was excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with this provider's level of coverage at off/in-season practices and during competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with the communication between this provider and my coach(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/She handled my medical issues and records with the appropriate level of confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any comments or recommendations about your GA athletic trainer.

### (7) Sports Nutritionist:

This section refers to the Sports Nutritionist (e.g., Kelsee, Rachel, Danielle, Krista) with whom your team has worked most in the past year.

	Sports Nutritionist					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A

## Sports Nutritionist

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
He/She is an expert in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/She has been highly available to me and responsive to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of service/instruction provided to me has been excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Sports Nutrition:**

Please provide any comments or recommendations about the sports nutrition staff.

**(8) Counseling/Sport Performance:**

This section refers to the Counseling/Sport Psychologist (e.g., Dr. Shannon Filcoff, Dr. Hack) with whom you or your team has worked most in the past year.

## Counseling/Sport Psychologist

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
He/She is an expert in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/She has been highly available to me and responsive to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of care/service provided to me has been excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**(8) Counseling/Sport Performance**

During the last year, did you experience significant periods of feeling overwhelmed? (high intensity and/or duration)

- ☐ Yes, often
- ☐ Yes, but rarely
- ☐ No

**(8) Counseling/Sport Performance (continued)**

At any point during the last year, did you experience feelings of depression?

- ☐ Yes
- ☐ No
- ☐ Unsure
- ☐ Prefer not to answer

**(8) Counseling/Sport Performance (continued)**

Please rate the degree of social connectivity and support you have felt during the past year:

	0	1	2	3	4	5	6	7	8	9	10
In Your Life Overall											
In UNC Athletics overall											
On your Team											

### (8) Counseling/Sport Performance (continued)

Approximately how many times did you get sick (Common cold, flu, or other temporary illness) during the past year?

- ☐ 0-1
- ☐ 2-3
- ☐ 4+

### (8) Counseling/Sport Performance (continued)

Are you aware of mental health resources provided by campus and athletics?

(Athletics full-time staff member Dr. Jeni Shannon - sportpsy@email.unc.edu)

- ☐ Yes
- ☐ No

### (8) Counseling/Sport Performance (continued)

Do you feel like you have the ability to access the mental health resources provided by campus and athletics?

- ☐ Yes
- ☐ No

### (8) Counseling/Sport Performance (continued)

If you felt like you needed emotional or mental health support, would you use the resources available to you? (Dr. Jeni Shannon, CAPS)

- ☐ Yes
- ☐ No

What other mental health services, programming, workshops or resources would you like to see offered or addressed?

Please provide any comments or recommendations about your experiences with the mental health services at UNC.

### (9) Strength and Conditioning

Please rate your satisfaction with the following:

	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied	N/A
strength and conditioning equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
size and layout of the weight room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### (9) Strength and Conditioning (Continued)

Please rate your satisfaction with the following:

	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied	N/A
weight room supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
individualized attention available to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
safety of training techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
up-to-date methods of training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### (9) Strength and Conditioning (Continued)

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
I have always been able to access particular equipment when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My strength coach has helped me prevent injury.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### (9) Strength and Conditioning (Continued)

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
My strength coach helped me become a better athlete (specific to my sport).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My strength coach helped me improve my general physical condition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any comments or recommendations about your experiences with strength and conditioning at UNC.

## (10) Marketing and Publicity

Please indicate your satisfaction with the following:

	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied	N/A
marketing and media relations for your team (e.g. posters, press guides, social media, website, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
media coverage for your sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attendance at home competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## (11) Head Coach

**My Head Coach...**

	Head Coach					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
has treated me fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has supported my academic interests and commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has fostered a team atmosphere that encourages academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has been interested in my development as a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is committed to NCAA compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has helped me improve my technical sport-related skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has maintained good communication with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has maintained good communication with the team as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has had a positive influence on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## (11) Head Coach (Continued)

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
I am confident in the future of our sport program under our head coach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any comments or recommendations about your experiences with your **head coach**.

## (12) Primary Assistant Coach

**My Assistant Coach....**

	Primary Assistant Coach					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
has treated me fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has supported my academic interests and commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has fostered an atmosphere that encourages academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has been interested in my development as a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is committed to NCAA compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has helped me improve my technical sport-related skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has maintained good communication with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has maintained good communication with the team as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has had a positive influence on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any comments or recommendations about your experiences with your primary **assistant coach**. Additionally, if commenting, please name your primary assistant coach if your team has multiple assistant coaches.

**(13) Overall Impressions**

Please rate the extent to which you agree with the following statements about UNC Athletics Staff:

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
They are Responsible - they do what is right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are Innovative - they find a better way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are Service-oriented - they put others first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are Excellent - they work hard, play smart and win together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**(13) Overall Impressions (Continued)**

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Knowing what I know now, if I were making the decision again, I would still choose to attend UNC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



How likely is it that you would recommend the student-athlete experience on your team to a friend or relative?

Not at all likely      Extremely likely  
 0 1 2 3 4 5 6 7 8 9 10

Please indicate why you would or would not choose to attend UNC again.

Please provide any additional comments, observations or recommendations about your experience as a UNC student-athlete.

## (14) Demographics

How do you identify by gender?

- ☐ Female  
☐ Male  
☐ Transgender  
☐  Self-Identify as Other (please specify):  
☐ Prefer not to Specify

What is your major? If you have multiple majors, please mark all that apply.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> African, African American, and<br>Diaspora Studies | <input type="checkbox"/> Education   | <input type="checkbox"/> Management and Society                          |
| <input type="checkbox"/> American Studies                                   | <input type="checkbox"/> Energy (Physics)                                      | <input type="checkbox"/> Mathematics                                     |
| <input type="checkbox"/> Anthropology                                       | <input type="checkbox"/> English   | <input type="checkbox"/> Medieval Studies                                |
| <input type="checkbox"/> Applied Sciences                                   | <input type="checkbox"/> Environmental Health Sciences                         | <input type="checkbox"/> Media and Journalism                            |
| <input type="checkbox"/> Archaeology  | <input type="checkbox"/> Environmental Science and Studies                     | <input type="checkbox"/> Music   |
| <input type="checkbox"/> Art History  | <input type="checkbox"/> Exercise and Sports Science -<br>Fitness Professional | <input type="checkbox"/> Nursing   |
| <input type="checkbox"/> Asian Studies                                      | <input type="checkbox"/> Exercise and Sports Science -<br>General              | <input type="checkbox"/> Nutrition                                       |
| <input type="checkbox"/> Astronomy  | <input type="checkbox"/> Exercise and Sport Science - Sports<br>Administration | <input type="checkbox"/> Peace, War, and Defense                         |
| <input type="checkbox"/> Astrophysics                                       | <input type="checkbox"/> French  | <input type="checkbox"/> Philosophy                                      |
| <input type="checkbox"/> Biology  | <input type="checkbox"/> Geography   | <input type="checkbox"/> Political Science                               |
| <input type="checkbox"/> Biomedical and Health Sciences<br>Engineering      | <input type="checkbox"/> Geology   | <input type="checkbox"/> Psychology                                      |
| <input type="checkbox"/> Biostatistics                                      | <input type="checkbox"/> Geological Sciences                                   | <input type="checkbox"/> Public Policy                                   |
| <input type="checkbox"/> Business Administration                            | <input type="checkbox"/> Germanic and Slavic Languages and<br>Literatures      | <input type="checkbox"/> Quantitative Energy Systems                     |
| <input type="checkbox"/> Chemistry  | <input type="checkbox"/> Global Studies  | <input type="checkbox"/> Quantitative Finance (Physics and<br>Astronomy) |

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Chinese                       | <input type="checkbox"/> Greek                                | <input type="checkbox"/> Radiologic Science                |
| <input type="checkbox"/> Classics                      | <input type="checkbox"/> Health Policy and Administration     | <input type="checkbox"/> Religious Studies                 |
| <input type="checkbox"/> Clinical Laboratory Science   | <input type="checkbox"/> History                              | <input type="checkbox"/> Romance Languages                 |
| <input type="checkbox"/> Communication Studies         | <input type="checkbox"/> Human Development and Family Studies | <input type="checkbox"/> Russian and East European Studies |
| <input type="checkbox"/> Comparative Literature        | <input type="checkbox"/> Information Sciences                 | <input type="checkbox"/> Slavic Languages and Literature   |
| <input type="checkbox"/> Computer Science              | <input type="checkbox"/> Interdisciplinary Studies            | <input type="checkbox"/> Sociology                         |
| <input type="checkbox"/> Contemporary European Studies | <input type="checkbox"/> Italian                              | <input type="checkbox"/> Spanish                           |
| <input type="checkbox"/> Creative Writing              | <input type="checkbox"/> Journalism and Mass Communications   | <input type="checkbox"/> Statistics and Analytics          |
| <input type="checkbox"/> Dental Hygiene                | <input type="checkbox"/> Latin                                | <input type="checkbox"/> Studio Art                        |
| <input type="checkbox"/> Dramatic Art                  | <input type="checkbox"/> Latin American Studies               | <input type="checkbox"/> Women's and Gender Studies        |
| <input type="checkbox"/> Economics                     | <input type="checkbox"/> Linguistics                          | <input type="checkbox"/> Other (Please Specify):           |
|  |   | <input type="text"/>                                       |

Please indicate the number of years that you participated (practiced and/or competed) as a member of a varsity intercollegiate sport team at UNC?

- ☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5  
☐ 6

What is your racial/ethnic background? Mark all that apply.

- ☐ Asian or Pacific Islander  
☐ Black or African-American  
☐ Hispanic  
☐ Native American or American Indian  
☐ White  
☐  Other (please specify):

Were you recruited to participate in intercollegiate athletics at UNC?

- ☐ Yes  
☐ No

Did you receive any athletic scholarship assistance at any time from UNC?

- ☐ Yes  
☐ No

Did you receive a full athletic scholarship at any time from UNC?

☐ Yes☐ No

If you would like to schedule an in-person meeting, please contact your Sport Administrator via Madison Hahey at [mhahey@unc.edu](mailto:mhahey@unc.edu); or, you may contact Senior Associate Athletic Director, Dwight Hollier ([dholler@unc.edu](mailto:dholler@unc.edu)).

Thank you sincerely for taking the time to complete this survey. We appreciate your efforts to make Carolina even better tomorrow!

Powered by Qualtrics



## What Is RealRecruit?

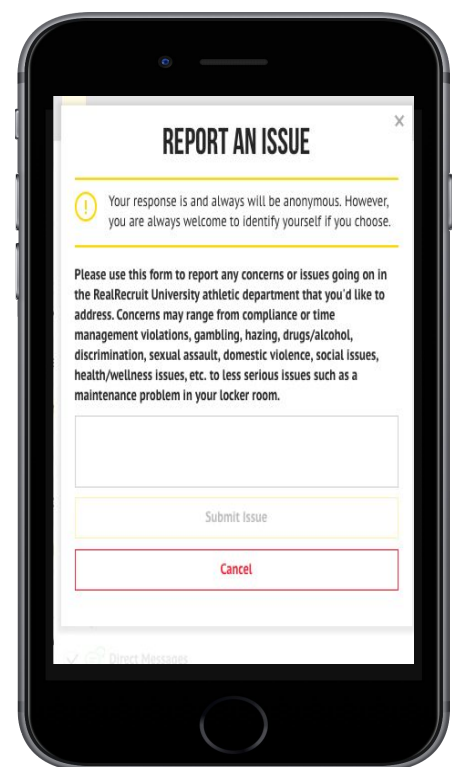
RealRecruit is a comprehensive monitoring and risk management solution that has fundamentally changed how over 50 of today's leading collegiate athletic departments are gathering real-time and actionable feedback within their department to improve experiences, protect themselves from false accusations, streamline and effectively document internal collaboration on potential issues, and mitigate future risk and liability.

## We Protect Athletic Departments.

College athletics has become increasingly litigious and the unfair pressure for ADs to be omniscient has never been greater. As more and more ADs are being forced to resign as a result of scandals and accusations within their programs, the cycle and scrutiny will only perpetuate.

You need a proven solution that you can trust that will enable you and your staff to centralize your risk management gaps and not only improve your student-athlete experience and detect potential issues in real-time but more importantly, with the critically important documentation to protect you and your institution from future liability.

*As a third-party, we can strictly protect the confidentiality of student athletes - greatly increasing both their comfort level and engagement.*



## Some Current Partners:



... And <sup>36</sup>More!

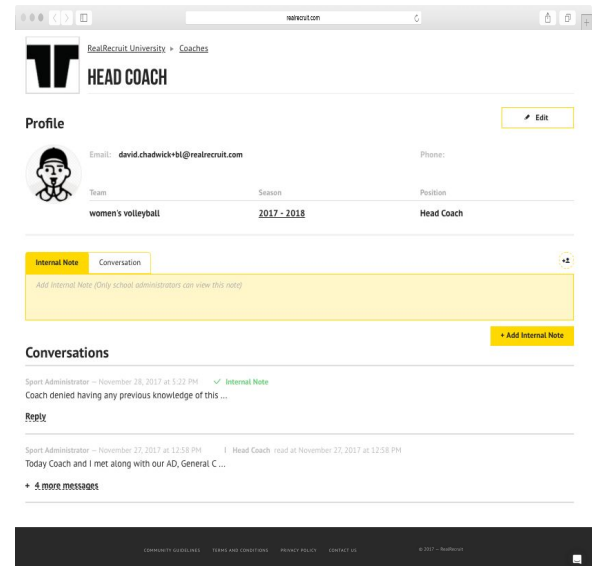
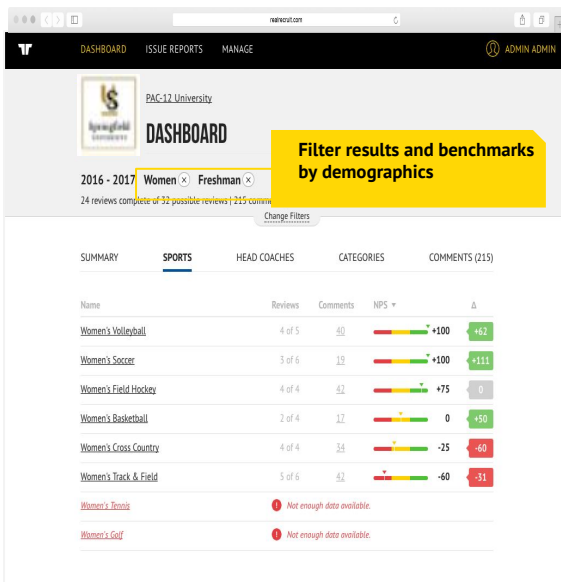


## A Platform Designed for Protection

RealRecruit centralizes the documentation from your personnel files, surveys, anonymous reports, and more to mitigate risk, protect from false accusations, and help limit the department from future liability.

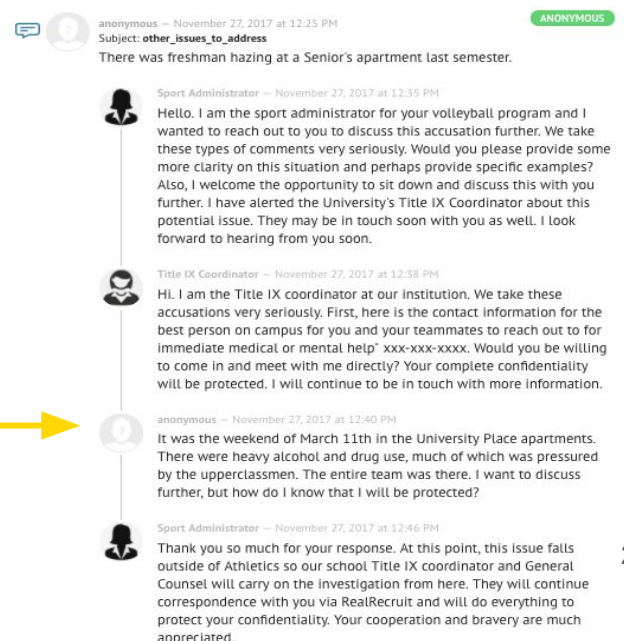
### ★ Personnel Documentation:

- Centralize your sport administrator's notes from student-athlete and coach conduct issues, in-person meetings, and more.
- Digitally timestamp entries and confirm decisions on pending issues. Pen and paper provide zero protection alone.
- Archive all notes and meetings for both protection and to ensure a seamless transition for future sport administrators.
- Unify how all of your coaches are tracking their student-athlete notes and meetings.



### ★ End of Season and Pulse Surveys:

- Receive a comprehensive evaluation of your student-athlete experience in your custom built and designed dashboard.
- Benchmark and compare your school and segment results for sports, coaches, and categories by key metrics and demographics.
- Track gender equity and store data for Title IX areas of legislation to ensure equality.
- Follow up with any anonymous comment by a student-athlete to protect from liability around accusations made.



### ★ Real-time Reporting:

- Enable your student-athletes to report serious concerns in real time rather than just at exit interviews or surveys.
- Equip your staff to catch issues in real-time rather than reacting after the fact.
- Just like follow-ups to survey comments, have your response and internal actions documented within the report.
- Loop in key stakeholders outside of athletics such as Title IX, Student Affairs, and Counsel to ensure future protection from liability.

## What Are They Saying?



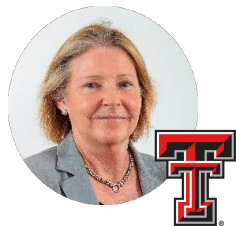
**Stephanie Rempe**  
Deputy Director of Athletics

*"RealRecruit has been a remarkable tool that allows us to receive immediate feedback from our student athletes. The tool is interactive with our student athletes giving us direct feedback on every aspect of our program. It allows student athletes to engage electronically with responses from their teammates and it does it in a way that speaks to how today's student athletes interact via technology. Gathering data on the student athlete experience in this day and age is critical and this tool allows us to capture tremendous input directly from our students athletes. David Chadwick and his team are incredibly responsive and always working to enhance the tool, create comparative data and adjust to meet the needs of the schools."*



**Ian McCaw**  
Director of Athletics

*"RealRecruit provides Liberty Athletics with real time feedback from our student-athletes regarding all aspects of their experience. Student-athletes are afforded a confidential and user friendly method of sharing comments. The RealRecruit tool gathers the feedback and provides a detailed analysis. I commend David Chadwick on developing such a valuable tool for intercollegiate athletics administrators and highly recommend RealRecruit."*



**Judi Henry**  
Executive Senior Associate  
Athletics Director/SWA

*"RealRecruit has revitalized the feedback loop at Texas Tech. We pride ourselves on our Red Raider culture and creating a first-class experience for our student-athletes and RealRecruit has enabled us to capture our student-athlete voice like never before. The insight has been continuous and allows us to address information that is shared in real-time. We could not be more excited about the future of our partnership with David and his team, as the platform continues to progress rapidly and add new features to help us do our job more effectively."*



**Ron Wellman**  
Director of Athletics

*"RealRecruit has been extremely beneficial to our program and I am convinced is going to benefit WFU like no other instrument we have used. It is a valuable tool for administrators and coaches who want to do everything possible to provide a great athletic experience for student-athletes. We have struggled to get a good response from our student-athletes on their experiences. RealRecruit has increased our response rate dramatically, and are now receiving responses from >70% of our student-athletes including more remarks about their experiences than ever before. Student-athletes can respond with confidence that their responses will be confidential. The analysis of the results that RealRecruit provides is more detailed than we anticipated. I would recommend RealRecruit to any athletic department that wants to realize its full potential."*

**Update to FAC from the Faculty Athletics Representative  
March 6, 2019**

**NCAA**

1. Division I Council -- Council vote will occur April 18-19 (ACC Conference has one vote, although it is weighted) – 45 proposals
  - a. Financial aid – 2018-70 --Specifies that only athletically related institutional aid or educational expenses from an Olympic Committee or national governing body will count toward team scholarship limits. ACC supports.
    - i. An alternate proposal would exempt only institutional need-based aid from team scholarship limits. ACC supports.
  - b. 2018-34 -- Volunteer Coach in baseball and softball may become paid coach. ACC vote: 6-7-2
  - c. 2018-57 – Required summer athletically related activities – In sports other than basketballs and football (where it already occurs) permit a SA or PSA who is enrolled in summer school to engage in required weight-training, conditioning and skill-related instruction for up to 8 weeks. ACC opposes
  - d. 2018-53 – To permit an institution to conduct an evaluation of a PSA on its campus
    - i. SAs do not favor; ACC opposes.

**ACC**

- a. ACC Post-Graduate Scholarship Luncheon, April 10
  - i. ACC Weaver-James-Corrigan Post-Graduate Scholarships selection
    1. Blaine (Bo) Boyden, from Raleigh, is majoring in business administration. A captain of the fifth-ranked men's tennis team, he is a starter in singles and doubles and will graduate from UNC in May.
    2. Alex Comsia, from North Vancouver, B.C., graduated from UNC in December after majoring in business administration. He was recently named the 2018 ACC Scholar-Athlete of the Year for men's soccer. Honorary recipient.
    3. Morgan Goetz, from Cary, N.C., is majoring in biomedical engineering. She started on defense for the 2018 UNC field hockey team, which finished the season undefeated, winning NCAA and ACC titles. A Phi Beta Kappa inductee, she will graduate in May.
    4. Luke Maye, from Huntersville, N.C., is majoring in business administration and also will graduate in May. Last year's Skip Prosser Award winner as the top scholar-athlete in men's basketball, he was named the preseason ACC Player of the Year

and is a finalist for the Karl Malone Award (nation's top power forward) and the Naismith Player of the Year Award.

2. Council of Presidents' Meeting, March 13
  - a. Discussed *Alston* case. Appeal by NCAA and Conferences has been filed.
  - b. Heard from ESPN president.
  - c. FARs discussed Academic Misconduct Working Group Report
3. ACC Spring Meeting, May 13-16
4. ACC Mental Health Summit, May 21-22, Durham, NC