

Faculty Athletics Committee
September 5, 2019

Present: **Committee Members:** Rita Balaban, Lissa Broome, Melissa Geil, David Guilkey, Kevin Guskiewicz, David Hartzell, Daryhl Johnson, Aimee McHale, Ed Shields, Abbie Smith-Ryan, Jeff Spang, Tania String

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

Guests: Jonathan Alexander (News and Observer), Debbi Clarke (Provost's Office), Dwight Hollier (Athletics), Leslie Minton (Media Relations), Robbi Pickeral Evans (Athletics), Jonathan Sauls (Student Affairs), Emily Summers (Office of the Chancellor)

I. Welcome, Introductions, and Preliminary Matters

Welcome and Introductions

Committee Chair Daryhl Johnson welcomed all attendees to the meeting and thanked Lissa Broome, Debbi Clarke, Melissa Geil, Michelle Brown, and Emily Summers for their hard work over the summer preparing for the new academic year. All committee members and guests introduced themselves.

Minutes. The minutes from May's meeting and June's retreat were approved.

Preliminary Matters:

- *June Retreat:* Johnson thanked committee members for their attendance at the FAC Retreat on June 17. He explained that the committee will finish its review of Academic Processes for Student-Athletes at the end of this semester. The review will continue in the spring, but will focus on particular areas of emphasis for the committee, including mental health of student-athletes, faculty engagement, and educational equity.
- *Team Liaisons:* Johnson discussed the process for assigning team liaisons. He created a preliminary list in May and received feedback from the committee. He then worked with this feedback to best match members with specific teams. Vince Ille, Senior Associate Athletic Director, can help FAC members connect with their coaches if they need assistance. Johnson hopes that all teams will have a professor day for faculty to learn about the daily life of a student-athlete.
- *UNC Head Coaches' Meetings:* FAC members are invited to the Head Coaches' meetings on October 15 and March 31 from 8:30 – 10:00 a.m. with a breakfast from 8:00 – 8:30 a.m.

II. Chancellor's Remarks

Interim Chancellor Kevin Guskiewicz welcomed the committee back for the new academic year. Head Women's Soccer Coach, Anson Dorrance, gave a great talk at Convocation, discussing success and failure, viewpoint diversity, and freedom of expression. FallFest attracted the largest

crowd ever. There were other Week of Welcome highlights including students drinking from the Old Well on the first day of class, sunset serenade featuring UNC's acapella groups, the screening of UNC Field Hockey's documentary, and lighting the Bell Tower blue after Carolina football victories. Guskiewicz also mentioned the Carolina Black Caucus event and the THINKposium, where the theme was the importance of bringing new voices to the table.

Interim Chancellor Guskiewicz spoke about the new strategic framework implementing the Blueprint for Next. He mentioned upcoming Diversity and Inclusion forums as well as several new hires, including Charles Marshall as Vice Chancellor and General Counsel, David Perry as the new Police Chief, Ambassador Barbara Stephenson as Vice Provost for Global Affairs and Chief Global Officer, and Suzanne Barbour as Dean of the Graduate School. Searches will launch soon for the Vice Chancellors for Student Affairs and Information Technology. Guskiewicz thanked Jonathan Sauls, Interim Vice Chancellor for Student Affairs, for his work. A commission on history, race, and reckoning will be launching soon. The Mental Health Task Force is doing important work. The focus on mental health is not unique to Carolina's campus. At the AAU President's meeting student mental health was one of three themes covered over the two-day meeting. Guskiewicz concluded with an overview of sporting events and thanked the committee for its hard work.

When asked about any plans for the Confederate Monument. Guskiewicz replied that the Board of Governors has not yet made a decision, but that he is optimistic that the process followed will lead to an informed decision.

III. ASPSA Update

Michelle Brown, Vice Provost and Director of the Academic Support Program for Student Athletes, presented the Fall 2019 Academic Scorecard for Student-Athletes (attached). Study abroad advisors now have office hours in Loudermilk and help student-athletes find opportunities to study abroad during their academic career at Carolina. Two teams went on foreign team tours and, including those students, at least 95 student-athletes have traveled or studied abroad.

The spring term and cumulative GPAs for student-athletes was over a 3.0. Brown reported that a new beacon technology, SpotterEDU, was being used this fall to track student-athlete attendance in some classes instead of hired class checkers. The technology works off of a beacon that is in the classroom. Student-athletes download an app on their phones, the beacon recognizes the student-athlete's device, and tracks the time the device is in the classroom. The technology does not track the students in other locations. Athletic Director Bubba Cunningham added that this app is also being used to help account for some team meals and bus times to ensure all student-athletes are accounted for. The University is also piloting another electronic method for taking class attendance.

Brown asked FAC members if they were interested in inviting a colleague to a pregame event before the September 21 football game where FAC members and their guests would be able to tour Loudermilk, the Kenan Football Center, and learn more about the services provided to student-athletes by ASPSA. A number of FAC members indicated their interest in this opportunity. Other teams plan similar events to introduce faculty to the team. Most of these are initiated by the student-athletes. The FAC liaisons to these teams should be a part of these team-oriented events.

IV. Review of Academic Processes for Student-Athletes

Process 17.0 – Honor System

Jonathan Sauls, Interim Vice Chancellor for Student Affairs, discussed the honor system and its application to academic as well as non-academic conduct. For non-academic misconduct, a student is also responsible to the local jurisdiction and other rules and policies of the institution. Conduct that occurs off-campus is still under the University's purview. UNC's Alcohol Policy (attached) is separate from the Instrument of Student Judicial Governance. The University's honor system is student-led and includes appeals up to the Chancellor and the Board of Trustees. Student guilt is judged by whether there is clear and convincing evidence, which is a higher standard than whether there is a mere preponderance of evidence of guilt. A relatively new option to resolve academic misconduct cases is through the Student Instructor Alternative Resolution (SIAR).

In response to questions from the committee, Sauls said the Student Attorney General determines whether and what to charge. The Attorney General and the Honor Court members are appointed by elected student leaders and then those appointed select their own leadership cabinet. About 50-60% of cases for undergraduates are academic related and the others relate to conduct. On the graduate level, more of the cases are academic. The length of each case varies, depending on the complexity of the case, the plea, and the availability of witnesses. Details about individual cases are not publicly disclosed, although a student is free to release information about the case. Aimee McHale mentioned a case she was aware of where a student-athlete with a pending conduct charge was not able to graduate until the charge was resolved. There was also a related court proceeding. If the student-athlete testified in the honor court proceeding prior to the court proceeding, then the student might waive the student's Fifth Amendment rights in the court proceeding. In addition, the student was found responsible by the Honor Court, but was acquitted in the court case. Student-athletes are allowed to present evidence in the sentencing phase of an honor court proceeding about the impact of a sanction on them. For instance, probation would preclude a student-athlete from representing the university as a member of an intercollegiate athletics team. There is education provided to student-athletes (as well as other students) about the honor system in an effort to prevent misconduct from occurring. In addition, to educating students, we may need to do more to educate faculty, particularly about the alternative SIAR process.

V. SAAC/FAC Focus Groups Report

Jeff Spang and Tania String reported on the Student-Athlete Advisory Council (SAAC)/FAC Focus Groups Report from last spring (attached). Spang reported that there is still a stigma around "jocks" and athletes sometimes feel stereotyped. Student-athletes also wanted more support for post-athletics career planning. Student-athletes suggested that Athletics should be seeking and reviewing more feedback from student-athletes about coaches and teams. Athletic Director Bubba Cunningham responded that Athletics is using a new platform called Real Recruit to gather continuous data from student-athletes and provide an anonymous platform for student-athletes to share questions, comments, or concerns.

Other suggestions included improving class registration. Some students mentioned that there were majors/classes that were not feasible due to conflicts with practice time. Internships and studying abroad can be difficult for student-athletes. Some athletes expressed concerns with

professors' inflexibility with tests and quizzes due to travel for competition. Debbi Clarke reported that the Dean of Students' Office had just hired an absence coordinator. Rita Balaban noted the difficulties for an instructor in a large class of 400 students in providing make-up exams. She urged having the test taken while the students were on the road under appropriate proctoring. Student-athletes overall were positive about the academic advisors in Loudermilk. Some expressed concern about "optional" workouts that they felt were not optional. Some students were not confident about who they should report any concerns to within Athletics. Many students praised Dr. Shannon and her efforts on student-athlete mental health, but said that more resources in this area were needed.

Spang also noted that he, David Guilkey, and Lissa Broome met with Bubba Cunningham and Director of Athletics Compliance Marielle vanGelder in May to provide contemporaneous feedback, particularly on some team-specific issues that had been raised by some students.

VI. FAR Update

Faculty Athletics Representative Lissa Broome reported that the NCAA Division I Board of Directors considered feedback from conferences on four concepts advanced by the Academic Misconduct Working Group. There was no support for an overarching bylaw that would capture systemic, willful disregard for academic integrity. The conferences endorsed changes that improve the clarity and readability of the current academic misconduct legislation (amended relatively recently) that do not change the substance of the current legislation. The conferences supported the development of best practices to help prevent academic violations impacting student-athletes. The NCAA Division I Presidential Forum will provide an update to the Division I Board of Directors in two years that analyzes the outcomes and assesses whether the implemented changes are having the desired effect.

The NCAA Board of Governors' Federal and State Legislation Working Group is working on issues related to student-athletes' name, image, and likeness use in response to a proposed California statue regarding same subject. U.S. Senator Chris Murphy has released two reports under the heading of "Madness, Inc.," one is related to the name, image, and likeness issues and compensation for players and the other is related to concerns about academic fraud (attached).

The NCAA Division I Council has 77 legislative concepts submitted by D1 conferences before it. The Council is collecting feedback on proposals before November 1 when the conferences must finalize any proposals they are sponsoring. On November 15, the final proposals will be published for comments to be received prior to March 1.

At the ACC level, the Presidents are set to meet September 10-11 and the Fall Governance Meeting will be October 1-2 (FARs, ADs, SWAs). Broome passed around the 2018-2019 ACC Annual Report. At the institution level, Broome has been participating in reviews with each head coach of their team's Time Management Plan.

VII. Athletic Director's Remarks/Update

Athletic Director, Bubba Cunningham reported on gambling on college sports. Many states are passing laws that permit this. In North Carolina, in-person betting on college sports at casinos operated by Indian tribes is now legal. The ACC Network has kicked off and Cunningham encouraged FAC members to sign up for the channel if they do not have it already. The Men's Basketball schedule will be released in about two weeks and there will be 20 ACC conference

games this season (up from 18), including the first ACC game against Notre Dame on November 5. Football will play Wake Forest on Friday night as a non-conference game. The Bell Tower will be lit Carolina Blue after every Football win this season. Alcohol will be sold in Kenan Stadium this year. Alcohol will not be sold near the student section and will not be allowed in the student section seats. [UNCUT](#) is a North Carolina non-profit that provides student-athletes a platform to express themselves. It kicks off mid-September and is lead by students.

The meeting adjourned at 5:25.

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

Attachments:

- Academic Scorecard Fall 2019
- UNC Honor System
- UNC Alcohol Policy
- SAAC/FAC Focus Group Report Summary
- FAR Update
- Madness Inc. Report

UNC-Chapel Hill

Student-Athlete Academic Scorecard

Fall 2019



For a complete list of academic honors and recognitions:

<http://aspsa.unc.edu/student-athlete-recognition>



APR/GSR/FGR FOR STUDENT-ATHLETES BY SPORT

See definitions

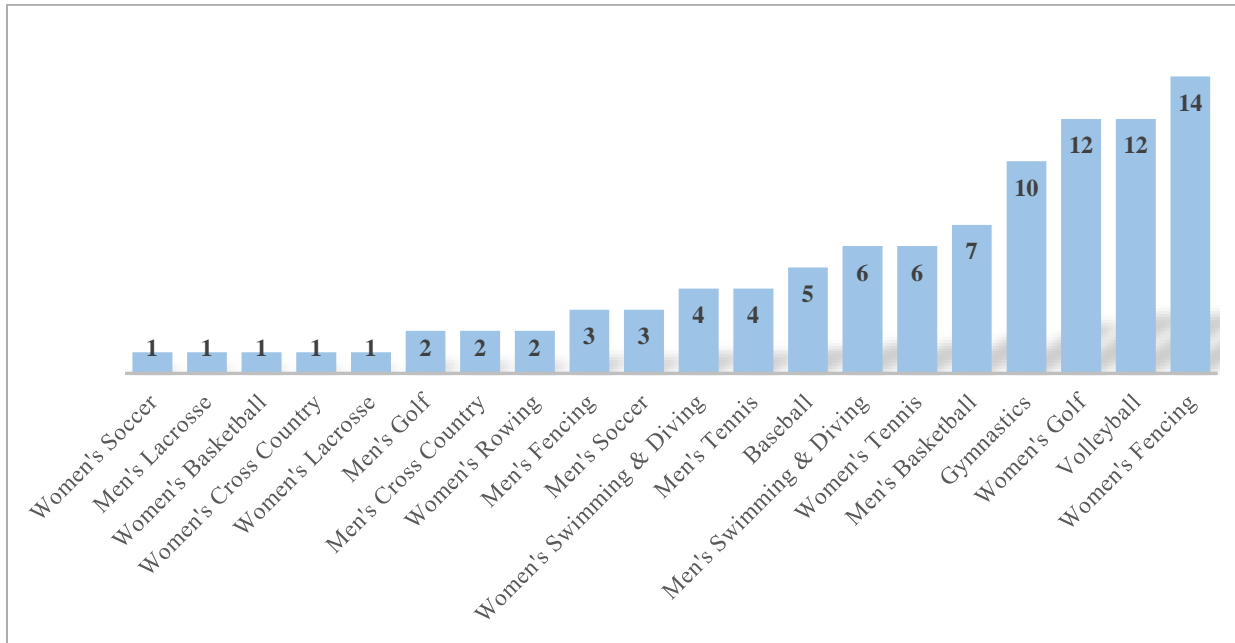
Sport	<u>Single-Year APR</u> (2017-2018)	<u>Multi-Year</u> <u>APR</u>	<u>Multi-Year GSR</u> (2008-2011)	<u>Multi-Year</u> <u>FGR (2008-11)</u>
Men's Baseball	988	981	69	30
Men's Basketball	962	990	64	39
Men's Cross Country	972	991	combined with men's track	combined with men's track
Men's Fencing	1000	1000*	60	60
Men's Football	963	964	62	48
Men's Golf	1000	1000*	82	64
Men's Lacrosse	1000	984	91	83
Men's Soccer	1000	1000*	71	44
Men's Swimming & Diving	1000	997*	92	83
Men's Tennis	944	985	100	78
Men's Track & Field	986	978	84	84
Men's Wrestling	1000	988	50	40
Sport	<u>Single-Year APR</u> (2017-2018)	<u>Multi-Year</u> <u>APR</u>	<u>Multi-Year GSR</u> (2008-2011)	<u>Multi-Year</u> <u>FGR (2008-11)</u>
Women's Basketball	981	979	92	73
Women's Cross Country	1000	977	combined with women's track	combined with women's track
Women's Fencing	1000	1000*	100	100
Women's Field Hockey	980	986	91	62
Women's Golf	1000	991	100	100
Women's Gymnastics	1000	1000*	100	100
Women's Lacrosse	990	998	100	93
Women's Rowing	995	992	94	94
Women's Soccer	1000	1000*	63	53
Women's Softball	971	992	89	83
Women's Swimming & Diving	1000	1000*	100	90
Women's Tennis	1000	1000*	88	86
Women's Track & Field	1000	986	95	67
Women's Volleyball	977	995	100	100

* Top 10% NCAA Public Recognition for APR (of all squads in each sport).



TOP 10% NCAA PUBLIC RECOGNITION FOR APR

UNC teams recognized over the 14 years of APR's existence



UNC FGR/GSR – STUDENT BODY & STUDENT-ATHLETES

UNC Students	Single Year FGR (2011-12)	Multi Year FGR (2008-11)	Multi Year GSR (2008-11)
Student Body	91	91	-
Student-Athletes	70	68	83

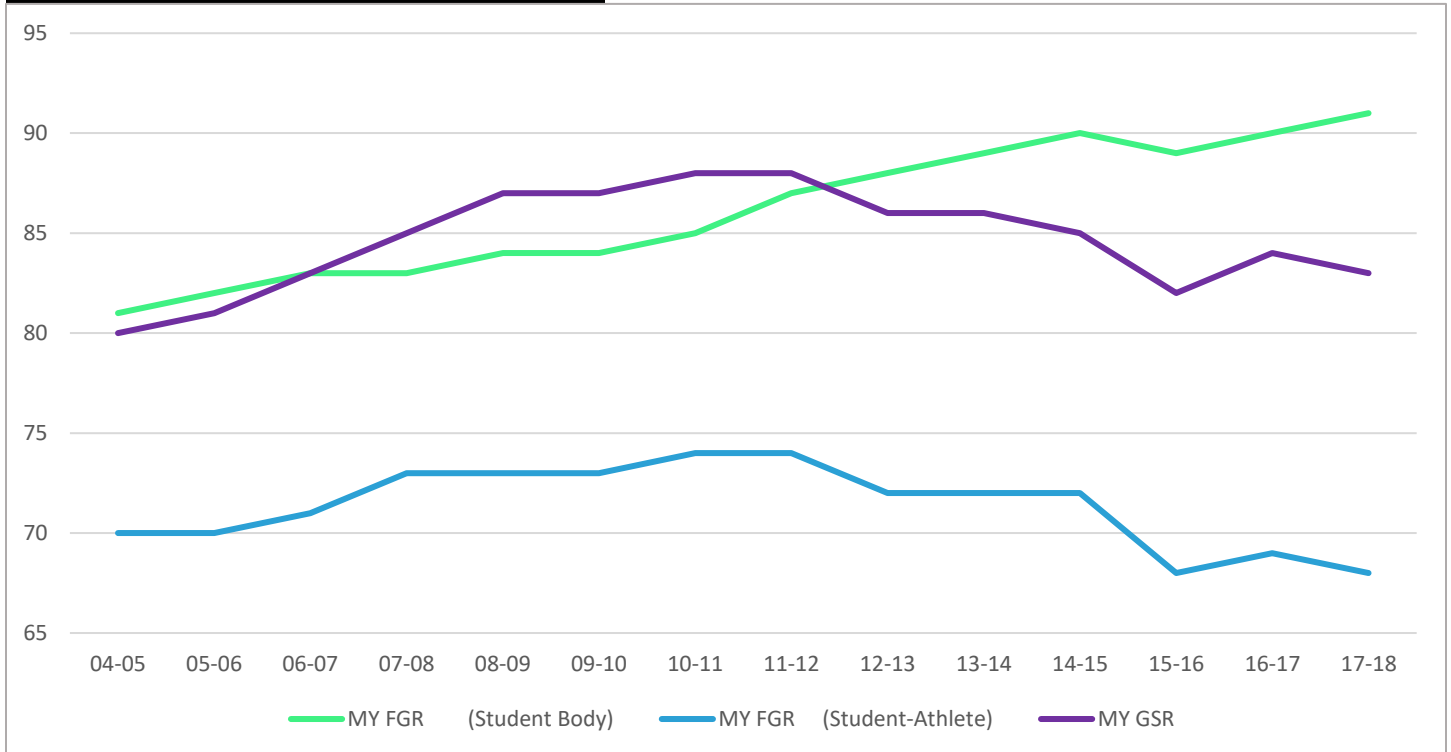
TOP 3 MAJORS AMONG ENROLLED UNDERGRADUATE STUDENTS: WHO HAVE ACHIEVED AT LEAST JUNIOR STATUS

As of Fall 2017-18: Includes undergraduate **scholarship** student-athletes who have achieved at least junior status by the fall semester. Students with double majors are counted once in each of their majors. UNC Student Body includes UNC Student-Athletes.

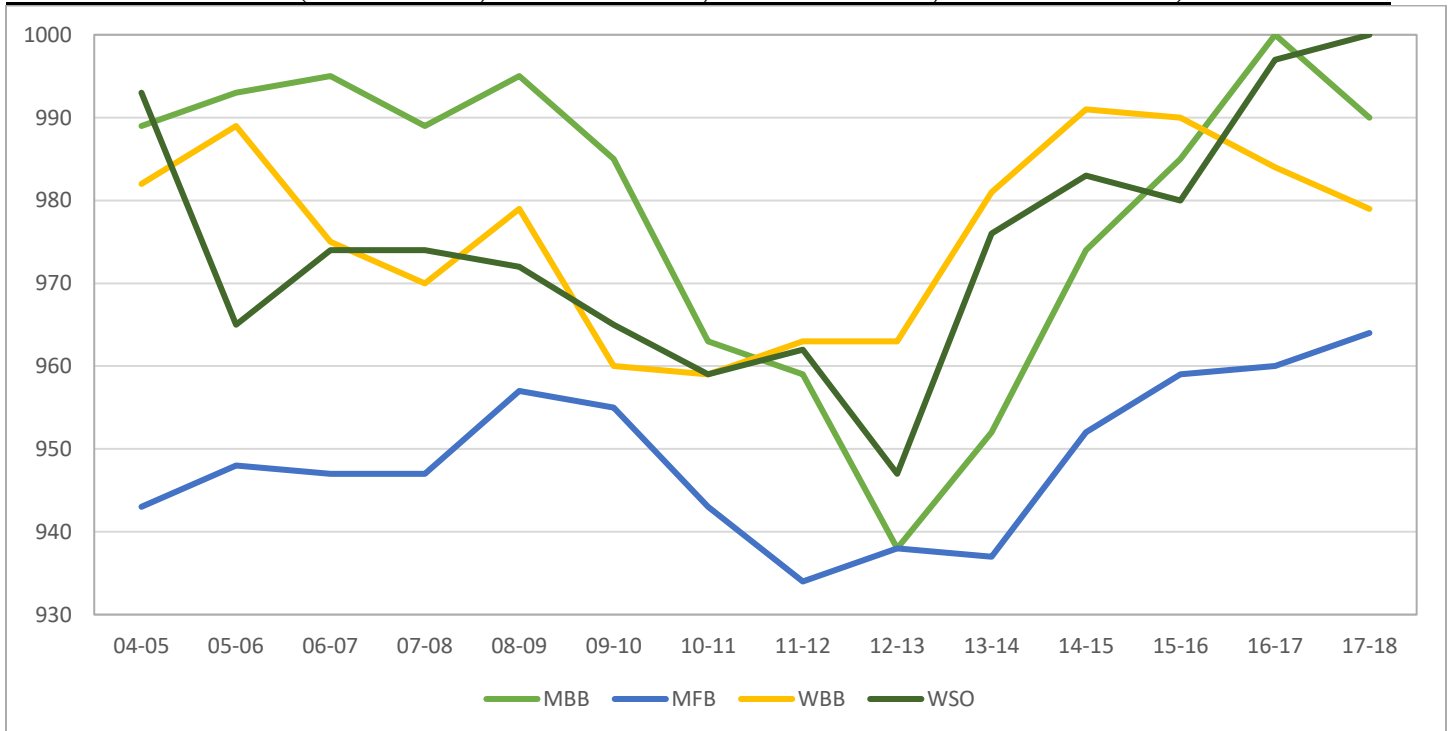
UNC Student Body (N=11,995)	%	UNC Student-Athletes (N=285)	%
1. Biology	9	1. Exercise & Sports Science	15
2. Psychology	7	2. Communication Studies	9
3. Economics	6	3. Economics	6



MULTI-YEAR GSR & FGR: OVER TIME



MULTI-YEAR APR (Men's BBall, Men's Football, Women's BBall, Women's Soccer): OVER TIME

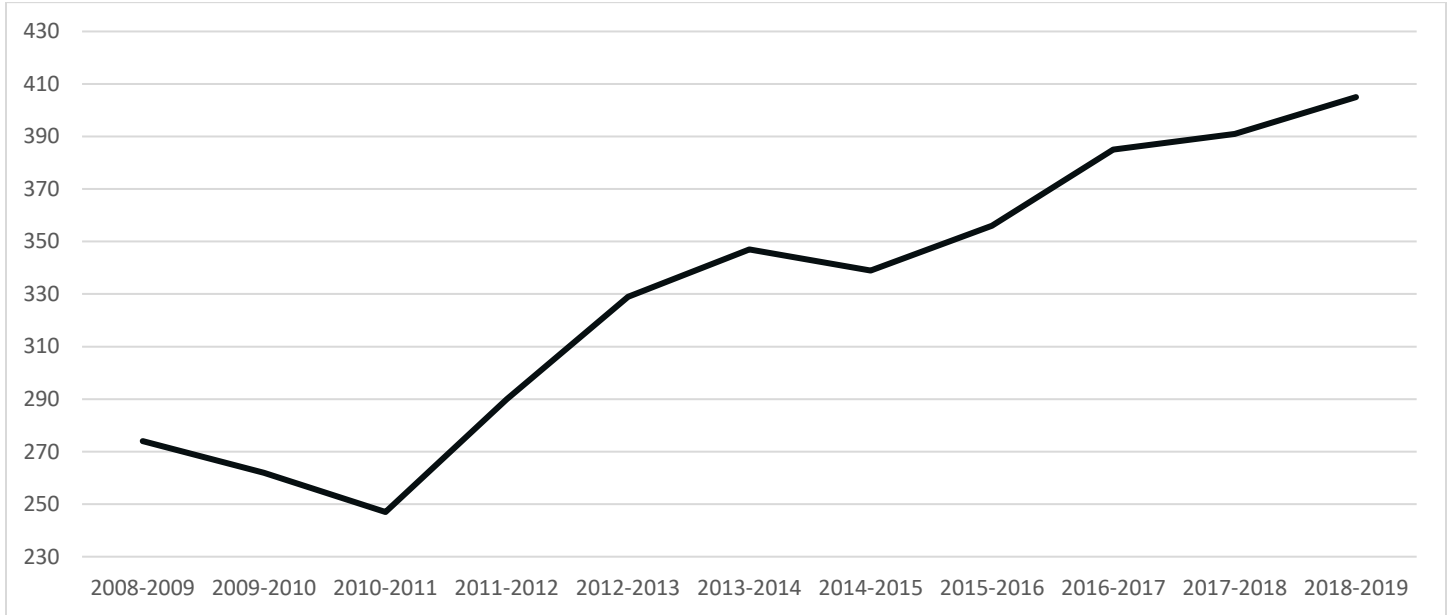


*1000 – Maximum Score



ACC HONOR ROLL FOR UNC-CHAPEL HILL (2008-2019)

The Atlantic Coast Conference (ACC) Honor Roll is comprised of student-athletes who participated in a varsity sport and achieved a 3.0 GPA or higher in that academic year.



Year	Number of UNC-CH Students
2008-2009	274
2009-2010	262
2010-2011	247
2011-2012	290
2012-2013	329
2013-2014	347
2014-2015	339
2015-2016	356
2016-2017	385
2017-2018	391
2018-2019	405



Definitions of APR, FGR, and GSR

APR – Academic Progress Rate. The APR standard for a team to be eligible for postseason play is a four-year APR of at least 930 (maximum rate is 1000). This is an NCAA metric based on the academic eligibility, retention, and graduation of **student-athletes receiving athletically related financial aid**. Points are awarded each semester per student-athletes on the basis of eligibility/graduation and retention. Each team member may earn two points per semester: one point for maintaining eligibility or for graduation, and a second point for being retained. Points may also be earned in specific cases when a student transfers or returns to the institution after time away and subsequently graduates. On a team with ten members, there would be a maximum of 40 possible points in an academic year. If two student-athletes on the team were not eligible in the spring semester and were not retained, then the hypothetical team would only earn 36 points (losing 2 points for each student during that spring semester). The APR in this hypothetical example is calculated by first dividing 36 by 40 (equals .9), and then multiplying by 1000 to get an APR of 900.

FGR – Federal Graduation Rate. This graduation rate is reported by the Department of Education’s National Center for Education Statistics as part of the Integrated Postsecondary Education Data System (IPEDS). This metric is a six-year rate that includes **students who matriculate in the fall semester and received athletic scholarship aid in their first semester of enrollment**. The federal graduation rate counts student-athletes who left the University in good standing prior to graduation as nongraduates. This data is available for student-athletes at an institution and for the student body so it is a way of comparing the performance of student-athletes with the student body.

GSR – Graduation Success Rate. The GSR is an NCAA metric and is calculated **for student athletes who received athletics aid during their initial semester of enrollment**. The GSR adds students who transferred into the institution and they are included in their original matriculation year cohort. The GSR also differs from the FGR in that schools are not penalized when a student-athlete with athletics eligibility remaining leaves in good academic standing to transfer to another institution, pursue a professional career, or for any other reason. Under the FGR, such departures are counted as failures to graduate from the institution of original enrollment, even if the student later graduates from another institution.

To search full reports for UNC-CH and our peer institutions:

APR - <https://web3.ncaa.org/aprsearch/aprsearch>

FGR - <https://web3.ncaa.org/aprsearch/gsrsearch>

GSR - <https://web3.ncaa.org/aprsearch/gsrsearch>

Report prepared by:

Lissa Broome, J.D., *Faculty Athletics Representative, Burton Craige Distinguished Professor, School of Law*
Michelle Brown, Ed. D., *Assistant Provost, Director of the Academic Support Program for Student-Athletes*
Emily Summers, *Assistant for Special Projects, Office of the Chancellor*

UNC HONOR SYSTEM

FAST FACTS

HIGHLIGHTS

UNC's Honor System is a student led system that operates with the support of the Office of Student Conduct (OSC). It is composed of three branches: the Attorney General Staff, the Honor Court, and Outreach

For more than 130 years Carolina students have been entrusted to hold each other accountable for maintaining a safe and just community. The Honor Code lies at the heart of the Carolina community and embodies the Carolina Way. For more information visit honor.unc.edu

PURPOSE

Preserve: the responsible exercise of freedom

Maintain: Carolina's rigorous standards

Educate: all community members about citizenship, honor, and integrity

Protect: the integrity of the University community

OSC CONTACT

 919.962.0805

 studentconduct.unc.edu

 SASB North, Suite 2105

TYPES OF VIOLATIONS

Academic Dishonesty

ALL FORMS OF ACADEMIC DISHONESTY

For example: plagiarism, unauthorized collaboration, cheating, subverting exam requirements

Conduct

BEHAVIOR AFFECTING THE COMMUNITY OR UNIVERSITY

For example: fighting, hazing, DUI, stealing, trespassing, furnishing false information

HOW IT WORKS



VIOLATION REPORTED



INVESTIGATION & CHARGE
DECISION



COUNSELS ASSIGNED



HEARING OR RESOLUTION



POST HEARING MEETING

UNC ALCOHOL POLICY

ALCOHOL.UNC.EDU

PURPOSE

The Alcohol Policy is designed to support the larger mission of the University and to promote the values of honor and integrity, personal responsibility, dynamic learning, and community engagement. Through incorporation of a public health perspective, this policy strives to cultivate an educational environment that encourages healthy and responsible behaviors, fosters academic and personal success, supports student retention, and promotes the safety and well-being of all members of the University community.

SANCTION PHILOSOPHY

The outcome for a student with a finding of responsibility is intended to educate and improve responsible decision-making, as well as hold students accountable for the expectations set forth in the policy.*

OSC CONTACT



919.962.0805



studentconduct.unc.edu



SASB North, Suite 2105

OSC advises the Honor System! See the Honor Code here: <http://instrument.unc.edu>

COMMUNITY EXPECTATIONS

STUDENTS AND STUDENT ORGANIZATIONS SHOULD ONLY ENGAGE WITH ALCOHOL IN WAYS THAT RESPECT THE HEALTH AND SAFETY OF THEMSELVES, THE CAROLINA COMMUNITY, AND THAT ALIGN WITH THE LAW.

Individual students

For example*: only purchase, possess, or consume alcohol if at least 21 years of age, only use ID that accurately and completely represents your identity at time of use, only provide alcohol to others who are at least 21 years of age, and only have open containers of alcohol in private places.

Student Organizations

For example*: only serve alcohol to individuals if at least 21 years of age, in individually measured standard drink amounts, with a maximum number of drinks, served by a trained and licensed third-party vendor.

HOW IT WORKS



INCIDENT REPORTED



INITIAL MEETING WITH PROFESSIONAL STAFF



IF CHARGED, MUTUAL RESOLUTION OR HEARING

*COMPLETE POLICY STATEMENT AND AVAILABLE SANCTIONS CAN BE FOUND ON ALCOHOL.UNC.EDU

UNC ALCOHOL POLICY

ALCOHOL.UNC.EDU

REDUCING RISK

CONSIDER CHOOSING PLACES AND EVENTS WHERE ALCOHOL IS NOT AVAILABLE.

IF YOU CHOOSE TO ENGAGE WITH ALCOHOL, THERE ARE WAYS YOU CAN REDUCE THE RISK TO YOURSELF AND OTHERS.

Stay hydrated with non-alcohol

For every alcoholic drink you have, your body can expel up to four times as much liquid. Because alcohol is a diuretic, dehydration happens quickly. Consider alternating alcoholic beverages with water to reduce dehydration.

Stay with friends who are sober

In the company of sober and trusting friends, you're likely to remain safe knowing someone can get help if something goes wrong.

Pace yourself and avoid drinking games

It takes about two hours for the adult body to completely break down a single drink. Consider pacing yourself by avoiding drinking games and consuming only one alcoholic drink per hour in order to help keep track of how much you've consumed.

Take precautions

If you are going to engage with alcohol, consider precautions like avoiding use of machinery/vehicles and having a designated driver, staying away from bodies of water like a swimming pool or lake, and being sure you have consent and protection prior to any form of sexual activity.

BAC (blood alcohol content)

BAC is the ratio of alcohol to other body fluid, and is calculated using many factors. Calculate your BAC on alcohol.unc.edu/staying-safe

MEDICAL AMNESTY

The University wishes to promote an environment where students are encouraged to seek help without the added fear of disciplinary repercussions from the University.

Medical Amnesty withholds disciplinary action for students when they seek or accept emergency medical treatment due to the consumption of alcohol and in situations where a student may have experienced some form of sexual or interpersonal violence, or otherwise have been the victim of a crime.

KNOW THE SIGNS

Call 911 when someone...

- is throwing up
- has passed out and cannot be woken up
- exhibits incoherent speech
- has shallow breathing
- is pale, bluish, or has clammy skin

ADDITIONAL RESOURCES

Office of Fraternity & Sorority Life

carolinaunion.unc.edu/departments/student-life-leadership

Student Life & Leadership

carolinaunion.unc.edu/departments/fraternity-sorority-life

Student Wellness

studentwellness.unc.edu

Counseling & Psychological Services

caps.unc.edu

Gender Violence Services Coordinators

womenscenter.unc.edu

Equal Opportunity & Compliance Office

eoc.unc.edu

Student Athlete Advisory Council Discussions with FAC

Fall 2018-Spring 2019

Lissa Broome, David Guilkey and Jeff Spang asked for and received a meeting in May 2019 with Department of Athletic leadership. We addressed specific findings from the Spring SAAC-FAC meeting. As FAC members we sought to bring important team specific and important general student athlete concerns forward in a timely manner. I can report that Bubba Cunningham and Marielle Vangelder met in good faith and addressed many of our concerns while promising to follow up.

I. Academic experience at UNC

- a. Some majors/classes not possible due to practice hours
 - i. Example- Baseball practices 12:30 – 7, other class times not available
 - ii. Journalism/BME/Athletic training-EXSS/Environmental health- many sports interest/sports related classes only available in the PM
- b. Internships – which lead to job opportunities- very difficult for student athletes to access
- c. Study abroad- difficult to do for a semester
 - i. Explore opportunities for alternate times (Spring Break – Summer sessions)
 - ii. Explore life experience travel for specific teams

II. Relationship with Faculty

- a. EXSS faculty supportive/flexible
- b. Complications
 - i. Professors who advised students to drop class because of missing time for travel – Psychology/Spanish, Athlete given a 0 on a business school test event though travel letter turned in.
 - ii. Professors not being flexible with test times-
 - 1. Athletes having to take proctored exams on the road/at events so they could be taken the same day as regular class
 - 2. Missed quizzes being “dropped” increasing value of other tests – different than other students
- c. “Do coaches support your academic pursuits”
 - i. Coach/team dependent
 - 1. Some coaches support/flexible with practice and travel
 - 2. Football- depends on the student- focused on staying eligible

III. Academic support program/Academic advising

- a. Overall positive – “Football advisor is fantastic”, good that Steele Building advisors come to Loudermilk for office hours
- b. Negatives- “could use more advisors”, larger teams (track/swimming) not sufficiently staffed with advisors, tutors less helpful in advanced courses

IV. Academic Dishonesty/Student Honor Court

- a. Common to see academic dishonesty at UNC as a whole, no more with student athletes- Copying/pictures of tests/google doc sharing
- b. Student athletes express concern that the Student Honor Court has a consistent bias against student athletes- examples – cited but not described – fear due to eligibility issues even if charges unproven

V. Athletic Experience

- a. **“optional workouts”**- athletes from many sports noted that optional events are not optional. One sport noted that they had to respond in the negative to declare that they would not be present at events- this is simple way to measure/check attendance. Coaches look down on student athletes who miss optional workouts.
- b. Parking on campus- near Stallings-Evans for treatments- would be helpful
- c. **Athletes concerned about reporting structure**- how do they report problems or concerns about coaching staff? Anonymous complaint system in place?
 - i. Older athletes named Korie Sawyer Rich, Larry Gallo and Dwight Hollier as “safe” resources, also recommended making sure athletes could speak with athletic training staff freely
 - ii. Many athletes did not know their FAC representative or Athletic Department Sport Administrator
- d. Physical and mental health/athlete support
 - i. **“Dr. Shannon is terrific- we need 5 of her”**
 - ii. It is a stigma to walk into CAPS – other students may recognize student athletes
 - iii. MRI- Athletes felt it was hard to get an MRI scheduled, athletes on “other teams (bball/football) could get them easier”
 - iv. Athletic training- reported that student athletes wished athletic trainer would stand up to coaches more
 - v. Injured athletes segregated from team (football) during recovery- lots of injuries
 - vi. Nutrition
 - 1. Positive – Kelsey is great, fueling station is helpful
 - 2. Negative- Fueling station is not enough in the evenings – student athletes would like the opportunity for more food / meal offerings because practice precludes ability to get to other dinner options

VI. Team climate

a. Team specific

- i. Cross country/track with overall climate issues
- ii. Student Athletes noted some meetings had religious speakers/mandatory attendance. Also noted Athletes In Action was present/religious association/environment at mandatory meetings
- iii. Men's Soccer, football noted as positive

b. Does status as student athlete affect ability to speak about campus issues?

- i. Coaches say it's OK to speak, but attitude suggests "don't do anything controversial"
- ii. Coaches have exaggerated safety threat in order to discourage attendance at controversial events
- iii. Students athletes felt safe signing Silent Sam petition –
- iv. Other student athletes at SAAC event reported they felt free to speak/protest

VII. Overall positives/negatives of UNC student athlete experience

a. Positives

- i. Time management skills
- ii. Leadership
- iii. Ability to work with many types of people
- iv. Education
- v. Variety of resources available to student athletes
- vi. "everyone wants you to succeed"

b. Negatives

- i. Inability to access internships
- ii. Coaches pushing athletic performance >> academic performance
- iii. Stigma around jocks, Lingering from NCAA investigation?
 - 1. Male student athletes stereotyped as not smart
 - 2. Once student athlete of color reported adverse experience where group in Journalism did not expect him to participate with group project
- iv. Department of Athletics should be seeking and reviewing more feedback from student athletes about coaches/teams

VIII. Improvements?

- a.** Leadership academy should focus more on post-sport career planning
- b.** Registration for classes – especially as underclass students

**Update to FAC from the Faculty Athletics Representative
September 5, 2019**

NCAA

1. Academic Misconduct Working Group – D1 Board considered feedback from conferences on four concepts:
 - a. No support for an overarching bylaw that would capture systemic, willful disregard for academic integrity. Concern that this could subject schools to “second-guessing” by the NCAA that some see as inviting “overreach.”
 - b. Endorsed changes that improve the clarity and readability but do not change substance. D1 Council is requested to introduce legislation in early 2020 that would clarify existing legislation.
 - c. Supported the development of best practices to help prevent academic violations impacting student-athletes.
 - d. The D1 Presidential Forum should provide an update to the D1 Board in two years that analyzes the outcomes and assesses whether the implemented changes are having the desired effect.
2. NCAA Board of Governors Federal and State Legislation Working Group (Name, Image, and Likeness)
 - a. Proposed California statute regarding same subject
3. Madness, Inc. (Sen. Chris Murphy, Connecticut). Two reports so far:
 - a. How everyone is getting rich off college sports – except the players
 - b. How colleges keep athletes on the field and out of the classroom
 - i. Concerns about graduation rates, particularly of black male student-athletes in football and basketball
 - ii. Concerns re academic fraud (citing Syracuse and UNC)
 - iii. Time commitment of sports and inability to select desired major
 - iv. Calls for:
 1. Complete transparency into academic data of SAs and their economic outcomes once they leave the institution
 2. Prioritize educational opportunities over demands of sport, including balancing the hours for athletics and academics
 3. Guarantee scholarships for four years
 4. Real accountability for academic fraud
4. NCAA D1 Council – 77 legislative concepts submitted by D1 conference
 - a. Collecting feedback on proposals before November 1 deadline for conferences to finalize proposals
 - b. Will be published on November 15 for comment prior to March 1, although a small number may be considered at the January Council meeting if noncontroversial or they impact SA well-being and are time sensitive

ACC

1. Fall Presidents' Meeting, September 10-11
2. Fall Governance Meeting (ADs, SWAs, FARs), October 1-2
3. 2018-19 ACC Annual Report


UNC

1. Onboarding of Lloyd Kramer and Rita Balaban
2. Alcohol sales
3. Time Management Plan reviews with head coach of each sport

Madness, Inc.

How everyone is getting rich off college sports - except the players.



CHRIS 
MURPHY
U.S. SENATOR FOR CONNECTICUT

Zion, a Shoe, and “Madness”

February 20th. Cameron Indoor Stadium. Home to the Duke University basketball team and the site of the showdown between Duke and the University of North Carolina, arguably the most heated rivalry in college sports. Any given year, it is a marquee matchup. But this year is different. Because an 18-year-old phenom, who is already known by his first name alone, will be suiting up for the Blue Devils.

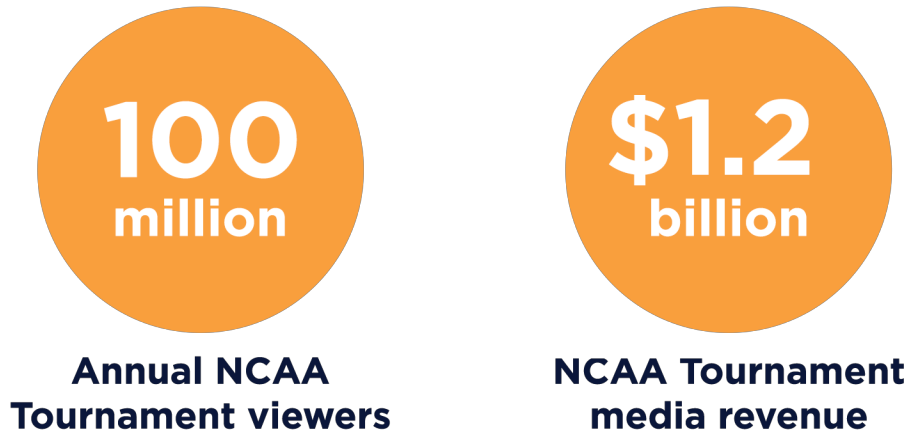
Zion Williamson, a kid from the Piedmont of North Carolina and the upcoming first pick in the NBA draft, has turned this game into a must-see event. 4.3 million people will tune in, making it the most-viewed weeknight college basketball game in ESPN history.ⁱ On game day, tickets run at \$4,000 each, easily beating the get-in price for the Super Bowl that occurred just weeks before. Spike Lee is in attendance. President Barack Obama sits courtside.

Thirty-four seconds into the game, and the attraction is gone. Williamson plants his left foot to separate from a defender, rips open his shoe, and tumbles onto the floor clutching his knee. Disappointment and anger sweep through Cameron and across the internet. The sneakers are deemed a public health hazard. Its maker, Nike, finishes the next day’s trading down 1.1 percent – the rough equivalent of a \$1.1 billion loss.ⁱⁱ In less than a minute, a teenager moves an industry.

Williamson has since gone on to headline this past month’s NCAA Basketball Championship, commonly known as “March Madness,” which has become an American institution. Annually, it captivates millions across the country as teams compete over three action-packed weekends full of unforgettable moments. To no surprise, it is one of the most viewed sporting events in the world, with more than 100 million viewers glued to their screens this year.ⁱⁱⁱ With those viewers is the opportunity to make money – lots and lots of money. The NCAA Tournament earns more than \$1 billion annually in media revenue, which is nearly as much as the entire NFL Playoffs, Super Bowl included.^{iv}

Advertisers rightfully fall over themselves to get a piece of the action. The NCAA’s published corporate “champions” and “partners” range from Coca-Cola to Google and Geico, with 97 total corporate sponsors committed to this year’s edition of March Madness. In turn, these companies gain exclusive rights to the NCAA brand in advertising that exists everywhere throughout the month-long tournament.^v Those rights pay dividends, as each commercial or logo embedded

in the programming reaches millions, and justifies the \$1 million price tag on a 30-second commercial spot.^{vi} Everything that can be branded has been. That iconic moment where athletes climb a ladder as they cut down the nets to celebrate a berth in the Final Four or the championship? Even the ladder is sponsored.



Williamson's shoe is a symbol of what college sports has become, and what March Madness embodies. Big-time college sports is a business. Everything the student-athletes do affects the bottom lines for institutions and corporations alike. Everything they wear brings profit to companies that have paid to turn student-athletes into human billboards. For the brief time they are on college campuses, they are a valuable resource for the adults around them.

The ever-growing commercialism of college sports has made a lot of money for a lot of people. Yet, as the athletes provide the product that has fueled this industry, they see a fraction of the revenue they generate, while continuing to face severe penalties for failing to abide by a labyrinth of rules that restrict any meaningful participation in that industry. Meanwhile, tax-exempt non-profit institutions of higher education condone and endorse broadcasting and apparel contracts that surpass \$250 million, coaches' salaries that beat their professional equivalents, and lavish spending on facilities that amount to amusement parks aimed at seducing the nation's top teenagers in their sport.

This report seeks to shine a light on the size, scope, and nature of the college sports industrial complex as well as examine the ways participating institutions move money around the student-athletes who provide the labor and their bodies for other people's profits.

The College Sports Industrial Complex

Money swirls all around college sports. Whether from corporate sponsorships, ticket sales, television contracts, apparel deals, merchandise sales, and increasing student fees, the revenue streams for college athletics programs are varied and robust. Last year, the Department of Education reported \$14 billion in total revenue collected by college sports programs, up from \$4 billion in 2003.^{vii} That haul beats every professional sports league in the world, except for the NFL.^{viii} Add the revenue that broadcasters, corporate sponsors, and apparel companies earn, and it is clear that college sports is awash with money. Meanwhile, a fraction of that money goes to the student-athletes. So how did we get here? And where does all the money go?



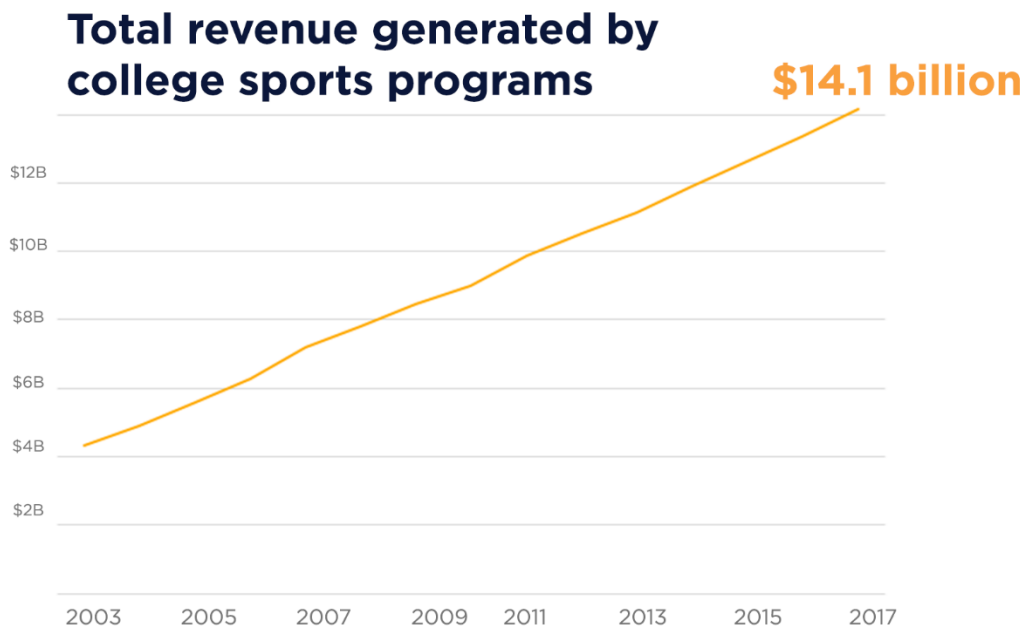
**Total revenue
collected by
college sports
programs**

How Did We Get Here?

College sports has been a fixture of American culture for more than a century, for good reason. Saturday game days across college campuses are special. The cadence of marching bands in autumn afternoons and the congregations of color-coordinated fans – a mix of students, alumni, and lifelong fans – is hard not to enjoy. So much of college sports has become a way to connect with each other, especially in sharing pride for a college we attended or more often the state it represents. That's a good thing.

While our collective support for college sports has remained a constant, the nature and size of the industry have dramatically changed in recent decades. That change is thanks to the relationship between the college sports we love so much and the opportunity for people to make money off that devotion. Commercialism has always been embedded in college athletics, and the tension

between the business-side and the amateurism of the industry is largely why the National Collegiate Athletic Association (NCAA) formed in the early 1900s, mainly to preserve “amateurism” and prevent athletes from receiving compensation.^{ix} That tension has been a consistent feature of college sports ever since, and has grown with the revenues that college sports programs take in annually, which have rapidly increased in the past 15 years.



College sports has become a money-making – and spending – machine. Total revenues have more than tripled since 2003. That growth has been fueled by a select group of sports and programs which have collectively cashed in on a seemingly insatiable demand, driven by broadcasting deals that bring college sports to nearly every screen.

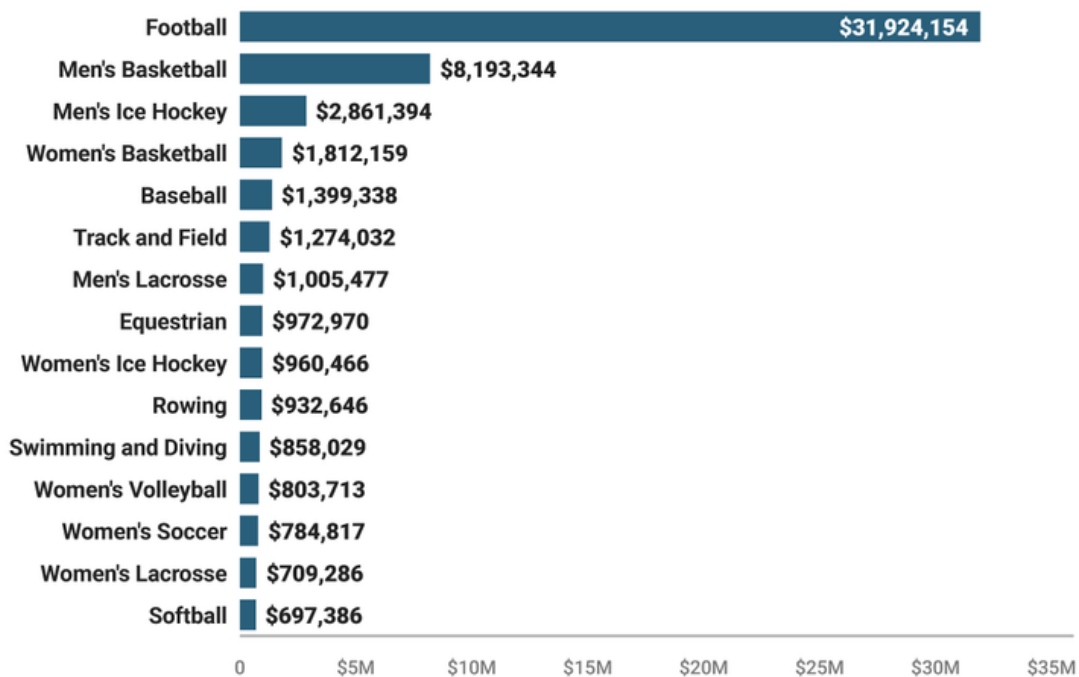
College football, and to a lesser extent basketball, dominates the industry. The average FBS (Football Bowl Subdivision) school, which is any Division I school

Just 3 percent of schools competing in the NCAA bring in 54 percent of all the money. They do that primarily by plowing money into their massive football programs.

with a football team, makes more revenue from football, \$31.9 million each year, than it does on the next 35 sports combined, \$31.7 million.^x

Within football and basketball, an exclusive group of colleges bring in most of the money. The Power Five conferences (ACC, SEC, Big Ten, Big 12, Pac-12) include 65 of the most successful schools in college sports, both athletically and financially. Those programs brought in more than \$7.6 billion in revenue last year. Out of the 2,078 institutions that have athletic programs, those 65 schools generated 54 percent of all college sports revenue. Essentially, 3 percent of all college programs bring in more than half of all the money, and they do that primarily by plowing money into their massive football programs.^{xi}

NCAA AVERAGE REVENUE BY SPORT



SOURCE: Department of Education based on average revenue from 127 FBS schools

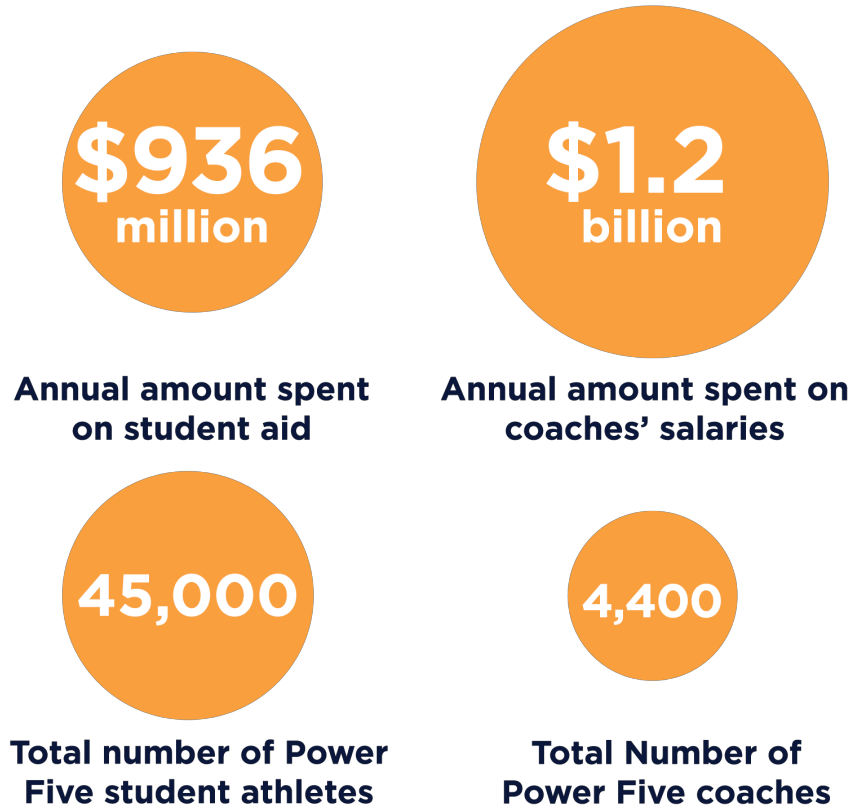
Even within those Power Five conferences, a few reign supreme in their ability to rake in money. Last year, 36 programs reported more than \$100 million in revenues, with 11 reporting more than \$150 million and two clearing \$200 million (The University of Texas at Austin and The Ohio State University).^{xii} Not surprisingly, the list of largest athletic budgets annually maps almost directly onto that year's final college football rankings. Big money programs not only have a stranglehold on the industry's profitability, but the accolades and attention that industry brings. That success, in turn, fuels the desire for aspiring

programs to go into debt for the small chance to earn status within this increasingly exclusive group. In fact, as few as 12 athletic departments make a profit, with many more requiring their institutions or the students themselves to subsidize their losses.

As revenues have poured into college programs, athletic departments have spent them within their programs, often on staff salaries and facilities. The constant and urgent need to compete, either between big-time programs in the Power Five conferences or smaller programs hoping to make the jump onto the national stage, fuels an “arms race” that inflates staff salaries and rationalizes lavish facilities, among other spending meant to get the most out of their student-athletes rather than supporting their futures. The result is an industry with more money than it knows what to do with, and the need to grow revenues at all costs, regardless of what is in the best interests of the student-athletes who make college sports worth watching.

How Institutions Spend Around Student-Athletes


How much of all that money eventually gets to the student-athletes versus the adults and institutions around them?



Let's start with student aid. Scholarships provide the entirety of direct compensation student-athletes currently receive for their effort. According to the NCAA, Divisions I and II schools, which are the only programs that award scholarships, provide approximately \$2.9 billion athletics scholarships annually to more than 150,000 student-athletes.^{xiii} Along with the direct benefit of a college scholarship, student-athletes often receive educational grants that help them pay for the non-tuition costs of college, on top of tutoring and other academic support services. In total, these benefits are substantial and have the potential to dramatically improve a student-athlete's life well beyond their time competing.

However, student aid alone does not provide a clear picture of the considerable imbalance between the revenue student-athletes generate and how that money swirls around them.

Consider the budgets of the top revenue-producing programs in the country. Among the 65 Power Five conference programs, only 12 percent of all revenue goes toward student-athlete scholarships, across all sports. By comparison, 16 percent goes toward coaches' salaries.^{xiv} Effectively, that means the 4,400 head and assistant coaches collectively receive more of the revenue than the nearly 45,000 student-athletes who generate that revenue. In other words, it would take a dozen student-athletes pooling together all of their scholarship money to equal the average salary of just one of their coaches.



If a budget is a reflection of an institution's values, these programs simply believe that coaches and even edifices are far more valuable than the student-athletes who provide all the labor.

Now consider the budgets of the top programs within those Power Five conferences. According to a USA Today analysis of the schools with the 10 largest athletic department budgets, those programs spent 3.5 times as much on coaches' salaries than on scholarships.^{xv} Big programs often invest many times more on facilities, building athletic palaces and amusement park amenities that clear \$50 million in construction costs. If a budget is a reflection of an

institution's values, these programs simply believe that coaches and even edifices are far more valuable than the student-athletes who provide all the labor.

Professionally Paid Coaches

For those in positions of power over student-athletes, the college sports industry has become increasingly lucrative. The median salary for an athletic director at a Division I institution is over \$500,000 a year. More than 100 coaches at Division I schools earn over \$1 million per year, with the top 25 football coaches earning an average of \$5.2 million annually and the top 25 basketball coaches earning \$3.2 million annually.^{xvi} In fact, the highest paid public employees in 41 out of 50 states are football or basketball coaches.

At the extremes, the adults that hold the most power over student-athletes earn well beyond the collective value of their players' scholarships. In 2017, Nick Saban, the head football coach at the University of Alabama, made \$11 million, more than nearly every coach in American sports. Similarly, John Calipari, the head basketball coach at the University of Kentucky, made more than \$9 million.^{xvii} These salaries only represent one form of compensation for coaches. On top of extravagant salaries, coaches receive bonuses, endorsements, country club memberships, the occasional private plane, and in some cases a negotiated percentage of ticket receipts.^{xviii}

“

The highest paid public employees in 41 out of 50 states are coaches.

To an extent, these salaries make sense. College coaches have significant influence over the success of a program. They drive which recruits sign with their schools and the team's performance on the field. The best coaches can build entire programs and elevate those that are already elite.

However, the shocking size of coaches' salaries has more to do with the growth of the industry than it does with winning. Since 1984, the average compensation

for head football coaches at public universities has grown 750 percent (adjusted for inflation).^{xix} That growth has nothing to do with wins. Consider the final salary of Paul Bear Bryant, the legendary head coach of the University of Alabama from 1958-82, who equaled current coach Saban's record of 6 national championships. In 1982, Bryant made \$450,000 (\$1.1 million, adjusted for inflation). For equal achievement, his successor earns exactly ten times as much.^{xx} Meanwhile, the players who made that winning possible have seen little change in the benefits they receive.

Lavish Facilities

When programs aren't spending on their coaches, they often invest in facilities that beat even the most impressive professional counterparts. For instance, Clemson recently built an exclusive \$55 million complex for its football team that amounts to a player's theme park, with a miniature golf course, sand volleyball courts, laser tag, bowling lanes, and a movie theater – and it's not alone. Down the road, the University of South Carolina includes TV and video game areas, a 15-seat movie theater with reclining seats and surround sound, a video arcade room, and a sound studio for athletes to record music. Notably, during the University of Tennessee's dedication for their own extravagant facilities, its athletic director proudly announced to wealthy donors that professional football scouts "have told me this is the best facility, college or professional, that they've ever seen."^{xxi}



Between 2004 and 2014, Power Five conferences nearly doubled facilities spending, even after adjusting for inflation. What has amounted to shrine-building aimed at seducing teenagers will continue to escalate, with several programs slated for projects that exceed \$200 million over the next decade. ^{xxii}

The escalating “arms race” of personnel, facilities, and other amenities has pushed most athletic departments into spending far more than they should or can. An athletic program designed to sell tickets and media rights for public entertainment must invest more than one designed simply to allow their students to compete with other teams for the love of the game. An athletic program fielding a football team must invest more than one that only funds a basketball team. And a program striving to enter one of the Power Five conferences is driven to hire huge coaching staffs with multi-million-dollar salaries and build lavish, state-of-the-art athletic competition, training and support facilities to recruit and retain elite players, and fly athletes around the country to compete in conference tournaments.

From the top down, programs are incentivized to pour more and more money into programs regardless of how they increasingly conflict with the missions of their affiliated universities, or whether that money truly helps provide a real future for the student-athletes that earn it.

The ability to pour revenue into extraordinary salaries or facilities comes at the expense of student-athletes. Programs will spend as much as they can to compete. When they do not have to share revenue in a fair way with the athletes, it frees them up to dump that money into everything else.

College Sports: A Corporate Cash Cow

The money all around college sports has particularly profited the corporate interests that find every way imaginable to market student-athletes. Those same corporations have directly fueled the massive growth of the industry, while making sure their margins expand off the backs of “amateurs.”

Again, Zion Williamson offers a perfect example, in this case how corporations exploit the unique and immoral amateurism of college sports. The phenomenon of this 18-year-old is arguably as much about his ability as the way corporations have sought to profit off him. Before Williamson ever played a college game, he was a sensation. A whole cottage industry of media sprung up, tracking every high school dunk and highlight. He headlined All-American games sponsored by McDonald’s and Jordan Brand. ESPN televised his decision to sign with Duke. Drake even sported his high school jersey.

After joining Duke, already one of the most valuable programs in college sports, corporations jumped even further onto the Zion Williamson cash train. Beyond

his notorious effect on Nike's stock price, ESPN covered his sensation on a nightly basis. Even while he was out following his injury against North Carolina, ESPN decided to keep a camera on him throughout Duke games, largely showing him sitting on the bench clapping for his teammates. Meanwhile, CBS and Turner, who have broadcasting rights to the NCAA tournament, have marketed their product by heavily featuring Williamson.

While Williamson is by definition unique, he exemplifies the many ways companies, particularly broadcasting and apparel companies, profit off student-athletes. He also represents the nature of risk and benefit associated with college sports. Had Williamson suffered a severe injury when his shoe malfunctioned, the companies all around him would have kept the millions they already made, while his career could have been gone without earning a single paycheck.

Regardless of benefit to the student-athletes, broadcast companies have squeezed profits out of them. Following a landmark 1984 Supreme Court decision that gave colleges the ability to sell broadcasting rights to the highest bidder, networks doubled down on college sports, football in particular. The biggest companies often negotiate directly with the Power Five conferences to secure substantial broadcast deals. In 2016, the Big Ten conference signed a six-year broadcast rights deal with Fox, ESPN, and CBS worth \$2.64 billion.^{xxiii} That contract mirrored similar deals that the other Power Five conferences have made with broadcasters, mainly ESPN, to launch their own channels. In some cases, even individual programs have started exclusive channels. In 2011, the University of Texas signed a deal with ESPN worth \$300 million over 20 years that created the Longhorn Network, which delivers 24-hour content of all things Texas sports.^{xxiv}

Broadcasting companies know they will make their money back and then some. For instance, while CBS and Turner paid the NCAA more than \$1 billion for the rights to March Madness, advertising revenues netted them nearly \$250 million in profit. Every broadcast deal, whether with the NCAA, conferences or individual programs, is expected to net broadcasters like ESPN substantial profits over the life of the contracts. With most of these contracts extending for 20 or even 30 years, the constant flow of broadcasting money will only grow moving forward, ensuring more money for everyone except the athletes.

With so many cameras pointed at student-athletes, apparel companies have found profits in simply outfitting them. For instance, when 100 million people tune into March Madness, every Nike swoosh or Adidas trefoil emblazoned on

the jersey means direct and efficient advertising. It is no wonder why either Nike, Adidas, or Under Armour have exclusive rights to outfit 97 percent of all football and basketball programs.^{xxv} In the business, schools have become defined by which apparel company suits them. Michigan is a Nike school, having signed a \$173.8 million contract in 2016. The University of California at Los Angeles? It is a very happy Under Armour school, having signed a record-setting deal worth \$280 million. Right behind them, The Ohio State University signed a 15-year, \$252 million deal with Nike that included a \$20 million cash signing bonus.^{xxvi}

Perhaps the most shocking apparel contract so far, though, was the University of Louisville's deal with Adidas. After negotiating a new deal worth \$160 million in 2017, news came out that the previous contract with the apparel company paid out 98 percent of all cash involved to one person: the men's basketball coach, Rick Pitino. The athletic director had lied, promising the money would go to student-athletes. By October of that year, both Pitino and the athletic director would lose their jobs. They had been implicated in a scheme to illegally pay high school recruits so they would choose to play for Louisville. The men who helped them do it? Adidas executives.^{xxvii}

Whether it is giant broadcast companies or multi-national apparel corporations, the private sector has efficiently found ways to milk profits out of student-athletes. From what they wear, to where you can watch them and what advertisements come across your screen, student-athletes not only serve the financial interests of their colleges, but by virtue of massive contracts, they also serve the corporations that see them entirely as a product. As always in the current system, the student-athletes end up lining other people's pockets.

Conclusion

The NCAA and collegiate sports more broadly no longer primarily benefit the players. The current system does more to advance the financial interests of broadcasters, apparel companies, and athletic departments than it does for the student-athletes who provide the product from which everyone else profits. The NCAA must start putting the players first—that starts with finding a way to fairly compensate them for their labor.

Without change, the exploitation inherent in our current system will only get worse. The industry will continue to grow. Big-time athletic programs will

continue to find ways to squeeze more money out of their product. They will continue spending that money around the players instead of meaningfully on them. The arms race will continue. The extravagant coaching contracts and facilities aimed at enticing teenagers will continue. The world's largest companies will continue to profit of student-athletes' names and bodies.

College sports is an American tradition because of the student-athletes. We collectively tune in to see them compete. We fill out brackets and fill up stadiums because the effort and devotion student athletes put into their sport is special. But, these student athletes deserve more than our fanhood. They deserve to receive fair compensation for their work. They deserve a system that guarantees a meaningful education as well as financial security. They deserve a system that shows real concern for their health and well-being, both during and well after their time on the field. Simply, they deserve a system that respects their contribution and dedication. That means a new system. That means different rules. That means change. It won't come easy and the solutions won't be simple. But, if the NCAA can create a complex system that largely drives money into adults' pockets, we can create a system that does better – for the student-athletes today and all those to come after. It's about time.

Preview of Future Reports

This is the first in a series of reports that will consider a range of problems with college athletics. Subsequent reports will examine the nature of amateurism, how programs fail to provide a full education to their student-athletes, the long-term health consequences that student-athletes face and the lack of comprehensive health care afforded to them, and a look forward at how we can address the litany of issues within this industry.

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Madness, Inc.

How colleges keep athletes on the field and out of the classroom




CHRIS 
MURPHY
U.S. SENATOR FOR CONNECTICUT

Student*-Athlete

Every May, more than a million students across the country celebrate a life-changing moment: college graduation.ⁱ The pomp and circumstance takes over campuses, as cap-and-gown clad students take their final ceremonial steps across stages, move tassels from right to left, and collectively toss their caps as high as they can. But for far too many college athletes, this moment never comes. And if it does, they often walk across the stage without a degree that prepares them for life beyond athletics.

The lack of academic integrity across college sports may be the most insidious piece of a broken system. The only significant form of compensation many athletes will receive from their efforts is a scholarship. These scholarships are, of course, very valuable, and at every chance, the NCAA claims these scholarships are more than enough to compensate athletes for the full-time hours they devote to their sports. Yet, the NCAA and colleges look the other way as athletic programs – especially in revenue-generating sports – routinely defraud athletes of the tremendous value those scholarships hold.



The whole time...I felt stuck. Stuck in football, stuck in my major. Now I look back and say, 'well what did I really go to college for?' Crap classes you won't use the rest of your life? I was majoring in football.

College athletes purportedly receive every advantage – a scholarship, academic counseling, tutoring, etc. Despite these supposed advantages, only a fraction of athletes from many college athletic programs graduate. In some cases, only one or two players on a team will graduate. Across the board, top programs graduate their athletes at significantly lower rates than the student bodies that fill up stadiums to cheer them on. And even when athletes graduate, their diplomas are often worth far less than their peers' due to schemes aimed at keeping athletes eligible – rather than ensuring a real educational experience.

Take Stephen Cline, a former defensive lineman for Kansas State University. Cline dreamt of using his scholarship to become a veterinarian. Instead, his academic counselor pushed him to settle for a less demanding major so he could concentrate on what everyone understood was his real purpose while in Manhattan, Kansas: football.

“The whole time...I felt stuck – stuck in football, stuck in my major. Now I look back and say, ‘well what did I really go to college for?’ Crap classes you won’t use the rest of your life? I was majoring in football.”ⁱⁱ

Then there is Jonathan Cruz, who played offensive line for Oklahoma State University. Cruz said his academic advisors completed coursework for him and other athletes so they could maintain eligibility rather than focus on real learning. “I would write them, and they would take them and just completely change everything about it because it was just so awful. I never really learned how to write a paper, but I had to pull a B in Comp I, and I pulled my B in Comp I.”ⁱⁱⁱ

These stories do not describe the experience of all college athletes. Many are able to pursue athletic and scholastic endeavors simultaneously. And some schools and some coaches are better than others at making sure athletes have the chance to be serious students as well. But, far too often, especially on the money-making Division I teams, so-called “student-athletes” are athletes first and students second. For their part, athletes commit to countless hours in weight rooms, training facilities, and public events, while at the same time putting their bodies on the line for the sake of winning games and competitions on behalf of their colleges. In return, colleges promise the opportunity for a world-class education and the support necessary for athletes to realize that opportunity.



Unfortunately, the NCAA and its member schools care far more about the appearance of educating athletes than they do about actually educating them.

Unfortunately, the NCAA and many of its member schools too often care more about the appearance of educating athletes than they do about actually educating them. That façade of educational opportunity manifests in too many former athletes left “worn, torn, and asking questions,”^{iv} despite the massive commitments they made to the very colleges that failed to fulfill their basic missions as institutions of higher learning.

This report – the second in a series on the madness of college sports – will shine a light on this systemic abuse and suggest reforms that can help restore academic integrity to college sports.

Graduation Rates

So how does this broken system work? And how do we change it?

Let’s begin at the end: graduation. While the NCAA reports record-breaking graduation rates for college athletes, a closer look at the numbers shows that far too many athletes – particularly black athletes – never make it to cap-and-gown ceremonies.

According to the NCAA, college athletes have never succeeded more in the classroom than they do today. Last year, the NCAA reported that nearly 21,000 Division I athletes graduated at an astounding 88 percent rate, a record high that outpaced non-athletes.^v In fact, the NCAA claims that graduation rates increased 14 percent since 2002.^{vi} By their measure, the modern NCAA is a success story in holding programs accountable and restoring academic integrity on college campuses.

Unfortunately, these numbers are both incomplete and misleading. That’s because the NCAA uses its own metric to calculate and report graduation rates: the Graduation Success Rate (GSR). The NCAA introduced the GSR in 2002 as a replacement for the Federal Graduation Rate (FGR), which they believed was unfair to athletic programs. The main difference between the two is how they account for students who transfer between colleges. The FGR calculates the rate of full-time freshmen at a college that eventually graduate from their original institutions within six years. When a student transfers, it reflects poorly on that rate. Due to the relatively high rate that athletes transfer between programs, the NCAA wanted to create a metric that would fairly account for athletes who transfer. The GSR, it insists, does just that.

In practice, however, the GSR is dramatically flawed. The GSR inflates graduation rates precisely because of how it accounts for athletes who transfer. If an athlete leaves a program prior to graduation but in good academic standing, the GSR calls that athlete a “Left Eligible” and they are excluded entirely. Wherever the athlete transfers to then becomes responsible for their academic success and it reflects upon their GSR. While this seems fair, the numbers on transfers paint a startling story. For the most recent cohort used to calculate GSR, the NCAA reported 95,782 athletes who entered college from 2006-2009.^{vii} Within this group, the NCAA reported 23,112 athletes who transferred out of their programs in good academic standing, thus labeled “Left Eligible”.^{viii} However, the NCAA only reported 8,165 athletes who transferred into programs, meaning there were nearly 15,000 – or two-thirds of all “Left Eligible” athletes and 16 percent of all athletes – who went missing in the data.^{ix} These athletes did not graduate, but the numbers account for them as if they did – painting an inflated picture of academic success. As a result, the GSR for programs is consistently 20 points higher than the FGR, and the NCAA can falsely declare victory.^x



No matter what metric you use, one thing is consistently clear: black male athletes are not doing well. Whether you use the NCAA’s metrics or the federal standard, significant disparities exist. According to the University of Southern California’s Race and Equity Center, black male athletes at the 65 colleges that comprise the top athletic conferences, also known as the Power Five, graduate at a rate that’s 5 percent lower than black undergraduate men overall, 14 percent lower than college athletes overall, and 21 percent lower than all students.^{xi}

These gaps are even more startling for black football and basketball players, who generate most of the money in college sports. According to an analysis by the College Research Institute, black football and basketball players at Power Five

colleges have graduation rates that are 22 and 35 percent lower than their peers, respectively.^{xii} In the Pac-12 Conference, the graduation gap for black men's basketball players is an astounding 53 percent.^{xiii}

According to analysis by the College Research Institute, black football and basketball players at Power Five colleges have graduation rates that are 22 and 35 percent lower than their peers, respectively.

Within some individual programs, it can be a rarity for any athletes to make it to graduation. According to an analysis of the 2015 NCAA men's basketball tournament, also known as "March Madness," several teams were lucky to graduate any players at all. The University of Cincinnati and Indiana University each reported an FGR of 8 percent, with Oklahoma State University just behind them at 9 percent.^{xiv} Compared with the student body as a whole, these programs had 52, 66, and 60 point gaps, respectively.^{xv} That means in each of these cases, only one player out of a typical 15-player roster would have graduated within six years at the college from which they originally accepted a scholarship.

Federal Graduation Rates of 2015 March Madness Teams




Regardless of how you look at the numbers, there is a crisis on college campuses. While the NCAA may try to find ways to sugarcoat the data, far too many athletes are missing at graduation ceremonies. Considering that scholarship athletes must remain in good academic standing to be eligible to play at all, it begs the question: how could so many compete one day and fail to get a diploma the next? Further, these athletes are disproportionately black and primarily compete in basketball and football, the sports that generate billions in revenues for mostly white administrators, coaches, shoe company executives, and media company owners. As we covered in our first report, the refusal to compensate college athletes is a modern civil rights issue, as black teenagers are kept poor in order to enrich white adults. The failure of so many black athletes to graduate, especially in the program that makes the most money is another aspect of the growing civil rights crisis in college athletics.

Unfortunately, failing to graduate athletes is only one way that colleges and their athletic programs leave athletes without a meaningful education.

Academic Fraud 101: Keeping athletes eligible, at all costs

Every few months, it seems, a new academic scandal breaks out on a college campus. Since 1990, the NCAA has processed more than 40 cases of academic fraud, practically an annual tradition.^{xvi} Yet, the NCAA and its member institutions routinely tout the opportunities big-time college sports afford. “A college education is the most rewarding benefit of the student-athlete experience,” they say.^{xvii} In some sense they’re right: a college education is transformative. That is, if colleges maintain an environment where athletes have the opportunity to learn. Still too often, that promise is hollow.



**Since 1990, the NCAA
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academic fraud.**

College athletic programs routinely find ways to undermine educational opportunities for athletes. Most egregiously, some programs have committed outright academic fraud to maintain an athlete's eligibility, often by having tutors complete assignments for athletes, enrolling athletes in courses that require no attendance or work, or fabricating eligibility information such as test scores.

Two cases of widespread academic fraud, at the University of North Carolina (UNC) and Syracuse University, best illustrate how programs put athletics before academics and what the implications are for athletes.

First up: Syracuse, New York. In 2005, following a season of poor academic performance from his players, Syracuse's head basketball coach, Jim Boeheim, hired a new director of basketball operations with an imperative: "fix" the academic problems of his athletes.^{xviii} Coming off a national championship just two years prior, the program's poor academic performance threatened to keep Syracuse out of future "March Madness" tournaments, regardless of performance on the court. The message was clear: turn things around, at all costs.

According to an eight-year investigation by the NCAA, the director found a simple solution: impersonate the athletes at risk and do their coursework for them. The director and academic support staffers sent emails from players' accounts and corresponded directly with their professors.^{xix} Many of these emails included attached academic coursework, which was necessary to maintain the required grades for eligibility. As with the emails, those assignments were completed by the staffers. The NCAA investigation revealed this scheme extended well beyond the precarious 2005 season.^{xx}

Perhaps most telling was Syracuse's desperate attempts in 2012 to keep their star center on the court. In January of that year, Syracuse was the top-ranked team in the country with a perfect 20-0 record. However, their star seven-foot center Fab Melo had failed to make enough academic progress to remain eligible. Syracuse submitted a waiver to the NCAA hoping for an exception in his case due to medical and personal difficulties. When the NCAA denied the request, Syracuse held a meeting of top university leaders, including the associate provost, athletics director, and the director of basketball operations, to discuss their options. One day later, a professor met with Melo and agreed he could submit extra work to raise the C-minus grade he received the previous year. The assignment? A paper on the medical and personal problems Melo faced in college. Melo simply submitted a minimally revised version of the waiver Syracuse sent to the NCAA

and his grade improved to a B-minus. The grade change was posted on February 1st. Melo played three days later.^{xxi}

Meanwhile, down in Chapel Hill, North Carolina, the biggest academic fraud scheme in college sports history was concluding after operating for nearly two decades.

The cheating began simply enough. In 1988, Julius Nyang'oro, a faculty member with UNC's African and African-American Studies (AFRI/AFAM) department, offered an independent study course to two basketball players with marginal academic records.^{xxii} Typically, independent study courses are rare and only extended to outstanding students whose interests cannot be accommodated by traditional course offerings. Regardless, the two players earned B's, even though neither was an AFRI major and both had struggled in their other course work.

Over the next decade, independent study courses ballooned in the AFRI/AFAM department. In 1993, Nyang'oro became the chair of the department, and with the help of Burgess McSwain, the longtime academic counselor for UNC's basketball team, and Debbie Crowder, who served as Nyang'oro's administrative assistant, they developed a system of independent course offerings with increasingly large enrollments. From a handful of students in 1991, the enrollment in these courses grew to 34 in 1995, 50 in 1998, 86 in 2000, 175 in 2002, and a whopping 341 in 2004.^{xxiii}

Colloquially known as "paper classes," the independent study courses required only a research paper at the end of the semester. The issue: no faculty members were involved in the courses. Instead, Crowder would sign up students, assign them papers, and do all of the grading. Students were guaranteed an A or a B no matter the quality of the paper. Often these papers were plagiarized, written by the athletes' tutors, or barely qualified as a legible paper at all.^{xxiv} Later versions of the "paper classes" were designated as lecture courses to allow athletes to take more in a semester. These courses appeared in the course catalog as having a meeting room and time, but no students ever met.

By the end of the scheme in 2011, following Nyang'oro's departure, more than 3,000 students in total would enroll in nearly 200 courses that qualified as fraudulent.^{xxv} Nearly half of all enrollments were athletes, despite accounting for only four percent of UNC's undergraduates. More than 20 percent of UNC athletes took these courses, while just two percent of the general student population did.^{xxvi}

The results of the “paper classes” prove their singular intent was to keep athletes eligible and ensure they could focus entirely on athletics. Between 1999 and 2011, about 170 athletes would have seen their semester GPAs drop below the 2.0 eligibility threshold at least once if not for the “paper classes.”^{xxvii} After Crowder left in 2009, the football team experienced its lowest cumulative GPA in a decade. Ultimately, 80 students would not have graduated without these courses.^{xxviii}

Notably, when academic fraud schemes are uncovered, let alone any violations of NCAA rules, the athletes tend to bear the brunt of the punishments. Melo would eventually lose eligibility for the entire NCAA tournament in 2011-12, despite Syracuse’s best efforts.^{xxix} While Jim Boeheim and Syracuse would suffer from vacated wins and a one-year post-season ban, Boeheim remains the head coach and Syracuse continues to be a top contender annually. And at UNC, several football players and other athletes were banned from NCAA competition, but the university itself only received probation from its accreditor.^{xxx} Further, despite widespread participation by men’s basketball players, neither the program nor its Hall of Fame coach, Roy Williams, received any punishment and went on to win multiple national championships in the aftermath.^{xxxi}

These scandals also speak to the tension between athletics and academics that routinely undermines academic integrity and with it, the educational opportunities colleges purport to provide. It is tempting to view these scandals as athletes being complicit in breaks and privileges not available to other students. But athletic programs have nearly complete control over the lives of their athletes as well as the culture they instill. Programs can choose to exercise that unique responsibility in ways that give their athletes both educational opportunity and freedom or steer their athletes away from a real educational experience. Far too often, under the pressure to win, programs elect to undermine the educational mission at the core of the institutions they represent. In these cases, regardless of victories on the field or court, the athletes lose.

Academic Fraud 102: “Majoring in football”

When Stephen Cline, a former Kansas State University lineman, explained to USA Today that “he was majoring in football,” he described an experience that has become pervasive across college sports: the pressure and commitment to win comes before the opportunity and responsibility to learn. The tension between

the “student” and the “athlete” has become increasingly unbalanced, as the latter takes precedence amid the high stakes of college sports. As a result, athletes promised an education implicit in their scholarships too often find that promise hollow, no matter the choices they make.

Consider the actual daily experience of a college athlete. While the NCAA makes clear at every chance that “student-athletes” are not employees, their schedules mirror the most strenuous jobs. According to the NCAA’s own study, athletes average more than 40 hours a week on athletic commitments, while in-season.^{xxxii} Already that amounts to a full-time job, but even this is likely an underestimation. A 2015 study by the Pac-12 conference found that athletes averaged more than 50 hours per week on athletics-related activities,^{xxxiii} and during the Northwestern University football team’s hearing with the National Labor Relations Board that same year, the players revealed they spent upwards of 60 hours a week on football-related activities.^{xxxiv}

Now add the hours required to qualify as a student and maintain eligibility. At a minimum, athletes must average 12 credit-hours per term to maintain adequate progress towards a degree. This typically includes two to three hours outside the class studying per credit-hour.^{xxxv} That amounts to 36-48 hours devoted to coursework per week. Combined with average athletic commitments, an athlete will spend 80-90 hours per week just fulfilling their dual obligations as a student and an athlete, and easily those commitments can surpass 100 hours.

The extensive time commitments help explain another common part of a college athletes’ experience: counseling into easy majors and coursework unrelated to their interest or ambition. Again, Cline’s story offers an illustration. Despite a passion to become a veterinarian, which would require rigorous science coursework, his academic counselor pushed him toward settling for a sociology degree. A 2008 review by *USA Today* showed that athletic programs routinely push athletes toward a handful of majors they deem are either less demanding or that better fit athletic schedules. *USA Today* defined this phenomenon of “major clustering” as when a quarter or more of a program’s athletes were in the same major. After reviewing football, softball, baseball, and men’s/women’s basketball at 144 top division schools, they found that more than 80 percent had at least one cluster and more than a third had at least two.^{xxxvi} Further analysis found that black athletes were far more likely to be clustered into majors than their white teammates. At six football programs in the Atlantic Coast Conference, over 75 percent of the black players were enrolled in one or two majors.^{xxxvii}

In-season daily schedule for a Division-I football player

5:00 am Wake up

6:00 am: Work out

7:15 am: Check-in to breakfast

(grab whatever you can so you're not late to class)

7:30 am: Class

9:00 am: Class

10:30 am: Rehab and treatment

12:30 pm: Class

1:30 pm: Grab lunch if you have time

(most days you don't)

1:45 pm: Get taped, and get to meetings
by 2pm

2pm-6:30: Meetings and practice

7:00 pm: Dinner

8pm-10pm: Study hall

10pm-Midnight: Finish school work, find
food, watch film, study playbook

(credit: former Purdue safety Albert Evans)

The frequency of this phenomenon proves a broad lack of academic integrity across college sports, and more importantly, a disregard for fulfilling the promise of a scholarship. If an athlete cannot pursue their academic interests, the central value of a college education is lost. Stephen Cline exemplifies the result of this practice: at the time of his *USA Today* interview and despite having a degree in sociology, he was trying to enroll again in college – to earn the prerequisites for acceptance into a veterinary program.

“Left torn, worn and asking questions”

Myron Rolle is the exemplar of what the NCAA argues a “student-athlete” can be and achieve. As a safety at Florida State University, Rolle managed a 3.75 GPA while completing pre-medical requirements and earning a Rhodes Scholarship, all while remaining a top prospect for the NFL.^{xxxviii} If anything, Rolle should extol the virtues of a system that gave him so much opportunity.

Yet, testifying before the Senate Commerce Committee in 2014, Rolle told the truth:

“A lot of players would go through this academic machinery in their colleges and be spit out at the end of that machinery, left torn, worn and asking questions, with really no guidance on where they should go. No purpose, no idea of their trajectory, and sometimes left with a degree in hand that didn’t behoove any of their future interests.”^{xxxix}

Mary Willingham also saw the product of this system, firsthand. Willingham served as a learning specialist at UNC before she courageously blew the whistle on its academic fraud scheme. “The guys I worked with are power-washing houses, they’re working odd state jobs, they’re working third shifts at Targets,” she recalls. “They’re not using their degrees because we didn’t teach them what that degree can really get you.”^{xl}

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These stories disproportionately affect the most marginalized: those who are black and come from poverty. Meanwhile, they serve a multibillion-dollar industry and play before predominantly white audiences. Last year, black men made up 2.4 percent of undergraduate students enrolled at the 65 Power Five conference schools, but comprised 55 percent of football teams and 56 percent of men’s basketball teams on those campuses.^{xli} In fact, at many of these schools, black male athletes make up as much as 40 percent of all black men on campus.^{xlii}

College mission statements are littered with high-minded ideals about the value and purpose of an education. However, it’s clear these ideals too often do not extend to the athletes that dedicate their bodies and well-being to the very institutions that break their promises to them.

Conclusion

A college degree and the education it represents have the power to transform lives. Unfortunately, the potential of a true college education will never be realized for far too many athletes across college campuses. Whether due to outright academic fraud, overly burdensome athletic schedules, academic counseling into specific majors and mismatched courses, many college athletes never get a fair shot at the opportunities that should come with a scholarship. Frequently, those most exploited within this system are athletes of color and those who come from impoverished backgrounds. The fact that this exploitation happens at institutions of higher education makes the current crisis all the more disturbing.

Incremental changes won't fix this crisis. The NCAA and its member institutions need to take immediate and significant steps to restore the promise and opportunity of a college education to athletes who have been denied that for too long. Those changes begin with complete transparency into the academic data of college athletes while they're on campus and their economic outcomes once they leave. It continues with ensuring that an athlete's educational opportunities are protected from and prioritized over the demands of their sport. College programs should guarantee scholarships for four years – rather than keep them subject to the year-to-year whims of coaches or the risk of career-ending injuries. Further, colleges must maintain a reasonable balance between the hours athletes commit to athletics and academics. Finally, there must be real accountability on programs that commit academic fraud – not just in the most egregious cases but when they systemically prioritize athletic commitments over educational pursuits.

Change means giving athletes a fair shot at an education. It means finally living up to the promise every institution makes to an athlete when it extends a scholarship offer. It means actually practicing the values these higher education institutions espouse.

Let's start supporting athletes not only when they're on the field, entertaining us, but also in the classroom when that support truly matters. Let's demand better from colleges, which benefit every day from their athletes' efforts without returning the favor.

Preview of Future Reports

This is the second in a series of reports that will consider a range of problems with college athletics. Subsequent reports will examine the long-term health and well-being consequences that college athletes face and the lack of comprehensive healthcare afforded to them, why the NCAA fails to enact meaningful reforms, and a look forward at how we can address the litany of issues within this industry.

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