

University Athletic Committee
November 14, 2013
3:30 PM
Bowman Room Jamerson Athletic Center

Members Present: Richard Benson, Tom Burbey, John Clary, Michael Cole, Rick Ferraro, Robena Hughes, Art Keown, Margarita McGrath, Lu Merritt, Bijan Peters, Glenn Reynolds, Susanna Rinehart, Susan Short, Terry Swecker, Mallory Taylor, Joe Tront, Bevlee Watford.

Members Absent: Bob Denton, Larry Killough, Katherine Lafon, Stephen Schoenholtz, Jim Weaver, Mallory Taylor

Representatives: **Chris Lomaka**, Replacement for Bijan Peters in 2014, Debbie Greer for Dwight Shelton, Susan Summer replacing in 2014 Bevlee Watford.

Guest Present: **Sarah Armstrong**, Associate Director of SAASS, **Bridget Burgger-McSorley**, Director of Compliance and Athletic Title IX, **Katie Cross**, Associate Director of SAASS, **Chris Helms**, Associate Athletic Director, Olympic Sports, **Jermaine Holmes**, Director of Student Athlete Academic Support Services, **Jon Jaudon**, Associate AD, Administration, **Pam Linkous**, Human Resources & NCAA Initiatives for Athletics, **Sharon McCloskey**, Sr. Associate Director of Athletics/SWA **Tim Parker**, Associate AD, Compliance, **Danny White**, Director of Student Athlete Affairs.

Recorder: Joyce Wynn, Athletics

BUSINESS

Joe Tront, Chairman, called the meeting to order at 3:35 pm.

The agenda was accepted as presented (motion was proposed, seconded and approved).

Minutes for the October 2013 meeting were approved (motion was proposed, seconded and approved).

Punta Cana Study Abroad (Danny White)

Handout

After the first course offering, Summer I 2012, we were charged with the following:

1. To find a permanent academic home – Agriculture and Life Sciences Leadership & Social Change Minor
LDRS 1016: Global Citizen Leadership
2. A course that fits into the CLE – Area 2
3. To include long-term faculty commitment – Dr. Richard Rudd
4. To include non-student-athletes – 1 undergrad and 1 grad enrolled in 2013

Notes from course syllabus

Course Description

1. This course is intended to assist students in identifying and defining their role as a global citizen-leader. Students will learn through reading, observing, applying, creating, and evaluating leadership in an international context. This course employs a service learning component in the Dominican Republic as a laboratory for learning the concepts in the course.

Upon completing this course, the students will be able to:

1. Define global citizenship.
2. Identify and use personal strengths to contribute to personal leadership development

3. Identify personal problem solving skills and use them in the context of a global leadership experience.
4. Identify and develop leadership skills through the leadership profiles inventory.
5. Utilize knowledge of global citizenship, problem solving styles, leadership strengths and leadership skills to conduct a successful sports camp for children in Punta Cana, Dominican Republic.
6. Through experience, practice, reflection, develop a personal philosophy for developing as a global citizen-leader.

Course Assignments

1. Article Review – 5 article reviews on leadership literature
2. Class Participation
3. Journal – daily reflective journals discussing either prompts given by professor or course materials/experiences
4. Leadership Matrix
5. Personal Leadership Philosophy Paper
6. Class Presentation.

Question: Did you have a chance to use Spanish much?

- I took Spanish in High School but didn't do well. I actually remember a lot. The people we were working had the same level of English as my Spanish. So we were able to communicate and it was fun learning, trying to learn words to communicate and acting out to learn. It was actually a really good connection.
- I actually learned more Spanish there in 10 days then in four years of school. I am going to take Spanish next semester after this experience.

Question: Any ongoing contact. Did you leave anything behind, still in touch now that you have all come home?

One of the most encouraging things about this class was we actually take youth from the Veron community to Punta Cana for our sports camp. The Peace Corp workers in Veron told us the youth keep asking; when are the sports camps coming again. It was great to hear that our experience provided some sort of catalyst for the Peace Corp and the kids to engage one another. From our perspective, I have ideas or thoughts on how to grow our impact. Last week I had a conversation with the Dominican Republic National Director for Peace Corp as well as the Dominican Republic National Director for Deportes Para La Vida which is our NGO. Together we are working hard to continue our work and figure out ways to partner with those organizations so that we can do so. Our intentions are not to go and leave and not be a part of the community. Hopefully we are growing into that model.

Question: How many students and how long did you stay and are you looking at expanding that?

The study abroad experience is 10 days. It is a summer I course. We have class here in Blacksburg for 2 weeks and go to Punta Cana for 10 days and have 5 more days of classes. Typically 3 hour classes. It is a summer intensive course.

Our numbers are dependent on the Punta Canta Ecology Foundation which is our Caribbean research and education center in Punta Canta and the beds they have available. Other institutions of higher education go there as well. Sixteen seems to be the max we can take with our faculty and staff supporting that. Part of my conversation with the Peace Corp and the Deportes Para La Vida was not to commit but to find out how we could do Sports for Development and Peace (SDP).

Question: When you are talking about growing are you talking about that location or going somewhere else as well?

My thoughts are within the country of the Dominion Republic first. Partnering with DPV and the Peace Corp across the Dominion Republic would be a good first step.

Graduation rates overview – Jermaine Holmes

APR comes out in the spring. (Handout)

- Data excerpted from 2013 NCAA Division I Federal Graduation Report (Fed Rate) (2006 Cohort)
- Federal student athlete graduation rates are a function of the student athletes who enroll as freshmen, receive athletics related financial aid and graduate within six years.

- The Graduation Success Rate (GSR) is a NCAA measurement which supplements rather than replaces the federal methodology, credits institutions for transfers—both incoming and outgoing—as long as they are academically eligible if they transfer. It gives students a six year window to graduate as well.
- We rank 6th in the ACC for the GSR
- We ranked 8th in the ACC for the Fed Rate.

Question – The NCAA GSR is that a four year average?

No

Question – What happened in the projected 2014 rate?

Lots of transfers.

Question – Do you have a sense of the grad rate for students that are not on scholarship? Would the numbers be pretty similar? Do we ever track that?

In my opinion, I think it would be similar to that of the institution. But we do not look at them.

Question – How often do the recruits look at the Graduation Rates?

Some families do. We talk about the rates compared to other universities and the team GPA from a historical perspective and how a specific team has done over the years.

Question – Where do you get the numbers from?

The NCAA public report.

Question – When I look at these numbers I always think about how they play into the ability to give good advice to an individual athlete. Do you generally feel that these statistics have a positive impact on students and the whole program? Most college students do not think about the impact on anybody but themselves in making choices about what is the right fit for them.

- One of the things that we always talk about is when you are providing support services to a student athlete it is really difficult for us as a department to gauge specifically whether that support service is a factor or not. We can infer it is because of the amount of support services that we are providing from advisement, tutors, study hall, and so on. We can infer that it enables them to have at least some success in the class room.
- Question – When you calculate your Graduation Rates do those student athletes who graduate and get their first degree and then come back and pursue a different major to compete have a negative impact if they do not graduate?
 - Not on the Graduation Rates.

NCAA Compliance Report (Tim Parker)

Handout

I just got back from two days at the ACC. But I think a lot will happen in January at the NCAA Convention. In 2011, the NCAA established a Rules Working Group (RWG). This group was charged with streamlining and simplifying the NCAA Division I Manual, by eliminating duplicity, increasing consistency, and focusing on enforceability and clarity. The desired result, in the words of NCAA President Mark Emmert, was “common sense rules that allow schools more discretion in decision-making... and refocus our attention on the things that really matter, the core values of intercollegiate athletics.”

- Among other things, this group has spent a great deal of time reviewing current recruiting rules and seeking consensus on needed improvements.
- A package of 25 RWG proposals was put before the membership in 2012. Twenty-one of the 25 were adopted and are in force. Three of the most substantive recruiting proposals were tabled for further review and feedback. The remaining proposal was overridden by the membership.
- RWG proposals in the area of student-athlete benefits that were adopted:
- Effective August 1, 2013, an institution may provide any
 - Academic support services
 - Career counseling services, or
 - Personal development services that support the success of its student-athletes.
- Also effective August 1, 2013, an institution may provide any medical and related expenses and services to a student-athlete.

- A legislative proposal was adopted by the NCAA Board of Directors in October 2011 that implemented a change in the initial-eligibility standards for Division I student-athletes, effective for the fall 2016 incoming class.
- The new standards raised the GPA “floor” of the sliding scale from 2.0 to 2.3 (thereby strengthening the entire sliding scale)., and mandated that 10 of the 16 required core courses be earned before the beginning of the senior year of high school.
- On May 2, 2013, the Board of Directors reversed field, re-affirming its support for the current initial-eligibility standards.
- Enforcement initiatives terminology and reporting
- Level I: Severe breach of conduct.
Provides a substantial or extensive advantage or benefit.
- Level II: Significant breach of conduct.
Provides more than minimal, but less than substantial, advantage or benefit.
- Level III: Breach of conduct.
Violations are isolated or limited in nature.
Provides no more than minimal advantage or benefit.
- Level IV: Incidental infractions.
Inadvertent and isolated; technical in nature.
Result in negligible, if any, advantage.

Question: How is this different from the previous one other than classifying it as levels instead of major infractions and secondary infraction?

Changes were minimal. Timelines for major infractions. They have doubled the size of committee on infractions. There are a lot more people who can review the cases. There are now higher perimeters within which the CLI will have to operate. There is more guidance on reaching their decisions.

Bylaw 11.1.1.1 Responsibility of Head Coach. An institution’s head coach is presumed to be responsible for the actions of all assistant coaches and administrators who report, directly or indirectly, to the head coach. An institution’s head coach shall promote an atmosphere of compliance within his or her program and shall monitor the activities of all assistant coaches and administrators involved with the program who report, directly or indirectly to the coach. If not a level III violation – coach suspension for a contest.

Question: Do we currently have any violations that are considered Level II? No.

Question: Do we self-report Level IV?

Yes. All ACC school self-reports were shared yesterday.

Question: Is there a data base at the NCAA? If you get to a certain amount are you penalized in some way?

Under the new structure a collection of Level III violations could be viewed as Level II. We enter electronically these violation reports in a web base under the new system. Level IV go directly to the ACC and are submitted quarterly.

Question: You mentioned earlier that benefit thing. Are you concerned that some law cases may shift some things radically in this area for the NCAA?

It is possible. It is hard to predict what the courts will decide. The plaintiff won the initial judgment. Which when you divide the money that was awarded by the number of percipients in the class suit. It comes out to less than \$500 per person. But we got a memo from the NCAA when that decision came down to hold tight and don’t worry yet about any of our current student athlete’s receiving any of that money as payment from the settlement. Don’t worry about it impacting their eligibility because it is not going to happen for a long, long time.

Question: Do all conferences work the same? When the ACC polls their schools do they all have the same weight or does the majority rule or is it suggestions to the representative from the ACC?

Yes, they function in the same manner. But not every conference has the same weighted voting within Division I.

There are 3 ACC representatives voting on our behalf. If it is 50-50 vote among institutions they are free to vote conscious, above vote majority.

Questions for the Athletic Director

Has a committee been appointed to find a new Athletic Director?

Yes

Why are the lights in Lane Stadium left on?

Security reasons and SAASS works Sunday through Thursday till 10:00 pm.

Potentially moving the score from the bottom of the score board to the top?

I talked to Kevin about that. I actually had a picture of people at a game and their heads do not come anywhere near that ribbon across the bottom of the score board. When you are looking up everyone behind you blocks your vision. There is a ribbon with that information across the stadium from you. I have not seen the total yards. That could be added.

Is there a sense for a time frame for the search?

First meeting is on November 25.

If we have a new president will he be involved in this search?

Dr. Steger will be in the search and include the new President if known.

Joe dismissed the committee at 4:55 p.m.