I. CALL TO ORDER – Dave Evans

II. ROLL CALL – Steve Sheel

III. APPROVAL OF July 14, 2004 Minutes

IV. EXECUTIVE COMMITTEE REPORT

V. PROVOST AND OTHER ADMINISTRATIVE REPORTS

VI. COMMITTEE REPORTS

- Intercollegiate Athletics Committee Annual Report, 2003-2004 (Pages 2 - 5)

VII. PENDING BUSINESS

VIII. NEW BUSINESS

IX. ANNOUNCEMENTS

X. GOOD OF THE ORDER

XI. ADJOURNMENT
Members: Teresa Burns, Richard Dame, Andy Hendrick, Ginny Levson, Var Limpasuvan, Linda Vereen, Brad Aleshire (SGA representative), and Linda Hollandsworth (chair).

The Intercollegiate Athletics Committee held three meetings this academic year: October 1, 2003; November 19, 2003; and February 19, 2004. Attached are minutes from the meetings.

The committee heard from Warren Koegel, Director of Athletics, and Gina Markland, Associate Director of Athletics, in two separate meetings about the athletics department. Warren Koegel presented an update on athletics department activities. Gina Markland gave a report to the committee on the reorganization of the athletics department and the impact that football has/will have on gender equity at CCU. In addition, the committee reviewed the issue of student-athletes and missed classes due to their participation on intercollegiate teams and sent out a survey to all faculty. Chris Mee, in the Office of Institutional Research, tabulated the results. Attached are copies of the tabulated results and faculty comments concerning the issue; a total of 77 faculty participated in the survey.

Attachments:
Minutes from three meetings
Survey tabulated results and faculty comments

Respectfully submitted,

Linda Hollandsworth, Chair
Intercollegiate Athletics Committee  
October 1, 2003  
3:00 p.m.  
Wall 212

Present: Teresa Burns, Andy Hendrick, Linda Hollandsworth, Ginny Levson, Var Limpasuvan, Linda Vereen.

Absent: Richard Dame.

Andy Hendrick, chair for 2002-03, called the meeting to order. Linda Hollandsworth was selected as chair for AY 2003-04.

Linda Vereen, Faculty Athletics Representative, presented information about student-athlete class absences. The committee decided to survey the faculty to determine whether or not student-athlete class absence presents a problem at CCU. Ginny Levsen volunteered to recommend questions and will send those out for the committee's approval before the survey is distributed to faculty.

Director of Athletics Warren Koegel will be invited to the next meeting scheduled for Wednesday, November 19, 2003, at 3:00 p.m. in the Prince Building Library, Room 213 (a change from the original room site in Wall). SGA President Taurean Davis will be asked to send a student representative to the next meeting.

The meeting adjourned.
Linda Hollandsworth distributed results of the faculty survey (Student-Athletes and Missed Classes) compiled by the Office of Institutional Research in November, 2003. After some discussion, committee members remarked that the survey revealed that there was little problem for the 77 full-time faculty members who completed the survey.

Invited guest Athletics Director Warren Koegel gave the committee a summation of the current activities of the athletics teams, particularly focusing on the strong academic skills of our student-athletes.

With no further business, the meeting adjourned.
Linda Hollandsworth

To: Intercollegiate Athletics Committee  
Subject: Minutes of February 19, 2004, Meeting

The Intercollegiate Athletics Committee met on Thursday, February 19, 2004, at 2:30 p.m. in Prince 213. Present were Brad Aleshire, Richard Dame, Linda Hollandsworth, Var Limpasuvan, and Linda Vereen. Absent were Teresa Burns, Andy Hendrick, and Ginny Levson.

Gina Markland, CCU Associate Athletics Director, gave an informative presentation on the re-structuring of the athletics department and the impact of football on gender equity.

Committee members were asked to submit topics for the next meeting in April. With no business to discuss, the meeting was adjourned at 3:15 p.m.

Respectfully submitted,
Linda Hollandsworth, Chair
# Missed Classes of Student-Athletes Due to Intercollegiate Activities

**N=77**

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<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>Strongly Disagree</th>
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<td>1. In my classes, student-athletes at CCU do not miss an excessive number of classes due to participation in CCU-sanctioned athletics events.</td>
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<td>28</td>
<td>16</td>
<td>7</td>
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<td>21.33%</td>
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<td>2. Faculty members should not have responsibility for ensuring that student-athletes acquire the knowledge covered in missed classes due to participation in CCU-sanctioned athletics events.</td>
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<td>15</td>
<td>11</td>
<td>4</td>
<td>5</td>
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<td>7.89%</td>
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<td>3. In my classes, CCU student-athletes take responsibility for acquiring class materials that are covered when they are absent due to participation in CCU-sanctioned athletics events.</td>
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<td>28</td>
<td>21</td>
<td>2</td>
<td>1</td>
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<td>27.63%</td>
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<td>1.32%</td>
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<td>4. CCU student-athletes in my classes expect special treatment when they are absent due to participation in CCU-sanctioned athletics events.</td>
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<td>10</td>
<td>13</td>
<td>20</td>
<td>24</td>
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<td>27.03%</td>
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<tr>
<td>5. Student-athletes in my classes miss more classes than is acceptable for my course requirements.</td>
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<td>12</td>
<td>13</td>
<td>21</td>
<td>26</td>
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<td>17.11%</td>
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<td>34.21%</td>
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<tr>
<td>6. I am willing to work with student-athletes in my classes to help them balance their responsibilities between their course work and their athletics participation.</td>
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<td>14</td>
<td>5</td>
<td>3</td>
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<td>18.42%</td>
<td>6.58%</td>
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<tr>
<td>7. Student-athletes in my classes do not attempt to make up the material covered in missed classes due to participation in CCU-sanctioned athletics events.</td>
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<td>15</td>
<td>29</td>
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<td>19.74%</td>
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<td>39.47%</td>
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<tr>
<td>8. I make special accommodations for student-athletes at CCU who miss class due to participation in CCU-sanctioned athletics events.</td>
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<td>25</td>
<td>22</td>
<td>7</td>
<td>6</td>
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<td>9. The number of classes that student-athletes miss at CCU due to participation in CCU-sanctioned athletics events adversely affects their performance in my classes.</td>
<td>6</td>
<td>14</td>
<td>25</td>
<td>23</td>
<td>8</td>
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<td>18.42%</td>
<td>32.89%</td>
<td>30.26%</td>
<td>10.53%</td>
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<tr>
<td>10. I believe a good balance can be achieved for our student-athletes between athletics participation and academic performance.</td>
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<td>29</td>
<td>10</td>
<td>3</td>
<td>0</td>
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</table>
Individual performance varies, as with all students.

I have had a few problems with student athletes but only freshmen who don’t catch on to the academic rigor at first.

I teach a senior-level course for majors and most of my student-athletes are highly motivated and responsible. I hear a lot of complaints from faculty colleagues though.

Student athletes have made commitments to Academics and Athletics. Sometimes these top priorities conflict so the athletes must make decisions and choices. I hope that they can compensate for these choices.

This term, the student-athletes enrolled in my classes have done very well on the exams. They have a minimum number of class absences.

Golf and Baseball are problems

It is of course incumbent upon coaches and advisors to make sure the individuals regard themselves as student-athletes and not athlete-students. Most of them seem to do so and do well in my classes.

All students must conform to the absence limit in my classes. I can’t in good conscience follow through with this limit if I start making exceptions for anybody.

Keeping up with assignments is not the issue. They haven’t been studying for tests; therefore they are failing them. They can see me in the Writing Center or my office. They should have fellow students telephone numbers.

Didn’t really know what you meant by Question 8.

Football is the worst.

I have no student athletes in my classes yet. I would love to have them in choir – we will do our best work with their schedules.

For the most part, I have found athletes to be pretty good students. I think that they are being advised well.

Not all sports are alike. Baseball is the worst offender as far as absences are concerned. Most of the other sports appear to be reasonable in their demands on athletes’ time and energy.

The men’s soccer team is gone a lot and I never know when they are going to be gone unless one of the guys happens to remember to mention it to me. Please ask all coaches to send a schedule like the women’s soccer coach does. That is very helpful.

I’ve noticed a difference in students – depending on which sport they’re involved with – in how they approach me on missing classes. Some feel that they require special circumstances. In general, I treat it as an excused absence and make the same accommodations as I do for someone who is sick with a doctor’s note.

I think faculty should assist students in making up missed material but I do not think it should be the faculty’s responsibility to ensure that athletes acquire the knowledge covered (re-teach on class several times). The material should be made available if the student chooses to learn it.

Student athletes should not expect any special treatment in my classes. If they can’t meet the requirements of the class, then they need to drop. This has rarely been a problem, but I have had a few student athletes with a bad attitude about this. They need to understand that athletics is something they do in addition to their academic pursuits and not in place of them. It hasn’t
players. Their attitude isn't going to fly with me. I'll make it very plain to them. They can do the work or they can get out!

- I do not like having to sign weekly reports listing current grade, number of absences, etc., for student athletes or any other students. Coaches need to find another way of tracking students and leave us out of the process—it's time consuming, annoying, insulting to students, breeds further student passive obedience to dubious authority, and probably a violation of students' rights to privacy.
- Most athletes get special treatment in high school regarding absences and grades and they expect the same here.
- Question 1 — Generally no, but last spring baseball players did miss an excessive number, to their detriment in class. Question 6 — I do this routinely. Question 9 — obviously to a certain extent.
- CCU athletes generally have better attendance than the general student body.
- Some student athletes feel they should get regular allowed absences plus road trips etc. Some set a bad example for other students. I do make allowances and most students are cooperative.
- The student athletes with whom I experience the most absences are the baseball players who appear to have a very busy playing schedule. Often weather plays a part—please advise these athletes to take morning classes where possible.
- The athletes in my classes have been very conscientious. You’re doing a great job with them.
- Athletes usually take more responsibility for missed coursework than non-athletes.
- Most of my student-athletes are very much on top of things—in the past two years only a couple have had problems, and honestly, I wouldn't know if some were athletic participation or personal or some other factor.