

Coe College---FaCE Grant workshops—Integration of academics and athletics, May 12 or 14, 2009

Team members:

1. What is currently being done?

Group 1:

- Cooperation with recruiting
- Communication between academic and athletic
- Taught courses with athletic content (e.g. Physics of Sports; Economics of Sports)

Group 2

- Calls from coaches and admission to faculty to contact student-athletes
- Joint meeting at beginning of fall term with faculty, admission, and some coaches to get departmental updates
- Athletic director who is understanding of the academic role at the college

Group 3

- Admission meets with coaches to tell them about academics, with each counselor assigned to two or three coaches
- Admission counselors and coaches meet with departments to learn about course offerings and academic programs

Group 4

- Athletic training program, pe majors, pe courses and pe activity courses
- D/F slips to monitor grades of athletes
- feedback to coaches of social behavior problems

Group 5

- First-year study sessions for all students (not just athletes)
- Some PE classes geared towards athletes

Group 6

- Required (by coach) attendance to classes
- Study tables in most sports; some of which are not taken seriously

2. What is overall campus climate?

Group 1:

- Indifference—faculty do know fell their job is to help recruit students—either through helping coaches or the admission office

Group 2:

- Declining turnout to athletic and performance (academic) events
- Overall supportive of athletics but still lack support from larger campus community

Group 3:

- Cohesiveness on campus—recognition of importance of athletics and academics
- Generally open to interaction and trying new ideas
- Some disconnect—with coaches not always being sure who to call about academic issues/recruits

Group 4

- Athletics, academics, and student life have mutual respect, most things run smoothly
- Some barriers include time, lack of timely communication, and lack of knowledge (practice schedules, exams,...)

Group 5

- Overall indifference—some faculty take a particular interest in a particular sport, however
- Problems that don't always have perfect solutions, but solutions accepted by both academics and athletics without rancor (e.g. many athletes want morning labs, but there are never enough slots, even though morning labs are scheduled)

Group 6

- Strong support of athletics, but can sometimes be problematic (e.g. if student gets injured or doesn't like the team, the student might transfer)
- Unsure about general agreement about value of athletics. The longer faculty are here, the more they seem to value the role of athletics
- Indifference by faculty—doesn't enter the discussion much
- Indifference, which might make things easy, but not necessarily healthy

3. What are some possible **strategies** to develop?

Group 1:

- Invite faculty to Eby (practice, competitions, "mixers," lunch at cafeteria)
- Create tours of Eby that will entice faculty to visit
- Invite faculty on road trips
- Have coaches sit in on relevant classes
- Create a mentoring or peer-coach system between coaches and faculty
- Incorporate a component in new faculty orientation that includes discussion with coaches and/or teams
- Have students invite individual faculty to visit with their team and coach

Group 2:

- Integrating historical traditions of college in FYS courses
- Cohesive effort for coordinated schedule for academic department and athletics—preferably a year ahead, if possible
- Have First-year seminar be taught at 8:00 AM hour
- Disseminate fall/spring term competition schedules
- Improve facilities for both academic and athletic will go a long way at improving athletic records and profile.

Group 3:

- Memo of rosters—athletes introduce themselves to their professors and indicate possible missed class time in future—put responsibility on student-athlete
- E-mail from athletic office with roster of athletes who will miss class
- First-year seminar instructors could meet with coaches
- Develop a list of professors by department who are willing to meet with athletic prospects

- Integration of athletic/academics at orientation—athletic time management sharing
- Create ways for coaches and faculty to interact and get to know each other
- Student Advisory Council—utilize to improve student/faculty communication. Get student to athletic events
- Admitted student days—target around athletic events; target student visits around sporting events; Campus visit days—match up with football game or basketball game
- Create types of ACM challenges
- Tournament—joint team community service projects or joint arts/educational event
- ACM weekends—(e.g. Fall/Winter/Spring) in Chicago or Minneapolis—include an academic or service component
- Discussion between faculty and coaches about schedules—practice, games, course schedules—fall, winter, spring meetings (one time or as needed)

Group 4

- Common efforts to market ACM athletics—e.g. video with athletes, coaches, and faculty commenting
- find a place where ACM athletics could be highlighted so that accomplishments of individual athletes or teams can be highlighted (e.g. ACM website, Utube,...)
- Create a college bowl (quiz show) among student-athletes from various ACM schools (with a traveling trophy)
- Develop a manual of standard operating procedures—what times practices start, what an excused absence is and isn't,....
- Schedule at least one competition among ACM colleges in some sport (rotating from one year to the next)
- More monitoring of athletic service projects and student service projects
- More integration of athletic service projects and student service projects
- faculty/staff day at athletic competitions—try to encourage more enthusiasm in the crowd
- Some kind of competition between schools—perhaps based on GPA, hours at study table, fundraising for charitable causes, etc.

Group 5

- Athletics needs to initiate, invite, to get faculty and athletics together
- Faculty/athlete/coach dinner
- Issue oriented article that all team members read
- Current theme affecting where you are traveling to.
- Connect dots for students on skills that overlap between sport and classroom

Group 6

- My.coe.edu—access to coaches to see schedules and grades
- disciplinary warnings to coaches to alert them
- Name coach as advisor

- Make sure student is invited to meet with a professor when they come to campus to meet with a coach—perhaps coordinate through admission
- Put rules in writing so students know what to expect from both faculty and coaches and new faculty and coaches know what to expect from each other.

4. What are some **key challenges** (both financial and attitudinal)?

Group 1:

- Understand the benefits of athletics to academic programs (need to educate faculty more than the coaches in this area)

Group 2:

- Challenges with some majors (requirements) that inhibit student ability to participate in athletics and co-curricular activities
- Not enough lead time notifying faculty when students will miss class because of competitions. Communication voids
- Lack of money to improve facilities

Group 3:

- facilities—single course offerings, class schedule times, specific time slots
- reducing cost of travel—perhaps with pairs of institutions (e.g. schedule Coe and Cornell with Ripon and Lawrence at the same time)
- Practice times correlating with class times—where is the line for athletes, single course offerings?

Group 4

- study skills seminar—could it be supported by a grant?
- sharing of information of what works well at schools (to integrate academics and athletics)—grant to support workshop
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Group 5

- Fear of the unknown—getting students on board Group 6

Group 6

- It is easy to get cynical about the process
- Students are already working hard (in many cases) and might chafe at additional requirements, such as study tables or work on bus
- Athletes don't want to disappoint coach and policies can get confusing
- It always breaks down when people get busy
- No money for a new academic/athletic liaison position

5. What should we **share with other ACM schools**?

- Common events and competitions
- student involvement—what is their opinions? Get input from students
- Get some benchmarking data on what other schools do to monitor athletes
- Share anything listed in #3 to help to determine what is being done at other campuses

6. What does your group **hope to achieve**?

Group 1:

- To develop collegial relationships and mutual respect while providing a positive experience for the students

Group 2:

- Possibly add Director of Athletics to Administrative staff meetings
- Continue communication—and find proactive ways to improve
- Work on intentional coordination in planning academic and athletic schedules
- Tie ACM athletic events into institutional/academic festivals
- Get faculty and coaches out of normal day-to-day routine and interact in non-traditional ways
- Consider ways for non-faculty coaches to serve on appropriate committees while improving shared governance

Group 3:

- Help Coe develop an identity
- Athletic/academic integration—something Coe can sell—a stronger identity

Group 4

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Group 5

- Come up with a system to take students out of the middle if in a tension zone between academics and athletics

Group 6

- Information sharing
- Benchmarking where we are and get some new suggestions
- Help us better utilize resources we already have