



Chancellor's Task Force on Academics & Athletics

Final Report and Recommendations

September 26, 2014

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Prologue Introduction by Task Force Chair

Although it is well-known that a Task Force on Academics and Athletics was, in part, precipitated by the fact that Berkeley's graduation rates for football (between 2003-2006) were historic lows, the Charge, the scope and the goals of this Task Force have been far wider and more inclusive than identifying the factors for those graduation rates and "fixing" the situation. From the start, we continue to stress that we have 29 teams in addition to football, and most of these teams have strong to outstanding academic performance records as well as accomplished athletic records. The 2014-2015 football program is itself a different enterprise and a different culture. Rather than a punitive approach to a short term situation with a single, albeit large (in numbers) and highly visible revenue sport, everyone from the Chancellor on down wanted this Task Force to be an engagement with how better to ensure that our student-athletes have a meaningful academic experience. For those that have and do have such an experience, we can see their further accomplishments. For those who don't, we want to understand the factors and seek ways to remedy them.

Along the way of this inquiry, we have come to see how any given student-athlete or group can be faced with obstacles to academic success, and what follows herein is, we trust, a set of wide-ranging recommendations that will make for a more robust program of Intercollegiate Athletics that is more fully integrated into the Berkeley campus. Many of these may appear to be of minor significance, but we strongly believe that taken together, their implementation will not only substantially and positively impact the educational experience and success of student athletes, but help to identify issues that impact the wider student body. We extend our gratitude for having had the opportunity to work together, from a wide range of standpoints and personal histories, and to try to craft a set of viable and crucial recommendations that will promote the Berkeley history and standing as one of across-the-board excellence.

Executive Summary

This Task Force was convened by Chancellor Dirks to address a broad range of topics related to the Charge that it make “actionable recommendations to assist the campus in maximizing the academic performance of student athletes and the overall quality of their campus experience”. This Charge was motivated by the Chancellor’s conviction that “our educational values permeate all that we do” and that we must “ensure that our academic mission informs every part of our intercollegiate athletics program”. While the formation of the Task Force was partially motivated by the unacceptable graduation rates for several athletic teams in the recent past, , the major reasons why the 20 Task Force members accepted the Chancellor’s Charge was our positive response to the wider, long term, and more ambitious goals envisioned by the Chancellor, namely “how UC-Berkeley could more fully integrate student-athletes”—and intercollegiate athletics—into the wider campus community and “as integral to the full life of the campus”. To those ends, the Task Force has taken as its themes: Integration, Communication, and Partnerships.

Important to note is that this Task Force was not charged to carry out a review of the Department of Intercollegiate Athletics nor of the Athletic Study Center, even though there are numerous recommendations within our report for both units. Also relevant is that the normal five-year review of the Athletic Study Center was administratively postponed to this academic year in order to take advantage of the recommendations and issues to be included in the charge to the ASC Review Committee (which are included as Appendix E in the Task Force Report). Indeed, the focus of the Task Force was on the student-athlete experience and making actionable recommendations to ensure integration and full academic opportunities of UCB student-athletes. Whatever we do, as one Task Force member said, we should ask how we can “bring more Berkeley to Cal and more Cal to Berkeley”.

The following summary outlines the core recommendations of the Task Force, based upon our research and discussions, and linked to the accountability to ensure that, to the best of the abilities of the campus, the recommendations accepted by the Chancellor are accomplished and within a reasonable time frame. Noteworthy is that over the last 8 months of our research and deliberations, numerous actions and recommendations have already been put into place.

The Task Force has generated more than 50 different recommendations; these are organized in the Task Force Report by the office or unit that would take responsibility for them. In this Summary, however, we will report them in more thematic clusters, along the lines of the working group topics.

Background and Methods

The Task Force met some ten times between January and August of 2014, as a full group of 20 members, made up of faculty, students, alumni, and staff. The bulk of the work was carried out by 6 working groups addressing, respectively, 1) admissions and recruiting; 2) advising; 3) campus culture and climate; 4) diversity and inclusion; 5) structure, governance and oversight; and 6) the student-athlete experience.

Most of the head coaches were interviewed by one or more of the 5 faculty members on the Task Force, as were members of the Intercollegiate Athletics Leadership team. Informational panels were held regarding 1) the scheduling of athletic activities and 2) on the role and issues of those tutors, advisors and Graduate Student Instructors working with student-athletes. Full-day site visits were made to Stanford and to UCLA; as well, the Task Force Chair met with a senior athletic and/or faculty athletics administrator at both Harvard and University of Virginia, and many Berkeley campus individuals were consulted. Many relevant Berkeley staff, some coaches, and other interested parties were invited to attend full Task Force meetings. A Focus Group was held with representatives of several cohorts of black athletes at Berkeley and we were provided with a survey of student-athletes (with over 200 responses) concerning their experiences with academics and advising.

Much of the research and findings of the working groups of the Task Force is included in the Task Force Report, primarily to support recommendations as well as for future reference, but additional data and analysis will be provided to those units responsible for action (such as the extensive data collected on the challenges of scheduling classes for student-athletes, given their practice time constraints, which will go to the office of the Vice Chancellor for Undergraduate Education).

Recommendations

Given that the overall focus of the Task Force was on the student-athlete experience, we investigated this from several angles. Recognizing that recruitment and admissions are the processes that bring our student-athletes to the campus, we recommend the following:

- That a comprehensive Recruitment and Admissions Program be developed, and that a full-time Recruitment Coordinator (for all 30 sports) be hired to develop and implement this program. This program would include: development of a recruiting “brief”, that is, a more specific statement of what being a Berkeley student-athlete means; development and proactive dissemination of what preparation is needed to be ready for the rigors of Berkeley; more faculty involvement and more exposure to classes as integral to the recruiting process; an on-going evaluation of how many students we can support with advising and other resources (i.e., establish a carrying capacity).
- A centerpiece to this program and one that we recommended to the Senate Admissions (AEPE) committee is the development of a systematic, social-science based program to evaluate what are called the non-cognitive factors that potential student-athletes would bring to their academic and athletic engagement.
- We were asked to provide recommendations to the Academic Senate committee on Admissions, Enrollment and Preparatory Education (AEPE) regarding the admissions policy for student-athletes. It is the purview of the AEPE and the Academic Senate to determine the campus’s admissions policies, and a review of the entire admissions policy and practice for the campus is on the Agenda for this year’s Academic Senate, beginning with that for student-athletes. Their revised policy is to be released simultaneously with this Task Force Report, and although we will indicate here a few key points of the Task Force’s recommendations in this domain, we make it clear that it is not within the purview of the Task Force to enact, but only to make recommendations to the AEPE and the Academic Senate for their deliberations, which are based on experience, expertise and a broad view of admissions issues and information.

Our report to the AEPE is included in the full Task Force Report and they had at their disposal all of the data, analyses and contextual information generated by Task Force members for their consideration. The Task Force supports the continued –and expanded (with more of an emphasis on non-cognitive factors, for example)—holistic approach to admissions decisions. All Task Force members endorsed the development of the comprehensive recruitment and admissions program noted above.

One important recommendation was labeled the “Blue and Gold standard” for athletic admissions that would map onto the current UC system that reviews not just UC-eligible applicants but allows for review of those with exceptional talents, such as athletes.

Data that the Task Force working group compiled regarding eight teams with low graduation success rates between 2003-2010 show how crucial it is that student-athletes be prepared for the academic as well as the athletic rigors (especially time demands) of Berkeley. Lacking certain fundamental courses and not taking them right away often leads to not graduating. Struggling in the first year, leading to academic probation, is strongly associated with not graduating. These are issues that are already being addressed, and benchmarks for required courses are now in place and for all Berkeley students. We note that some of the teams with poor academic records from 2003-2010 are already improving, often markedly. Yet challenges remain. We are recommending that programs like Summer Bridge be expanded, if possible.


At the same time, we note that most of our teams do graduate at very high rates, often at 100%, and that most student-athletes are academically accomplished, with palpable competition for having the highest team GPA’s; these accomplishments are highlighted and rewarded by IA.

While advising resources for student-athletes have been increased in the last 5 years, we are recommending that the student-athletes also be integrated fully into the newly revised advising program of the College of Letters and Science where all students will have a professional adviser. We are recommending a scrutiny of some of the impediments to having a desired major, of how to be able to schedule courses when there are campus-wide gaps in the schedule of classes (during the week and over the time slots of the day) that impact the education of all students at Berkeley. Fortunately, we now have a Vice-Chancellor position dedicated exclusively to Undergraduate Education and the Chancellor has established an Undergraduate Initiative, and we have provided the scheduling data we collected to that office. We were struck by how many different classes student-athletes are not able to take depending on when they have to hold practices. Many students at Berkeley are challenged to get into some of our highly desired majors, including student-athletes. With extremely limited facilities for practices, especially compared to our peer institutions, our student-athletes have an even more challenging time organizing their schedules and course planning, yet many coaches understand this and exercise flexibilities as they can. We are recommending a more centralized compendium of campus resources for students, including those for student-athletes. We are urging partnerships on/off campus for mentoring, internships and for navigating towards life “beyond the game”. And we are pleased that our recommendation for a fully integrated first year student campus orientation is already underway. We have asked to review the ways in which residence hall assignments are established to seek more residential integrations as well.

We are recommending many programs for Intercollegiate Athletics, such as instituting a bi-annual survey of student-athletes to better inform in a timely manner on issues and their experience. As well, we have recommended several programs to more fully integrate coaches into the campus, where they can both share their leadership skills and also learn more about the wider campus initiatives and programs. We are recommending that coaches “go back to school” and attend some of the classes that their teams are taking. We are recommending the establishment of a working group to explore the parameters within which academic expectations can be better incorporated into coaches’ contracts, an issue of shifting legal status at this time. We are recommending that IA continue with the development of a strategic plan for attending to equity and inclusion that would inform everyday practices as well as the hiring and retention of staff and coaches. And we are recommending that IA lead a more substantive engagement with and development of a mission statement that articulates the pedagogical values of athletics at Berkeley. At the same time, we have recommended that our Chancellor and Executive Vice Chancellor and Provost develop an explicit statement on just what “success” means at Berkeley in both academics and athletics.

While it undergoes an external review, we have recommended that the Athletic Study Center focus on developing specific course-of-study plans for individuals on all teams, especially those with recently low graduation rates, and a review of campus probation policies. As well, we recommend that the Faculty Advisory Committee to the ASC rejuvenate the Faculty Fellows program where each team would have one or more faculty liaisons.

The Task Force engaged with multiple recommendations to address issues of campus climate and culture. It is well documented that many of our student-athletes experience being stereotyped and are stigmatized as athletes. The recent UC system-wide campus climate survey reveals that those African American students who responded to the survey at Berkeley feel the most disrespected of any specific “group”. Since at least 25% of the African –American students at Berkeley are student-athletes, we need to address head on the challenges that are integral to campus integration on many fronts. This is not unique to Berkeley, but part of a national conversation, in which we should take a lead part. The direct information from many student-athletes leads us to recommend that new positions and programs, such as an ombudsperson familiar with the situations of student-athletes, are an urgent need, as is engaging with how best to continue to not just admit but retain as enrolled those undergraduate students from multiple communities that can provide a much needed wider community for many of our student-athletes, especially those in the revenue sports. Multiple recommendations from the student-athletes themselves are intertwined throughout our report, ranging from having more information about campus resources, more realistic communication in recruiting, to more academic and life skills “coaching”.



At a structural level, we recommend that the Chancellor review, with its Co-Chairs, the current functioning of the University Athletic Board, and we have unanimously recommended that the reporting line of the Athletic Director be to the Chancellor, in keeping with that as the practice across the spectrum of national universities with outstanding academic –athletic profiles both within and outside of the Pac-12. We recommend that the Chancellor continue to engage with the Pac-12, its Network and with other campuses to put academics as the highest priority, to re-visit some of the midweek and other scheduling practices that pull our student-athletes from class time, and to work with the Pac 12 and other of the so-called power conferences to establish policies that promote the student side of the student-athlete. We have recommended that the Chancellor appoint an Accountability and Follow-Up Team for this coming academic year; one that would not only follow up on those recommendations that are adopted, but establish benchmarks for where we must be in five years.

The members of the Task Force are grateful for the opportunity to serve the campus and to evaluate and recommend courses of action to further enhance the educational mission of the University of California at Berkeley, to promote a more viable integration of all students, and to promote the continued and exceptional excellence – in all those domains of campus and community life--that is Berkeley.

Background to the Chancellor’s Task Force on Academics & Athletics

In response to numerous reports of low graduation rates for student-athletes at Berkeley, the Chancellor’s Task Force on Athletics and Academics (TFAA) took shape in January 2014 to begin analyzing and reviewing issues related to Intercollegiate Athletics at Cal and to study related topics concerning the student experience, graduation rates, student-athlete services and best practices among peer institutions. Chancellor Dirks charged the TFAA “to devise new means to ensure that our academic mission informs every part of our intercollegiate athletics programs...” Dirks further requested that the TFAA examine the following items:

- Academic expectations and performance of student athletes; and how expectations are communicated to students and are reinforced;
- How student-athletes describe their experiences as athletes on the Berkeley campus, and what impact this has on their performance and future engagement with the campus; what is the nature of campus climate issues and situations that impact student-athletes;
- Resources allocated to support student-athletes and how they compare to conference and national peers;
- How athletic administrators and other department personnel can most appropriately and effectively support student-athlete academic success;
- The role of coaches and administrators in supporting student athletes in their academic pursuits;
- The role and responsibility of faculty in supporting student-athletes in their academic pursuits;
- The role of the student-athlete admissions policy and procedures;
- The role of the recruitment processes and practices in setting academic expectations and policies;
- Support and other services provided by the Athletic Study Center (ASC);
- Collaboration between the ASC, coaches and athletic administrators;
- How UC Berkeley could more fully integrate student-athletes into the wider campus community.

The full TFAA Charge is included as [Appendix A](#).

Task Force Structure

Chaired by UC Berkeley Class of 1960 Professor Emerita of Anthropology, Margaret Conkey, the Task Force met regularly as a group, held study/panel sessions on critical issues related to academic support and services, while specific members conducted site visits at Harvard University, Stanford University and UCLA, and by phone with the University of Virginia; interviewed most head athletic coaches at Berkeley; and completed meetings with the members of the senior management team of the Department of Intercollegiate Athletics. Comprised of twenty individuals consisting of faculty, students, staff members, coaches, a distinguished Berkeley alumnus, and a member of the UC Berkeley Foundation, the TFAA met regularly throughout the Spring and Summer 2014 terms at UC Berkeley. Full meetings of the TFAA took place on January 13, February 20, March 11, April 3, April 15, May 15, June 3, June 17, July 9, and August 21. The Office of the Vice Chancellor for Undergraduate Education, through staff and student employees, provided strategic and administrative support to all of the TFAA's activities throughout the process. The Assistant Vice Chancellor for Public Affairs, Dan Mogulof, also provided the Task Force with strategic communications guidance.

The TFAA membership ([Appendix B](#)) was comprised of the following individuals:

Professor Mark Brilliant, Associate Professor of History and American Studies

Professor Brandi Wilkens Catanese, Associate Professor of Theater, Dance and Performance Studies/African American Studies

Professor Margaret Conkey, Class of 1960 Professor Emerita of Anthropology and Chair of the Task Force

Joseph Crenshaw, Berkeley Alumnus and Former Football Player, Supervisor, Auxiliary Services, Disabled Students Program

Nzingha Dugas, Director, African-American Multi-Cultural Student Center

Richard Feller, Head Coach, Women's Volleyball

Kai Felton, Assistant Coach, Women's Basketball

Kirsten Hextrum, Graduate Student in School of Education, and Berkeley alumna, former student-athlete and former academic tutor for football

Solomon Hughes, Berkeley Alumnus, Former Basketball Player, and Academic Advisor in Men's Basketball at Stanford University

Maya Lefao, Berkeley Student

Robert Likens, Assistant Coach, Football

Stefan McClure, Berkeley Student, current member of the football team

Vincent Minjares, Senior Advisor, Athletic Study Center

Mohamed Muqtar, Assistant Director, Student Services, Berkeley Intercollegiate Athletics

Professor Richard Rhodes, Associate Professor, Linguistics; Associate Dean, Letters and Science

Jennifer Simon-O'Neill, Associate Director of Athletics, Intercollegiate Athletics

David Surratt, Associate Dean of Students

Christian Teeter, Chief of Staff, Division of Undergraduate Education, Staff to the TFAA

H. Michael Williams, Vice Chair, Board of Trustees, UC Berkeley Foundation; Berkeley Alumnus (currently Interim Athletic Director)

Professor Sheldon Zedeck, Professor Emeritus, Psychology, Former Vice Provost for Academic Affairs and Faculty Welfare

TFFA Working Groups and Panels

To facilitate the work and research of the TFAA across the campus on mission-critical issues facing student-athletes, Chair Conkey formed a set of working groups comprised of TFAA members (see Appendix C) to address the following areas:

- Admissions & Recruiting
- Advising
- Campus Culture/Climate
- Diversity & Inclusion
- Structure, Governance & Oversight
- Student-Athlete Experiences

Over the course of the Spring 2014 term, these working groups held regular meetings to review and discuss issues relevant to their designated topic. Their discussions and meetings each culminated in specific presentations and recommendations for the full TFAA to consider, many of which evolved into the final recommendations included in this report.

In addition to the working groups, the TFAA also convened two panel sessions. The first panel session took place on February 24, 2014, focusing on scheduling, practice and competition issues facing students and was moderated by Chair Conkey and included Athletic Study Center Director Dr. Derek Van Rheenen, UC Berkeley Senior Woman Administrator Teresa Kuehn Gould, and Faculty Athletic Representative & Professor of Physics Robert Jacobsen holding a discussion with TFAA members present on issues in the scheduling of classes and practices, and the challenges that student-athletes face with course availability and practice requirements.

A second panel discussion took place on March 31, 2014, moderated by Vincent Minjares of the Athletic Study Center, with Graduate Student Instructors and Tutors providing input and commentary on their experiences with student-athletes on campus. The panel consisted of Graduate Student Instructors Catherine Covey, Charisse Burden-Stelly and Christina Bush; Learning Specialists Kasra Sutodeh and Christine Ho; and Undergraduate Tutors Anastacia Bizyaeva, Maria Monroy and Elizabeth Archer with contributions from Graduate Student Tutor Kevin Lee, Athletic Study Center Director Derek Van Rheenen and former Football Advisor Keiko Price.

Activities of the Task Force

Interviews with Coaches

The five TFAA faculty members conducted individual interviews with most Head Coaches of the University's athletic programs. The interviews were approximately 60-minutes in length and focused on topics related to recruiting, admission concerns, integration, the promotion of academics, evaluation for academic promotion, and admissions issues, applying a standard interview protocol (See Appendix H).

Focus Group

UC Berkeley graduate and TFAA member Joseph Crenshaw facilitated a Focus Group on the "Athlete Experience at Berkeley", with a specific focus on the experiences of black athletes over the years. Divided into three different groups, delineated by era, the Focus Group addressed issues related to recruiting, athlete orientation and peer mentoring, academic major concerns, mentorship opportunities for athletes, and discussion on possible new staff positions to provide more holistic support to athletes, in addition to a review of scholarships and recognition opportunities for athletes. Feedback from this Focus Group was incorporated into the final recommendations from the TFAA especially in the sections on the Student-Athlete Experience and Inclusion and Being a Student at Berkeley.

Stanford University Visit

On April 1, 2014, a delegation of the TFAA visited Stanford University to discuss best practices in Intercollegiate Athletics. Task Force Chair Conkey and Members Professor Mark Brilliant, Professor Emeritus Sheldon Zedeck, Professor and Associate Dean Richard Rhodes, Associate Athletics Director Jennifer Simon-O'Neill, African-American Multicultural Student Development Director Nzingha Dugas, Associate Dean of Students David Surratt and Division of Undergraduate Education Chief of Staff Christian Teeter visited the Stanford campus for meetings with Stanford Vice Provost for Undergraduate Education Harry Elam, Athletic Director Bernard Muir, Senior Woman Administrator Beth Goode, President John Hennessy and Chief of Staff Jeff Wachtel.

Vice Provost Elam and TFAA members discussed the significance of greater integration of athletes on a college campus. Elam also spent considerable time discussing the admissions process at Stanford and emphasized the significance of overall academic achievement in reviewing the applications from athletes. TFAA members and Elam discussed Stanford's admission criteria, efforts to assist athletes with remedial needs, and detailed the Stanford admissions policy for athletes. Elam also discussed the issue of stereotype threat developed by UC Berkeley Provost Claude Steele, as well as efforts to integrate athletes within the Stanford community, ranging from residence hall assignments and the first year integrated seminar.

TFAA members continued the discussions with Senior Woman Administrator Beth Goode and Stanford Athletic Director Bernard Muir. TFAA members discussed the structure of the Athletic Director's organization and reporting relationship. Mr. Muir confirmed his reporting relationship to the Provost of Stanford, and his regular inclusion with campus deans and academic leaders, but also noted that he worked closely as well with President Hennessy on major issues such as Pac-12 and NCAA matters. Ms. Goode and Mr. Muir also noted the benefits of a combined relationship that exists in the Stanford Department of Athletics and Recreational Sports. Mr. Muir advised TFAA members that Stanford includes academic incentives within coaches' contracts, including Grade Point Average and Academic Progress Rate. Muir provided details about Faculty involvement in a comprehensive recruitment process as well.

The final meeting of the Stanford visit took place with President John Hennessy and his Chief of Staff, Jeff Wachtel. President Hennessy discussed Stanford's commitment to focus on the whole student, as well as governance and structural issues concerning the Pac-12 and NCAA organizations. Mr. Wachtel provided TFAA members with a statement concerning athletic leadership that "if you don't believe someone should get a degree, then you are in the wrong profession." President Hennessy also provided TFAA members with input about athletics' financing matters, as well as Stanford's innovative recruiting approaches, and the emphasis on holding all student-athletes accountable academically.

UCLA Visit

On May 12, 2014, TFAA Chair Margaret Conkey, Professor and Associate Dean Richard Rhodes, Professor Mark Brilliant, Associate Athletic Director Jennifer Simon-O'Neill, Women's Volleyball Coach Richard Feller, Chief of Staff for the Division of Undergraduate Education Christian Teeter, and Senior Advisor to the Chancellor David Chai visited UCLA for a day long series of meetings with the following UCLA individuals: Senior Woman Administrator Petrina Long; Associate Athletic Director for Academic and Student Services Christina Rivera; Director of Student-Athlete Counseling and Athletics Peer Learning Mike Casillas; Amy King, Director of Compliance; Gene Toth, Senior Associate Athletics Director; Ken Weinar, Senior Associate Athletics Director; Ashley Armstrong, Associate Athletics Director; Rip Scherer, Associate Athletics Director; UCLA Chancellor Gene Block; Mike Teitell, Chair of the Faculty Senate Committee on Intercollegiate Athletics; Tara Scanlan, Former Chair of the Faculty Senate Committee on Intercollegiate Athletics; Director of Athletics Dan Guerrero; Director of Undergraduate Admissions Gary Clark; and Associate Vice Chancellor for Enrollment Youlanda Copeland-Morgan.

Ms. Long, Mr. Casillas and Ms. King welcomed Berkeley's TFAA and provided an overview of athletics programs at UCLA. TFAA members and UCLA staff discussed admissions guidelines, the role of coaches and related details in their opening discussions.

Dr. Rivera and Mr. Casillas discussed student-athlete relationships and provided TFAA members with information on data management systems applied by UCLA to oversee the academic success/progress of athletes on campus. Dr. Rivera and Mr. Casillas also provided TFAA members with information about UCLA's admissions approaches for athletes and related issues. Dr. Rivera noted that her academic support unit had 17 full time-staff members, which had increased as a result of the approval and implementation of a five year strategic plan.

Various sports supervisors (listed above as associate athletics directors) spoke to TFAA members during the visit. Ms. Long provided the configuration of management of different assignments within the Athletics Department. Recruiting and admission approaches were shared with TFAA members by these sports supervisors. Supervisors discussed issues related to academic support, mid-term grades and the management of academics and athletics within the UCLA quarter system. Supervisors also discussed academic incentives as part of UCLA coaching contracts.

The discussion with UCLA Chancellor Gene Block focused on the reporting relationship of Intercollegiate Athletics and its high profile nature, along with that of the Medical School, impacting the UCLA organizational structure. Chancellor Block also discussed governance issues with the Pac-12 and the NCAA with TFAA members, as well as overall budgetary concerns concerning athletics on the UCLA campus. Block also emphasized the significance of campus climate issues in administering athletics and other responsibilities.

Over a working lunch with Ms. Long, Dr. Rivera and Mr. Casillas, TFAA members discussed additional detail on academic issues. Rivera and Casillas indicated the emphasis of requiring students to finish specific courses at specific times, raising the probability of timely course completion for each athlete. They also provided detail on UCLA efforts to assist students in navigating the academic landscape and to review degree progress and related reports from campus. They also discussed a tool known as "Wellness Assessment for Educational Assessment" to determine the level of academic support services that a student needs. The luncheon continued with a discussion with faculty members Dr. Teitell and Dr. Scanlan that provided an overview of the UCLA Faculty Senate's structure and the methods for appointing faculty representatives to athletics functions on campus.

TFAA members spoke with UCLA Athletic Director Dan Guerrero. He provided information about academic incentives within contracts and spoke about the significance of building strong relationships between the Department of Athletics and other groups across the campus. Mr. Guerrero provided insights on budgetary and financial issues and spoke about trends in the NCAA and conference governance, as well as salary concerns within athletics. Mr. Guerrero espoused that the values of John Wooden have been very influential on the administration of the UCLA Athletics program.

The meetings at UCLA concluded with a discussion between TFAA members and Director of Admissions Gary Clark and Associate Vice Chancellor for Enrollment Youlanda Copeland-Morgan. Mr. Clark noted that his office takes a very direct role in the athlete admissions process and that it is a year-round activity at UCLA. Mr. Clark noted that athletes at UCLA receive high levels of support and as a result perform very well, academically, in comparison to the non-athlete student population. Clark provided insight on comprehensive admissions materials that his office receives from the Department of Athletics, and noted that reference letters from coaches are rare – if his office receives a recommendation from a coach it is looked at very carefully, given the limited practice. Clark indicated that UCLA admissions, at the end of every year, looks carefully at who was admitted and how those students are performing.

Special Guests of the Task Force

At the TFAA's March 11, 2014 meeting, then-UC Berkeley Athletic Director Sandy Barbour spoke to Task Force members. Issues discussed related to the Department of Intercollegiate Athletics' relationship to the Athletic Study Center, academic incentives within coaches' contracts, and opportunities for athletes to provide evaluation feedback to coaches.

UC Berkeley Head Football Coach Sonny Dykes met with the TFAA at its April 3, 2014 meeting. TFAA members and Head Coach Dykes discussed recruiting issues, integration opportunities, financial considerations, practice hours and UC Berkeley admissions processes for athletes.

UC Berkeley Executive Vice Chancellor & Provost Claude Steele also joined the TFAA at its April 3, 2014 meeting and subsequently met with the Diversity and Inclusion working group. Provost Steele discussed issues of stereotype threat and also his insights into the Stanford University athletics functions, given his recent tenure as Stanford's Dean of the School of Education, in addition to institutionalizing advising approaches that could foster greater student-athlete academic success.

On April 15, 2014, UC Berkeley Women's Head Basketball Coach Lindsay Gottlieb, Men's Head Coach Michael Montgomery, and Director of the UC Berkeley Student Learning Center Cara Stanley visited with the TFAA.

Mr. Montgomery discussed the unique mission of Berkeley vis-à-vis private institutions and the challenges of exact comparisons. Mr. Montgomery also discussed the idea of re-entry programs for athletes who leave Berkeley to pursue professional sports careers, and promoted that we need greater numbers of African-Americans in campus leadership positions. Mr. Montgomery also emphasized the need for strong support services for student-athletes attending Berkeley.

Ms. Gottlieb discussed the significance of student support and discussed the creation of “Individual Development Plans” for student-athletes in her program. She talked about the importance of emphasizing persistence to a four-year degree, and that no student should be “set-up to fail.” Ms. Gottlieb also emphasized the value that student athletes bring to the academic arena and how their perspectives improve the overall learning experience on campus. Gottlieb emphasized the significance of a comprehensive support model to facilitate students’ success.

Ms. Stanley provided the TFAA with an overview of the Summer Bridge program and engaged in discussions with TFAA members on options and possibilities for program expansion and modification.

In addition, the various working groups interviewed and conferred with a variety of campus faculty and staff: Prof. Frank Worrell, EVCP Claude Steele, Equity and Inclusion Staff Sidalia Reel, Director of Admissions Amy Jarich, and Vice Chancellor for Equity and Inclusion Gibor Basri.

The Student-Athlete Experience at UC Berkeley

We want to begin the main part of this Task Force report with attention to the student-athlete experience, since this Task Force is first and foremost about these students. We first draw from the materials we have collected or reviewed regarding the Student-Athlete experience since this is a key to understanding what barriers or problems student-athletes face and how they feel about the key questions that this Task Force has been asked to address by the Chancellor, including, but not limited to “an examination of the academic expectations and performance of student-athletes, how student-athletes describe their experiences as athletes on the Berkeley campus, and what impact this has on their performance and future engagement with the campus; what is the nature of campus climate issues and situations that impact on student-athletes”.

We note that it is difficult to generalize about “the” student-athlete experience with more than 800 student-athletes who come to Berkeley from increasingly diverse backgrounds, including international and other outside-of-California communities and cultures, as well as from a range of California high schools and community colleges. It is also difficult to try to characterize their experiences without a database of longer-term consistent evaluations and feedback information. Intercollegiate Athletics does collect an “exit” interview with those student-athletes whose eligibility expires, and/or who transfer out, and individual coaches may track their student-athletes’ opinions and situations that is often important in mentoring, advising, and guiding. But these are not systematic nor in a form that the Task Force could review. (Note that such bi-annual evaluations of student-athlete experience are a recommendation from the Task Force for Intercollegiate Athletics).

Nonetheless, the Task Force was able to draw on several sources of information to begin not only to better understand the student-athlete experience but to make some recommendations so that we can, in fact, better track their concerns, issues, and how best to answer the questions posed by the Chancellor in the Charge to the Task Force:

1. In the Fall 2013, an entrepreneurial student-athlete (Avigiel Cohen) designed and implemented a survey¹ of her student-athlete peers that was provided to the Task Force. Most of the questions concerned the relationship of academics and athletics including a section with individual suggestions for how Berkeley could better serve the academic needs of student-athletes. (There were some 125 individual and varied responses to this question, which will be provided to the Vice Chancellor for Undergraduate Education and to the Athletic Study Center).
2. Under the leadership of Task Force member, Joseph Crenshaw, an alumnus and former football player, several Focus Groups were held with particular

¹The results of the survey were intended to comprise a senior thesis although, in the end, Cohen took up a different topic. Her motivation to poll her peers came in large part from the report on the low graduation rates for football in Fall 2013. Cohen not only shared her results (the response rate was about 25% of those surveyed) but also met with some Task Force members.

emphasis on input from black athletes who are here/have been here over several different time periods.

3. Both student members of the Task Force provided information and observations.

In recognizing the difficulty in obtaining a valid sample of student-athlete experiential information, the Task Force is recommending that there be a bi-annual survey of student-athletes by the department of Intercollegiate Athletics.

Nonetheless, the information available to us from the above sources has important implications especially for identifying and describing some of the important climate issues at hand. In addition, at a reception with undergraduates hosted by Chancellor Dirks in May 2014, it was made powerfully explicit that student-athletes desire more integration into the wider campus and that non-athlete students desired more interaction and engagement with student-athletes. This focus on integration has mobilized many of the recommendations of the Task Force and is congruent with a key charge from the Chancellor to the Task Force.

Summary of Student-Athlete Observations and Opinions and Task Force Recommendations

Based on the multiple responses, we find there is often a disconnect between what the campus provides in terms of advising and tutoring and how many student-athletes respond and feel about the current and recent advising situation. There is an on-going tension between the activities and roles/duties of advisors, tutors and many coaches and the perceptions and needs of the student-athletes, as they understand them. The key problematic and negative issues at hand, from the student-athlete perspective are:

1. Time constraints: for many sports, the time demands are unrealistic in relation to the needs and desires for academics. There are major blocks to scheduling the needed/desired classes, often due to unavailability of classes during the limited times available given practice schedules and limited facilities, despite early enrollment opportunities.
2. Inability to pursue not just the majors they would like, but even the kinds of courses they are genuinely interested in. Is there really too much clustering in just a few majors primarily because of logistical feasibility rather than specific academic interest, while noting there are no “easy” majors at Berkeley; or is there too much clustering in just a few majors because there is not adequate explanation of the career pathways available to students in those and other majors? Should we even be worried about clustering in majors?
3. Feeling of being micro-managed.
4. Feeling they are often being advised to eligibility² and not to learning/course /career goals.

² Van Rheenen, Derek (2014) “The Educational Dilemma of Academic Support for NCAA College Athletes: Playing the High – Stakes Game of Advising to the APR” in *Introduction to Intercollegiate Athletics in American Higher Education*, E. Comeaux, ed. Baltimore: Johns Hopkins Press.

5. Competition scheduling is often incompatible with academic success. This is especially the case with mid-week --and often travel--competitions, and with more competitions in their season being scheduled than a full schedule would require; again, often involving travel away from campus/class time.
6. Stereotyped by faculty: not taken seriously as students before one even has a chance in a class. Often needing to hide their identity as a student-athlete.
7. Not being steered to many of the campus resources.
8. Need both more career development (especially “beyond the game”) and access to mentors and internships.
9. Some specific climate issues for black athletes (see below).
10. Genuine issues related to food security, especially given the high costs of rent once one is off campus. Even with “training table” for some of the sports, there is still unequal access to training table. Financial issues related to limits on scholarship and aid packages.

From the side of positive factors:

1. Coaches who are flexible and understand that academics come first.
2. Knowing that the UC-Berkeley degree is internationally respected.
3. Having faculty liaisons to a team.
4. 72% of students who responded (N=216) in the Cohen survey “strongly agree” that they are “confident they will graduate from Berkeley” and another 20% “agree”.
5. 75% of students who responded (N=216) in the Cohen survey either “strongly agreed”(44.19%) or “agreed” (31.63%) that their “coaches emphasized that success in school is a requirement for my team”.
6. The strongly positive role that an advisor, mentor or faculty person can have, but how to access and develop those relationships is not made clear.

We summarize here some of the recommendations from the Task Force that will be found in the pages that follow and in our summaries:

1. We will provide the detailed comments from the surveys and Focus Groups regarding advising and course selection to the 2014-2015 external review committee for the Athletic Study Center.
2. We are recommending that the office of the Vice Chancellor for Undergraduate Education and the Chancellor’s Undergraduate Initiative take up issues of course scheduling and “blockers” to majors, given that these are not limited to student-athletes, but may be more pronounced and visible among them.
3. We are recommending that the new Student-Athlete Development Coordinator position be made full time.
4. We are recommending that the Faculty Advisory Committee to the Athletic Study Center develop a Faculty Fellow for each team.
5. We are recommending numerous programs and actions to contribute to better integration of student-athletes, coaches, and programs (through across-campus partnerships).

6. We are urging inclusion of student-athlete climate issues in the actions being developed by the campus in response to the wider Campus (and UC-wide) Climate Survey, coordinated by the Division of Equity and Inclusion.
7. By developing a post-Task Force Accountability Team, we will follow up on all recommendations accepted for action by the Chancellor.
8. We note that many of the concerns expressed by student-athletes are currently being addressed by various units. For example, Intercollegiate Athletics, the Career Center and Student Services are already collaborating to develop some career development needs, especially a mentorship program.
9. We are recommending the hiring of a Recruitment Coordinator and a comprehensive recruitment and admissions program that will provide a clearer message to potential student-athletes about the challenges of both the athletic and academic expectations at Berkeley, along with more substantive outreach to potential high school and transfer student-athletes about how to be best prepared for Berkeley.
10. We are recommending that the Academic Senate survey its members regarding their attitudes towards student-athletes and their understandings of the pedagogical values of athletics at Berkeley. This continues to be an issue of an often hostile climate.
11. We endorse the proposal by Intercollegiate Athletics that they institute a bi-annual survey of all student-athletes that will be subject to immediate analysis for timely feedback, in addition to continuing their “exit” interviews.
12. We have strongly recommended adding a campus ombudsperson with specific understanding of the situations of student-athletes.

The Student-Athlete experience of black athletes is a topic for more extensive inquiry and action. This is a national issue³ but has considerable local (UC Berkeley) dimensions. Given that nearly half of the black Cal students who responded to the Campus Climate Survey feel disrespected (according to the 2010 University of California Undergraduate Experience Survey) and that at least 25% of the black students at UC-Berkeley are student-athletes, it is not surprising that our black athletes report being stigmatized, stereotyped and lacking a wider community. Issues surrounding the admission and support for students from underrepresented groups are among many climate issues being addressed by various groups both on and off campus, but require strong and pro-active support from the highest administrative levels.

³ Harper, Shaun R.(2014) Black Men as College Athletes: The Real Win-Loss Record. *Chronicle of Higher Education, Commentary*. January 20,2014. Harper, Shaun R. , Collin D. Williams, Jr., and Horatio W. Blackman (2013). *Black Male Student Athletes and Racial Inequality in NCAA Division I College Sports. A Report from the Penn Graduate School of Education, Center for the Study of Race and Equity in Education*. Philadelphia, PA: University of Pennsylvania. www.gse.upenn.edu/equity/sports

The information gathered by the Task Force Focus Group with 3 different groups of current and former black student athletes led to a number of recommendations that the Task Force takes seriously and is incorporating into recommendations. These include (but are not limited to):

1. Mentorship program (faculty and/or former student-athletes)
2. Internship program for career development.
3. More guidance on how best to develop a meaningful major within the constraints of schedule demands.
4. Database development for tracking and measuring student-athlete success post-degree and support services towards graduation.
5. Campus attention to class scheduling so that key and gateway courses are not offered in only one semester (and that might be the “competition” season).
6. Create a student-athlete liaison position and/or ombudsperson.

Further discussion of issues of equity and inclusion are discussed later in this Report, but the circumstances of the black student –athletes, especially in the revenue sports, are crucial concerns in evaluating and understanding the student-athlete experience here at Berkeley.

Although it is a difficult and complex phenomenon to define, the Task Force found that issues surrounding the “climate” for all of student-athletes are to be taken seriously for their often –troubling impacts on their experiences here at UC- Berkeley. Although many student-athletes list factors such as time constraints and how they are to be managed through advising, for example, as key impediments to having a meaningful educational experience, it is important to stress that the Berkeley faculty themselves need to engender a more inclusive engagement with undergraduate students, ranging across many different groups, including, but not limited to student-athletes.

Recommendations specific to the Chancellor and his Office

While recognizing that all of our recommendations are being submitted to the Chancellor, there are several that call for his direct consideration.

The Task Force unanimously endorsed that the reporting line of the Athletic Director be to the Chancellor, rather than to the Vice Chancellor for Administration and Finance. When looking at the charge of supporting 850 undergraduate students throughout their academic careers, Intercollegiate Athletics appears to be misplaced within the VCAF portfolio⁴ even if the finances of the IA must be subjected to oversight and guidance. Research was carried out on Athletic Director reporting lines across the nation in five cohorts: Pac-12 Conference institutions; institutional leaders in the Learfield Directors Cup (2012-2013); academic leaders amongst major conference Football programs; academic leaders amongst major conference Men's Basketball programs; and other "peer" institutions not included in other cohorts. The findings from this research were powerful in leading us to the recommendation that the Athletic Director report directly to the Chancellor.

We learned that within the Pac-12 conference, 10 of the 12 Athletic Directors report directly to the institutional CEO. Amongst the top 10 programs in both the major conference Football and Men's Basketball rankings, the results were 9 of 10 and 8 of 9 (Villanova unknown), respectively, for Athletic Directors reporting to the institutional CEO. Of the top 10 institutions ranked in the 2012-2013 Directors Cup, 9 of 10 Athletic Directors report directly to their respective institutional CEO. In addition, we learned that other "peer" institutions -- Virginia, Texas, Minnesota and Wisconsin had similarly powerful reporting lines to their Presidents/Chancellors. Appendix D on Industry Research on Athletic Director Reporting Lines provides this detailed information.

In addition to the industry organizational chart research, we learned more about Athletics department reporting line rationale from our various site visits during the semester. At Stanford, we learned that the AD, Bernard Muir, reports directly to the Provost because Stanford truly believes that he is central to the academic mission of the University and thus should be reporting to the chief academic officer and sitting at the table with the other academic leaders. The Harvard Athletic Director reports directly to the Dean of the Faculty. We learned that on the Harvard campus, the athletic arenas are viewed as laboratories for leadership development and other related skill sets. Given the clear messaging about the pedagogical value of Athletics on campus, Harvard believed that the Dean of Faculty was the most appropriate reporting line. When we visited UCLA, we met with Chancellor Gene Block and

⁴The other units that the VCAF oversees include Business Administration Services (including UCPD, University Health, Parking & Transportation, etc.), Controller's Office, Finance, Human Resources, Information Technology, Operational Excellence, Shared Services, Office of Sustainability, and the Richmond Campus. Combining Intercollegiate Athletics with these other units raises questions and concerns about "fit," functionality and optics on campus. None of these other units have a direct role in the academic experience of students on campus. This reporting line automatically places undue emphasis that the core mission/issues of IA are financial in nature, although the Task Force certainly does recognize that there have been fiscal concerns, which are not to be dismissed or diminished.

discussed the Athletic Director reporting line on his campus. He explained that the two most significant risks to his success as a Chancellor are the UCLA Medical Center and Athletics. Given that, he would not want someone between himself and the leaders of either unit. Given the close similarity between the UCLA and Berkeley campus as well as the roles of our two Chancellors, we invited Chancellor Block to expound on how the Athletics reporting line might affect his workload and bandwidth to manage larger campus issues. He responded with two key points: (1) he has great confidence in his Athletic Director such that he doesn't have to get "into the weeds" on a regular basis on Athletics related issues; and (2) having the Athletic Director as a member of his cabinet is of significant benefit to the University as he brings a skill set that helps the senior leadership team address campus wide issues outside of Athletics, as well as keeps the Athletic Director fully informed on various academic and strategic issues of central value to communicate to coaches and IA staff.

The Task Force encourages the development, by the Chancellor, with the EVCP, and in consultation with the Athletic Director, of a clear message to the community that articulates "what constitutes success, here at Berkeley, both academically and athletically".

The Task Force puts forward some suggestions regarding the recruiting and hiring of coaches, especially Head Coaches, which are led by the Chancellor and Athletic Director. We endorse that the messaging we put forth regarding academic and athletic success be integral to the recruitment process of coaches. We urge that a more inclusive process for recruiting new coaches be established, such that faculty, students and staff would be regularly involved. We urge that there be ways to insure that new coaches are or quickly become familiar with Berkeley, its values, and what we articulate regarding the pedagogical value of athletics, including a formal program of orientation or on-boarding, as well as including academic expectations in the contracts of coaches. We recommend the establishment of a working group to explore the parameters within which academic expectations can be better incorporated into coaches' contracts, an issue of shifting legal status at this time.

Coaches should not be asked/allowed to recruit potential student-athletes without formal orientation. Given that we propose (see Appendix F-1) a comprehensive recruitment and admissions program, under the direction of a Recruitment Coordinator, there should therefore be in place a unit to carry out the requisite orientation and on-boarding for any and all new coaches.

At the time of the submission of this Report from the Task Force, it is anticipated that there will soon be a search for a new Athletic Director. The Task Force suggests that in this search it be stressed that a key need within and for IA at this time is for continuities in personnel and the cultivation of a climate within IA to minimize what

appears to have been more than usual turnover. All programs with whom we consulted attribute much of their success to their histories of continuity, and to hires that are congruent with the institutional values, including a strong consideration of alumni as possible hires.

We urge that the Chancellor and the Athletic Director engage fully with the ever-changing landscape of the NCAA in regard to insisting on the academic priorities for student-athletes. We note that what with the new establishment of the Power Five conferences (including the Pac-12) some NCAA regulations be reconsidered. In particular, we invite leadership consideration of allowing a Reduced Study List for some student-athletes especially during their competition season. NCAA regulations require a full 13-unit study list. Many schools, Berkeley included, offer some reduction in term unit requirements for sanctioned reasons: job and family being the major ones, but also health/DSP reasons. These students are still officially full time. While no such relief is offered for extracurricular activities, no other extracurricular activity is quite as demanding as participating in a sport -- except possibly for those at the top of student government. If we were able to offer RSL's for participation in sport (and possibly student government), it would make sense to follow the models already in place governing RSL's.⁵

The Task Force was exceptionally troubled by the Pac-12 Network's scheduling practices that have led to mid-week competitions, especially those involving travel. We urge serious and concentrated attention to eliminating such demands as multiple classes are missed and/or travel renders students too fatigued to engage with academic materials.

The Task Force requests that the Chancellor delegate an inquiry into the functionality of the current Chancellor's Committee, the University Athletic Board, to the current UAB Co-Chairs (Vice Chancellor for Undergraduate Education, Cathy Koshland and Chair of the Academic Senate Panos Papadopoulos). The Task Force would be pleased to provide alternative models gleaned from our various site visits to peer institutions for necessary information sharing and Senate- administration- IA partnerships.

The Task Force proposes that the Chancellor appoint a Post Task Force Accountability and Follow-Up Team for at least one year to follow up on all recommendations endorsed by the Chancellor. We urge that this Team develop a five-year benchmark plan.

⁵ The non-health RSL's are modest enough that adequate progress to a 4 year degree still can be made, assuming willingness to go summers. This seems a reasonable model for a student-athlete: offer one term of 10 rather than 13 units, with the requirement that those units be made up in summer.

Recommendations for Executive Vice-Chancellor and Provost

The overarching recommendation for the EVCP is to work with the Chancellor on developing and communicating an explicit message to the many communities of the Berkeley campus and beyond as to what constitutes academic and athletic “success” here at Berkeley.

In addition, the Task Force respectfully invites the EVCP to be a key participant in a Chancellor’s athletics advisory team, with the change in reporting line to the Chancellor. In particular, we would welcome his academic and research expertise regarding the development of a systematic program of evaluation for non-cognitive factors, as integral to the comprehensive Recruiting and Admissions Program (Appendix F-1).

To the extent that the EVCP oversees the recruitment and admissions processes for the campus more widely, thus forming the academic community at Berkeley, we draw your attention to both the Recommendations to the Academic Senate committee on Admissions, Enrollment and Preparatory Education (AEPE) and to the Inclusion section of this Task Force Report .

Recommendations for the Vice Chancellor for Undergraduate Education and the Chancellor's Undergraduate Initiative

Review of the Athletic Study Center

The TFAA recommends that the Vice Chancellor for Undergraduate Education set up and oversee a comprehensive review of the Athletic Study Center. This review should take place during FY 2014-15 and should be scheduled as soon as possible. The TFAA encountered numerous issues and ideas that could help structure and focus further discussions related to a Review Charge. After discussions and our visits to Stanford and UCLA, and in consultation with the University of Virginia, the TFAA came up with numerous new ideas to enhance the efficacy of academic support for student-athletes. As part of this, the TFAA suggests that the recommendations from the 2007 review of the Athletic Study Center be reviewed, and further, that the Study Center focus on strengthening its institutional data collection and analysis systems. Additional staffing needs in the Athletic Study Center, including but not limited to an Assistant or Associate Director and an Institutional Research analyst should also be considered as part of the review process. We are urging that the part time position currently held by the Student-Athlete Development Coordinator be made full time as soon as possible, as part of other Task Force considerations.

Further recommendations relate to the integration of Athletic Study Advisors and L&S Advising in the spirit of service to student-athletes through explicit lines of communication, as well as the need to reflect and consider ways in which student-athletes can be better integrated into the campus given the current state of advising resources available to them. Additional topics for consideration in the review process are the relationships between the Sports Supervisors and Athletic Study Center advisors, training/continuing education issues, enhanced data collection through specialized software, as well as the relationship of the Athletic Study Center Director to the Berkeley Division of the Academic Senate. The review should also consider the development of specific academic plans for students and targeted graduation rates and concomitant academic plans for specific sports teams. A review of the budget and funding stability is mandatory.

A detailed list of recommendations concerning the review of the Athletic Study Center is contained in Appendix E.

Summer Bridge

The TFAA notes that we are still admitting students (and not only student-athletes) who could definitely use the Summer Bridge program that the Task Force found to be robust and foundational, while integrating student-athletes with other students coming to Berkeley. Until we can (hopefully) promote more preparation for Berkeley in high schools, we recognize that there will always be students (including student-athletes) who will not have the opportunity (or awareness) to be maximally prepared for Berkeley. This may apply to many of the increasing numbers of non-resident

students, as well. To that end, we have argued that more of our incoming student-athletes should be mandated to Summer Bridge while realizing that this means an expansion of Summer Bridge. We ask that the Vice Chancellor for Undergraduate Education develop a working group (or whatever format works best) to explore an expanded Summer Bridge program. Further, we have found that some of our peers (e.g., University of Virginia) offer a Second Bridge program for their student-athletes (and other students) that is between the freshman and sophomore years. Overall, we ideally want to move towards having our student-athletes be taking, during the summers, needed courses to graduate within a specific academic track (to make sure they are able to graduate within a desirable timeframe) and not have to spend summers “catching up”; offering a Second Bridge structured program might be a way to enhance the progress of some students.

Structural Concerns

The TFAA recommends that the Steering Committee of the Undergraduate Initiative consider the following areas, related to campus structures, in its review of undergraduate education at Berkeley:

Scheduling of Classes

An in-depth analysis (Appendix G-1) of the schedule of all classes offered demonstrates that classes and lab/discussion sections are not distributed evenly across the days of the week/hours of the day. This is a concern to all students on campus and precludes many classes from being available to all students, especially those with external time constraints (such as work, parenting, commuting). We also note that some departments do not vary their offering of key and gateway courses from one semester to the next in terms of times/days offered often meaning that student-athletes are limited in being able to take such courses due to a conflicting practice schedule each semester. Further, and even more problematic is the fact that many gateway courses that are required before the declaration of a major are offered only in one semester such that if any student—due to schedule conflicts for athletics, work, family or other—is unable to take the course, a full year is required before being able to take the needed course.

While we recognize that it is faculty and departments who propose preferred instructional hours, we would urge a review of how classes are scheduled across the days/times including consideration of alternatives to the core teaching days/hours. We argue that the scheduling constraints-- for a campus that is both over-enrolled and with fewer faculty members than are needed to provide instructional services-- is one arena for serious concern. As with several other issues in regard to undergraduate education, we believe that some of the trends we have observed in regard to student-athletes are harbingers or indices of issues just waiting for more damaging impact for all Berkeley students (what we have called “canary in the coal mine” issues). Additional data on how scheduling conflicts between practice sessions and classes being offered are provided separately to the Vice Chancellor for Undergraduate Education. In these we note, for example how many hundreds of

possible courses are not available to student-athletes due to practice schedules and that practice schedule possibilities themselves are constrained by the very limited facilities Berkeley has for team practices. Unlike Stanford, we do not have 94 acres of available playing fields such that their practice schedules can more easily be wrapped around, not in conflict with, class schedules.

Thus, the TFAA recommends that the Undergraduate Initiative Steering Committee consider additional flexibility in course scheduling (e.g., Monday-Wednesday classes) in relation to the demands and needs of student athletes, especially given the severe limits on available practice facilities. (We note that this limited availability of practice facilities impacts negatively many club sports as well).

The TFAA working group on Structure, Governance and Oversight, by analyzing structural barriers inhibiting student-athletes from fulfilling their potential academically, conducted a detailed analysis of class and practice schedules, which yielded large percentages of courses being subject to schedule conflicts in both the Fall 2013 and Spring 2014 terms. Many student-athletes face conflicts due to practice requirements that are, in turn, often structured due to facilities availability. Given this fact, it is recommended that a thorough review be done of class schedules vis-à-vis practice schedules to find additional academic opportunities for students. For instance, if women's crew practice ended at 9:00 a.m. instead of 9:30 a.m., the students would have 337 more classes available to them. Or, for men's basketball, starting practice at 3:00 p.m. (Spring term) rather than 2:30 p.m. (Fall term), allowed the student-athletes to have 469 more classes available. More detailed analysis of schedule trends and figures is included in Appendix G-2.

Another major academic hurdle for student-athletes, this working group discovered, is a lack of courses offered on campus to support student-athletes' academic needs. Some student-athletes, among other students, enter Berkeley having not fulfilled their quantitative reasoning, writing and composition, or foreign language requirements. These are common classes that student-athletes enroll in, but may not be as frequented by the entire student body. Therefore the number of these courses is limited, which poses a particular challenge in fitting these classes around an athletic schedule. Larger numbers of these courses should be offered throughout the Fall, Spring and Summer terms and should no longer be considered as "remedial" given that such categorizations are stigmatizing; often the need for such courses has as much to do with opportunities (or lack there of) in high school than with academic abilities.

There are many other such examples that warrant a detailed review and consideration of ways to improve scheduling opportunities for student-athletes, while this will also contribute to the scheduling challenges that other students face as well, but which are more difficult to assess.

“Blockers” to Attaining Desired Majors

The limited number of courses in quantitative reasoning, writing and composition, and foreign language can cause delays for students in reaching the requirements to attain a specific major, even if we move forward on assuring that more students being admitted to Berkeley have taken these courses in high school. A connected issue is the rigidity and inaccessibility of majors. Many majors on campus require classes to be taken sequentially and/or have GPA requirements in certain classes. GPA requirements are often difficult for student-athletes to meet because of their demanding athletic load and they may occasionally have a lower academic profile at least when they begin (but not likely to catch up on by the time one needs to declare a major) than the general student body. But the very fact that so many—and so many desired-- majors are capped means this is a problem for many other students, as well.

The combination of rigid majors, major caps, strict prerequisites, GPA requirements, large athletic time commitments, and the need to take university requirements means that student-athletes tend to cluster in majors with maximum flexibility such as American Studies or Interdisciplinary Studies: data collected from the Athletic Study Center shows over the past ten years that these two majors are consistently among the top 10 majors declared by student-athletes, if not always the most enrolled majors.

The Task Force is not sure that the clustering of majors is a problem *per se*, but if the clustering in the flexible majors is due to student-athletes not being able to pursue majors of their choice, their interests and their educational goals, then it is a serious issue. We are recommending, following input from student-athletes, that there be more explicit presentation of campus majors and possible alternative tracks towards majors or major interests, perhaps via a Majors Fair for student-athletes. But this is another one of those issues and concerns that may be most manifest in the student-athlete population but is a harbinger of serious issues among the entire student body.

Another block to major attainment prevails within the sciences: for example, classes that require long time commitments, such as biology labs. These can require three to four hours per week and are difficult to fit into a restrictive practice and competition schedule. For example, teams with a high number of science majors (i.e. women’s swimming) have a day off in the middle of the week that allows students to take a lab.

The Steering Committee of the Undergraduate Initiative could consider the shifting, or bolstering, of resources to support undergraduate instruction in impacted majors, such as in Economics, Statistics, Psychology, Computer Science and especially Business Administration, and to help develop sets of courses (such as the BASE 3 courses in the summer in the Haas School of Business) that give students (whether student athletes or not) access to some subject matters and information that they both desire and would benefit from even if, for various reasons (including restrictions on the number of majors) they are not able to enroll in as a major in a certain field. That many students across campus are kept from majoring, even if

qualified, in areas of interest and goals, is a serious concern and it has been noted that many such students engage in what is called “phantom” (or “virtual”) majors by taking sets of courses related to but not “in” the desired major.

Lastly, in reference to the situation with majors, we may be “missing” some majors that would be of interest to not only student-athletes but many other students as well. One suggestion of a major of frequent interest to student-athletes is an undergraduate major in Journalism. Although one necessarily requires faculty committed to a major program, which may not currently be the case, exploring not only the “missing majors” but also being able to add courses to extant majors to meet student interests and the requisites for 21st century jobs (such as coding) should be within the purview of the Steering Committee for the Undergraduate Initiative.

It is important for faculty members to abide by the University’s newly revised Accommodation Policy on missing class for athletic and other reasons, and the TFAA also recommends that the Director of Athletics adopt a similar guideline for missing practices. Promoting and informing faculty and GSIs as well as the student-athletes themselves of these revisions and how best, on the part of the student-athlete to understand and work with the policy are crucial to its success.

Other related challenges occur with the scheduling of athletic events, many of which are in accordance with Pac-12 (and Pac-12 Network) requirements, but the TFAA recommends that Berkeley take a stand against scheduling of mid-week athletic contests, particularly those that require extended travel and/or missed class time.

Service Delivery Opportunities

Given what the TFAA learned in interviews with student-athletes and the staff of the Intercollegiate Athletics Department, it is recommended that the Undergraduate Initiative Steering Committee review service delivery of campus resources that can/should be made available to student-athletes –as well as to all undergraduates-- to consider more robust offerings and/or enhancements to existing service delivery.

Diversity & Inclusion

The TFAA recommends that the Undergraduate Initiative Steering Committee investigate inclusive teaching models that exist on campus and to what extent existing models, as well as new ones, can be developed as the UC Berkeley student population continues to diversify. Who, for example, or what department or program, is doing inclusive teaching and how to model and/or inform on this to the wider campus?

Recommendations for the Athletic Study Center (while external review is on-going/pending during 2014-2015.)

The following are suggested actions to be undertaken during the 2014-2015 academic year that are in collaboration with either Intercollegiate Athletics and/or the College of Letters and Science. Some may anticipate areas of inquiry by the External Review Committee and their Charge.

1. Formalize explicit lines of communication between L and S Advisors and ASC Advisors.
2. Discuss how to integrate student-athletes into the reformed Advising Plan for Letters and Science.
3. Review campus probation procedures in reference to student-athletes. The Task Force realizes that the final authority for probation decisions rests more with the FAR and with input from L and S and from the ASC, but we did not pursue the available data on probations for student-athletes and what kinds of constraints are placed (or not) on their athletic activities during probation time, but we need this information and analysis.
4. Reinforce and communicate that the core courses of Quantitative Reasoning and R-C (writing) must be taken by the time of 60 units. This is a new policy of L and S and it has also been shown to be a serious and frequent “blocker” to graduation success.
5. Prepare for the External Review.
6. In conjunction with Intercollegiate Athletics, begin the process of developing specific academic plans for individuals on teams to maximize the track to graduation, especially for those sports with post-college professional opportunities (e.g., how could students graduate in 3.5 years?)
7. Review the plans for the “low eight” sports teams that have had, according to the 2003-2010 data, the lowest GSRs (football, men’s and women’s basketball, men’s soccer, softball, baseball, women’s track, and men’s water polo). Be sure to specify what is to be done, who is to do it and under what timeline.
8. Review the recent Football Academic Improvement Plan in relation to the accountability assignments. Clarify accountability: who does what and for how long?
9. Have the Faculty Advisory Committee of the ASC rejuvenate the Faculty Fellows plan.
10. Develop a full resource inventory for student-athletes – As we have noted earlier in the report, we have received feedback from student-athletes that many of them are unaware of the resources available to them both within intercollegiate athletics and campus wide. We recommend that a menu of resources both in and outside of IA be developed for student-athletes and disseminated through a variety of different mediums (new student-athlete

orientation, student-athlete planner, calbears.com, social media, etc.) This would be a collaborative effort- with IA and the offices of the VCSA.

11. Contribute to the development and enactment of new orientation programs designed to integrate Student-Athletes into the greater campus community. We believe it to be very important to create orientation structures for student-athletes that integrate them into the regular student body immediately upon their arrival to campus. Our site visits confirmed for us that integration from the very beginning of the campus experience is fundamental, from integrated mandatory orientations, mixed residential living, to opening campus -welcoming activities. These provide the student-athletes with a sense of being part of campus life and college experience, academically, socially and culturally.

While we understand that some student-athlete specific programming is both necessary and appropriate, we recommend that student-athletes take part in the same orientation programs as regular students on campus. In addition to CalSO and the Getting your Bearings programming, we recommend that the ASC and Intercollegiate Athletics work collaboratively with the Division of Equity & Inclusion and Multicultural Student Development to communicate all specific population orientations (e.g. BlackSO, International students, Transfer Students, etc.) to student-athletes and encourage them to attend.

Recommendations for the Vice-Chancellor for Student Affairs:

Orientation Programs designed to Integrate Student-Athletes into the Greater Campus Community

We are pleased that this arena for new action has already been taken up on campus. Our rationale for this is as follows:

In addition to working with coaches and administrators around campus integration, we believe it to be very important to create an orientation structure for student-athletes that integrates them into the regular student body immediately upon their arrival to campus. Our site visits confirmed for us that integration from the very beginning of the campus experience is fundamental, from integrated mandatory orientations, mixed residential living, to campus opening and welcoming activities.

These provide the student-athletes with a sense of being part of campus life and college experience, academically, socially and culturally.

While we understand that some student-athlete specific programming is both necessary and appropriate, we recommend that student-athletes take part in the same orientation programs as regular students on campus. In addition to CalSO and the Getting your Bearings programming, we recommend that Intercollegiate Athletics work collaboratively with the Division of Equity & Inclusion and Multicultural Student Development to communicate all specific population orientations (e.g. BlackSO, International students, transfer students, etc.) to student-athletes and encourage them to attend. At peer institutions, students may not begin classes if they have not gone through a robust campus orientation.

Develop a full resource inventory for student-athletes:

As we have noted earlier in the report, we have received feedback from student-athletes that many of them are unaware of the resources available to them both within intercollegiate athletics and campus wide. We recommend that a menu of resources both in and outside of IA be developed for student-athletes and disseminated through a variety of different mediums (new student-athlete orientation, student-athlete planner, calbears.com, social media, etc.)

Intercollegiate Athletics would be responsible for developing the IA resource list. The Athletic Study Center would be responsible for developing an ASC list and integrating with IA list. We recommend that a member of the proposed Accountability and Follow-Up Team be someone from Student Affairs who would work with IA and ASC and other relevant units on this.

Residential Integration: Residential Life and Integration – From our site visits, the Athletics Academic Task Force learned that one of the key elements to the integration between student-athletes and non-athlete students was residence life and from the very first year. Unlike at Berkeley, student-athletes elsewhere are paired with non-student-athletes as roommates in the residence halls when they matriculate as first-year students. We understand the need to have student-athletes live in residence halls that are in close proximity to their practice locations (e.g. swimmers living in Unit 3 because of its proximity to Spieker Pool). That said, if student-athletes were simply assigned to units but then paired with regular students as roommates, we believe this would have marked positive effect on student-athletes integration with the campus community. Shared living environments are a key to promoting a sense of being part of a campus life and college experience, academically, socially and culturally.

Furthermore, we recommend that the campus strongly encourage student-athletes to live on campus beyond their first year on campus and to provide the resources that enable this. Given the significant time demands required of student-athletes, we believe that living on campus during sophomore, junior and possibly senior year would minimize commute time, increase access to meals (for revenue sports with unlimited meals provided by IA), enhance access to professor office hours, academic support services and on-campus study spaces. We understand that this recommendation may require the campus to change policies regarding the campus apartments (Channing-Bowditch and Martinez) as being considered “off-campus” for financial aid purposes. This recommendation may also require additional funding because an off-campus full scholarship is currently less expensive for IA as compared to an on-campus scholarship.

While there is coordination on residential assignments between IA and Student Services, coaches have greatly influenced the housing programs for their individual teams. While we recognize there are several viable reasons for coaches to make selections (and some, we understand, actually fill out the housing applications for the students) that cluster their student-athletes, we urge a consideration of the current practices, even if some coaches find this to undermine their team-specific wishes.

Our recommendation is for a small group of coaches, IA, Residential and Student Affairs representatives, Financial Aid and Scholarships staff, and student-athletes to review the current housing process for student athletes in order to emphasize more choices, more integration, more decision –making on the part of the student-athlete. In addition, as pointed out in the Student-Athlete experience section, we recommend evaluating and potentially reforming the practices that impact off-campus housing costs for student-athletes, especially in team-mate clusters. This too can readily undermine integration, require more financial resources, and add yet another barrier/factor to fuller academic engagement and should be studied further.



Ombudsperson:

Engage all relevant partners to discuss the situation regarding an expressed need on the part of student-athletes for an ombudsperson- perhaps one in the Student Affairs Ombudsperson Office. This need was raised consistently and adamantly by those student-athletes in our Focus Groups, who felt that there is not an entity in place that could legitimately address concerns of the student- athletes. This position should not be in either Intercollegiate Athletics of the Athletic Study Center; it needs to be fully independent of both units to ensure that there are no biases that may impact the student (s') ability to be heard or receive due process. By addressing this topic now we might avoid the critiques that routinely arise: the community asking who speaks for the athletes; and/or learning after-the-fact that athletes had issues and did not know to whom or where to go when there does need to be someone who is both independent and knowledgeable about potential situations facing student-athletes.

Recommendations for the Dean, the College of Letters and Science

Advising Services

Given the reformed program of L and S Advising, which the Task Force endorses enthusiastically, we recommend that immediate attention be given to developing a structure and process for the inclusion of student-athletes in this new program. While we understand the need for advising to student-athletes from those who comprehend and understand the parameters for academic eligibility and NCAA compliance, as well as guidance in terms of course selection, we know there are differences in training and in authority that make it important that student-athletes also have access to what are going to be available to all students through the College of Letters and Science. We recognize that adding in some 850 students will take additional resources, but if integration is a goal and if our primary obligation is to ensure that our undergraduates can navigate successfully the opportunities of Berkeley, this is absolutely mandatory.

Issues of Course Scheduling, Availability and Major Selection

As noted above in the Recommendations to the Vice Chancellor for Undergraduate Education, the Task Force was struck by the impediments to student-athlete access to courses due to not just their constraints because of access to facilities and timing of practice sessions, but the uneven distribution of courses offered across the campus. We recommend that the College of Letters and Science engage with the Vice Chancellor for Undergraduate Education on this problem, which surely impacts not just student-athletes, especially when gateway courses are limited in being offered. We were also struck by the ways in which access to majors are blocked for various reasons, and, again, this is not limited to student-athletes although it may be exacerbated by their schedules, travel and ability to take certain courses that are required for majors. We also recommend consideration of so-called “missing majors” and alternative pathways (of coherent courses) to obtaining the desired/requisite education and information for desired career trajectories.

Recommendations for the Division of Equity and Inclusion:

While many issues of concern to the Division of Equity and Inclusion are listed under the various units who would be responsible and/or in partnership with E and I and other units, we put here several specific issues that we would like to see the E and I Division engage with and act upon.

Equity Inclusion & Diversity (EID) Strategic Planning in Intercollegiate Athletics (IA):

Beginning in Spring 2014, Intercollegiate Athletics began working collaboratively with the campus Director of Strategic Initiatives and the Division of Equity & Inclusion to begin the EID strategic planning process. We recommend that this strategic planning process continue, be fully supported by IA and the campus and ultimately recommendations and goals be included in the forthcoming IA department strategic plan. We also recommend that campus partners and/or members of the Task Force on Academics and Athletics be formally added to the EID strategic planning steering committee.

Explicit attention to climate issues affecting student-athletes and IA staff in the on-going follow-ups to the Campus Climate Survey.

Although the survey instrument and response rate of this survey were less than ideal, nonetheless there are some starting points for further investigation. And although the survey instrument did not allow a differentiation between student-athletes within the IA department and those who pursue athletic activities (e.g., through Rec Sports, intramurals or other organizations), there are clear impacts of climate on many student-athletes and staff. The lack of integration into the wider campus for IA staff and coaches only reinforces the tendency towards “silos” and the likelihood of both misunderstandings and stereotyping. The student-athlete climate issues are manifest primarily in stereotyping and in the disrespect displayed purely on the basis that a student somehow or another presents him/herself as an athlete. Such issues are especially exacerbated for the black athletes, given that nearly half of the black students who responded to the survey indicated serious climate issues and a large, even increasing, percentage of the campus’ black students are student-athletes.

We recommend that the Campus Climate Follow-Up group(s) make sure there is adequate representation of the IA and the student-athlete perspectives as measures are developed to mitigate climate hostilities and disrespect.

Additional measures to foster the recruitment, admission and support for students from under-represented groups, specifically, include the following recommendations for the Division of E and I with various partners on and off-campus:

We urge that the Division take action to address the “critical mass” concerns:

Upgraded recruitment program (adopt a high school or more; target specific community colleges). Work on this with in collaboration with Admissions. Develop specific plans as to how to increase the retention/enrollment and financial support for admitted under-represented minorities.

Attend to relationships with communities that no longer feel that UC-Berkley is a welcoming place for them.

Orientation Programs designed to Integrate Student-Athletes into the Greater Campus Community


In addition to working with coaches and administrators around campus integration, we believe it to be very important to create an orientation structure for student-athletes that integrates them into the regular student body immediately upon their arrival to campus. While we understand that some student-athlete specific programming is both necessary and appropriate, we recommend that student-athletes take part in the same orientation programs as regular students on campus. In addition to CalSO and the Getting your Bearings programming, we recommend that Intercollegiate Athletics work collaboratively with the Division of Equity & Inclusion and Multicultural Student Development to communicate all specific population orientations (e.g. BlackSO, International students, transfer students, etc.) to student-athletes and encourage them to attend.

Annual In-Person Cultural Awareness Training for faculty and other key academic staff

In addition to improving cultural competency within Intercollegiate Athletics, we recommend that the campus strongly consider requiring and/or continue with cultural awareness programming training for all undergraduate teaching faculty, graduate student instructors, athletic advisors, and other key academic staff with “high-touch” interactions with our undergraduate students.

Evaluation of support in the Office of African-American Multicultural Student Development

While we are aware of recent augmentations and organizational restructuring for all of the Multicultural Student Development offices, the African American Student Development Office can and should be an essential aspect of supporting the athletic experience. Given that a disproportionate percentage of the African-American students on campus are student-athletes on campus, it makes sense to the committee to provide additional resources through the African-American Multicultural Student Development Office in order to improve support of athletes with respect to cultural



awareness, climate conditions and academic experiences specific to athletes. We ask that the Vice Chancellor for Equity and Inclusion confer with the Executive Vice-Chancellor and Provost and the Interim Athletic Director to discuss possible ways to better distribute the load of student needs (see comments in the section on Inclusion and Being a Student at Berkeley).

On Admissions and Recruiting for the Academic Senate AEPE Consideration

TO: Academic Senate committee on Admissions, Enrollment and Preparatory Education (AEPE). Original sent 25 August 2014, with minor revisions 20 September 2014.
FROM: M. Conkey, Chair, The Chancellor's Academics and Athletics Task Force

In keeping with Chancellor Dirks's recent call to "better balance academic and athletic interests", Intercollegiate Athletics' charge to coaches to recruit "student athletes who are a good fit for UC Berkeley", coupled with this Task Force's charge to maximize the "academic performance of student athletes and better integrate them into the full life of the campus," we offer the following discussion and recommendations regarding student athlete recruiting and admission.

Introduction

The Task Force discussed issues of admissions and recruiting often. We agreed that a more comprehensive approach to the process was in order. The following document from the Academic-Athletic Task Force to the Academic Senate committee on Admissions, Enrollment and Preparatory Education will present just such a comprehensive process, which, for acronymic purposes, we can call B-RAP (Berkeley Recruitment and Admissions Program; in the Full Task Force Report this will be Appendix F-1). In addition to this comprehensive program the Task Force discussed two additional recommendations brought to us from our Working Group on Recruiting and Admissions, including some specific metric guidelines and considerations regarding the review process. First we present here the B-RAP program and subsequent to that, we will discuss the two recommendations from the Task Force working group.

A Comprehensive Berkeley Recruitment and Admission Program

We propose the establishment of a comprehensive recruitment and admissions program. Most of the Task Force and many of the coaches who were interviewed endorsed the concept of a new position of a full-time Recruitment Coordinator who would be charged with, among other duties, the development and coordination of the program. Minimally, this program would be comprised of the following components:

1. A Letter of Reference for each applicant. We applaud that the Senate AEPE has recently adopted the new practice of requiring an academic letter of reference for athletic admissions and that this would come from a teacher in one of the required courses (A-G courses) for UC admission. We recommend that the letter request to the teacher specifies that their letter of recommendation should include comments regarding the student's "academic engagement" as well as their non-cognitive attributes that social science research demonstrates can predict for academic success beyond numerical scores/metrics (such as determination, motivation, focus).

2. A Program on the Evaluation of Non-Cognitive Factors. This program would draw on the extensive campus/social science expertise on how these factors can be identified and how important a role they play in the achievement of goals and of success in endeavors.
3. Coach Seminars on Non-Cognitive Factors. Given the explicit component of attention to non-cognitive factors in a recruiting portfolio, coaches/recruiters would want to attend (as some have already requested) a regular seminar/workshop/discussion on what these factors are and how better to identify and evaluate them, especially given the unique opportunity for more personal engagement with potential student-athletes that such recruiters have.⁶
4. A Preparation Guide that would be presented to high school students (and as early as possible), to their coaches and guidance counselors as to how best to prepare in high school for Berkeley. This should take the form of a simple straightforward hand out of what courses (minimally, the A-G ones) to take and do well in, including the required Quantitative Reasoning and Writing courses, as well as foreign language. This should be highlighted on the IA website and pro-actively distributed.
5. A Carrying Capacity Model. This would explicitly limit the number of at-risk student-athletes we have on campus, both overall and per individual team. We understand that the present and past categorizations of student-athlete admissions in different ways⁷ have provided some parameters on how many at-risk student-athletes we admit. But the number of at-risk students must be understood in relation to the campus resources available to serve them and must be limited in number on any one team, as we have seen what can happen when the percentage is so high that it creates and sustains a culture of academic flailing/failing/disinterest, along with an unsatisfactory educational experience for the student-athlete and his/her cohort. Thus, a carrying capacity model must be developed, in close coordination with the Athletic Study Center to set the limit of how many at-risk students (however defined) we can “carry” overall and how many per team and under what circumstances.
6. More and more integrated faculty involvement in the recruitment process. This could be when potential student-athletes make on-campus visits, or in the form of coordinated faculty presentations to groups of potential student-athletes. A recruitment program could make it crucial that the potential

⁶ We understand that some universities are administering tests for non –cognitive factors to all admitted students, marginal applications and for recruiting purposes.

⁷ At first, Berkeley used an A-D system, and as of 2012 uses a “Gold-Blue-Red” system (UCLA uses a 1-4 system), which does provide data and limits on those at-risk admits. The current categorization did raise the bar from the A-D system but it is too early to assess the impact of the changes on graduation rates.

student-athletes attend/visit at least one class, preferably in their areas of interest. The enormous talent of Berkeley faculty and their research accomplishments that they bring to the classroom can more productively be presented to potential student-athletes as one way to help them more fully understand what they will be exposed to here at Berkeley.

7. Continuous and timely data analysis. This would inform not only the progress of any given student-athlete but on how our systems of recruiting and admissions are working (or not).

High School Preparation and Academic Success

Maximizing academic success at UCB is especially difficult for those student-athletes with insufficient K-12 preparation who come from underserved K-12 schools and communities. Despite the best efforts of the Athletic Study Center, many of these student-athletes find themselves failing classes, being placed on academic probation, and confronting limited opportunities to pursue majors and courses that best fit their interests, therefore requiring extensive academic support just to maintain athletic eligibility, much less earn a degree and receive a meaningful college education. Exacerbating the challenge of making up in four years what one did not fully receive in thirteen years is the physical and mental toll taken by the time-consuming participation in a varsity sport, especially a high profile one such as football or basketball. More time required to help some student-athletes achieve some successes in their academics means less time helping other student-athletes, those who might be able to manage their academic program with minimal support, receive a meaningful education with the additional support they deserve to offset the time they spend practicing and competing for the university. While we cannot and should not penalize a student for where they have been, we can—and should—help them in where they want to go.

Revising Recruitment and Admissions Policies and Practices

The Task Force debated if and what kind of revised admissions policy –and associated recruitment support systems and analysis practices—should be developed that ensure that past and any continued unfortunate graduation failures are not repeated. On the one hand, we want to make very sure we are not setting up students to fail, and, on the other hand, especially in those sports where we demand a great deal, we want to make sure that each and every admitted student-athlete has a reasonable (and evidence-based) chance to succeed academically at Berkeley and to graduate, and that we have in place the resources to make for a positive educational experience.

Yet we also agree that we should not measure success in terms of graduation rates only. What matters much more is achieving a meaningful education, or, in the Chancellor’s words to this Task Force “the best educational opportunities for all of our students.” Graduating may be a necessary but it is not a sufficient condition to that end (and we point to the growing structured program unique to Berkeley in which former student-athletes are/have been returning to campus to finish their degrees).

No matter what specific policy is adopted, we must simultaneously and energetically attend to the climate within which our student-athletes (and all students) exist and what opportunities we provide for their self-realization.

To make suggestions to the Senate committee on Admissions, Enrollment and Preparatory Education (AEPE) in whose domain rests the task of setting admissions policies (for all Berkeley students, including student-athletes) we agree with current policy that the holistic review process for Berkeley (and all UC) admissions is well-suited to the contextual factors that are integral to an assessment of a potential student-athlete's application. Given that, the Task Force has first and foremost come to articulate important practices to implement, which would apply to any and all potential student-athlete recruitment and admissions decisions. No matter what specific policy is developed by AEPE, we have come to see that recruitment and admissions/enrollment depends on a package of practices. Thus emerged the comprehensive program outlined above.

Recommendations for Senate AEPE Consideration

In addition to what the Senate can do regarding the above package of recruitment practices (e.g., endorse, facilitate, amend, participate in), the Task Force did consider at length what, if any additional revisions could/should be made to the extant admissions policy, which the Senate itself has indicated they want to revisit and revise. We thank the Senate and AEPE for waiting for Task Force recommendations for their revisions of the current admissions policy for student-athletes and we intentionally present here some alternative ways of thinking about admissions that came from the Task Force discussions, while recognizing that it is the AEPE that not only has the authority and motivations to develop revisions at this time, but also the expertise and experience to do so.

Whatever the revisions developed by AEPE and endorsed by the Divisional Council may be, we urge consideration as well of a plan for how to phase in any changes, along with thoughtful and engaged communication with Intercollegiate Athletics and coaches/recruiters. This may entail the development of several seminars or workshops.

While the Task Force (especially in its Recruiting and Admissions working group) had access to some data⁸ that have strongly informed the recommendations, we suggest that the AEPE take on as a pilot study these and other data they deem relevant. For example, as detailed below, these data are based on historical situations (2003-2010) and for those eight teams with the poorest graduation rates, which, on the one hand, makes perfect sense if we are trying to understand what the source of some factors are that have led to poor graduation rates as well as to on-going academic challenges. But, on the other hand, as metrics alone, the data are lacking contextual factors. Furthermore, we have not studied those student-athletes with some comparable

⁸ These were preliminary data from 8 sports [those with the lowest Graduation Success Rates (GSR)] over the years 2003-2010] See Appendix 1 to this topic.

metrics (e.g, a high school GPA below 3.0) who have had academic success and who have graduated.

Two Different Recommendations

The working group on Admissions and Recruiting brought to the Task Force two slightly different recommendations. These were identified in the Working Group Report as 6A and 6B:

- **6A:** Student-athlete admissions “exceptions” – those below 3.0/500s – should be limited to a floor of a 2.8 high school GPA and 450 for SAT M and R. Student-athletes who meet the principle gauge of UC eligibility requirements – a 3.0 high school GPA in A-G classes⁹ – and who also have 500 or above SAT M and R should be evaluated using data gleaned from evidence-based recruiting. The presumption in these cases should be in favor of admissions.
- **6B:** Student-athlete admissions “exceptions” – those below 3.0/500s – should be limited to a floor of 2.5 high school GPA and 400 for SAT M and R.

Student-athletes with below 3.0 GPA or below 500 on one or more SATs should also be evaluated using data gleaned from evidence-based recruiting, with extra attention paid to their particular non-cognitive attributes that predict for academic success beyond basic numerical metrics. Student-athletes who fall into this category are considered “exceptions,” and there should be a limited number of them admitted; “rare” even given the large numbers of admits. It is necessary to determine that these exceptional admits would, in numbers, equaling no more than X per year in total with no more than a small percentage of that X for any given team.

These figures for how many exceptions the campus/any given team can “carry” are absolutely crucial and should be determined by the AEPE in consultation with the head of the Athletic Study Center based on a sense of maximum “carrying capacity” for the ASC, in general, and for each team, in particular, with the understanding that the number of exceptions per team can be adjusted according to the academic performance after two years of the exceptionally admitted student-athletes on that team.

Obviously, there should be NO exceptions under any circumstances for any student athlete below 2.5 or, as already established by current policy, below 400 on the SAT math or SAT reading.

⁹ (“In order to be considered for admission, applicants must have earned a minimum GPA of 3.0 [3.4 for nonresidents] in all ‘a-g’ courses completed in grades 10 and 11, with no grade lower than a C”
[\[http://admission.universityofcalifornia.edu/counselors/freshman/minimum-requirements/index.html\]](http://admission.universityofcalifornia.edu/counselors/freshman/minimum-requirements/index.html))

Both of these options derived primarily from the collection of one data set for eight sport teams with the lowest NCAA Graduation Success Rates (GSR) for the period 2003 - 2010. The eight teams had NCAA GSRs ranging from 38% to 75%. These data provided us with information regarding the high school GPAs, SAT scores, and graduation rates, as well as data on academic probation and failed courses for 679 student-athletes over different periods of time.

These data are deeply troubling in that it appears that many of these student-athletes who did not graduate were not fully prepared for the combination of the athletic and academic rigors of their Berkeley experience in terms of their high school preparation (SAT scores; baseline courses in math and writing) and their engagement with scholarship and academics (to the extent that that is what a high school GPA points to). A summary of the metrics for the eight sports --without consideration of contextual factors-- is provided for AEPE, along with some of the key analytics (Appendix 1) by a working group of the Task Force.

A more in-depth understanding of the data reminds us that, among other factors that mitigated against their success is that, once admitted, these students did not have the kind of well-developed advising/learning specialist resources that are presently in place at Berkeley. Nine Learning Specialists have been hired since 2010, while earlier the Athletic Study Center had only six advisors (no Learning Specialists), even if all of these added resources have not alone solved continuing academic challenges for some students. One could easily argue that even with many learning specialists, some student-athletes do not have a reasonable chance of succeeding, given their preparation (or, more appropriately, the lack thereof). Yet, even from a brief analysis of transcripts, quite a few—but not all-- of those students who did not graduate didn't simply fail out because of their non-passing grades but, instead, failed to graduate because of not completing one or more courses---especially core courses such as Quantitative Reasoning (see Jacobsen and Rhodes 2013)¹⁰.

The Task Force discussed the two options at some length although a single voice was unlikely to develop. The Task Force discussed the two options with multiple suggestions and, in the end, felt that as many as possible of our varying opinions and reasons might be useful to the AEPE. It was in the spirit of holistic review and with the insistence on the development and possible implementation of the above comprehensive recruiting and admissions program that most on the Task Force could support a 6B-like recommendation (although many did not concur there should be specific metric “floors” but instead more robust and comprehensive recruitment and more scrutiny regarding “exceptions”).

¹⁰ Bob Jacobsen and Richard Rhodes (2013) “Student-Athlete Performance at Berkeley: A Look at the Facts”. Manuscript available from the authors at UC Berkeley.

Most of the Task Force felt that, going forward, more than a specific GPA or SAT “floor” (beyond that which we already have in place) should go into the assessment of admissions, it should be the development and implementation of attention to other factors (high school preparation, including having taken their Quantitative Reasoning, Writing and foreign language classes before coming to Berkeley, which the data show to be a strong predictor of graduation success; the carrying capacity model; the evaluation of non-cognitive factors, including the new letter of reference). In support of both of these possible options, 6A or 6B, the following rationales have been put forth:

1. Preliminary data collection (for the metrics of the fall 2003 to spring 2010 cohorts in just 8 of 23 sports- those with the lowest graduation rates, see Appendix 1) does reveal strong links between, on the one hand, Berkeley graduation rates for student-athletes in the eight teams with the lowest GSRs and, on the other hand, their high school GPAs and SAT verbal and math scores. This, in fact, is the key reasoning behind those who most strongly advocated for the adoption of 6A.
2. Both 6a/6b would help close the very real gap that exists between the average non-athlete student and those student athletes admitted at or below 3.0/500s. To further ease in any at-risk admits, the Task Force recommends that more students are considered/mandated for Summer Bridge, even if this requires an expansion and a considerable expansion of Summer Bridge, including the possibility of a Summer Bridge 2 (between freshman and sophomore years. (This expansion of Summer Bridge will be a recommendation to the Vice-Chancellor for Undergraduate Education, under whose purview is the Summer Bridge program).

Several Task Force members urged that at-risk students be mandated to “redshirt” their first year, a guideline we understand to be currently under consideration by the NCAA. But others noted that as a blanket practice here and not elsewhere, this would, given competitive recruiting, effectively disable our abilities to successfully recruit. We urge that there will continue to be—as now practiced---the situational (and an even more strongly enacted) red shirt for student-athletes at risk, while we await any NCAA action that might make uniform the recruiting process.

3. 6a/6b would not only allow the ASC to better support the student athlete “exceptions” (i.e., those below 3.0/500s or 2.8/450s) – since there would be fewer of them to support – but also provide more advising time to help their peers who might be able to “do alright” with minimal support but who will have a much better chance to receive a meaningful education (and a positive educational experience) with the additional support they deserve to offset the time they spend practicing and competing for the university. This is the carrying capacity model discussed above.

The working group on Admissions and Recruiting suggested that the admissions policy be characterized as **the “Blue and Gold Standard for Student-Athlete Admissions”, namely as a two-tiered admissions approach (“UC eligible “and “exceptions”)**, which would replace the current four category system of student-athlete tags (admissible on one’s own; gold; blue; red) with a simpler and less stigmatizing two category system that closely maps onto UC’s two basic categories of at /above 3.0 (in A-G; for in-state) and “admission by exception” for a “few”. As AEPE is well aware, there have been recent changes in UC policies that try to recognize the differentials that exist not only among California high schools and other schools from where our students come, including an increase in non-resident students. With the adoption of holistic review there is still, at one level, the target of a 3.0 “eligibility” for UC admissions, but that there are exceptions precisely because a potential student has something exceptional other than a specific high school GPA to bring to the University community.

Given the expertise and experience of the AEPE, we ask AEPE to consider how metrics (such as those specified in either 6A or 6B) best integrate with holistic review, especially given the increasingly diverse high schools, both nationally and internationally from which we are drawing our student body. We do note that both the 6A and especially 6B do depend as well on holistic considerations, while specifying “floors”.

For the study of the 2003-2010 cohorts of those teams with the poorest GSRs, we did not have access to any personal histories that always complicate metrics, and we have already noted that our campus support services were not in alignment with the number of students admitted who needed and deserved support, even if these support services alone do not –and should not necessarily-- automatically increase an individual’s or a team’s GPA. But a carrying capacity model should specifically attend to if and how on-campus resources can aid those who are admitted and if admission numbers for those at –risk or under/unprepared are too high (and not just a “few”). We recommend that the upcoming review (2014-2015) of the Athletic Study Center address what a model could be, given current or future resources. Here AEPE should also be involved in structuring that model.

We have noted that a comparable study has not yet been done to elucidate those with similar metrics (high school GPA and/or SAT scores) who thrived academically and graduated from Berkeley. The NCAA GSRs for 15 other sports that were not subject to scrutiny, other than basic statistics, show that those 15 teams in various periods of review, accomplished from an 83% -100% GSR (for 2003-2006, or over 4 years, with four teams who had 100% GSRs). These 15 GSRs average out at a 92.5% graduation rate, the equivalent to the overall campus undergraduate graduation rate for 6 years

(see Appendix 2). As this recommendation is being written, we understand that the overall GPA of our student-athletes is 3.0, yet this should not deter us from a “deep dive”, a vigilant eye, and on-going study and analysis with timely reporting of any minor trends that could be harbingers of more serious and even structural problems.

At present, for example, we are concerned that once the opportunity for a letter grade in Physical Education was removed for student-athletes (between Spring 2012 and Fall 2013) probation rates for student-athletes did increase, suggesting (although we have not investigated this at other than a percentage level) a reasonable hypothesis that these PE grades were crucial to the academic eligibility of many student-athletes, especially those more at-risk. This is the kind of data collection that is crucial to anticipating academic problems. Once any new policy for admissions is developed, we would ask that AEPE consider a “five years out” set of benchmarks to be established.

Indeed, if we are to provide maximal educational opportunities for all student-athletes, the Task Force Working Group on Admissions and Recruitment felt that attention should be directed to those who have struggled, while importantly recognizing that most teams and hundreds of students over this same period have indeed met success and accomplished what most student-athletes set out to achieve at Berkeley.

This recommendation (either 6A and/or 6B), some reported, accounts for the numbers of the situation. Numbers may provide one lens through which we can view prospective students but they will not provide the entire context of the student’s situation, environment, or experience prior to Berkeley or once on campus. If we want to admit and provide opportunities for our student athletes—and for all students -- to succeed, campus climate and support services must reflect the array of experiences all of our students face prior to and after coming to Berkeley. If we equip our staff and empower our campus community to support the admittance and educational attainment of students with varying levels of academic preparation, including but not limited to student-athletes, we will be able to stay true to our mission as a public university.

Additional discussion considered what impacts policy changes would have on the potential pool of recruits, given current recruiting strategies (primarily California and public high schools) especially for the revenue sports. We were not in a position to carry out “depth of pool” studies, but the input from coaches was very much attuned to this. While we have higher numbers of non-resident (and international) student-athletes in the so-called Olympic sports, those sports with more numerous scholarships are seriously constrained by the \$20,00+ difference in scholarships for non-resident versus resident students. The Task Force as a whole did not discuss together any implications—fiscal, logistical – of changes in admissions policies: with the increase in non-resident student enrollments across campus, does a more national/international recruiting strategy make sense? If so, how does one calculate the financial implications of higher (non-resident) scholarship costs? And what

possible plans (such as athletics tuition waivers?) might be developed to attend to such changes.

At present, the admissions policy indicates that 66.7% would count as an “acceptable” overall graduation rate for student-athletes and the Task Force recommends urgently that this be revised upward toward the 91-92% six year graduation rate for the entire campus (while maintaining, of course, an ideal 100% graduation rate).


The Task Force also seeks your consideration of the status of admissions requirements and evaluation process for transfers from community colleges (or elsewhere), insofar as predictions for success at Berkeley indicate that these transfer students should have completed our math, writing and foreign language requirements. As well, we assume that in any policy revisions, AEPE will attend to the consistency between those standards for freshmen and for transfers.

Concluding Recommendations

Three final recommendations for AEPE and campus consideration: first, the Task Force expressed some concern over the role of representatives from Intercollegiate Athletics at the SAAC (athletic admissions committee) and the possible influences on admissions decisions. For that committee, we urge a recommendation of consistently having 3-4 faculty members who are qualified to read and evaluate applications.

Secondly, we are concerned about the staff available to handle student-athlete admissions. Our current understanding is that Admissions relies on one full-time FTE and some volunteer time from her colleagues. We strongly recommend the hiring of one to two full-time athletic/admissions liaisons. Both should be trained to evaluate transcripts, analyze data, comply with NCAA admissions policy and communicate with all appropriate stakeholders. We also recommend that the staff support for Admissions more generally be reviewed as it does not seem to us to be adequate to the overall task of admissions in this time of change and application increases.

Thirdly, fairness dictates that raising the bar of admissions must be done in conjunction with altering the expectations of coaches. We view coaches– and our interviews with most of them support their own view of themselves-- as educators with interests in, and obligations to developing the student – as well as the athlete – side of their student-athletes. If we believe that good teams with excellent graduation rates, to cite the most rudimentary measure of academic success, are better than great teams with poor graduation rates, hiring decisions, coaches’ contracts, and performance evaluations must communicate that message and reflect that prioritization of values. With just a couple of exceptions, current head coaches contracts are silent when it comes to stipulating expectations for developing the student side of student- athletes, which we realize is in large part due to either the earlier dates at which contracts were established, and/or the legal constraints at work, but that are shifting. As indicated in our recommendations to both the Chancellor and the Athletic Director in the full Task Force report, we recommend the



establishment of a working group to consider how new contractual language pertaining to academic expectations can be included in all coaches' contracts.

We have come to appreciate what must go in to a consideration of and thus policy deliberations regarding admissions. The Task Force would welcome any further discussions or information as you embark on a serious consideration regarding our student-athletes, which, we understand, is just one part of a more comprehensive consideration of admissions overall at Berkeley at this time of some transition and change.

Appendix 1 to Admissions and Recruiting as proposed to the Task Force by a Working Group on Admissions and Recruiting.

Preliminary data collection reveals strong links between, on the one hand, Berkeley graduation rates for student-athletes in the eight teams with the lowest GSRs and, on the other hand, their high school GPAs (for those above vs. below 3.0) and SAT reading and math scores (above vs. below 500 per SAT R and M). Unless otherwise indicated, “student-athletes” here refers to all freshmen and transfers from these eight sports only – Football, Men’s Basketball, Women’s Basketball, Softball, Baseball, Men’s Soccer, Women’s Track & Field and Men’s Water Polo – who entered campus each term (Fall and Spring) from Fall 2003 to Spring 2010. UC Berkeley now has 29 teams (among the highest in the nation), and the vast majority of them achieve consistently high GSR and APR numbers (see Appendix 2).

The eight teams selected, and for which we examined preliminary data, represent the eight lowest 2006/07 multi-year GSR numbers (all below 80%), with particularly low GSR scores for Men’s Basketball (38%), Football (44%), Men’s Water Polo (58%), Men’s Soccer (63%), and Softball (57%). [Because of these situations, Football, Softball, and Men’s Basketball have, in the recent past, all developed and implemented NCAA Academic Improvement Plans.]

Because the vast majority of non-graduating student-athletes came from these sports, this sample provides arguably the best insight into the graduation challenges facing student-athletes from 2003-2014. (It’s important to note that any evaluation of student-athletes that adopts graduation rates as a marker will necessarily have a significant time lag to it, given the time it takes from matriculation to graduation.)

In calculating graduation rates, we’ve employed a less stringent standard than the NCAA’s GSR in some ways and a more stringent standard in other ways, more in line with the Federal Graduation Rate (FGR). Whereas the GSR data only includes students who receive any form of athletic aid in their first year on campus, the student-athletes here included walk-ons, those who received aid after their first year, and scholarship athletes, all with a minimum of one semester on the team.

Additionally, whereas the GSR makes important exclusions for transfer students, we do not. Any student who transferred away from campus was effectively considered a non-graduate, as per the Federal Graduation Rate (FGR) used to study graduation among the general population of students on college campuses, which is also UCB’s approach to calculating its overall student and student-athlete graduation rates.

With respect to high school GPAs, 70.2% (278 of 396) of the student-athletes on the teams we studied with above 3.0 high school GPAs graduated. By contrast, only 38.6% (68/176) percent of their teammates with below 3.0 high school GPAs graduated.

SAT math and SAT verbal scores for this same group of student-athletes reveal a similar pattern. Those who scored 500 or above in SAT V and SAT M had 72.6% (223/307) and 68.8% (269/391) graduation rates, respectively, while those who scored below 500 in SAT V and SAT M had 48.9% (110/229) and 45.7% (63/138) graduation rates, respectively.

Not surprisingly, the various downward escalator admission categories used for assessing recruits for student-athletes – A / Gold; B / Blue; C/D / Red, which incorporate GPA and SAT scores – are also linked with graduation rates. From 2003 to 2010, A / Gold recruits in the sports we studied had a 74.6% graduation rate, B / Blue recruits a 53.2% graduation rate, and Red / C/D recruits a 26.7% graduation rate.

A student-athlete's admission categorization is also linked with one of the biggest indicators for failing to graduate: being on academic probation in year one. Graduation rates were 30.2 percent for student-athletes in the teams we studied who were on academic probation in year one. Student-athletes with below 3.0 high school GPAs were more than three times more likely to be on academic probation in year one than student-athletes with above 3.0 high school GPAs. B/C/D // Blue/Red student-athletes were nearly two-and-a-half times more likely to be on academic probation in year one than A/Gold student-athletes. Student-athletes with below 500 SATs were slightly more than two times as likely to be academic probation in year one than student-athletes with above 500 SATs.

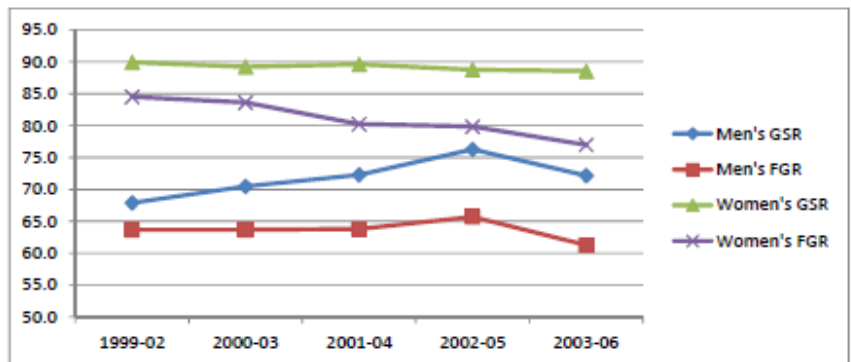
Additional considerations for admissions policy revisions, especially those suggested in Task Force discussions include that these “upward” revisions and the institution of a comprehensive recruitment policy and practice include the desire to close the metrics gap -- and however that might translate into additional gaps -- that exists between the average non-athlete student and those students admitted at or below 3.0/500s. Some also suggest that this would also reduce, but far from eliminate-- the rightful weight accorded to athletic excellence in the holistic review process as another way to further the integration of student-athletes with non-athlete students.

Appendix 2 to Admissions and Recruiting as proposed to the Task Force by a Working Group on Admissions and Recruiting.

NCAA Graduation Success Rate

Sport	1999-2002		2000-2003		2001-2004		2002-2005		2003-2006		
	GSR	FGR	GSR	FGR	GSR	FGR	GSR	FGR	GSR	FGR	
M. Baseball	84	65	88	64	86	62	86	55	74	49	M. Baseball
M. Basketball	20	15	30	15	33	20	50	36	38	21	M. Basketball
M. CC/Track	67	60	85	76	88	64	89	69	92	67	M. Cross Cntry
M. Football	64	57	65	62	54	52	48	47	44	39	M. Football
M. Golf	75	64	70	56	78	63	78	67	92	90	M. Golf
M. Gym	88	86	87	75	78	88	88	100	86	100	M. Gym
M. Soccer	79	82	79	79	73	70	79	65	63	52	M. Soccer
M. Swimming	78	75	79	76	86	85	88	88	89	88	M. Swimming
M. Tennis	57	60	75	67	78	67	88	67	86	57	M. Tennis
M. Water Polo	67	73	67	67	69	67	69	63	58	50	M. Water Polo
W. Basketball	92	80	92	82	92	64	83	64	75	60	W. Basketball
W. CC/Track	85	83	84	85	82	77	87	82	78	71	W. Cross Cntry
W. Crew	94	85	93	85	87	83	91	91	96	96	W. Crew
W. Field Hockey	87	86	86	89	88	90	87	88	88	87	W. Field Hockey
W. Golf	100	100	100	100	100	100	100	100	88	86	W. Golf
W. Gymnastics	100	100	90	90	91	83	92	86	83	77	W. Gymnastics
W. Lacrosse	91	86	93	83	92	81	93	82	100	89	W. Lacrosse
W. Soccer	88	80	92	81	89	86	93	90	93	86	W. Soccer
W. Softball	81	75	62	58	67	60	45	31	57	44	W. Softball
W. Swimming	96	86	100	89	100	89	95	89	95	87	W. Swimming
W. Tennis	80	75	88	71	86	57	88	71	100	63	W. Tennis
W. Volleyball	92	85	92	92	91	91	100	100	100	92	W. Volleyball
W. Water Polo	83	78	88	82	100	82	100	84	100	83	W. Water Polo

	1999-2002		2000-2003		2001-2004		2002-2005		2003-2006		
	GSR	FGR	GSR	FGR	GSR	FGR	GSR	FGR	GSR	FGR	
Men's Avg	67.9	63.7	70.5	63.7	72.3	63.8	76.3	65.7	72.2	61.3	Men's Avg
Women's Avg	89.9	84.5	89.2	83.6	89.6	80.2	88.8	79.8	88.5	77.0	Women's Avg
Overall Avg	80.3	75.5	81.1	75.0	82.1	73.1	83.3	73.7	81.4	70.2	Overall Avg



Note: GSR is the Graduation Success Rate that is calculated by the NCAA.
FGR is the Federal Graduation Rate.

Additional Recommendations for the Academic Senate (other than those to the AEPE Committee)

1. The Task Force has recommended that the Chancellor invite the two Co-Chairs (the Chair of the Academic Senate and the Vice Chancellor for Undergraduate Education) of the University Athletic Board to consult regarding the functionality of the UAB. We have been informed by multiple members of the UAB that it has not been as functional as it could or should be. We will/have provided both Co-Chairs with some alternative models from other campuses to consider how best to fulfill the goals of such a committee.
2. We invite the Senate to consider ways in which better communication to the faculty can be established and perpetuated regarding the activities, accomplishments and issues of inter-collegiate athletics at Berkeley. We have been distressed by the frequent cases of hostility and stereotyping of athletes by faculty that have been reported. Should the Senate carry out a survey of the faculty to better understand their concerns, what they need to learn/know regarding athletics and/or why they are not supportive? Should a FAQ be developed and circulated? Should a Town Hall be organized?
3. We invite the Senate's help in facilitating the proposed comprehensive recruiting and admissions program (Appendix F-1). We invite the Senate's advice on how to better incorporate faculty into the recruitment process and in the development of the non-cognitive evaluation program.
4. We recommend that the Senate be pro-active regarding the dissemination and communication regarding the Senate-revised Accommodation policy.
5. We recommend that the Senate consider ways in which more of a partnership be developed between Intercollegiate Athletics and the Senate.

Recommendations for Intercollegiate Athletics (often in collaboration with other campus units)

The department of Intercollegiate Athletics has been very invested and engaged in the entire Task Force process and has already begun to take action on numerous of the ideas that have come up in Task Force discussions. They are deeply committed to better integration of student-athletes, coaches and the IA staff into the wider Berkeley campus. The Task Force has concerned itself with the issues surrounding campus climate and is making recommendations to enhance communication and integration, often involving collaborations across unit lines. Student-athletes and coaches attended the Fall 2014 Convocation as groups for the first time, and such ritual as well as substantive activities, programs and relationships are intended to foster expanded integration and co-education.

In academics as well as community, one motto has mobilized Task Force considerations, namely, to bring both more Berkeley to Cal and more Cal to Berkeley. While we recognize that these may appear to be minor programs or activities, it is the package of them (and others) that, taken together, have the potential to advance the goals of integration and communication that student-athletes and non-athlete students have explicitly asked for.

The pedagogical values of athletics at UC-Berkeley:

Having a visible and substantive mission statement that is regularly entered into activities and the campus mindset is a key ingredient to cultivating an identity and wide understanding of mission, goals and role within the campus community. There are faculty and perhaps students and staff on campus who would be willing to share their philosophical and historical knowledge regarding these values and join with IA on developing a powerful and accurate statement. With the forthcoming development of a strategic plan for IA, this task seems to be timely. Our visits with peer institutions (e.g, Harvard) provided some viable inspirations for such a mission statement.

Mobilize (in collaboration with Admissions) the comprehensive recruiting and admissions program.

With a requested new hire for a full-time Recruitment Coordinator, this is a key new program designed to maximize the preparation of potential student-athletes for Berkeley, draw on social science expertise in the evaluation of non-cognitive factors, involve faculty and the academics in the recruiting process, maintain limits on potential at-risk students, and continue with not only data collection but timely analysis. The specifics of this program are in Appendix F1.

Make explicit the lines of communication about academics between the Sports Supervisors in IA and the advisors in the Athletic Study Center

The Task Force was surprised that in general Sports Supervisors were less informed on academic issues and progress than we expected or thought were necessary and important. Some individuals serving as Sports Supervisors –often in addition to other key roles in IA—appear to have too many different sports to be fully engaged with each.

Integrating Coaches and Administrators into Campus Community

Coaches play an integral role in the experience of the student-athletes on campus. Currently, coaches exist in a somewhat insular capacity within intercollegiate athletics without much formal or informal connection to the greater campus community. Whether intentional or inadvertent, we have observed that coaches and administrators often message to the student-athletes that “you can find everything you need within intercollegiate athletics – we will take of you.” While the intent of that message may be positive, the impact is actually such that student-athletes often don’t feel as though they have access (or even know about) the many resources that exist on campus to support them.

We recommend that Intercollegiate Athletics and related partners establish a “campus integration” plan which may include but is not limited to performance metrics (both for IA employees and campus employees) to reward engaging in campus partnerships, clear expectations to coaches that they engage in campus initiatives (campus move-in, campus orientations, convocation, etc.), annual trainings with coaches, administrators and athletic academic advisors and student affairs staff to ensure that IA staff are fully aware of campus resources, establish liaison relationships between key campus offices (e.g. career center, Dean’s office, SLC) and Intercollegiate Athletics, and increased communication between campus units and intercollegiate athletics.

A Coaches in the Campus Program: As noted above, the lynchpin of communication between student-athletes is the coaches. In the interviews that faculty on the Task Force had with most coaches, it was clear that many of them—even those with considerable UC-Berkeley experience—would welcome more ways in which they could be made aware of programs and campus developments. A “Coaches in the Campus” program will be initiated during 2014-2015 (and coordinated by Task Force Chair, M. Conkey with Task Force member/Volleyball Coach, R. Feller). In addition to presenting several seminars on topics of interest to the coaches, it is expected there may be some revisions to the current admissions policy and/or data relevant to recruiting that should be shared with the coaches.

“Back to School” for coaches: As a program that has been developed and enjoyed by coaches elsewhere (e.g, at Harvard), we propose a week in February 2015 (and subsequent years) whereby the student-athletes on each team would propose 3 classes that coaches would attend during one week, with instructor approval. It was

reinforced to us that it is difficult to understand the dynamics and expectations in a classroom situation without visiting classes.

Orientation Programs designed to Integrate Student-Athletes into the Greater Campus Community

In addition to working with coaches and administrators around campus integration, we believe it to be very important to create an orientation structure for student-athletes that integrates into the regular student body immediately upon their arrival to campus. Our site visits confirmed for us that integration from the very beginning of the campus experience is fundamental, from integrated mandatory orientations, mixed residential living, to opening campus welcoming activities. These provide the student-athletes with a sense of being part of campus life and college experience, academically, socially and culturally.

While we understand that some student-athlete specific programming is both necessary and appropriate, we recommend that student-athletes take part in the same orientation programs as regular students on campus. In addition to CalSO and the Getting your Bearings programming, we recommend that Intercollegiate Athletics work collaboratively with the Division of Equity & Inclusion and Multicultural Student Development to communicate all specific population orientations (e.g. BlackSO, International students, etc.) to student-athletes and encourage them to attend. At peer institutions, students may not begin classes if they have not gone through a robust campus orientation.

Intercollegiate Athletics and the Athletics Study Center would be responsible for leading this initiative working in concert with the relevant units of the VCSA.

Develop a full resource inventory for student-athletes

As we have noted earlier in the report, we have received feedback from student-athletes that many of them are unaware of the resources available to them both within intercollegiate athletics and campus wide. We recommend that a menu of resources both in and outside of IA be developed for student-athletes and disseminated through a variety of different mediums (new student-athlete orientation, student-athlete planner, calbears.com, social media, etc.)

Intercollegiate Athletics would be responsible for developing the IA resource list. Athletic Study Center would be responsible for developing ASC list and integrating with IA list. Office of the VCSA could coordinate.

Review the amount and use of staff dedicated to Student Services in IA to evaluate the best ways to deal with the very diverse population of student-athletes, especially in terms of career development programming. Should there be new and better partnering with other campus units, how to develop a substantive “beyond the game” type of program (possibly a door opportunity?) and how to better serve those with severe time constraints, academic challenges, and summer school obligations.

Develop and expand bi-annual evaluations by student-athletes and continue to collect and use data from “exit” interviews: Insights into and guidance from the student-athlete experience can only come from student-athlete input and not only when eligibility is up and/or a student is leaving the University. Timely and on-going data analysis is required to make collected information useful.

Implement, along with the Athletic Study Center, a Commitment to Graduate Statement by incoming student-athletes.

Develop data, history and information –to be shared across campus- on outstanding Cal athletes, programs, and social contributions: In 2014-2015 one or more Undergraduate Research Apprentices are expected to begin this project, while IA, as part of its strategic plan formulation, engages with a relevant public relations use of this information. This is known to be a key component to providing our student-athletes with a sense of the legacy of which they are a part, while providing the wider campus with a history of excellence and the accomplishments of former student-athletes in the wider world.

Annual In-Person Cultural Awareness Training for all coaches, Athletic Study Center advisors and Intercollegiate Athletics staff

Currently, there is no consistent cultural awareness programming in Intercollegiate Athletics. As we noted earlier in our recommendations, coaches and IA staff play an integral role in the experience of our student-athletes’ experience on this campus. With the “high-touch” nature of the Athletics environment, we recommend that Intercollegiate Athletics work with the Division of Equity & Inclusion and the Multicultural Student Development offices to offer a cycle of programming on a consistent basis that gives coaches, staff, administrators and advisors the tools and awareness to create an environment that is welcoming for all of our student-athletes.

Equity Inclusion & Diversity (EID) Strategic Planning in Intercollegiate Athletics

Beginning in Spring 2014, Intercollegiate Athletics began working collaboratively with the campus Division of Equity & Inclusion to begin the EID strategic planning process. We recommend that this strategic planning process continue, be fully supported by IA and the campus and ultimately recommendations and goals be included in the forthcoming IA department strategic plan. We also recommend that campus partners and/or members of the Athletics Academic Task Force be formally added to the EID strategic planning steering committee.

Intercollegiate Athletics with the Director of Strategic Initiatives and Division of Equity and Inclusion would be responsible for implementing this recommendation.

Hiring Coaches and Staff in Intercollegiate Athletics

Through observation, feedback and research, it has become clear that Intercollegiate Athletics does not employ best practice in inclusive hiring strategies and protocols when recruiting and hiring new coaches and staff. We recommend that the

Intercollegiate Athletics work closely with the Division of Equity & Inclusion to develop comprehensive hiring strategies and protocol to include but not limited to the following: requiring all positions to be posted on a variety of recruitment sites to ensure a diverse candidate pool; mandating that candidate selections be made by a diverse hiring committee including student-athletes, faculty and/or campus partners when appropriate; examining whether it would be effective to implement a Berkeley version of the “Rooney Rule.”

We recommend that search criteria for all positions that directly serve student-athletes (coaches and staff) include experience working in an academically rigorous environment. When possible, we believe that candidates with specific familiarity with Berkeley should be more seriously considered.

For positions that are generally hired through a search firm (e.g. senior management roles and Football/Basketball coaches), we recommend that Intercollegiate Athletics and/or campus select a search firm that has a strong reputation for inclusive hiring practices.

Residential Integration: Residential Life and Integration

During the Athletics Academic Task Force’s site visits, we learned that one of the key elements to the integration between student-athletes and regular students was residence life and from the very first year. Unlike at Berkeley, student-athletes elsewhere are paired with non-student-athletes as roommates in the residence halls when they matriculate as first-year students. We understand the need to have student-athletes live in residence halls that are in close proximity to their practice locations (e.g. swimmers living in Unit 3 because of its proximity to Spieker Pool). That said, if student-athletes were simply assigned to units but then paired with regular students as roommates, we believe this would have a marked positive effect on student-athletes integration with the campus community. Shared living environments are a key to promoting a sense of being part of a campus life and college experience, academically, socially and culturally.

Furthermore, we recommend that the campus strongly encourage student-athletes to live on campus beyond their first year on campus. Given the significant time demands required of student-athletes, we believe that living on campus during sophomore, junior and possibly senior year would minimize commute time, increase access to meals (for revenue sports with unlimited meals provided by IA), enhance access to professor office hours, academic support services and on-campus study spaces. We understand that this recommendation may require the campus to change policies regarding the campus apartments (Channing-Bowditch and Martinez) being considered “off-campus” for financial aid purposes. This recommendation may also require additional funding because an off-campus full scholarship is currently less expensive for IA as compared to an on-campus scholarship.

While there is coordination on residential assignments between IA and Student Services, coaches have greatly influenced the housing program for their individual teams. While we recognize there are several viable reasons for coaches to make selections (and some, we understand, actually fill out the housing applications for the students) that cluster their student-athletes, we urge a consideration of the current practices, even if some coaches find this to undermine their team-specific wishes.

Our recommendation is for a small group of coaches, IA, Residential and Student Service representatives, Financial Aid and Scholarships staff, and student-athletes to review the current housing process for student-athletes in order to emphasize more choices, more integration, more decision –making on the part of the student-athlete. In addition, as pointed out in the Student-Athlete experience section, we recommend evaluating and potentially reforming the practices that impact off-campus housing costs for student-athletes, especially in team-mate clusters. This too can readily undermine integration, require more financial resources, and add yet another barrier/factor to fuller academic engagement and should be studied further.

Mentorships and Internships for Student-Athletes

Partner with multiple campus units to create both mentorship and internship opportunities. Many student-athletes are so constrained in their available time that they are unable to get experiences in the wider world, nor are they often aware of what possibilities might exist. Furthermore, many are not yet prepared in terms of “know how” to take on an internship, prepare a resumé, and thus obtain the experiences that could be listed on a resumé. This may require a review of the IA Student Services unit, its scope and its integration into /communications with the wider campus services. Can this unit, as presently configured, meet the needs of the most at –risk or needful populations among student-athletes?

Review the amount and use of staff dedicated to Student Services in IA to evaluate the best ways to include all those from the very diverse population of student-athletes, especially in terms of career development programming. Should there be new and better partnering with other campus units, how to develop a substantive “beyond the game” type of program (possibly a door opportunity?) and how to better serve those with severe time constraints, academic challenges, and summer school obligations.

Intercollegiate Athletics, the Career Center, the Alumni Association and specific units on campus (such as the African-American and other Student Development Centers, the Biology Scholars Program, the Undergraduate Research Apprentice Program, etc.) should partner to develop both internships and mentorship opportunities.

For the Athletic Director

Engagement with Pac-12 and Power Five Conference Deliberations

As indicated above for the Chancellor, the Task Force recognizes several arenas where we urge that Berkeley take a leadership role in ensuring that academic concerns be prioritized for our student-athletes. These fall into at least three important areas:

1. Pac-12 Network influence on the scheduling of competitions. We have been especially troubled by the development of mid-week competitions in general and those involving travel in particular. We urge serious and concentrated attention to eliminating such demands as multiple classes are missed and/or travel renders students too fatigued to engage with academic materials.
2. In general, the Task Force was troubled by the fact that many sports have an excessive schedule of competitions, often outside of conference play and with significant out-of-region travel. We recommend a serious reconsideration of how many competitions are scheduled, how to trim these, and at what points they are scheduled in the semester (first week, midterms, finals). We found this to be the case particularly for softball and baseball.
3. The possibility of Reduced Study Lists (see above under Chancellor action), which are not allowed for scholarship students by the NCAA, but could be considered within the scope of the Power Five/Pac-12 autonomy, however that develops.

Coaches Contracts and Academic Expectations

While we recognize that there are at present federal regulations regarding the nature and kinds of incentives that can/cannot be in an employee (including coaches) contract, we nonetheless urge the Athletic Director and Chancellor develop a number of ways in which expectations regarding the involvement, attention to and support of the academic success of their team members can be integrated into contracts and other formal agreements, including, but not limited to, annual coach performance evaluations.

In fact, we recommend the establishment of a working group to explore the parameters within which academic expectations can be better incorporated into coaches' contracts, an issue of shifting legal status at this time.

Inclusion and Being a Student at Berkeley

Throughout this document, the Task Force has been urging the development of partnerships across multiple units to effect integration while honoring the contributions and domains of each unit. We are urging more communication between such units as the Letters and Science Advisors with the Athletic Study Center, between the CalSo (and student orientation) with Intercollegiate Athletics and the Athletic Study Center for a fully integrated orientation, between the Undergraduate Initiative and the issues identified among student-athletes that are harbingers of wider campus issues for undergraduates (class schedules, access to majors, etc), between faculty and Intercollegiate Athletics, between the Undergraduate Initiative and Equity and Inclusion (Multicultural, Sexuality and Gender Centers) and between Intercollegiate Athletics and the Career Center and Alumni Association to foster internships and mentoring, to name just a few.

We are foregrounding a comprehensive recruitment and admissions program (Appendix F-1) that should bring increasingly better prepared student-athletes to the Berkeley campus, ones who are a best “fit” for the Berkeley experience and opportunities, while increasing faculty involvement in recruiting.

We recognize that the wider campus has embarked on a shifting and expanding recruitment of students, and yet we would recommend that while more national and international recruitment would likely expand the pool for qualified student-athletes, we must simultaneously develop our own local recruitment. In some ways, we have alienated some of our own local communities especially in terms of making Berkeley a “place to go” for some of the important groups the campus wants to attract, including, but not limited to, student-athletes.

We note that peer institutions in California (such as UCLA) have a targeted high school and community college recruiting program. It was frequently brought to the attention of the Task Force that our institution has failed to engender loyalty to UC-Berkeley on the part of many alumni from under-represented groups, especially among black student athlete alumni, thus losing the possibility of allowing current student-athletes to see themselves as part of an accomplished lineage of black student athletes, to say nothing of losing the possibility that these alumni--often outstanding citizens and potential role models—would “give back” in varied ways to the institution.

We have also noted that, in terms of our black student-athletes, they are increasingly the most numerous group within the overall black student body, precipitating even more stereotyping and stigmatizing of the black athlete. They need a wider community on campus. Furthermore, we object to any messaging from the campus that suggests that the diversity of the campus is being met/supported by this diversity among the student-athlete population.

We would argue that this current population of student-athletes is the most at-risk of not being able to succeed at Berkeley, even with good academic records and preparation, without attention to the factors that can mobilize success for them. This population experiences the greatest degree of intersecting obstacles to academic/personal/post-graduate success given that every problem that is systemic to the life of the student-athlete is on their shoulders, but there is the added dimension of being almost without peers in the general population due to under-enrollment of peers in the general population and a lack of role models/mentors in positions of power over them.

Berkeley has long been about social mobility and inclusivity of our state's populations but this mission of a public university cannot be met under current circumstances. It has been well-argued¹¹ that these student-athletes not only require culturally-congruent mentoring resources who can help them navigate the academic and social environment at Berkeley, but also need someone to turn to when they experience stereotype threat and racialized interactions.

All along in our inquiry, the Task Force has taken a strong stand that once we admit student-athletes to UC-Berkeley, we are then responsible for making sure the resources exist for them to succeed and that we provide a meaningful educational experience. The assessment of what resources are needed and which ones need further development is a key to the much-desired graduation and to students experiencing a meaningful educational path that ensures they find rewarding and suitable work and life opportunities. There are several action items that we urge be undertaken immediately, ones that have the potential to have a profound effect upon the quality of experience of current student-athletes before they leave UC-Berkeley. Appendix I lists some of the recommended action items in regards to issues of inclusion in reference to specified timelines that demonstrate what can be enacted immediately in addition to the necessary strategic planning to produce deeper structural changes.

We may well be at a defining moment—for the Berkeley campus, for the University of California, and its “Master Plan”, and for the nature and future of public higher education in the United States: with demographic shifts, and with the income and thus lifestyle disparities and differences in almost every dimension of life that have never before been so pronounced. How we address this, how we engage and grapple with these trends is up to us, and Berkeley must lead and not depend on unproblematized notions of what constitutes “excellence”. In the microcosm that is intercollegiate athletics, populated by a diverse student body from most corners of the globe and from most sectors of our nation and state, we have the opportunities to confront

¹¹ See the position paper by David Stark and Na'ilah Nasir, “Supporting Black Student-Athlete Success at Cal” (2013), available from the authors

stereotypes and differential treatment across the board. Our educational mission cannot be about selective attention to (or dismissal of) pre-judged populations or “groups” who we (even unconsciously) put into situational predicaments. Everyone – students, faculty, staff, alumni—likely experiences differently our multiple places of life, be it the classroom, the office, the playing field, the stage, but we need to understand and acknowledge these differences.

For the Task Force, charged principally with engaging with and coming to better understand the student-athlete experience here at Berkeley, we have come a bit closer to the understanding but know there is much more to be gleaned, while not just recognizing but articulating that each and every student-athlete –like all of our Berkeley students—brings things of value to our community.

We re-assert that we all have a responsibility to the students who have been brought here and we assert that we do have the capacity to do better for them in the immediate here-and-now. We strongly urge the development of the much needed conversations—and subsequent actions—that engender the Berkeley faculty to engage more inclusively with all undergraduates, no matter what “group” or background. The student-faculty relationship, the classroom climate and the faculty engagement (or not) with difference(s), are a crucible within which educational opportunities play out and where the campus educational mission comes to fruition. In some notable ways, we have in the recent past failed students and the campus mission.

We are putting forth these 50-plus recommendations as the start to the integration and more inclusive educational mission sought by the Chancellor in his Charge to us, but these are not possible solutions for just one sector (the student-athletes) of the campus, but rather a mandate for all corners of this campus in reference to all Berkeley students.

To these ends, we urge that, in particular, the Chancellor and the Executive Vice Chancellor and Provost support and guide a set of initiatives and actions that not only send a clear message as to what academic and athletic success means but also helps develop and expand the recruitment and scholarship support efforts that will achieve the desired athletic and academic successes.

Appendices

APPENDIX A: Charge to the Task Force on Academics and Athletics

University of California, Berkeley
Spring 2014

Task Force Charge:

With the firm conviction that we here at Berkeley do not just offer the best educational opportunities for all of our students, but that our educational values permeate all that we do, I charge the Academics –Athletics Task Force on the academic performance of our student-athletes to devise new means to ensure that our academic mission informs every part of our intercollegiate athletics programs. We need to identify the issues, diagnose the challenges, and set strategies for success that are commensurate with the excellence that is UC Berkeley.

I ask that this Task Force, composed of faculty, alumni, coaching staff, former and current student-athletes and students prepare a report to be delivered to me by the end of June 2014. I expect the report to contain a summary of findings regarding the topics listed below, as well as a series of actionable recommendations to assist the campus in maximizing the academic performance of student athletes and the overall quality of their campus experience. I am particularly interested in addressing the issue of the integration of intercollegiate athletics into and as integral to the full life of the campus.

While it is to be expected that the Task Force members should participate in determining the details of its mission and scope, I expect its work to include an examination of:

- Academic expectations and performance of student athletes; and how expectations are communicated to students and are reinforced
- How student-athletes describe their experiences as athletes on the Berkeley campus, and what impact this has on their performance and future engagement with the campus; what is the nature of campus climate issues and situations that impact on student-athletes
- Resources allocated to student-athlete support and how they compare to conference and national peers
- How athletic administrators and other department personnel can most appropriately and effectively support student-athlete academic success
- The role of coaches and administrators in supporting student athletes in their academic pursuits
- The role and responsibility of faculty in supporting student-athletes in their academic pursuits

- The role of the student-athlete admissions policy and procedures
- The role of the recruitment processes and practices in setting academic expectations and policies
- Support and other services provided by the Athletic Study Center (ASC)
- Collaboration between the ASC, coaches and athletic administrators
- How UC Berkeley could more fully integrate student-athletes into the wider campus community

APPENDIX B: Members of the Chancellor’s Task Force on Academics and Athletics at UC-Berkeley, 2014

Professor Mark Brilliant, Associate Professor of History and American Studies
Professor Brandi Wilkens Catanese, Associate Professor of Theater, Dance and Performance Studies/African American Studies
Professor Margaret Conkey, Class of 1960 Professor Emerita of Anthropology and Chair of the Task Force
Joseph Crenshaw, Berkeley Alumnus and Former Football Player, Supervisor, Auxiliary Services, Disabled Student Program
Nzingha Dugas, Director, African-American Multi-Cultural Student Center
Richard Feller, Head Coach, Women’s Volleyball
Kai Felton, Assistant Coach, Women’s Basketball
Kirsten Hextrum, Graduate Student in School of Education, and Berkeley alumna, former student-athlete and former academic tutor for football
Solomon Hughes, Berkeley Alumnus, Former Basketball Player, and Academic Advisor in Men’s Basketball at Stanford University
Maya Lefao, Berkeley Student
Robert Likens, Assistant Coach, Football
Stefan McClure, Berkeley Student, current member of the football team
Vincent Minjares, Former Senior Advisor, Athletic Study Center
Mohamed Muqtar, Assistant Director, Student Services, Berkeley Intercollegiate Athletics
Professor Richard Rhodes, Associate Professor, Linguistics; Associate Dean, Letters and Science
Jenny Simon-O’Neill, Associate Director of Athletics, Intercollegiate Athletics
David Surratt, Associate Dean of Students
Christian Teeter, Chief of Staff, Division of Undergraduate Education, Staff to the TFAA
H. Michael Williams, Vice Chair, Board of Trustees, UC Berkeley Foundation; Berkeley Alumnus
Professor Sheldon Zedeck, Professor Emeritus, Psychology, Former Vice Provost for Academic Affairs and Faculty Welfare

APPENDIX C: Working Group Members, Chancellor’s Task Force on Academics and Athletics 2014

Advising: Coach Felton, M. LeFao (student), V. Minjares (ASC Senior advisor), Prof. R Rhodes

Climate and Culture: Prof. Conkey, Coach R. Feller, D. Surratt (Associate Dean of Student Affairs)

Diversity and Inclusion: Prof. Catanese, N. Dugas (Director, African-American Student Development Center), J. Simon-O’Neill (IA), M. Williams (Foundation Vice Chair, Alumnus), Prof. Conkey as Liaison to Climate-Culture working group.

Recruitment and Admissions: Prof. Brilliant, Coach Likens, S. McClure (student), M. Muqtar (IA), Prof. Zedeck

Structure and Governance: K. Hextrum (alumna, Graduate Student); S. Hughes (alumnus, Stanford Athletic Advisor); J. Simon-O’Neill (IA)

Focus Group/Student Athlete Experience: J. Crenshaw (Supervisor, Auxiliary Services)