



Working Document Compiling Feedback on Scheduling Conflicts

It is clear that scheduling conflicts between academics and athletics will always be present in that, the current practices of class scheduling forces potential problems and choices by students. Over the past seven years, discussion on this topic has been varied with little to no change in university process.

As part of the department's ongoing assessment of this area as well as its strategic goal to be student-centered – feedback and discussion are paramount for maintaining an accurate "pulse" on this subject. Below are highlights of continued concerns raised by student-athletes, coaches and administration (in no particular order).

- ✓ Revisit alternate class registration practices for student-athletes and others students in like situations (music, art, etc.) in order to minimize conflicts before actual conflicts occur.
- ✓ Opportunity to provide various types of practice opportunities and flexibility so academics remain the priority (from early morning practice to late day practices). This flexibility results in more practices throughout the day, but better accommodates the student and the choices they need to make on any day. Additionally, it provides each program with an opportunity to practice with a full squad rather than a revolving group.
- ✓ Continue to identify faculty members who are willing to voluntarily serve in an advisory capacity to members of a varsity team. The goal is not to replace the official role of academic advisor; rather, to serve as both a sounding board and mentor to our student-athletes.
- ✓ Assign a faculty representative to each team to act as a moderator or facilitator of possible exams, papers, etc (i.e., swimming & diving have one currently).
- ✓ Have the University policy explicitly reflect the NCAA bylaw that permits class time to be missed for competition, but not practice.
- ✓ More understanding when conflicts arise from faculty members and coaches, and the ability to choose to be successful in both offerings.
- ✓ Better monitoring of professor's expectations outside of the classroom – moving assigned class times to another date and time and expected attendance at other on and off campus events.

(Continued)

- ✓ Offer more classes in the morning hours.
- ✓ Offer more sections of the more popular required courses.
- ✓ Offer lab opportunities in the morning and early afternoon, rather than just in the late afternoon and evening.
- ✓ Look at the possibility of a university-wide “time-block” during each day for out-of-class activities.