

Model Faculty Athletics Representative Document

DIVISION
III



List of Participants

**Drafted by the participants of the
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Advanced Leadership Institute
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**Endorsed by the NCAA Division II
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Purpose

The Division II Model Faculty Athletics Representative (FAR) Document, like other Division II model documents, is meant to serve as an ideal for campuses and conferences to strive towards. This Model FAR Document is designed primarily to define the role of the FAR for various stakeholders of intercollegiate athletics, including presidents or chancellors, directors of athletics, other athletics department staff, conference commissioners, student-athletes and the general public. In addition, the Model FAR Document should be used as a resource for newly-appointed FARs to aid their understanding of the range of expected responsibilities of the FAR and the processes involved in performing the various aspects of the role. It is recognized that few individual FARs do all that is listed in this document. Thus, it is important to reemphasize that this document contains the ideal roles and responsibilities of the Division II FAR grouped into three main areas: a) student-athlete well-being; b) academic integrity; and c) institutional control. The FAR is an effective and important member of a team of professionals working towards these goals. Division II has a very diverse membership with institutions of varying size, mission, culture, and resources, and different institutions may be at different places in their efforts to reach the ideals outlined in this document. However, institutions, conferences, and FARs are encouraged to engage in dialog to determine how these ideals can be achieved. Finally, please note that the information contained in this document is provided as a reference and does not constitute binding advice on any member institution.



Background

NCAA Constitution highlights the importance of the Faculty FAR position when it states that an FAR is a member of an institution's faculty or administrative staff who is designated by the institution's president or chancellor or other appropriate entity to represent the institution and its faculty in the institution's relationships with the NCAA and its conference(s), if any. Further, the Constitution also states that the FAR shall not hold an administrative or coaching position in the athletics department (see Constitution 4.02.2 and 6.1.3 – Faculty Athletics Representative).

The first NCAA Division II Faculty Athletics Representative Fellows Institute was held in 2005. The mission of the FAR Fellows Institute is to provide an intense developmental opportunity for a core group of FARs to enhance their ability to perform the critical functions of Division II FARs. FAR Fellows participate in activities to help clarify their roles and identify critical functions for FARs at the campus and conference levels, develop leadership skills, and engage in dialogue about intercollegiate athletic issues at the national level, including important Division II initiatives.

Based on the success of the six FAR Fellows Institutes held from 2005 to 2010, FAR Fellows expressed an interest in continued and advanced professional development. In March 2010, the NCAA Division II FAR Fellows Institute Part II Working Group was formed. The working group was comprised of FAR Fellows, a director of

athletics, a conference commissioner, and NCAA staff and it was charged with the task of developing the concept for a Part II or Advanced Institute. In December 2010, the NCAA Division II Planning and Finance Committee approved the proposal submitted by the working group.

The inaugural NCAA Division II Faculty Athletics Representative Advanced Leadership Institute was held in Indianapolis October 14-16, 2011. This Division II Model FAR Document was drafted during the inaugural Advanced Leadership Institute to outline the ideal roles and responsibilities of Division II FARs. The participants and authors of this report utilized input on key roles and responsibilities for the position collected at the six previous Institutes, representing 132 Division II FARs. The initial draft was distributed at the 2011 Faculty Athletics Representatives Association (FARA) Fall Meeting to solicit input from other Division II FARs. A revised draft was distributed to other stakeholders within the Division II governance structure in December 2011, discussed at the 2012 NCAA Convention, and feedback on the draft was received until early March 2012. Comments received were once again used to revise the document. This document complements other model documents that were previously developed and adopted for Division II, including the Models for Success for a Division II Athletics Program, the Model Conference Office Document, and the Model Strategic Communications Document.

Guiding Principles

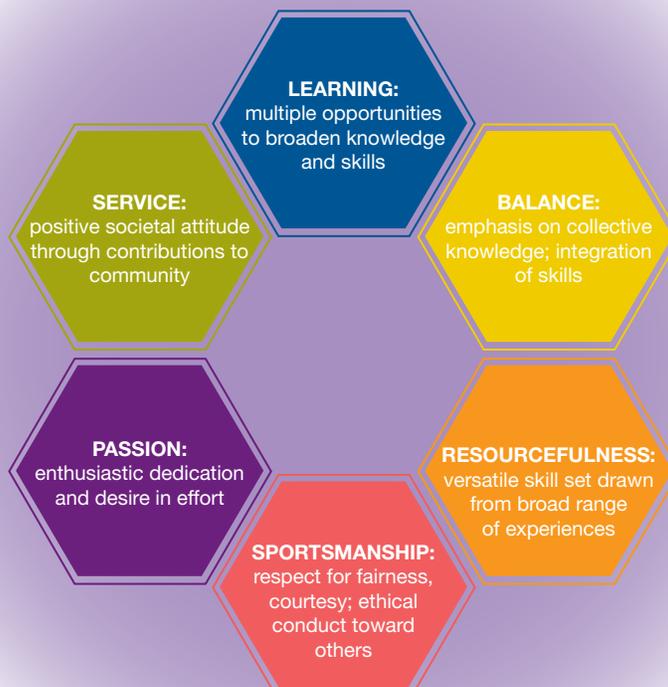
Faculty Athletics Representatives should be committed to the Division II Life in the Balance positioning statement and to the six Division II attributes: learning, sportsmanship, service, resourcefulness, passion and balance. FARs should provide oversight in both academics and athletics to ensure integrity and institutional control of the athletics program. FARs should also serve as advocates for the student-athlete to assist in ensuring the student-athletes' well-being and a quality experience in an environment of tolerance, respect, and inclusion. Further, FARs should play an active role in communicating the vision and values of Division II intercollegiate athletics at the campus, conference and national levels, and with the community at-large.

To that end, FARs, working in conjunction with presidents and chancellors, campus athletic administrators, and conferences, should exercise three primary roles:

- 1. Ensuring a quality student-athlete experience and student-athlete well-being;**
- 2. Ensuring the academic integrity of the athletics program; and**
- 3. Ensuring institutional control of the athletics program.**

FARs have a unique perspective within the intercollegiate athletics program, and it is extremely important that FARs use this perspective to help align programs at the campus and conference levels with the Division II attributes and with the educational mission of their individual institutions.

Six DII Attributes



A Focus on Student-Athletes

FARs should be advocates for student-athletes and help promote their success in the classroom, in athletics, and in the community by striking a balance among academic excellence, athletics competition, and social growth as they prepare for lifelong success. Further, FARs should assist in the oversight of intercollegiate athletics programs to assure that they are conducted in a manner designed to protect and enhance the physical and educational well-being of student-athletes. This aspect of the FARs' activities should be recognized by all constituencies of the institution and conference. FARs should offer themselves as independent sources of support and advice to student-athletes. Embodying the essential attributes of leadership and teamwork, FARs should be central figures in all communications and be involved in issues related to student-athletes and their total academic experience. FARs should also be advocates for student-athletes' interests with the institution, the conference and the NCAA.

Success in the Classroom

FARs should be committed to the academic success of student-athletes, as measured by retention, grades, and graduation rate. In an effort to contribute to the academic success of student-athletes, FARs should:

1. Meet with each team and with the Student Athlete Advisory Committee (SAAC) to explain the role of the FAR as it relates to the academic success of student-athletes. Meeting topics should include eligibility, good academic standing, progress-towards-degree, ethical and behavioral conduct, classroom responsibility, course scheduling, and communication with professors.
2. Serve as a liaison between faculty, administration and student-athletes and assist in the mediation of conflicts between these groups.
3. Disseminate information regarding student-athletes' academic achievements and other success stories to all campus constituents and to the community at-large.

4. Work with the compliance office to ensure that all eligibility requirements are met.
5. Inform student-athletes of campus support services, including academic tutoring, advising and career development, counseling and health care, disability, and financial aid.
6. Work with coaches, directors of athletics and conference offices to advocate for scheduling that decreases missed class time.
7. Inform student-athletes and athletics staff about available scholarship opportunities and application processes and work directly with student-athletes throughout the application process.
8. Engage in campus, conference, and national SAAC activities.



A Focus on Student-Athletes

Success in Athletics

FARs should be committed to the establishment of a positive game and practice environment that promotes safety, enjoyment and high level athletics competition. In an effort to contribute to athletics excellence, FARs should:

1. Work with coaches and student-athletes to minimize conflicts between practice and class schedules, and advocate a climate of respect between coaches, faculty, and student-athletes.
2. Serve as a member of search committees for head coaches and athletic administrators to ensure commitment to the mission of the institution and the guiding principles of Division II.
3. Help educate student-athletes about the importance of sportsmanship and positive game and practice environment.
4. Support the athletic training staff in health and safety education.
5. Attend sporting events when possible.

Success in the Community

FARs should be committed to the active involvement of student-athletes in campus and community-based activities. To this end, the FARs should:

1. Encourage student-athletes to participate in community service projects (reaching out to help those in the community).
2. Encourage student-athletes to participate in community engagement projects (building lasting relationships with the community).
3. Encourage students-athletes to represent the institution at social, civic, and academic events.
4. Share the academic success of student-athletes with the community at-large.
5. Encourage student-athletes to be good citizens, leaders and contributors in their community.



A Focus on Student-Athletes

Success in Life

Ultimately, FARs should be committed to assisting student-athletes in the development of life skills that enable them to be productive members of society. To this end, FARs should:

1. Perform or review exit interviews to discern the success of the student-athlete experience.
2. Be available for post-graduation advisement and collaboration with career services.
3. Encourage student-athlete participation in leadership academies and/or other professional development opportunities at the campus, conference and national level.
4. Encourage diversity and foster attitudes of tolerance, inclusion and respect.
5. Promote the continued practices of ethical and behavioral conduct learned during their student-athlete experience.
6. Encourage student-athletes to recognize the need to “balance” the different roles in their lives.



A Focus on Academic Integrity

The principle of academic integrity is addressed in Constitution 2.5 (the principle of sound academic standards): Intercollegiate athletics programs shall be maintained as a vital component of the educational program, and student-athletes shall be an integral part of the student body. The admission, academic standing and academic progress of student-athletes shall be consistent with the policies and standards adopted by the institution for the student body in general.

In addition, Constitution 2.4 (the principle of sportsmanship and ethical conduct) states in part that student-athletes, coaches, and all others associated with these athletics programs and events should adhere to such fundamental values as respect, fairness, civility, honesty, and responsibility.

Further, The Fundamental Values of Academic Integrity (FVAI), a document published by the Center for Academic Integrity and supported by the NCAA, lists the principles of academic integrity, which are also applicable to the roles of the FAR in Division II, as described on the following page.



A Focus on Academic Integrity

The Principles of Academic Integrity:

HONESTY is openness and truthfulness between all parties with whom the FAR interacts. Part of the FARs' responsibilities is to promote honest communications between all constituents, particularly those dealing with student-athlete issues.

TRUST is the logical outgrowth of honesty. People respond to consistent honesty with trust. Trust is also promoted by schools that set clear and consistent academic standards. FARs should foster an environment of trust and civility between all constituents.

FAIRNESS is predictability, clear expectations, and a consistent and just response to dishonesty. Faculty (and other stakeholders) also have a right to expect fair treatment, not only from students but also from colleagues and their administration. FARs should cultivate an environment where neither favoritism nor harshness towards student-athletes is tolerated.

RESPECT is a sense of worth. "...teaching and learning demand active engagement and mutual respect. Students and faculty (and athletics staff) must respect themselves and each other as individuals, not just as a means to an end." (FVAI) Like trust, FARs should foster an environment of respect between all constituents.

RESPONSIBILITY is the obligation of all parties involved to uphold the integrity of both the academic institution and the athletics department. This must be done despite peer-pressure, loyalty, compassion, or fear of retribution. Further, it is the responsibility of FARs to maintain current knowledge of NCAA rules to be effective in the role of liaison between academics and athletics.

Source: The Fundamental Values of Academic Integrity. <http://www.academicintegrity.org/icai/assets/FVProject.pdf>

A Focus on Academic Integrity

The academic integrity of an intercollegiate athletics program may be evaluated in a number of ways; nonetheless, to be effective in their role, FARs need to embody all of the aforementioned attributes. Specific examples of activities that support academic integrity include:

1. Work to maintain a balance between student-athletes' academic and athletic goals. Considerations include scheduling to minimize missed class time, monitoring student-athletes' choice of major to ensure that athletics participation is not limiting student-athletes' choice of major, and encouraging student-athletes to graduate in a reasonable amount of time.
2. Review admission profiles of recruited student-athletes in comparison with all students who are admitted to the institution, including courses and academic programs selected by student-athletes, academic performance, and graduation rates.
3. Evaluate appropriate records (for both individual student-athletes and for sports teams) to ensure that decisions related to admissions, academic advising, evaluation of academic performance, and the extent of academic support services are made in ways that are consistent with the primary academic mission of the institution.
4. Ensure that the institution has in place effective mechanisms for evaluating whether student-athletes have met all of the academic eligibility requirements for practice, financial aid, and intercollegiate competition established by the NCAA, the conference (if any) and the institution.
5. Report the academic preparation and performance of student-athletes periodically to the president or chancellor, the faculty, and the athletics department.



A Focus on Institutional Control

According to Constitution 6.01.1 (institutional control) the control and responsibility for the conduct of intercollegiate athletics shall be exercised by the institution itself and by the conference(s), if any, of which it is a member. Administrative control, faculty control, or a combination of the two, shall constitute institutional control.

In addition, Constitution 2.1.1 (responsibility for control) states that it is the responsibility of each member institution to control its intercollegiate athletics program in compliance with the rules and regulations of the Association. The institution's president or chancellor is responsible for the administration of all aspects of the athletics program, including approval of the budget and audit of all expenditures. Further, Constitution 2.1.2 (scope of responsibility) states that the institution's responsibility for the conduct of its intercollegiate athletics program includes responsibility for the actions of its staff members and for the actions of any other individual or organization engaged in activities promoting the athletics interests of the institution.

According to the FARA Handbook, "Institutional control of an intercollegiate athletics program is a campus-wide responsibility. In the Principles of Institutional Control document, it is clearly specified that individuals outside the athletics program are to exercise meaning-

ful oversight of those aspects of the athletics program that interact with other offices and departments on the campus (e.g., admissions, financial aid). But most importantly, it is stated that:

"Faculty athletics representatives are expected to take an active role in the institutional control of the intercollegiate athletics program on their campuses. Neither a lack of active involvement of the faculty athletics representative in the institutional compliance effort, nor unfamiliarity on the part of the faculty athletics representative with NCAA regulations is excused by the NCAA, should a major violation occur at the institution.

[emphasis added] Therefore, it is of critical importance that the role of the faculty athletics representative in monitoring and assessment of the effectiveness of the compliance effort of an institution be well-understood by the CEO and by all others involved."

"As such, the faculty athletics representative should be knowledgeable about the NCAA and conference rules related to academic eligibility, transfer requirements, and restrictions and enforcement procedures. He or she should participate, or otherwise be fully informed about, institutional investigations of allegations of rules violations. No infractions report to either the NCAA or a conference should leave the campus until it has been reviewed by the FAR. He or she should play a major and direct role in matters that potentially involve major violations of NCAA rules." (FARA Handbook)

A Focus on Institutional Control

Following all these principles identified by the NCAA Constitution and the FARA Handbook, FARs should strive to play an active role in institutional control. Following are a few guidelines to ensure that active role:

1. *Understanding of NCAA, conference, and institutional bylaws, policies, and procedures: To serve as the principal adviser to the president or chancellor in matters pertaining to the institutional control of the athletics program, FARs must have a thorough knowledge of the principles and rules that guide the management and supervision of the athletics program.*

Recommended Practices:

- Attend national and regional meetings and conferences that provide professional development opportunities for rules education (e.g., NCAA Regional Rules Seminar, FARA Annual Meeting and Symposium, NCAA Convention, conference compliance meetings).
- Establish institutional and/or conference support for professional development opportunities related to rules education.
- Use the conference and NCAA office as resources for rules interpretation, including web resources and telephone contacts.
- Network with fellow FARs.

2. *Monitor oversight of student-athlete recruiting and eligibility: Consistent with the Principles of Institutional Control document, FARs' responsibilities should include oversight of compliance-related activities undertaken within the athletics department and coordination of the compliance-related activities of the campus units located outside the athletics department, such as the offices of the Registrar, Admissions, and Financial Aid.*

Recommended practices:

- Review and/or sign eligibility forms (initial, continuing, and transfer), squad lists, and rosters.
- Periodically review/audit student-athletes' eligibility issues (e.g., progress-toward-degree, full-time enrollment).
- Periodically review/audit the recruiting process (e.g., spot check prospective student-athletes' visits, phone logs).
- Administer the NCAA coaches' certification test.
- Review/write/sign waivers.

A Focus on Institutional Control

3. *Foster open lines of communication: FARs should work to ensure that both routine procedures and issues of concern are managed appropriately and effectively. This operating principle helps maintain transparency in the operation and oversight of athletics.*

Recommended practices:

- Serve as chair or as a member of a committee whose primary function is the development and oversight of institutional athletics policies and procedures (e.g., athletics board/committee, compliance committee).
- Meet regularly with the institution's president or chancellor (e.g., once per semester/quarter).
- Report regularly to the Faculty Senate (or appropriate faculty governance body) on athletics points of interest or information, including Academic Success Rate, academic awards, participation by student-athletes' in research/honors projects.
- Become involved with the institution's Institutional Self-Study Guide (ISSG) and other compliance tools (such as the NCAA Division II Compliance Blueprint), including being broadly knowledgeable about the institution-wide implementation of athletics procedures and the institution's commitment to compliance.
- Play an active role in internal (institutional) or external (conference or NCAA) investigations of NCAA rules violations and submission of findings to the conference or NCAA office (e.g., being contacted as soon as potential violations are discovered, conducting interviews, writing and reviewing reports).
- Participate in annual NCAA rules education, athletics staff meetings, and initial team meetings.
- Be an active participant in determining the institutional position on proposed legislation and rules.
- Maintain open and professional communication with internal and external constituents related to athletics administration (e.g., president or chancellor, director of athletics, senior compliance administrator, sports information director, student-athletes, faculty, faculty governance structure, admissions, registrar, academic advising, financial aid, student affairs, boosters, athletics board, the community at-large, conference office, NCAA staff, governance, FARA).
- Work with athletics administration in the development and implementation of student-athlete exit interviews.

4. *Encourage ethical behavior by all persons involved in athletics: FARs should foster an atmosphere of compliance consistent with the mission of the institution, conference, and NCAA.*

Recommended practices:

- Ensure that all athletics program constituents value ethical behavior and are aware of implications related to unethical behavior, failure to monitor compliance, and lack of institutional control.
- Encourage self-reporting of NCAA violations.
- Serve on search committees for senior athletics administrators, head coaches, and others, as needed.

Empowering the Faculty Athletics Representative

Faculty Athletics Representatives play a central role in a Division II intercollegiate athletics program, working closely with the institution's president or chancellor and director of athletics to support a campus environment where athletics is maintained as a vital component of the educational program and student-athletes constitute an integral part of the student body. In order to promote student-athlete well-being, enhance academic integrity, and oversee institutional control, FARs should be empowered in the following ways:

Appointment

1. Per Constitution 4.02.2 (faculty athletics representative), the institution's FAR is appointed by the president or chancellor or other appropriate entity to represent the institution.
 2. The appointment may include consultation with faculty governance.
 3. FARs should be full-time members of the faculty or full-time campus employees with faculty rank, preferably tenured or the equivalent, and report to the appropriate academic authority.
 4. Term limits are not a condition of the appointment.
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Resources

1. FARs must have a well-defined and written position description to clarify roles and responsibilities, lines of reporting, and types of support and resources needed to be effective. This Model Document serves as a framework for developing these individual position descriptions. As noted in the Purpose statement, differences in institutional size, mission, culture, and resources necessitate that these position descriptions will vary amongst Division II institutions.
2. It is strongly recommended that FARs receive monetary compensation and/or reassigned time from teaching requirements or administrative duties. Monetary compensation for FARs should come from the institution's budget (as opposed to the athletic department's budget).
3. Travel funds should be made available (from the institution and/or through the conference) to attend conference meetings, Regional Rules Seminars, the annual FARA meeting, and the NCAA Convention. The funds for FAR travel should come from the institution's budget.
4. Meet regularly with the institution's president or chancellor.

Empowering the Faculty Athletics Representative

Professional Development

1. FARs need to take advantage of continued education and professional development opportunities.
 2. FARs should be an active participant at the conference level to help ensure that the policies of the conference are consistent with supporting a positive student-athlete experience and their well-being, academic integrity, and compliance with NCAA rules. This should be consistent with the statement of faculty involvement of Section V. of the Division II Model Conference Office document (Guiding Principles, page No. 6).
 3. FARs, in conjunction with the conference office, can develop a program to provide training and mentoring for new FARs.
 4. FARs should play an active role at the conference and national levels through FARA and NCAA governance, including service on committees or in other leadership roles.
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Voice and Collaboration

1. FARs should work collaboratively with the institution's president or chancellor and director of athletics, with the conference commissioner, and with the NCAA national office staff.
2. FARs should communicate about local, regional, and national issues related to intercollegiate athletics as part of the athletics communication team and be willing to interact with the media when appropriate.
3. In accordance with the statement from the Models for Success for a Division II Athletics Program (Guiding Principles for the Program, page No. 6): "A model Division II member institution shall include the active involvement of the faculty athletics representative as the key institutional liaison to the athletics department, and should be supported and funded by the institution to perform these functions. The involvement of the FAR should include eligibility or academic related duties, maintaining an atmosphere of compliance and institutional control, and assisting in investigations of rules compliance. The FAR should also serve as a key contact for student-athletes."

Notes Page

FARs and the Campus Structure

The following graphic intends to depict the central role that FARs should play within the campus structure to ensure a quality student-athlete experience, the academic integrity of the athletics program, and overall institutional control of the athletics program.



