

FARA Fall '08 Luncheon Notes

Best Practices

Enhancing S-A Experience DII

- 1) A. Serious Consideration for reduction of games (baseball)
B. Faculty as “honorary coach”
C. Student-Athletes personally invite individual faculty members to Awards Banquet
- 2) A. Faculty Representative for each team
B. Allow Life Skills sessions to be expanded to other campus offerings-not just student-athletes.
C. Stronger Link to Student Life and Athletics
- 3) A. Quality programming in Champs/life skills
B. Greater academic support staff.
C. Make time to include S-A in campus lectures, and other programming. Civic involvement in University level.
- 4) A. A concern- (stemming from a case)
 1. A colossal screw up at the Wertson Regional Cross Country race meant the 10 K race was stopped at about the 6K mark. 2 hours later it was re-run, with predictably skewed results. SA’s came to me asking how to intercede for teammates who arguably lost a berth in nationals.
 2. Question: To what extent does a FAR have standing to probe rudeness and/or remediation, on grounds of SA well being i.e. enhancing the SA experience? Indil or collective (through Conference or FARA, eq)? Or is this a purely Athletic Dept/coaches matter?
- 5) A. Use of peer-mentoring within SAAC
B. Efforts to balance academic and athletic demands, how does SA balance coach vs. professor requirements
C. Need just leadership training for student athletes- how to be a good team captain
D. Access to career counseling for S-A- how to establish contacts with faculty within major
E. Resolving SA-coach conflict
F. Clearing house of ideas how FAR’s might do their jobs- electors with contacts know to be experts in specific areas
- 6) A. Integrating athletes and other campus activities (cross-promotion)
- 7) A. Have “academic” advisors in the athletic department
B. Have attendance
- 8) A. In awareness of the research on the success of institutions that have strong integration programs, I will meet with the minority SA’s to show the research on the need for minority leadership, on the restrictions the research indicates regarding the pipeline to leadership. Highlight their work ethic and aspiration for higher goals than they might imagine. (an idea incubating)
- 9) Exit Interview Best Practices: Face to face (electronic doesn’t hack it.), reasonably short set of standard questions plus allow for open-ended discussion, FAR receives all interview data/ responses.
- 10) Enhancing student athlete experience.
 1. Encouraging uniformity among coaches Re. Study times

2. Maintain academic progress reports and had a.d. discuss with coaches
3. Have meetings with FAR at beginning of year for student-athletes

Topics for Panel and Themes for '09

- 1) Academic support-What is the range of leader support services provided by the athletic departments? Is this construed as "Special treatment"?
- 2) Panel on Academic support
 - Panel on mused class policies and how they get that passed
 - Panel on SAAC interactions with FAR
 - Panel on Special programs enhancing student-athlete achievements
 - Panel on Release time for Being FAR (by division?)
- 3) Clearly some FAR's are in Name Only! SAD!!
 - Theme: How can FAR's create and nurture greater influence on their campus with respect to intercollegiate athletics (title is too long)
- 4) Most Effective Academic Support Services
 - FAR Fellows Institute- What difference has it made? Individual FARs, institution, conference, D II?
- 5) How can SA be more integrated into the overall collegiate experience? S-A panel-mixed Divisions/Sportslete
 - Panel on academic Dishonesty
 - Best Practices for training Tutors? How much support should be given (e.g. Paper writing)
- 6) Panels for St. Louis
 - Special Admits, policies, academic support (D I)
 - SAAC- what are their issues? Related non-equalities-other opinions besides JC?
 - 2-4 Transfers Academic Seminars (Institutional for good transition?)
 - Diversity Issues Panel, S-A on panel-what issues they might have
 - Experienced FAR for Q+A at lunch round tables put experienced and new FARs together to talk.
 - NCAA Committee exp. How to get involved?
- 7) Degree plans and eligibility (PTD) D I
 - a. Major choice
 - b. Minors
 - c. Double majors
 - d. Double degrees
 - NCAA bylaws that discourage freedom in pursuing the above
- 8) Panel of Presidents to discuss THEIR expectations- All Divisions
 - Also- AD's and their expectations
 - More Q+A, Best Practices
 - Longer new FAR Orientation
- 9) Panel: How to achieve greater faculty response to progress reports.
- 10) Calculating S-A-Best practices
 - Getting Faculty support for athletics
 - Job Description-FAR

- Managing relationships- interactions and various other administrators
- Discipline of S-A's
- Standards for what FAR is/does
- 11) More on Academic Support
 - How do you close the loop with exit survey data? Who meets with Coaches?
 - Present Survey Data on FAR Compensation
 - How the FAR gets to know SA's better
- 12) Speak to the diversity of your department
- 13) Explain NCAA jargon (e.g. what is APR, FRAP, HBCU...)
 - What is FARs role in compliance?
 - Time management as FAR.
- 14) NCAA Scholarships- Have members of Regional Committees talk about reasons why some applications look netter than others... and think obvious "Red Alerts" to avoid, etc.
 - What do the numbers look like? What are the odds of getting one?
- 15) Best practices for new and experienced FAR: goal setting, FAR student relationships, and increasing faculty attendance at athletic events.
- 16) Best practices for the process of conducting exit interviews including 1) steps- from identification of exiting students, 2) legal issues.
- 17) Attendance issue for student athletes.
- 18) Best practices for interaction with academic support and S-A
- 19) The role of the Athletic Advisory Committee?
- 20) Spectator and Athlete Behavior
- 21) Gender equality DIII
- 22) Involving President and AD and FAR communicating effectively
- 23) Panels to discuss rules at each division
- 24) Division specific is most useful, designing and implementing and purposeful use of athletic advisory boards
- 25) SAAC is a group of SA at the "top end". Student-Athlete Services attends to the ones on the "lower end" Is there a way to assure satisfaction of those in the great-unwashed middle?
- 26) More please! Lectures are informative but often lack application. Let us ask and learn more! Perhaps have multiple panels for division and let us choose which ones to attend. For example, maybe exit interviews are more important on my campus than gambling. My time could be better spent with a longer panel on this than lectures on the other.
- 27) We need some sample processes. Could we please see some samples next year?
- 28) Is there a requirement for exit interviews in DII?
- 29) Why is it necessary to play 56 baseball games in DII?

Questions for Exit Interviews

- 1) DII Common NCAA question, Common Division Question, Common Conference Question. "Would you recommend the same experience to another student?" Why or why not?
- 2) DII To the extent support services are offered (nutritionist, psychologist, academic, conditioning etc), which are most effective and why?

- 3) What's one thing that contributed positively to your experience as a student athlete that we should keep doing more of?
- 4) If you could change just one thing to everyone's Athletics at _____ what would it be and why?
- 5) Were Academic support levels sufficient for your success in the classroom?
- 6) Has your student-athlete experience been what you anticipated? Why or Why not?
- 7) Would you feel comfortable recommending future S-A's to this school? Why or why not?
- 8) Did playing collegiate athletics impact your decision about a major?
- 9) How useful/ productive is mandatory study hall? What would improve the study hall experience?
- 10) How helpful were tutors? What courses did you feel tutors were most useful and/or most needed?
- 11) If you were recruited today knowing what you know, would you still come to _____? Why?
- 12) If you were AD, what would you do differently in this program?
- 13) Were you able to pursue your choice of academic major/interest? Explain
- 14) How many hours do you practice in season? How many hours do you practice out of season?
- 15) Are you satisfied with the level of competition in your conference?
- 16) What is one thing you would change about your sport?
- 17) What one thing could the Athletics department do to support your sport better? (Or help make it more visible?)
- 18) What are the positives about the Athletic Program? What can we do to improve?
- 19) What is the best aspect of your S-A experience?
- 20) Do you feel that academics and athletics are a good balance for you at the university?
- 21) Do you feel the faculty was overall supportive of your athletic participation?
- 22) What concerns do you have in regards to athletic and academic conflicts?
- 23) When you first decided to participate as a student athlete, did you view graduating from college as a major goal?
- 24) Is your coach a good role model?
- 25) Have you had problems with Professors regarding missed class time?
- 26) Were you treated with respect by the coaching staff?
- 27) Did your coach ever place demands upon you that you feel unreasonably affected your ability to achieve academic success?
- 28) Do you feel there should be fewer midweek athletic contests in your sport to minimize missed class time?
- 29) Were the maximum time limits in-and-out of season observed?
- 30) Was the study hall really a study hall? Was it monitored?
- 31) Please rate the importance placed on academics by the following people: 1) AD 2) coach 3) FAR
- 32) Do you know your FAR? How long?
- 33) Which part of "student-athlete" has best prepared you for your career? Student or athlete?
- 34) Could you have been a better student without being an athlete? Did athletics support your role as student?

- 35) Did you feel engaged in community- community service cultural projects?
- 36) DI, II, & III: What did you gain from your college athletic experience that you wouldn't otherwise have gained?
- 37) Were you promised anything in recruiting that was not fulfilled?
- 38) Did you feel "confined" in your choice of major?
- 39) Were facilities adequate?
- 40) Why did you leave the team?
- 41) How were your relationships with your professors? What conflicts arose, if any? How could you have improved them as a student-athlete? What could the professor have done better in your opinion?
- 42) Concerning your academics, were you well informed on what courses needed to be taken to keep you eligible in your sport?