

Bridging the Gap: Engaging Faculty to Enhance Student-Athlete Support

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SESSION GOAL

- This session was chosen to help FARs both old and new have a variety of ways to connect faculty members with coaches and student athletes.

How we will proceed

- We will share several ideas that have been utilized at different schools with success to encourage relationships among faculty and students.
- As time allows, we hope to engage the audience to share ideas they have also used.

Team Mentors

- Some schools have assigned 1-2 faculty volunteers who have a particular interest in a sport to be a “team mentor”
 - Examples of what they have done:
 - pre-game speeches
 - Attend practices as a support
 - Present leadership talks at practice
 - Attend game/events and occasionally sit on the bench/sidelines with the team
 - Do dinners with the team

Academic Mentor

- Volunteer Faculty members work with students who struggle with things such as how to write professional emails, basics of college, remembering to turn in assignments, etc. to help them raise grades.
 - We met via phone call, facetime, or text messages on Mondays and Fridays.
 - Students would show things like screen shots of their weekly assignments in blackboard
 - Students would come to us with questions about what to do in situations that they may not know how to handle
 - At the end of the week, they would send in proof that assignments were sent in.
 - Students who participated actively saw great improvements.
 - One of my students went from being on academic probation to graduating this semester with a very strong GPA
- Football team was the team we did this with and raised the GPA of the team to over a 3.00 the years we did that

Athlete of the Month

- Athlete of the month nominations go out each month to ALL faculty. They can nominate a female and a male athlete. (or even more than one)
 - The University Athletic Committee selects an athlete of the month each month
 - At the end of the year, an honorable mention list is made of those not selected
 - Certificates are presented at practice by the FAR and emailed.
 - Athletics website posts the athletes of the month

Faculty Member of the Month

- Nominations can be made by any student athlete.
- SAAC Committee will choose the representative...this is a working partnership between Athletics Committee and SAAC

Emails to Faculty for Games

- Emailing the faculty to let them know about times and inviting them to attend games for free.
- Recognition days for faculty

Co-FARing

- Ideal vs. Real
- NCAA job description: 1.5 pages of responsibilities expected of the FAR
 - “The FAR should receive sufficient release time and/or additional compensation from his or her department and college duties in order to have time to fulfill the duties of the FAR.
 - The FAR release time should be **at least half** of the teaching responsibilities of a faculty member at the Institution.”

Co-FARing IDEAL VS. REAL CONTINUED

- DII Model FAR document (2012) tells us that “few individual FARs do all that is listed...” (p. 4).
- Miranda and Paskus' *Roles, Responsibilities and Perspectives of NCAA Faculty Athletics Representatives* (2013) study showed that
 - A plurality of FARs (40%) spent 6-10 hours a week on athletics-related work. The majority spend at least that much time (62%)
 - The vast majority of FARs (over 82%) get no clerical support for their work.
 - **Nearly 30% of FARs get no monetary, release time, or service credit for their work.**

Co-FARing

compensation:
Time and
workload

Table 23

Q28 – Please indicate the average number of hours per week that you devote to your FAR responsibilities:

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
1 to 5 hours	7	8.9	18	25.0	22	38.6	49	22.8	73	37.8	178	74.5
6 to 10 hours	25	31.6	36	50.0	22	38.6	86	40.0	78	40.4	46	19.2
11 to 15 hours	15	19.0	6	8.3	9	15.8	32	14.9	31	16.1	14	5.9
16 to 20 hours	9	11.4	4	5.6	2	3.5	15	7.0	7	3.6	1	0.4
21 to 25 hours	14	17.7	3	4.2	1	1.8	18	8.4	2	1.0	0	0
26 to 30 hours	6	7.6	4	5.6	1	1.8	11	5.1	0	0	0	0
31 to 40 hours	1	1.3	1	1.4	0	0	2	0.9	1	0.5	0	0
More than 40 hours	2	2.5	0	0	0	0	2	0.9	1	0.5	0	0
Total	79		72		57		215		193		239	

Co-FARing

compensation:
clerical support

Table 24

Q29 – Do you receive secretarial, clerical or other support to assist you in your FAR duties?

		Division											
		I-FBS		I-FCS		I (no football) Overall		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
Yes	A Full-Time Position	2	2.5	0	0	0	0	2	0.9	1	0.5	2	0.9
	Less Than a Full-Time Position	25	30.9	15	20.8	7	11.9	49	22.4	33	17.1	21	8.9
Yes - Total		27	33.3	15	20.8	7	11.9	51	23.3	34	17.6	23	9.8
No		54	66.7	57	79.2	52	88.1	168	76.7	159	82.4	212	90.2
Total		81		72		59		219		193		235	

Co-FARing

Doing more
with more,
without taking
more

- Co-FARing:
 - FAR role is twice as visible
 - Gives SAs multiple options for seeking FAR help
 - Increases faculty buy-in
 - Duties are split
 - Less “weight of the world”
 - Running the IAAC; eligibility; attending games/events/meetings
 - Increased flexibility for *scheduling* events/meetings.
 - More creative problem solving
 - Less busy work
 - More impactful work
 - Research, reporting, etc.

Co-FARing
compensation:
Tangible
benefits

Table 25

Q30 – Do you receive extra monetary compensation and/or release time for your FAR duties?

(Please check all that apply)

		Division											
		I-FBS		I-FCS		I (no football)		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
Yes	Monetary	35	43.2	22	30.6	30	50.8	92	42.0	85	43.1	21	8.7
	Release Time	43	53.1	33	45.8	17	28.8	96	43.8	54	27.4	9	3.7
	Recognize as Service	20	24.7	12	16.7	8	13.6	42	19.2	35	17.8	39	16.1
Yes - Total		58	71.6	49	68.1	43	72.9	156	71.2	138	70.1	35	16.5
No		23	28.4	23	31.9	16	27.1	63	28.8	59	29.9	177	83.5
Total		81		72		59		219		197		212	

Participant Ideas

- Please Share your Ideas of Ways you encourage more support for student athletes at your schools