



The Highly Engaged FAR

Recommendations for the Campus,
the Conference and the FAR





TABLE OF CONTENTS

INTRODUCTION	1
The Division III FAR	2
Why do we need FARs?	2
History of the FAR	2
CAMPUS RECOMMENDATIONS	5
CONFERENCE RECOMMENDATIONS	9
MODEL FOR A HIGHLY ENGAGED FAR	13
Connection to Campus Administration	14
Connection to Athletics Department	16
Connection to the Faculty	17
Connection to the NCAA	17
Connection to Student-Athletes	18
Connection to the Conference	20
Connection to the Faculty Athletics Representatives Association	20
RESOURCES	22



**I strongly believe in the role of the FAR
as the hub of the athletic-academic
connection for an institution. Although
the AD hires all coaches and the coaches
must carry out the academic focus
of their players, the FAR is my central
coordinator and communicator among
all groups at the college — each athletics
team, new faculty as a part of faculty
orientation, the Student-Athlete Advisory
Committee, the college president, the
president's cabinet, and faculty.**

Kenneth Garren, president, University of Lynchburg



INTRODUCTION

The Division III Faculty Athletics Representatives (FAR) Engagement Working Group was created in 2017 to develop recommendations and resources to increase the engagement of Division III FARs at the institutional, conference and national levels. Members of the working group included FARs, directors of athletics, conference commissioners and a student-athlete. Utilizing historical and contemporary data and the expertise of the working group and others, the group developed three documents, which are contained in this report.

- Campus Recommendations for a Highly Engaged Division III FAR
- Conference Recommendations for a Highly Engaged Division III FAR
- Model for a Highly Engaged Division III FAR

THE DIVISION III FAR ...

- Helps to ensure a quality student-athlete experience and promote student-athlete well-being.
- Serves as an independent advocate for student-athletes.
- Helps promote student-athlete 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.
- Assists in the oversight of intercollegiate athletics at the campus and conference levels to assure that they are conducted in a manner designed to protect and enhance the physical, psychological, and educational well-being of student-athletes.
- Oversees the nominations of student-athletes for NCAA grant, scholarship and recognition programs.

WHY DO WE NEED FARs?

- NCAA regulations require intercollegiate athletics programs to be designed as a vital part of the educational system and the student-athlete to be an integral part of the student body.
- Those same regulations require intercollegiate athletics programs to be conducted to protect and enhance the educational and physical welfare of the student-athletes.
- These areas of student life traditionally have involved significant faculty participation and oversight.
- Because student-athletes are to be students first, faculty voices and perspectives in the administration and in oversight of intercollegiate athletics programs have been recognized by the NCAA as legitimate and necessary.

HISTORY OF THE FAR

Faculty voices and influence have been present in the affairs of the NCAA for as long as the NCAA has been in existence. The Carnegie Foundation Report on American College Athletics in 1928 attests to the presence of faculty views in the operation of the NCAA up to that time. In 1980, the NCAA released a study written by former NCAA president Earl Ramer (1971-73), that outlined the history of the significant and continuing roles played by faculty in the NCAA in the decades before 1980.

Shortly after the Ramer Report was published, the NCAA produced the first Faculty Athletics Representative Handbook. These reports indicate that faculty athletics representatives have long been thoroughly integrated into the infrastructure of the NCAA. Faculty athletics representatives are prominent in all levels of NCAA governance, excepting those reserved for chief executive officers, and they continually serve as points of contact between their campuses and the NCAA in the regular conduct of intercollegiate athletics programs. Articles 4, 5 and 6 of the NCAA Constitution recognize the involvement of faculty athletics representatives in the organization, legislative authority and legislative process of the NCAA and the important role of faculty athletics representatives in the local institutional control of intercollegiate athletics programs. Division III Bylaw 6.1.3, adopted in 1989, requires each member institution to designate an individual to serve as FAR.





A highly engaged FAR improves the quality of an athletics department and, more importantly, the student-athlete experience.

The FAR serves as an important bridge between the academic and athletic components on campus, providing support and guidance for faculty, staff, and students regarding the athletics experience. Student-athletes have an important advocate in the FAR on academic issues and can ask questions and seek advice in balancing both their academic and athletic pursuits.

Similarly, faculty members have a resource to better understand the student-athlete experience.

Robert Davis Jr., athletics direct report, University of Scranton



CAMPUS RECOMMENDATIONS

FOR A HIGHLY ENGAGED DIVISION III FACULTY ATHLETICS REPRESENTATIVE

These recommendations are endorsed by the Division III Presidents Council, Management Council, the Division III FAR Engagement Working Group and the Faculty Athletics Representative Association (FARA) Executive Committee. These groups firmly believe a highly engaged FAR will contribute to furthering the central goal of a Division III athletics department — ensuring the best student-athlete experience possible. Despite differences in institutional resources and missions, all Division III campuses can benefit from enhancing the role of the FAR and incorporating the suggestions contained in this document.

WHAT STANDS IN THE WAY OF A HIGHLY ENGAGED DIVISION III FAR?

- Approximately 50 percent of Division III FARs lack a clear position description with enumerated responsibilities and support. They also lack endorsement by key stakeholders (e.g. presidents and chancellors, conference commissioners, directors of athletics) which is not conducive to an engaged FAR.
- FAR compensation and/or release-time is rare in Division III with approximately 5 percent receiving release-time from teaching obligations and 11 percent receiving some financial compensation. A highly engaged FAR provides value to the institution. Compensation and/or time release helps affirm that value.
- Approximately three-quarters of Division III FARs spend between one and five hours per week on their FAR duties. More than 90 percent spend 10 hours or less. Half of their time is spent on academically related issues and approximately one-quarter of their time on student-athlete well-being issues. If recommendations in this document are implemented, the amount of time FARs spend on their duties may increase.
- Approximately half of all Division III FARs have been in their position for four years or less. High turnover rates inhibit the effectiveness of FARs. There are multiple reasons including term limits, rotating appointments, and that the role of FAR may not count towards the service requirement for faculty. This lack of consistency has broad impacts at the campus, conference, and national levels in terms of engagement.
- Nearly half of FARs are not involved in the campus-level Student-Athlete Advisory Committee. There are a number of potential reasons: 1) scheduling conflicts with meetings, 2) the director of athletics being reluctant to ask FARs to be more engaged, 3) coaches taking a more prominent role in the campus-level Student-Athlete Advisory Committee, and 4) Student-Athlete Advisory Committee involvement not being a defined role for the FAR on some campuses.
- There is no consistency in the reporting lines for Division III FARs. Current reporting lines include the president or chancellor (38%), the director of athletics (22%), chair of the faculty governance body (11%), the chief academic affairs administrator (9%) and the chief student affairs administrator (8%), among others. This stands in contrast to Divisions I and II, where 80 percent or more of FARs report to the president or chancellor.

RECOMMENDATIONS FOR DIVISION III MEMBER INSTITUTIONS

The institution is called on to establish clearly stated expectations, best practices, potential policies and education for the FAR. It involves ensuring presidential leadership and a commitment to provide necessary support for the position (e.g., release time and a stipend), both of which are vital to the success of these efforts. Directors of athletics and conference commissioners also can help to support more FAR engagement.

Specifically, institutions are encouraged to:

1. Ensure the FAR has a detailed position description. Using already established position descriptions and the model position description advocated by FARA is a place to start.
2. Ensure the FAR reports to the president/chancellor or the athletics direct report (ADR). To carry the authority necessary to fulfill the position's obligations, the FAR should report to the highest-level campus leader possible. Considering the need for the FAR's independence as an advocate for student-athletes, the FAR should report to someone other than the director of athletics, although it is important for FARs to have strong working relationships with the director of athletics.
3. Review support for the FAR position on campus and evaluate options related to course release, financial compensation, and recognition of FAR service as fulfillment of campus service requirements. Support creates an additional incentive for faculty to pursue the position, increase the length of service, and increase the level of engagement.
4. Ensure the FAR maintains a high level of visibility on campus. To increase visibility in the athletics sphere, FARs should regularly attend athletics competitions, participate in special events, and contribute regularly to athletics department meetings. To ensure recognition of the FAR role among the faculty, FARs should participate and/or present at shared governance meetings (e.g., Faculty Senate) and engage in activities that facilitate communication between the faculty, the student-athletes, and the athletics department. Student-athletes, faculty, athletics staff and campus administrators should be able to easily identify the FAR and know how to contact him or her.
5. Commit to sustained FAR involvement with the Student-Athlete Advisory Committee on campus. It is an appropriate means for FARs to be better advocates for student-athletes.
6. Consider appointing two FARs at your institution. This model has the potential to increase effectiveness, address attendance issues at key meetings and events, and lengthen tenure.
7. Commit to continuing professional development by supporting and encouraging your FAR to take advantage of educational and engagement opportunities via your conference and at the national level (e.g., the NCAA Convention, FARA Annual Meeting, the Division III FAR Institute).



It's extremely beneficial to have faculty athletics representatives engaged at the institutional, conference and national level. We value their role in the conference governance structure, giving them oversight of academic matters related to student-athletes. We encourage them to promote community between athletics and academics through education and communication. Engaging our FARs with consistent communication from the conference office and regular meetings throughout the year is integral to their impact in our conference and for our student-athletes.

Jennifer Dubow, executive director,
Southern California Intercollegiate Athletics Conference



CONFERENCE RECOMMENDATIONS

FOR A HIGHLY ENGAGED DIVISION III FACULTY ATHLETICS REPRESENTATIVE

These recommendations are endorsed by the Division III Presidents Council, Management Council, the Division III FAR Engagement Working Group and the Faculty Athletics Representative Association (FARA). These groups firmly believe each Division III multisport conference should provide FARs with opportunities to formally express their thoughts and opinions with regards to conference policy and operations, especially as they impact the academic and personal well-being of student-athletes. The level and extent of the formal involvement of FARs in the activities of athletics conferences will vary. FARs should be considered for service as conference officers, have a role in the conference committee structure, and involved in conference-level decision making.

WHAT STANDS IN THE WAY OF A HIGHLY ENGAGED DIVISION III FAR AT THE CONFERENCE LEVEL?

- An estimated two-thirds of Division III conferences identify FARs as a key constituent per the conference constitution or bylaws. All Division III conferences should identify FARs as a key constituent.
- Sixty percent (60%) of conferences identify a specific role for the FARs in the governance of the conference where they actively assist in the establishment of conference policy (e.g., propose policy, vote). Without an explicit role and expectations, it will be challenging to ensure the sustained impact of FARs at the conference level.
- In approximately 40 percent of conferences, there is a FAR Committee or Council with varying roles and responsibilities. The Committee or Council's role varies ranging from advisement on academic eligibility, integrity, and compliance issues to holding voting power on all conference matters, including representation by the chair of the Committee or Council on an executive-level conference group. Recognizing the diversity of Division III conferences, those that do want to improve engagement and the impact of their FARs should examine and delineate their roles and responsibilities.
- In 40 percent of Division III conferences, FARs hold a position at the same level or higher than directors of athletics and serve as chairpersons within the conference committee structure. To serve effectively as an independent advocate for student-athletes, all conferences should examine and consider the position FARs currently hold in conference affairs and strive for a proper balance.

RECOMMENDATIONS FOR DIVISION III MULTISPORT CONFERENCES

The conference is called on to establish clearly stated expectations, best practices, potential policies and education for the FAR. This involves ensuring the conference commissioner and conference executive committee leadership are committed to providing necessary support for the FAR's role in the conference, both of which are vital to the success of these efforts. Directors of athletics and presidents and chancellors can help to support more FAR engagement at the conference level.

1. Codify in the conference bylaws the FAR's role in the conference governance structure.
2. Develop a model of information-sharing for conference FARs.
3. Develop a model to establish regular opportunities for conference FARs to meet whether in-person or remotely.
4. Develop expectations related to the role the conference office should play in facilitating FAR engagement in conference affairs.
5. Ensure funds from the Strategic Initiative Conference Grant program are effectively being utilized for the professional development of FARs within the conference.



Our conference has a long history of FAR involvement. That group is a vital part of the governance structure of the American Rivers Conference. The faculty often has a different view of how a piece of legislation will affect a student-athlete from the academic side. As such, their vote is a formal one that is passed on to our Presidents Council to provide a multi-level view of the legislation. The FARs also can be called upon, through an Executive Committee, to help the commissioner rule on issues.

Chuck Yrigoyen, commissioner, American Rivers Conference



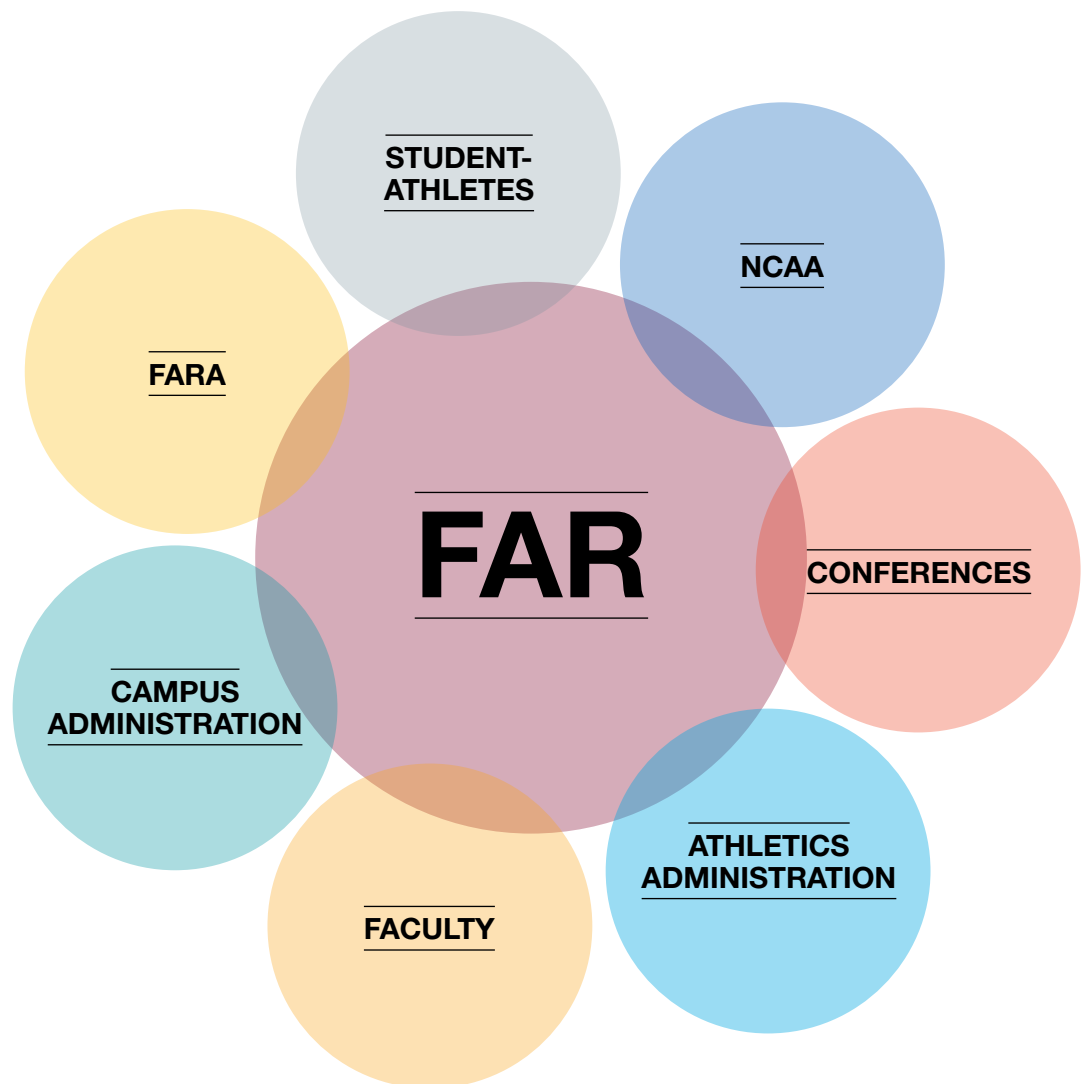


A highly engaged FAR is critical for many reasons with the primary goal to support our student-athletes. The FAR's input is invaluable and comes in many forms ranging from academic support to providing crucial insight for administrators regarding student-athlete issues and concerns. Additionally, FARs provide input from an academic perspective when helping to shape policy and voting at the conference and NCAA levels. FARs help our student-athletes be successful academically, on the fields of play, and ensure their overall well-being.

Scott Kilgallon, director of athletics, Webster University



MODEL FOR A HIGHLY ENGAGED DIVISION III FAR



CONNECTION TO THE CAMPUS ADMINISTRATION

The FAR provides advice to the president/chancellor and/or athletics direct report (ADR) that reflects the traditional values of the faculty and is rooted in the academic ethic of the institution.

- To be an effective advisor, the FAR must be knowledgeable regarding the athletics program and must devote the time and attention required to attain this familiarity.
- To ensure the FARs relationship with athletics and ability to be an effective advisor, the FAR needs to carry authority from the president/chancellor and/or athletics direct report, and this authority should be recognized throughout the campus.
- The FAR must have access to the president/chancellor and/or athletics direct report on a regular basis.

STRUCTURE OF THE POSITION

Above all, together with the president/chancellor, ADR and athletics director, two key pieces must be in place. First, a comprehensive plan for the institutional control of intercollegiate athletics and second, appropriate and explicit assignments of both responsibility and authority must be ensured.

Specifically, campuses are encouraged to:

1. Develop a written position description, which accurately and fully describes the duties and responsibilities. Obtain approval of the position description from the president/chancellor, ADR and faculty governance structure.
2. Deans, department chairs and other institutional administrators must acknowledge that the FAR's activities described in the position description require a significant commitment of time and energy. As a result, campuses should:
 - » Strongly consider release time from teaching responsibilities (with compensation to the affected academic unit, as appropriate).
 - » Strongly consider service-time recognition.
3. There should be no predetermined limit to the length of time that FARs may serve.
4. Strongly consider summer support, including the possibility of a fiscal-year contract.
5. Identify the resources needed to successfully meet the responsibilities of the FAR and arrange for these resources to be made available.
6. Maintain a travel budget sufficient to support professional development opportunities such as the FARA annual meetings, the NCAA Convention and any additional or special NCAA meetings. FARs also should receive travel support to attend athletics conference meetings.
7. Consider the appointment of two FARs per institution. This model has the potential to increase effectiveness, address attendance issues at key meetings and events and lengthen tenure.

WAYS FOR THE FAR TO ENGAGE WITH THE CAMPUS ADMINISTRATION

- The FAR should ensure, either directly or indirectly, that student-athletes meet all NCAA, conference and institutional eligibility requirements for practice and intercollegiate competition. Eligibility checks should be periodically reviewed and audited by the FAR. Academic eligibility certifications should be performed by persons outside of the department of athletics.
- The FAR should develop, or arrange to have developed, periodic statistical reports on the academic preparation and performance of student-athletes for each sports team. This information should be provided to the president/chancellor and/or ADR. The FAR should be knowledgeable about the academic preparation and performance of each sports team and should use such reports to uphold high academic standards and expectations for these team members.
- The FAR should be a senior advisor outside of the athletics department to the president/chancellor and/or ADR on matters related to intercollegiate athletics. Together with the AD, the FAR should formulate and recommend institutional positions on NCAA legislation and other matters affecting, or related to, intercollegiate athletics on the campus.
- The FAR must have solid working relationships with the AD, the athletics compliance coordinator, the director of admissions, the registrar and director of student financial aid.
- The FAR should provide periodic reports related to matters of academic integrity, academic preparation and performance of student-athletes, rules compliance or violations, and other matters related to the intercollegiate athletics program. To this end, FARs should have appropriate independent access to the systems to generate these reports.





CONNECTION TO THE ATHLETICS DEPARTMENT

The working relationship between the FAR and the AD is very important. Regular interaction between them is necessary, and wide-ranging discussion of all aspects of the athletics program is encouraged. This will help the FAR to develop the knowledge base needed to make effective contributions to local athletics administration and will be useful to the AD in influencing the academic and personal well-being of the student-athletes. It's important to note that this is a working relationship, not a reporting line.

WAYS FOR THE FAR TO ENGAGE WITH THE ATHLETICS ADMINISTRATION

- Work in concert with the AD and the compliance officer to ensure a comprehensive and effective rules education and compliance program on the campus.
- Participate in annual NCAA rules education, athletics staff meetings, and initial team meetings.
- Serve as a member of search committees for head coaches and athletics administrators to ensure commitment to the educational mission of the institution and the guiding principles of Division III.
- Review travel and competition schedules to minimize missed class time.
- Work with coaches and student-athletes to minimize conflicts between practice and class schedules, and advocate for a climate of respect between coaches, faculty, and student-athletes.
- Conduct periodic reviews of the mechanisms used to monitor the hourly and weekly limitations on athletically related activities.
- Oversee the nominations of student-athletes for NCAA grant, scholarship and recognition programs.
- Have access to complete budgetary information about the athletics department.
- Attend sporting events when possible.
- Perform or review exit interviews to discern the success of the student-athlete experience.
- Become involved with the institution's Institutional Self-Study Guide (ISSG) and other compliance tools, including being broadly knowledgeable about the institution-wide implementation of athletics procedures and the institution's commitment to compliance.

CONNECTION TO THE FACULTY

An efficient link between the FAR and the faculty is useful in assuring the faculty of accurate and timely information regarding the athletics program. Whether appointed by the president/chancellor or elected directly by the faculty, the FAR commonly serves as a conduit of information to and from the faculty and the athletics program. It is common for the FAR to report periodically to the faculty senate, or other governing group, regarding the operation of the athletics program.

WAYS FOR THE FAR TO ENGAGE WITH FACULTY

- Report regularly to the faculty senate (or appropriate faculty governance body) on athletics points of interest or information, including the Academic Success Rate, academic awards, and participation by student-athletes in research/honors projects.
- Consider a team-based faculty mentor program to foster a better faculty understanding of the intercollegiate athletics program.

CONNECTION TO THE NCAA

The FAR should represent the institution as a delegate to the annual NCAA Convention and attend any special meetings of the NCAA. The FAR may be designated as the voting delegate in the absence of the President/Chancellor. He or she should be involved in discussions with the president/chancellor and the AD in which the institution's voting position on NCAA legislation is established.

WAYS FOR THE FAR TO ENGAGE WITH THE NCAA

- Attend national and regional meetings and conferences that provide professional development opportunities for rules education (e.g., NCAA Regional Rules Seminar, FARA Annual Meeting, NCAA Convention, conference compliance meetings).
- Charge the FAR with the nominations of student-athletes for NCAA grant, scholarship and recognition programs.
- Nominate FARs for service on NCAA committees where appropriate.

CONNECTION TO STUDENT-ATHLETES

As members of the faculty, it is appropriate that FARs be involved in the monitoring and maintenance of the personal welfare of the student-athletes. Many of the FARs' activities directly influence the personal well-being of student-athletes. This aspect of their activities should be recognized by all campus constituencies and the FAR should offer themselves as independent sources of support and advice to student-athletes.

For example, they should know that missed-class time policies are being honored and that reductions or cancellations of financial aid are made for appropriate reasons. They should know when student-athletes encounter difficulties with class scheduling and should be of assistance when the student-athlete has occasion to be involved in waiver or appeals procedures at the institution. FARs also should be alert to conditions that affect the health of student-athletes, being ready to aid in referral to university resources that provide advice and counsel on all types of physical and psychological problems. FARs should strive to be seen by the student-athletes as independent advocates for their well-being. Stressing that independence should be a cornerstone of FARs' interactions with student-athletes.

The Importance of the Student-Athlete Advisory Committee (SAAC): SAACs, mandated by the NCAA for every member institution, play a significant role in promoting the academic, health, social and athletic welfare of student-athletes. FARs should be actively involved with institutional SAACs. They should regularly attend committee meetings and consult with committee officers. Such direct and personal exchanges are useful in obtaining current first-hand assessments of student attitudes and experiences and reinforce the understanding that the FAR is first and foremost a faculty member interested in the welfare of athletes as students. FARs should facilitate the inclusion of student-athlete participation on institutional athletics boards and committees.

WAYS TO ENGAGE WITH STUDENT-ATHLETES

- Direct contact with student-athletes on a systematic and periodic basis is paramount. They should interact frequently with the SAAC. Student-athletes should recognize the FAR as a source of information, support and counseling, which is located administratively outside of the athletics department.
- The FAR must be visible to the student-athletes. They could participate in orientation activities at the beginning of the year and exit-interview activities at the end of the year.
- The FAR must 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.
- At the beginning of each academic year, the FAR should address student-athletes as a group, or in individual team meetings, to emphasize the primacy of the academic mission of the institution and the responsibilities of student-athletes within that setting.
 - » Ensure that testing, counseling, evaluation and other career-planning services are made available to student-athletes.
 - » Meet with each team and with the SAAC to explain the role of the FAR as it relates to the academic success of student-athletes. Meeting topics could include eligibility, good academic standing, progress-towards-degree, ethical and behavioral conduct, classroom responsibility, course scheduling, and communication with professors.

WAYS TO ENGAGE WITH STUDENT-ATHLETES

- The FAR should serve as a liaison between faculty, administration and student-athletes and assist in the mediation of conflicts between these groups.
- The FAR should inform student-athletes ...
 - » Of campus support services, including academic tutoring, advising and career development, counseling and health care, disability, and financial aid.
 - » About available scholarship opportunities and application processes and work directly with student-athletes throughout the application process.
- The FAR should encourage student-athletes ...
 - » To participate in community engagement projects.
 - » To represent the institution at social, civic and academic events.
 - » To be good citizens, leaders and contributors in their community.
- The FAR should encourage student-athlete participation in leadership academies and/or other professional development opportunities at the campus, conference and national level.
- The FAR should be available for post-graduation advisement and collaboration with career services.



CONNECTION TO THE CONFERENCE

Each Division III multisport conference should provide FARs with opportunities to formally express their thoughts and opinions with regard to conference policy and operations, especially as they impact the academic and personal well-being of student-athletes. The level and extent of the formal involvement of FARs in the activities of athletics conferences vary. FARs may serve as conference officers, have a role in the conference committee structure and cast the votes by which conference business is conducted.

WAYS FOR FARs TO ENGAGE AT THE CONFERENCE LEVEL

- The FAR should be knowledgeable about conference rules related to academic eligibility, transfer requirements and restrictions, and enforcement procedures.
- FARs should promote better understanding of NCAA regulations and how they affect conference members.
- FARs should be engaged in conference-level discussions regarding NCAA violations that involve conference members and discuss how best to maintain high ethical standards of conduct among conference members.
- FARs should be involved in discussions related to conference schedules of contests and help to assess their impact on the academic welfare of student-athletes. Special attention should be paid to final examination schedules of conference institutions.
- FARs should be engaged in decisions related to waivers of conference eligibility requirements, especially academic requirements.
- FARs should be engaged in discussions that determine the voting position of the conference at NCAA Conventions.
- FARs should be involved in determining recipients of conference academic honors.

CONNECTION TO THE FACULTY ATHLETICS REPRESENTATIVES ASSOCIATION (FARA)

The Faculty Athletics Representatives Association (FARA) had its genesis in the mid-1980s when a group of FARs initiated a series of forums. The purpose of these forums, which were held in conjunction with the NCAA Convention, was to provide for discussion of issues that were of concern to the NCAA membership.

The first of these meetings was held in Nashville in 1985, with other forums following on an annual basis through 1988. At the special NCAA Convention held in Dallas in June 1987, a FAR task force was established to facilitate contributions by FARs to the reform agenda of the newly formed NCAA Presidents Commission. In November 1987, the task force created the FAR Academic Review Committee to assess the academic implications of legislation to be voted on at the subsequent NCAA Convention. The committee, which included representation from NCAA Divisions I, II and III, produced the first of what has become a continuing series of printed reports that are distributed to the NCAA membership to promote an understanding of the academic impact of proposed legislation.

The work of the task force reached its culmination in 1989 in the ratification of the bylaws of a new national organization for faculty athletics representatives. This organization, FARA, was designed to promote greater cohesion among faculty athletics representatives and to enhance their usefulness within the NCAA and at their respective institutions.

Organization of FARA: The membership of FARA includes all persons who hold appointments at their institutions as FARs. The work of FARA is facilitated by standing committees, including the nominating committee and legislative review committees for each division. The legislative review committee reviews issues affecting the welfare of the student-athlete, in addition to academic implications of proposed legislation. Other committees of FARA are formed on an ad hoc basis.

Purpose of FARA: Under the auspices of the NCAA and in concert with the Executive Committee, FARA's purpose is to enhance the FARs effectiveness in pursuing these important goals. With support from the NCAA staff, FARA provides a collective voice for FARs on collegiate athletics. FARA is an active participant in the national dialogue on the importance of academic values in the conduct of athletics programs and is frequently solicited by various NCAA committees and constituent organizations for a faculty perspective on a variety of topics.

FARA Programs and Activities: To enhance the utility and effectiveness of FARs on campuses and with the NCAA, FARA sponsors a variety of programs and activities. Each fall, the legislative review committees conduct a review of proposed legislation to be voted on at the subsequent NCAA Convention, pertaining to academic standards or that which may otherwise impact the student-athlete, and circulates their written reports to the membership. FARA also conducts an annual meeting, as well as programming in conjunction with the NCAA Convention. The agenda of each meeting fosters the professional development of FARs through discussion of topics pertinent to their campus responsibilities. This aspect of FARA activities is particularly important given the substantial turnover in FARs.

WAYS FOR FARs TO ENGAGE WITH FARA

- FARs should be encouraged to attend the FARA Annual Meeting and provided with adequate academic release and financial support to enable attendance.
- When appropriate, institutions should encourage FARs to stand for election to the FARA Executive Committee or serve on the Legislative Review Committee.
- Conferences should designate a Conference Liaison to help facilitate communication between the FARs and the FARA Executive Committee.

RESOURCES

Faculty Athletics Representatives Association Website

faraweb.org

NCAA Division III Homepage

ncaa.org/d3

Division III FAR Fellows Institute

ncaa.org/division-iii-far-fellows-institute

Division III New FAR Orientation

ncaa.org/governance/division-iii-new-far-orientation



The FAR's role in higher education athletics is instrumental to the success of an athletics department, its teams and all of its student-athletes. The relationship I had with my FAR while in college was a main reason for my success both on the field and in the classroom. Knowing that you have someone willing to work, fight and care for you on both sides of the spectrum is a huge confidence boost when it comes to those unsure times as a student-athlete when academics and athletics cross paths.

Sean Cain, men's soccer student-athlete, Adrian College,
Division III National SAAC





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