

**FACULTY ATHLETICS REPRESENTATIVE
REPORT TO THE FACULTY SENATE**

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- I. By way of introduction, let me say that this is my 23rd year as a university professor and my 16th year here at ECU. I am a professor of marriage and family therapy in the Department of Child Development and Family Relations in the College of Human Ecology. I have been the Faculty Athletics representative since July 1st of this year.

- II. For those of you who may not know, the faculty athletics representative provides oversight and advice in the administration of the Athletics program and plays a strategic role to ensure academic integrity, institutional control of intercollegiate athletics, and enhancement of the student-athlete experience.

The FAR is appointed by the Chancellor for a three-year term and answers directly to the chancellor. The position is provided with 50% release from teaching duties. So I teach half-time and do FAR duties half time.

- III. In subsequent reports I will provide more specific information. Since this is my first report after only a short time on the job, I wanted my report to be more general this time. I want to call your attention to some important and impressive activities and efforts underway in intercollegiate athletics.

- IV. If you have been reading the newspapers or watching television lately it would be easy to conclude that major college sports are a huge mess. It seems a mess when you consider the well publicized misdeeds of head coaches at Alabama and Iowa State among others, along with academic integrity questions and preferential treatment for athletes that have been reported at Ohio State, Georgia and others. Then there is the huge mess that is known to almost everyone that recently occurred at Baylor.

- V. Yes there have been and are major problems with big-time sports including a "win at all costs" mentality and the over-commercialization of intercollegiate athletics. These and other problems have led to a concern that "the tail is wagging the dog"

and that academics is not primary and in some cases gets forgotten. At times it seems that the culture of athletics is incompatible with the culture of academics. However, in the midst of these considerable problems have been some remarkable efforts to reform intercollegiate sports that merit our attention and monitoring.

- VI. For example, to address these concerns Vanderbilt University recently took a radical step, eliminating the athletic department with a goal of totally integrating athletics into the academic and student life of the university. For more information, go to www.vanderbilt.edu. Only time will tell if this restructuring will work and if it will help address the problems it is designed to address, but the change has been supported by faculty groups across the country and the NCAA. In fact, Myles Brand president of the NCAA applauded the actions of Chancellor Gee and Vanderbilt University and suggested that it represented a major shift in the collegiate sports culture and could serve as a model.
- VII. Myles Brand has also called this an unprecedented time in terms of academic reform. Much has already happened and much is pending. I provided you with a handout summarizing these changes. These include strengthening the requirements for initial and continuing eligibility that should help athletes to move toward graduation. Pending is a major effort to establish a new way of measuring each team's academic success called the *annual academic progress rate* that captures the eligibility, retention, and graduation of athletics scholarship student-athletes on a particular sports teams. Use of this new measure is being tested. Plans are being developed by the NCAA Division I management council to tie this rate to incentives and disincentives, which would constitute a major change in support of academics. Following a number of years of poor academic performance a team could lose scholarships and the opportunity for post-season competition.
- VIII. I think most faculty members will support these movements toward academic reform and the more complete integration of athletics into the overall educational mission of the university.
- IX. I believe that with all things considered, we continue to be in good shape here. Our student-athletes do well for the most part academically, but we could do better. In late August we received

word that we were certified by the NCAA without conditions for another 10 years. That means we meet or exceed the standards set by the NCAA in the four areas of (a) governance and rules compliance, (b) academic integrity, (c) fiscal integrity, and (d) equity, welfare, and sportsmanship. But we have much work to do to ensure that we follow our plans and continue to improve, especially in terms of gender equity and minority opportunities.

- X. In conclusion, I have two requests for you to communicate to your constituents. **First**, please ask your faculty to respond to the requests from student development for reports on the academic performance of student-athletes. This is now done on-line and is very important. **Second**, please ask your faculty to honor the university policy on university excused absences. Missing class to participate in athletic competitions should not hurt a student's grade.

- XI. In subsequent reports I will provide more specific information on our progress and our problems. Thanks for your attention. Are there any questions?

Executive Summary – NCAA Academic Reform and Other Initiatives

of academic reform: Encourage improved academic performance and progress toward graduation for student-athletes.

Enhance Academic Standards

ensure better-prepared student-athletes entering college and better-performing student-athletes in college.

Increase progress-toward-degree requirements so that continuing eligibility is maintained only if student-athletes make meaningful progress toward his/her degree each year. Specific rule changes include:

- a. By start of year two – 24 semester/36 quarter hours with 1.800* grade-point average.
- b. By start of year three – 40 percent of degree completed with 1.900* grade-point average.
- c. By start of year four – 60 percent of degree completed with 2.000* grade-point average.
- d. By start of year five – 80 percent of degree completed with 2.000* grade-point average.
- e. Decrease number of remedial hours that can be used for eligibility.
- f. All students must pass at least six hours each term to retain eligibility.
- g. All incoming students must pass at least 18 semester/27 quarter hours during the regular academic year.

[Note: * Assumes 2.000 grade-point average to graduate.]

Increase the number of academic core courses taken in high school from 13 to 14 in 2005 and an increase to 16 core courses in 2008.

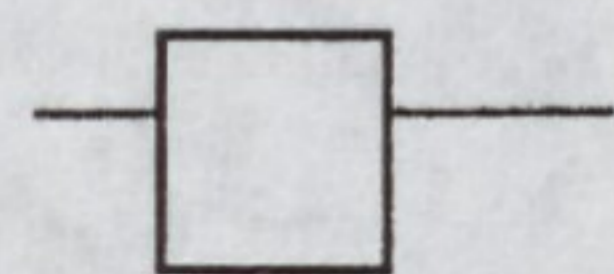
Continued use of test score in determining initial eligibility, but adjustments made to rule to improve accuracy and fairness.

Increase Accountability for Academic Success

incentives/Disincentives framework being developed to encourage the improved academic performance of student-athletes through a structure that rewards institutions and sports teams that achieve significant academic success while penalizing those that have a demonstrated history of academic underachievement.

Improve Measurements of Academic Success

NCAA graduation success rate. Federally mandated graduation rates are flawed in that they do not take into account transfer students. The NCAA graduation success rate is intended as a management tool to capture the academic success of those student-athletes who transfer and graduate.



2. Annual academic rate. Incentives and disincentives would be tied to meaningful measures of academic performance. The annual academic rate is intended to be a “real-time” assessment of each team’s academic performance by awarding points for academic eligibility, retention, and graduation on a term-by-term basis.

Adjust Student-Athlete Time Demands

Ongoing review of time demands placed on student-athletes to assure that they have the time to meet the new academic standards.

Strengthen Fiscal Responsibility, Management and Stability

A preliminary economic baseline study has been completed that examines the current financial practices in intercollegiate athletics. A follow-up study should assist the Division I leadership in taking appropriate and legally defensible action to address the funding dilemma in intercollegiate athletics.

Improve the Student-Athlete Experience

In addition to the work underway to encourage the academic performance and progress toward graduation for all student-athletes and adjustments to their athletics time demands, emphasis is being placed on the regulatory and campus athletics cultures to remove impediments that limit a student-athlete's ability to experience the full array of the “collegiate” experience.

www.ncaa.org