THE DRAKE GROUP EDUCATION FUND
Realizing The Promise Of College Athletics

FOLLOW-UP NOTES
"College Athletics Reform – Where Is the Faculty?"

The Drake Group Education Fund Webinar Series – Critical Issues in College Athletics
Hosted by 2aDays

Thanks for attending or registering for our September 22 webinar on collegiate athletics faculty issues. A regular feature of our webinar series is "Follow-Up Notes" which provides links to the recorded webinar, answers to questions from the audience which panelists did not have the time to address, or those emailed to us from telephone participants, and information on our next webinar.

1. HBCU Webinar #16 RECORDING

In case you missed any part of the September 22, 2022 webinar, you may access the recorded video here:

"College Athletics Reform – Where Is the Faculty" Recording

2. UNADDRESSED QUESTIONS FROM WEBINAR ATTENDEES

Following are answers to questions from the audience symposium panelists did not have time to address. Responses are from Drake experts and not from the panelists.

Q: What can faculty do to assist with "special admits" to get college athletes up to speed with the academic standards of the institution so they are not set up to fail?

A. The following resources were suggested and comments made by attendees:

- In the mid-1990s Athletic Director Gary Walters '67 created a model program at Princeton called Academ-Athletic Fellows, which has proven very successful. Each team has about

a dozen such faculty associated with it to talk with athletes about academic and personal issues. At Princeton the program started informally when facukty members volunteered to be advisors to various teams. It was later formalized as an athletic deepartment program. That makes a difference. You can read about it **HERE**.

- Princeton's program shows that it is not a matter of remediation or keeping athletes eligible for competition. But such a program has real benefits for athletes and is needed even at universities that do not grant academic waivers.
- Programs that connect college athletes to faculty are critical to offsetting the tendency of athletics to isolate athletes to team relationships and interaction with athletics staff and athletics-controlled support programs.
- Recommended reading: Nichols, Corrigan and Hardin, "Integration of Athletics and Academics: Survey of Best Practices at FBS Schools," *Journal of Intercollegiate Sport* 2011 (4); 107-20. Results of joint research by Penn State and COIA. Email John Nichols with questions: jsn2@psu.edu
- I had a great experience this year working with student-athletes of color in a high-revenue sport on research they presented at a conference and are working on publishing now. But the key was inviting them--they would never have dreamed of approaching me. I don't think they are unusual in this. How to we persuade or teach faculty that the inviting student-athletes and therefore creating a similar academic experience for them is a faculty responsibility?

Q: Do faculty have any role in forestalling another Varsity Blues scandal?

A: The Varsity Blues scandal involved parents paying off coaches with the help of a third party to designate their child as a prospective athlete being recruited. The athlete also may have failed to be admitted via the normal admissions process. The prospective athlete or prospective scholarship athlete designation triggered a special admission. The institution should have a tenured faculty-only Committee on Academic Oversight elected by the faculty senate or other highest faculty authority, which should review all admissions standards exceptions as well as the academic progress of all athletes. The Committee on Academic Oversight should annually report to the faculty senate (or other highest faculty authority) on the academic progress and qualifications of college athletes and, when possible, to compare such data to non-athletes, including average SAT and ACT scores by sport, Federal Graduation Rates by sport, graduation success rates by sport, independent studies taken by sport, a list of professors offering the independent studies and their average grade assigned, admissions profiles, athletes' progress toward a degree, trends in selected majors by sport, average grade distributions of faculty by major, incomplete grades by sport, grade changes by professors, and the name of each athlete's faculty advisor.

Q: There are policy proposals suggesting that allowing college athletes to delay their educational experience until after their playing careers have concluded -- allow them to play at an elite level for their universities from ages 18-22 (without taking courses), and return at age 30 (or later) to take classes and earn a degree. Do such proposals have merit?

A: These policies are based on an employee relationship with the institution. The institution conducts an athletic program as entertainment for the campus community and alumni, and pays

athletes to play. Such compensation may include the promise of "educational coin" to be cashed in if the athlete wishes to come back to school as a legitimate student at some time in the future. Such a program is fraught with questions such as whether a 501(c)(3) tax exempt higher education institution can conduct a professional sport business without igniting UBIT tax payments, treating the athletes like employees with the institutions taking appropriate deductions for unemployment insurance, social security, income tax, etc. and whether alumni donations can continue to enjoy tax deductibility. For a more complete discussion of the pros and cons of various proposals offered as an alternative to the current NCAA system, read ***Critical Analysis of Proposed Models of Athlete Compensation***.

It seems more fruitful to examine the current athletics construct and focus on reducing the maximum time permitted for athletics-related activities (the "NCAA 20-hr." rule is a ruse and doesn't really exist with athletes in all competitive divisions putting in 30-50 hour weeks for all such activities). Another alternative is to limit competition to one academic semester and allow less than full-time enrollment in that semester as long as those hours are made up in the non-competition semester and summer session. We should do everything we can to be sure the "student" relationship is retained.

Q: How can faculty encourage their institutions to invest in the Black communities from which they recruit a significant number of revenue-generating athletes?

A: Many institutions have "town and gown" programs. See the ***Neighborhood Longhorns*** program for example. Many universities volunteer their students and faculty to contribute to local community needs such as law clinics, student volunteers at local non-profit organizations and programs, etc. Many student organizations put pressure on their institutions to do more re: community investment (see ***Raising Student Voices: Student Action for University Community Investment***). This is an opportunity for faculty-student leadership coalitions.

3. OUR NEXT WEBINAR #17 - "BRAIN TRAUMA – ARE WE DOING ENOUGH TO PROTECT COLLEGE ATHLETES?"

Thursday, October 20, 2022 – 2:00-3:30 p.m. EST

Thanks to science, we know far more now than years ago about the devastating effects concussions and sub concussive head impacts can have on the human brain. Helmets have changed, some sport rules have changed, but human physiology hasn't. The brain smashing against the skull can cause lifelong damage. For the college athlete who tears a tendon or sprains an ankle, the athlete can still read and study. But a brain injury is significantly different. And it's not just about football. Panelists examine sports at highest risk, sex differences in risk and recovery, rules regarding contact practices, sufficiency of insurance coverage and more -- all through the lens of answering the question of "are we doing enough?"

4. LINKS TO RECORDINGS OF PREVIOUS WEBINARS

CLICK HERE to enter The Drake Group Education Fund Video Library for recordings of all previous webinars.

WEBINAR #1 -- "Wild West or Brave New World – National Experts Share Their Thoughts on College Athlete Compensation"

WEBINAR #2 -- "Millionaires or Minimum Wage? Current and Former College Athletes Speak on Athletes' Compensation"

WEBINAR #3 -- "Experts Speak Out on College Athletes' Mental Health"

WEBINAR #4 - "The Transgender Athlete in Girls' and Women's Sports: The Collision of Science, Law, and Social Justice Explained"

WEBINAR #5 -- "Title IX and the NIL Marketplace: Subterfuge or Opportunity to Remedy Historical Inequities?"

WEBINAR #6 -- "Keeping Everything We Love About Collegiate Sport While Fixing Its Failed Governance Structure"

WEBINAR #7 -- "A Continuing Disgrace: Addressing Intercollegiate Athletics Race Issues"

WEBINAR #8 -- "The Disintegration of the NCAA: The Price of Rejecting National Governance"

WEBINAR #9 -- "Lack of Accountability for Athlete Abuse in College Athletics"

WEBINAR #10 -- "College Athletes' Freedom of Speech and Expression – or the Lack Thereof"

WEBINAR #11, #12, #13, #14 -all sessions of the May 19, 2022 The Allen Sack National Symposium – Advancing Integrity in College Sport,

> WEBINAR #11 --SESSION 1 -- "GIVING COLLEGE ATHLETES THE RIGHT TO UNIONIZE"
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> WEBINAR #12 -- SESSION 2 -- "MANDATING A COLLEGE ATHLETES' BILL OF RIGHTS"
>
> WEBINAR #13 -- AWARDS LUNCHEON -- "A VISION FOR THE FUTURE"
>
> WEBINAR #14 -- SESSION 3 -- "NAME, IMAGE, AND LIKENESS – CHAOS OR OPPORTUNITY?"

WEBINAR #15 -- “Critical Issues for Athletic Programs at Historically Black Colleges and Universities”

5. THANKS TO OUR WEBINAR #16 PANELISTS

MODERATOR -- BRUCE SMITH, Ph.D., Director of Empowerment Strategies/CEO, ACES Group. Dr. Smith has worked with students, staff, faculty, and parents in K-12 and higher education for more than two decades as a teacher, professor, administrator, and coach, developing strategies for success in the classroom and on the field of play. As a higher education administrator, his work focused on student life, athletics, and equity and justice at both small private liberal arts colleges and flagship state institutions.

JANET BLADE, Ph.D., Chair of the Sport Management Department and former Faculty Athletics Representative at Delaware State University. During her tenure as the Faculty Athletics Representative, Dr. Blade served on the NCAA Committee for Academic Performance (CAP), CAP Subcommittee for Appeals, NCAA Supplemental Support Advisory Team, NCAA HBCU Advisory Group, and the Mid-Eastern Athletic Conference Delegate Assembly. In addition, Dr. Blade chaired the Athletic Council, a joint committee of DSU’s Faculty Senate.

ANDREW KLEIN, Ph.D., Professor and EOG Teaching Professor in Geosciences, Department of Geography, College of Arts and Sciences, Texas A&M University. Dr. Klein is a member of the Coalition on Intercollegiate Athletics (COIA) Steering Committee. COIA is an alliance of faculty senates from NCAA Division I schools that provides a national faculty voice on intercollegiate sports issues.

DAVID RIDPATH, Ed.D., Associate Professor of Sports Business at Ohio University, College of Business. Dr. Ridpath is a Past President and member of the Board of Directors of The Drake Group; research areas include intercollegiate athletics administration, governance, and rules compliance including ethics and components of the NCAA legislative, enforcement, and governance process.

MARY WILLINGHAM, B.S., M.A., former Learning Specialist at The Center for Student Success and Academic Counseling (CSSAC) at the University of North Carolina, Chapel Hill. She was an Academic Advisor in the Graduation Division and a Clinical Instructor in the School of Education. With Jay Smith, authored *Cheated: The UNC Scandal, The Education of Athletes, And The Future of Big-Time College Sport*

6. WAYS YOU CAN HELP

If you believe **The Drake Group Education Fund** is doing good work, please also consider making a tax-deductible donation to support our webinars and educational research and programs work. You can donate and learn what we do **HERE**.

Interested in becoming a change agent by working with **The Drake Group**, a sister organization of The Drake Group Education Fund? We need volunteers to contact their senators and representatives to advance collegiate athletics reform legislation. Learn about legislation and **VOLUNTEER/JOIN HERE**.