



Wheaton College
Faculty Athletics
Representative
Handbook

Table of Contents

| | |
|---|---|
| Introduction | 3 |
| Wheaton College Mission Statement | 4 |
| Wheaton College Honor Code | 4 |
| Faculty Athletics Representative defined | 5 |
| Role of the Faculty Athletics Representative | 6 |
| Introduction | |
| Academic Integrity | |
| Administration | |
| Student-Athlete Experience | |
| How the Faculty Athletics Representative can help student-athletes at Wheaton College | 8 |
| Faculty Athletics Representative roles with:..... | 9 |
| Academic Advising | |
| Athletics Administration | |
| Coaching Staff | |
| Faculty | |
| First Year Seminar Faculty | |
| Preceptors | |
| Student-Athletes | |
| Wheaton Athletic Mentors | |

Introduction

Designed principally as a tool for a Faculty Athletics Representative (FAR), this handbook is also meant to serve as a reference tool for the Wheaton College athletic and academic communities to use as they both strive to provide the best overall experience for the student-athletes. It provides guidelines for students and staff as they navigate through the academic and athletic paths that lead them towards a four-year degree and graduation into the “real world.”

The handbook addresses the role the Faculty Athletics Representative (FAR) plays with respect to academic advising, athletics coaches and administration, first-year seminar and the entire faculty, preceptors and the Wheaton Athletic Mentors at Wheaton. Additionally, in keeping with Wheaton College and National Collegiate Athletic Association (NCAA) policies and procedures the handbook addresses how the FAR can help you and how you can help the FAR.

As a liberal arts institution Wheaton College is committed to providing a learning environment that supports the complete overall development of students. Wheaton recognizes that efforts both inside and outside of the classroom are critical to this development and that the chosen endeavors are as individual as the person. Whether a student’s focus outside the classroom is athletics, chorus, dance, politics, or student government, Wheaton affirms that the student has the choice and can pursue his or her chosen interests in the most supportive atmosphere possible.

Wheaton College Mission Statement

The mission of Wheaton College is to provide an excellent liberal arts education in a small, residential, coeducational learning community, enabling students to understand and participate in shaping the multicultural, interdependent world of which they are a part.

Collaborations with faculty and staff challenge and transform students into lifelong learners with skills to become problem solvers committed to justice and the global community.

Wheaton teaches women and men to live and work as equal partners by linking learning, work and service in a community which values equally the contributions of men and women.

Wheaton College Honor Code

Wheaton accepts and encourages individuality while also affirming the community dimensions of college life. The Honor Code describes each individual's responsibility as a member of the Wheaton Community:

As members of the Wheaton Community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of campus life. We are accountable for all that we say and write. We are responsible for the academic integrity of our work. We pledge that we will not misrepresent our work nor give or receive unauthorized aid. We commit ourselves to behave in a manner which demonstrates concern for the personal dignity, rights and freedoms of all members of the

community. We are respectful of college property and the property of others. We will not tolerate a lack of respect for these values.

A student's continuing enrollment at Wheaton is contingent upon the student's willingness to uphold and live within the Honor Code.

At the March 7, 2003, faculty meeting, Wheaton faculty approved the following resolution: For all course work, students will write and sign the following: "I have abided by the Wheaton College Honor Code in this work."

Faculty Athletics Representative Defined

As defined by the National Collegiate Athletic Association, the Faculty Athletics Representative (FAR) is a member of an institution's faculty or administrative staff who is designated by the institution's chief executive officer or other appropriate entity to represent the institution and its faculty in the institution's relationships with the NCAA and its conference(s), if any.

Role of the Faculty Athletics Representative

Introduction:

This statement is designed to define the role of the FAR at Wheaton College. The goal of the FAR is to ensure academic integrity and institutional control of intercollegiate athletics and enhance the student-athlete experience. The FAR enables the athletic department to have a voice within the faculty who can address questions, concerns and procedures on behalf of the faculty and/or the athletic department personnel. The FAR enables the faculty to have input into curricular and academic issues involving student-athletes while giving them a sounding board for any questions or concerns that might arise throughout the academic year. Institutions such as Wheaton College rely on the FAR to work closely with both the athletic and academic constituencies in an effort to ensure that the best experience in the classroom and the playing arena can be provided for all of Wheaton's student-athletes.

Academic Integrity:

The academic integrity of an intercollegiate athletics program may be evaluated in a number of different ways. Conducting a review of student-athletes' admissions profiles, academic records, performance, and graduation rates with those of the general study body and conducting a comparison between the two groups provides an accurate assessment of this information. The FAR should periodically review appropriate records to ensure that decisions related to admissions, academic advising, and evaluation of academic performance are made in ways that are consistent with the primary academic mission of the institution.

The FAR should meet with the compliance officer to ensure that Wheaton College has means for evaluating whether student-athletes have met all of the academic eligibility requirements for practice, financial aid and intercollegiate competition established by the NCAA, the NEWMAC, and the institution in place.

Administration:

The FAR should play a central role with respect to academic matters pertinent to athletics and student-athletes at faculty meetings and other pertinent administrative meetings and discussions. The FAR should provide periodic reports to the faculty related to matters of academic integrity, academic preparation and performance of student-athletes in comparison to that of the general student body.

The FAR should meet with the First-Year Seminar faculty during their initial meetings to discuss their role in advising new student-athletes with respect to achieving the proper balance of academic and athletics.

The FAR should play a role in institutional searches for athletics department personnel whenever possible.

Faculty:

The FAR should introduce his/herself at the opening faculty meeting each academic year. This provides a forum for the FAR to provide a short summary of potential conflicts that faculty could face during the year particularly during post-season championships.

Procedures that faculty should follow when they have questions and/or concerns regarding with respect to student-athletes in their classes should be shared as well as the FAR's availability. The FAR should encourage all faculty to feel free to contact him/her throughout the year with any questions that may arise.

Student-Athlete Experience:

The FAR should work with the athletic administration and coaching staff to promote a balance between academics and athletics. The goal is to ensure that Wheaton's intercollegiate athletics programs are conducted in a manner designed to protect and enhance the physical and educational well-being of the student-athletes.

At the beginning of each academic year, the FAR should address student-athletes as a group, to emphasize Wheaton's academic mission and the responsibilities of the student-athletes to uphold the same. The FAR should also meet with the Wheaton Athletic Mentors (WAMs), Wheaton's student-athlete advisory committee, as part of their training to further emphasize the academic/athletic balance for which student-athletes should strive. The FAR should encourage student-athletes to feel free to contact him/her at any time throughout the semester with respect to any academic concerns or questions they may have.

How the Faculty Athletics Representative can help Student-Athletes at Wheaton College

The FAR is committed to assuring academic integrity and the welfare of the student-athletes are maintained within the Wheaton College athletics program. The FAR strives to achieve both by working with a variety of constituencies across campus. In an effort to ensure that Wheaton's student-athletes thrive academically as well as athletically the FAR continually reviews information that relates to their academic well-being.

The FAR should have a role in reporting to the faculty and administration on the academic well-being of the student-athletes. The FAR brings experience as an educator along with an understanding of faculty values to their role and influence the delivery of services designed to enhance the academic experience of all student-athletes.

Faculty Athletics Representative Role with:

Academic Advising:

The FAR and the Department of Academic Advising work together to advise student-athletes in making decisions regarding their academic career at Wheaton. An effort is made to ensure that courses taken during the traditional season will not be negatively impacted by the team's game and travel schedule.

Example: A student-athlete whose team plays most of their games on Wednesday afternoons should be advised not to take Wednesday afternoon classes while in-season.

Athletics Administration:

The FAR and the athletics administration work together to ensure compliance with NCAA and Wheaton academic policies and procedures. In working together their goal is to provide the best and most rewarding academic experience for Wheaton's student-athletes. The FAR should meet with the Executive Director of Athletics or his/her designee on a regular basis during the semester to ensure both sides remain current on academic events and issues affecting the student-athletes.

The athletics administration should provide the FAR and the entire faculty with a list at the start of each semester that has the name of the student-athletes on each team along with the team's game and travel schedule so that faculty are aware of potential conflicts well in advance. The administration should keep the FAR abreast of the potential for teams to be in post-season championships and what potential conflicts might arise.

Coaching Staff:

In an effort to ensure that the coaching staff is kept abreast of any academic changes, the FAR attends the inaugural athletic department staff meeting each year. This provides an avenue for the coaching staff to address issues or concerns that have not been previously discussed in a forum that will benefit the entire athletics department staff and in turn the student-athletes. This also ensures that new members of the coaching staff are introduced to both the FAR and the role the FAR plays at Wheaton College.

Example: The FAR can share concerns raised by faculty and/or conflicts that arose in the previous academic year in an effort to prevent the same things from happening again.

Faculty:

In addition to being available to address fellow faculty members concerns on a daily basis, faculty meetings provides a regular forum for the FAR to address any concerns raised by other faculty members and/or answer any questions they may have. This is also a forum in which the FAR can provide updated information to the faculty regarding athletics at Wheaton which might impact the faculty or the class schedule.

The FAR also troubleshoots for student-athletes and faculty with respect to scheduling conflicts, especially during post-

season championships and works to resolve any issues to provide a workable solution for both parties. The FAR can be contacted by student-athletes as well as faculty members to help in any of these capacities.

Example: A faculty member who has a student-athlete requesting to miss a class for a contest on short notice can confer with the FAR and obtain a better understanding as to why: if it is for a post-season championship, for example, the might not have known where or when they would be playing until the last minute.

First Year Seminar Faculty:

The FAR meets with the first year seminar faculty every year during their orientation sessions to ensure that they are aware of the various circumstances pertaining to Wheaton student-athletes and to provide them with the current year's athletic schedules. This enables the FAR to ensure that the FYS faculty is aware of the incoming student-athletes. By identifying the student-athletes, the FYS faculty members are in a better position to minimize missed class time due to scheduling conflicts.

Example: FYS faculty can advise a student-athlete taking afternoon classes on game days to switch them to morning classes to avoid potential conflicts especially with travel since high school student-athletes don't face the same travel distances that are faced at college.

Preceptors:

The FAR meets with the preceptors of the first year seminar during their orientation sessions to educate them about the needs of the first year Wheaton student-athletes. The FAR also discusses how the preceptors can best prepare the first year student-athletes for their role as both

students and athletes as they face their academic commitments at Wheaton.

Example: The preceptors can provide insight into which classes are better to take the semester the student-athlete is in-season and which ones are more conducive to the off-season semester.

Student-Athletes:

The FAR attends the opening meetings for all student-athletes to introduce him/herself and share his/her availability and role as part of the student-athlete's overall academic and athletic experience. The FAR is available to consult with student-athletes either individually or with the team as a whole.

Wheaton Athletic Mentors:

The FAR meets with the Wheaton Athletic Mentors (WAMs) during their orientation session in an effort to educate the WAMs about how they can best help their fellow student-athletes as they face the different academic demands at Wheaton.

Example: The FAR educates the WAMs in an effort to provide an additional means of educating all the student-athletes.

Wheaton