The Faculty Athletic Representative’s (FAR’s) Annual Presentation to the Academic Senate on the State of Georgia Tech’s Intercollegiate Athletics Program

May 1, 2007

Dr. Daniel P. Schrage
Georgia Tech FAR and Professor, School of A.E.
FAR’s Annual Presentation to the Academic Senate

The FAR makes an annual presentation to the Academic Senate on the state of Georgia Tech's intercollegiate athletics program, covering contributions to the education mission of the Institute; statistical information on the academic performance of the participants in the programs, compliance with all institutional, conference, and NCAA regulations; and any matters of concern in the planning and implementation of programs in relation to the best interests of the Institute.

(From the Georgia Tech 2006-07 NCAA ATHLETICS DIVISION I CERTIFICATION SELF-STUDY)
Presentation Outline

• FAR’s Major Roles & Responsibilities
• Contributions to the Education Mission
• Statistical Information on the Academic Performance
• Compliance with all institutional, conference, and NCAA regulation
• Any matters of concern in the Planning and Implementation
• Current Status on NCAA Academic Reform
• Presidents’ Task Force Recommendations effecting FARs
FAR’s Major Roles and Responsibilities

- **Represents the institution** as the FAR with the ACC and NCAA
- **Serves as the Vice Chair** of the Georgia Tech Athletic Association (GTAA) Board of Trustees
- **Serves as the Senior Advisor**, outside of the athletics department, to the GT President on matters related to intercollegiate athletics
- **Recommends and formulates institutional positions**, along with Director of Athletics, on NCAA legislation and other matters affecting, or related to, intercollegiate athletics on the campus
- **Serves as a Member** of the GT Executive Admissions Committee (EAC) and the GTAA Academic Committee
- **Serves as the Chair** the Student-Athlete Grievance committee
- **Serves as a member** of the GT NCAA Eligibility Certification Team
Georgia Tech Participants in Current Scholar-Athlete Certification Process

**Assistant Register (Certifying Officer): Angela Bradd** - reviews the academic record of each student-athlete-signature certifies that the eligibility status is correct and indicates whether or not the student-athlete is eligible (Added as a result of previous Infraction)

**Registrar (Back up Certifying Officer) & Director of Compliance: Reta W. Pikowsky** - initiates the forms - determines who needs to be certified and under which category (i.e., initial, continuing, transfer eligibility)

**Athletic Academic Services Certification Representative (Director of Compliance): Paul E. Parker** - completes the certification forms for all student-athletes

**Associate AD for Academic Services: Phyllis M. LaBaw** - reviews the accuracy of the AASCR’s work

**Major Department/School Advisors/Designees: As Required** - verifies the courses a student-athlete will be enrolled in are degree applicable. This person will gradually become more involved in the certification process

**Faculty Athletics Representative (FAR): Daniel P. Schrage** - final review of the forms - signature certifies that the proper process has been completed

These individuals will meet at the beginning of each semester to certify student-athletes. Additional meetings will be held as needed to ensure that all student-athletes have been properly certified. In addition, there is an Executive Advisory Committee (EAC) that consists of the FAR, Admissions Office, Athletics Association, which is chaired by the Executive Assistant to the President to review marginal cases as necessary.
Contributions to the Education Mission (If done correctly)

• Contributes to students’ morale, recreation, and university selection
• Can enhance student recruitment, e.g. National Football Championship and Final Four Basketball Tournament in 1990-1991 resulted in substantial increase in applications the following year due to the publicity associated with it
• Brings other increased recognition and additional resources to Georgia Tech, especially through the ACC
• Georgia Tech Athletic Association (GTAA) is not directly under Georgia Tech, but is an independent organization, and therefore does not receive direct funding from the Institute or the State, resulting in substantial financial challenges
• Changes are underway, consistent with Athletic Reform, to bring the GTAA more closely aligned with Georgia Tech
Statistical Information on the Academic Performance: Impact of Academic Reform

• Measurement and Penalties (lost scholarships) assessed based on Academic Progress Rate (APR) and Graduation Success Rate (GSR) – started in Fall 2006

• The APR is a real-time assessment of a team’s academic performance, which awards two points each term to scholarship student-athletes who meet academic-eligibility standards and who remain with the institution. A team’s APR is the total points earned by the team at a given time divided by the total points possible x 1000

• The GSR is an alternative graduation-rate methodology the NCAA launched last fall. The new rate, which supplements and doesn’t replace the federal methodology, credits institutions for incoming transfers who graduate. This will not adversely affect the team rate for outgoing transfers who leave the institution as long as they would have been academically eligible had they returned
Why is the NCAA implementing this new Academic Program?

- The APR is related to **initial eligibility for prospective student-athletes and term-by-term progress** toward earning a degree for current student-athletes.
- The new academic measurements **will hold teams accountable** and lead to increased academic success and graduation for student-athletes.
- Why was an APR cut score of 925 selected? An APR **score of 925 correlates to an expected graduation rate of ~ 50%**, using the federal graduation rate methodology. (After this year’s review APR is being reduced 900)
Academic Performance Program (APP) Purpose

• To ensure the Division I membership is dedicated to providing student-athletes with an exemplary educational and intercollegiate-athletics experience in an environment that recognizes and supports the primacy of the academic mission of its member institutions, while enhancing the ability of student-athletes to earn a four-year degree.
  - NCAA Division I Bylaw 23.01.1
Academic Performance Census

• Academic data used for NCAA research purposes.

• Data informs academic policies.

• Information is completed and submitted online to the NCAA using the APP system (collected with the APR data). Due six weeks after the first day of classes in the fall term.

• Failure to submit will result in an institution being declared ineligible for postseason competition, including NCAA championships.
APP Timeline

Submission Phase

Verification Phase

Amendment Phase

Adjustment Phase

Penalty Waiver Phase

Final Submit
E-mail sent to chancellor or president.

Dr. Daniel P. Schrage
Georgia Tech FAR
# Georgia Tech APR 2006 Results

(Based of 2004-2005 Data)

(Passing Score is 925; Golf tops with 1000 pts; CC passed based on Squad-size Adjustment)

**By Sports – Men’s**

<table>
<thead>
<tr>
<th>Sport (N)</th>
<th>Multiyear APR</th>
<th>Percentile Rank within Sport</th>
<th>Percentile Rank within All Sports</th>
<th>All Division I</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
<th>Division I-A</th>
<th>Division I-AA</th>
<th>Division I-AAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball (283)</td>
<td>974</td>
<td>80th-90th</td>
<td>50th-50th</td>
<td>931</td>
<td>920</td>
<td>952</td>
<td>930</td>
<td>934</td>
<td>929</td>
</tr>
<tr>
<td>Basketball (326)</td>
<td>948</td>
<td>60th-70th</td>
<td>30th-40th</td>
<td>927</td>
<td>917</td>
<td>947</td>
<td>916</td>
<td>933</td>
<td>934</td>
</tr>
<tr>
<td>Cross Country (299)</td>
<td>900 +</td>
<td>10th-20th</td>
<td>1st-10th</td>
<td>959</td>
<td>948</td>
<td>980</td>
<td>955</td>
<td>959</td>
<td>963</td>
</tr>
<tr>
<td>Football (233)</td>
<td>948</td>
<td>60th-70th</td>
<td>30th-40th</td>
<td>929</td>
<td>920</td>
<td>955</td>
<td>930</td>
<td>929</td>
<td>NA</td>
</tr>
<tr>
<td>Fencing (20)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>974</td>
<td>959</td>
<td>983</td>
<td>964</td>
<td>986</td>
<td>979</td>
</tr>
<tr>
<td>Golf (286)</td>
<td>1000</td>
<td>80th-90th</td>
<td>90th-100th</td>
<td>961</td>
<td>955</td>
<td>974</td>
<td>964</td>
<td>960</td>
<td>960</td>
</tr>
<tr>
<td>Swimming (140)</td>
<td>971</td>
<td>40th-50th</td>
<td>50th-60th</td>
<td>966</td>
<td>961</td>
<td>975</td>
<td>966</td>
<td>970</td>
<td>963</td>
</tr>
<tr>
<td>Tennis (264)</td>
<td>969</td>
<td>40th-50th</td>
<td>50th-60th</td>
<td>960</td>
<td>954</td>
<td>969</td>
<td>961</td>
<td>957</td>
<td>963</td>
</tr>
<tr>
<td>Track, Indoor (243)</td>
<td>942</td>
<td>30th-40th</td>
<td>20th-30th</td>
<td>950</td>
<td>941</td>
<td>971</td>
<td>946</td>
<td>954</td>
<td>949</td>
</tr>
<tr>
<td>Track, Outdoor (260)</td>
<td>940</td>
<td>30th-40th</td>
<td>20th-30th</td>
<td>950</td>
<td>940</td>
<td>972</td>
<td>946</td>
<td>953</td>
<td>951</td>
</tr>
<tr>
<td>Volleyball (22)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>964</td>
<td>960</td>
<td>968</td>
<td>959</td>
<td>974</td>
<td>968</td>
</tr>
</tbody>
</table>
Georgia Tech APR 2006 Results  
(Based of 2004-2005 Data)  
(Passing Score is 925; Swimming is tops with 1000 points)

By Sports – Women’s

<table>
<thead>
<tr>
<th>Sport (N)</th>
<th>Multyear APR</th>
<th>Percentile Rank within Sport</th>
<th>Percentile Rank within All Sports</th>
<th>All Division I</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
<th>Division I-A</th>
<th>Division I-AA</th>
<th>Division I-AAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer (297)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>971</td>
<td>964</td>
<td>982</td>
<td>970</td>
<td>971</td>
<td>972</td>
</tr>
<tr>
<td>Softball (263)</td>
<td>957</td>
<td>30th-40th</td>
<td>30th-40th</td>
<td>966</td>
<td>959</td>
<td>979</td>
<td>968</td>
<td>963</td>
<td>966</td>
</tr>
<tr>
<td>Swimming (186)</td>
<td>1000</td>
<td>90th-100th</td>
<td>90th-100th</td>
<td>978</td>
<td>974</td>
<td>985</td>
<td>978</td>
<td>977</td>
<td>982</td>
</tr>
<tr>
<td>Tennis (310)</td>
<td>984</td>
<td>60th-70th</td>
<td>70th-80th</td>
<td>968</td>
<td>964</td>
<td>975</td>
<td>972</td>
<td>965</td>
<td>966</td>
</tr>
<tr>
<td>Track, Indoor (289)</td>
<td>990</td>
<td>70th-80th</td>
<td>70th-80th</td>
<td>964</td>
<td>958</td>
<td>980</td>
<td>962</td>
<td>967</td>
<td>964</td>
</tr>
<tr>
<td>Track, Outdoor (296)</td>
<td>990</td>
<td>70th-80th</td>
<td>70th-80th</td>
<td>965</td>
<td>959</td>
<td>979</td>
<td>963</td>
<td>967</td>
<td>966</td>
</tr>
<tr>
<td>Volleyball (311)</td>
<td>978</td>
<td>50th-60th</td>
<td>60th-70th</td>
<td>968</td>
<td>963</td>
<td>979</td>
<td>968</td>
<td>966</td>
<td>971</td>
</tr>
<tr>
<td>Basketball (324)</td>
<td>977</td>
<td>60th-70th</td>
<td>60th-70th</td>
<td>958</td>
<td>953</td>
<td>969</td>
<td>956</td>
<td>960</td>
<td>961</td>
</tr>
<tr>
<td>Bowling (29)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>932</td>
<td>925</td>
<td>952</td>
<td>917</td>
<td>932</td>
<td>948</td>
</tr>
<tr>
<td>Cross Country (322)</td>
<td>983</td>
<td>50th-60th</td>
<td>70th-80th</td>
<td>971</td>
<td>966</td>
<td>980</td>
<td>971</td>
<td>972</td>
<td>969</td>
</tr>
</tbody>
</table>
APP Penalty Structure

Two different penalty structures:

• **Contemporaneous penalties**
  – Intended to encourage improved academic performance, serve as a ‘warning’ for under performing teams and help avoid the more serious historical penalties (e.g., rehabilitative in nature).

• **Historical penalties**
  – More significant punitive measure for teams that habitually underperform academically.
What is the Contemporaneous or Real-time Penalty?

• These are the most immediate penalties in the academic-reform structure

• They occur when a team’s APR (after an appropriate squad-size adjustment) is under the “cut” score (925) and loses a student-athlete who would not have been academically eligible had he or she returned to the institution (what’s known as “0-for-2” under the APR calculations)

• A **contemporaneous penalty** means that teams cannot re-award that grant-in-aid to another player for one year
What is the Purpose of the Contemporaneous Penalty?

• Meant to give immediate feedback to specific teams, to inform them that some of their student-athletes are on the wrong track and need to make changes to turn things around academically

• It is part of a larger academic reform package designed to improve the academic success and graduation of student-athletes
Academic Progress Rate Update for this Year

- Public reports will be released in early May; date not yet determined.
- Will include squad APRs and any applicable penalties, no institutional APRs.
- Data collection module for 2006-07 data available in May
- Data due six weeks after first day of fall classes
- Results should be out this week. All the GT Teams exceed the 925 points required
Graduation Success Rate (GSR)
Graduation Success Rate

• Why the GSR?
  – More accurate than the federal graduation rate.
  – Includes transfers into an institution.
  – Includes midyear enrollees.
  – Removes student-athletes who withdraw and would have been academically eligible to compete the next regular academic term had they returned.
  – Calculated for every sport.
Georgia Institute of Technology

Georgia Tech Graduate Success Rate (GSR)  
First GSR Review  

Georgia Institute of Technology

<table>
<thead>
<tr>
<th>FRESHMAN-COHORT GRADUATION RATES</th>
<th>All Students</th>
<th>Student-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-99 Graduation Rate</td>
<td>72%</td>
<td>52%</td>
</tr>
<tr>
<td>Four-Class Average</td>
<td>69%</td>
<td>57%</td>
</tr>
<tr>
<td>Student-Athlete Graduation Success Rate</td>
<td></td>
<td>67%</td>
</tr>
</tbody>
</table>

Note:
Graduation Rates submitted in the Georgia Tech 2006-2007 NCAA Division 1 Certification Self-Study, page 47 represent the most recent cohorts available for six-year graduation rates: 1998, 1999, and 2000. The six-year graduation rate is consistent with the standard utilized for the Institute and the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics (NCES): The three-year average graduation rates for first-time freshman cohorts admitted between 1998 and 2000 Academic years were:
(a) 75.4 % for the 6,836 students generally
(b) 53.6 % for the 192 student-athletes;
(c) 74.8 % for all 7,028 students in total

Dr. Daniel P. Schrage  
Georgia Tech FAR
GSR Update for this Year

• Due date is June 1, 2007.
• This year collecting the 2000 freshmen cohort data.
• Process to request an extension to due date is available; see NCAA Division I Academic Performance Program Data Collection Guide for details.
Compliance with all institutional, conference, and NCAA regulations

- Review of NCAA Regulations
- Review of Georgia Tech Regulations and Differences with NCAA
- Review of ACC Regulations
# NCAA Eligibility Requirements

<table>
<thead>
<tr>
<th>Year of Initial Collegiate Enroll</th>
<th>Entering Second Year of Collegiate Enrollment</th>
<th>Entering Third Year of Collegiate Enrollment</th>
<th>Entering Fourth Year of Collegiate Enrollment</th>
<th>Entering Fifth Year of Collegiate Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 8/2003</td>
<td>• 18 credits earned during academic year</td>
<td>• 25% of degree requirements</td>
<td>• 50% of degree requirements</td>
<td>• 75% of degree requirements</td>
</tr>
<tr>
<td></td>
<td>• 12/24 semester credits (Can use averaging method/banked hours)</td>
<td>• 18 credits earned during academic year</td>
<td>• 18 credits earned during academic year</td>
<td>• 12/24 semester credits (Can use averaging method/banked hours)</td>
</tr>
<tr>
<td></td>
<td>• Six credits/term</td>
<td>• 12/24 semester credits (Can use averaging method/banked hours)</td>
<td>• 12/24 semester credits (Can use averaging method/banked hours)</td>
<td>• 95% (1.9) of GPA for graduation</td>
</tr>
<tr>
<td></td>
<td>• A maximum of twelve semester hours of remedial courses may be used in the first year for the 24hr/18hr requirements.</td>
<td>• 90% (1.8) of GPA for graduation</td>
<td>• 95% (1.9) of GPA for graduation</td>
<td>• Six credits/term</td>
</tr>
<tr>
<td>8/2003</td>
<td>• 24 semester credits</td>
<td>• 40% of degree requirements</td>
<td>• 60% of degree requirements</td>
<td>• 80% of degree requirements</td>
</tr>
<tr>
<td></td>
<td>• 18 credits earned during academic year</td>
<td>• 18 credits earned during academic year</td>
<td>• 18 credits earned during academic year</td>
<td>• 18 credits earned during academic year</td>
</tr>
<tr>
<td></td>
<td>• 90% of GPA for graduation (1.8)</td>
<td>• 95% of GPA for graduation (1.95)</td>
<td>• 100% of GPA for graduation (2.0)</td>
<td>• 100% of GPA for graduation</td>
</tr>
<tr>
<td></td>
<td>• Six credits/term</td>
<td>• Six credits/term</td>
<td>• Six credits/term</td>
<td>• Six credits/term</td>
</tr>
<tr>
<td></td>
<td>• A maximum of six semester hours of remedial courses may be used in the first year for 24hr/18hr requirements.</td>
<td>• Declaration of degree program</td>
<td>• Declaration of degree program</td>
<td>• Declaration of degree program</td>
</tr>
</tbody>
</table>

Prior to 8/2003:
- 18 credits earned during academic year
- 12/24 semester credits (Can use averaging method/banked hours)
- Six credits/term
- A maximum of twelve semester hours of remedial courses may be used in the first year for the 24hr/18hr requirements.

8/2003:
- 24 semester credits
- 18 credits earned during academic year
- 90% of GPA for graduation (1.8)
- Six credits/term
- A maximum of six semester hours of remedial courses may be used in the first year for 24hr/18hr requirements.
Georgia Tech Requirements

• Participation in Intercollegiate Athletics
  – In order to be eligible for participation in intercollegiate athletics at Georgia Tech, a student must:
    1) be carrying a **full-time workload** (12 hours)
    2) **not be on academic probation** (other ACC schools participation based only on eligibility to enroll)
      – Changes in academic standing that affect eligibility become effective when determined by the Institute at the end of each term (normally the Tuesday following final examination week), except that a student whose academic standing changes from good to probation shall remain eligible through the day preceding the first day of instruction of the following academic term.
      – Any student placed on academic drop/dismissal, review, suspension, or expulsion is immediately ineligible for participation.
      – Changes in disciplinary standing that affect eligibility become effective immediately.
    3) be making **satisfactory progress** toward a degree
    4) meet any further requirements of the NCAA or other governing organization
• **Academic Standing**
  - The assignment of academic standing is based on **both the student's most recent term** and overall grade point average (more stringent than NCAA)
  - The minimum satisfactory academic average is **1.70 for freshmen** and joint-enrolled high school students; **1.80 for sophomores; 1.95 for juniors; 2.00 for seniors**, and special undergraduates; **2.70 for master's and special graduate students**; and **3.00 for doctoral students** (**essentially same as new NCAA GPAs**)
  - Good academic standing: Students **not on academic probation** are in good academic standing (other ACC good academic standing is being Eligible to Enroll)
ACC Regulations

• **Initial Eligibility**
  – A non-qualifier is not eligible at an ACC institution for competition, practice, or athletic related financial aid
  – Partial Approval cases from NCAA Clearinghouse are appealed to ACC FARS. If allowed, two per institution per year (not in same sport)

• **Transfer Eligibility**
  – A non- or partial qualifier who transfers to a conference institution from a two-year college must have (same as NCAA rules):
    • Graduated with an AA degree
    • Satisfactorily completed a minimum of 48 semester or 72 quarter hours with a cumulative GPA of 2.0 on transferable degree credit acceptable toward any baccalaureate degree program at the certifying institution
    • Have attended the two-year college as a full-time student for at least three semesters or four quarters (excluding summer terms) in order to be eligible for competition, practice and athletically related financial aid
ACC Regulations

• **Transfer Eligibility** (continued)
  
  – A non-qualifier who transfers to a conference institution from a four-year college outside the ACC or a partial qualifier who transfers to a conference institution from any four-year college must, in addition to meeting all NCAA rules regarding such transfers, have (additional rules):

    • satisfactorily completed 48 semester or 72 quarter hours with a cumulative GPA on 2.0 on transferable degree credit acceptable toward any baccalaureate degree program at the certifying institution
    
    • have attended the four-year college as a full-time student for at least three semesters or four quarters (excluding summer terms) in order to be eligible for competition, practice and athletically related financial aid

  – A non-qualifier who transfers to a conference institution from a two-year college, subsequent to attending any four-year college, must meet all NCAA rules regarding 4-2-4 transfers
ACC Regulations

• Upon written application and good cause shown, the faculty representatives, acting as a committee of the whole, shall have the authority to grant exceptions to this rule based on objective evidence that demonstrates circumstances which warrant the waiver of the normal application of this rule (e.g., the student’s overall academic record, whether the student was recruited by the institutions, with the involved institution being eligible to participate in the discussion but not in the final vote. A written summary of the faculty representatives’ decision will be distributed to all Conference members and kept on file in the Conference office.
Any matters of concern in the Planning and Implementation

- No major concerns
- Feel the right team is in place and corrective actions taking place
- The ten year NCAA Certification effort and the preparation of our recently submitted Self-Study has been invaluable in getting everyone to understand the complexity of Athletics Administration
- Some minor concerns are:
  - Widening gap between student athletes and general study body with respect to SAT scores (Avg past three yrs: All students-1343, Student Athletes-1108) and GPA)
  - Need more participation of faculty interacting with student-athlete teams (Plan to follow-up on Faculty Liaison Program (two per team: one selected by coaches, one volunteer from Academic Faculty))
Presidential Task Force on the Future of Division I Intercollegiate Athletics

Atlantic Coast Conference Presidents Meeting
March 9, 2007
Presented by: Kevin Lennon
Vice President for Membership Services
Presidential Task Force Recommendations

• 48 higher education leaders.
• The Second-Century Imperatives: Presidential Leadership – Institutional Accountability.
• National policy – local implementation.
President Task Force Recommendations (GT Actions)

• Fiscal responsibility (being addressed by Athletic Director)

• Integration of athletics into university mission (an area for FAR to influence)

• Relationships with internal constituencies (already has been and is being addressed)

• Student-athlete well-being (is being addressed)
Integration of Athletics into the University Mission

• **Include faculty members**, particularly the **faculty athletics representative**, as an essential checkpoint in athletics policy and oversight of student-athlete academic success.

• **Academic advising unit for student-athletes** be connected to, and part of, the university academic unit. **Academic advisors should report directly to the university office of academic affairs.**

• **Compliance directors** should report **directly to the president** or an administrative officer who reports to the president.
Integration of Athletics into the University Mission

- **Compliance personnel** outside of athletics should maintain their autonomy from athletics.
- **Institutions should establish a performance-based system of accountability** with measures for diversity that permeate all areas within the athletics department and others to which athletics reports.
- Intercollegiate athletics, like the university as a whole, is **obligated to conduct its revenue-generating activities in a productive and sound business manner.**
Summary and Conclusions

• The NCAA Academic Reform is forcing a more integrated **Academic-Athletic approach** on campuses

• **Implementation of APR and GSR** is requiring a more thorough and continuous understanding of student progression toward a degree; and the impact of student transfer and departure on potential penalties

• Georgia Tech is responding to the Reform and **has the right team in place** to successfully implement it

• The Reform has resulted in the need for more education and training to all the critical personnel involved

• One **person can’t understand** the entire process

• It takes a **dedicated team with appropriate checks and balances, which Georgia Tech has in place**