

FAR STUDY REPORT

Roles, Responsibilities and Perspectives of NCAA Faculty Athletics Representatives



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2011 Faculty Athletics Representatives Survey

Summary of Findings

- More than 650 FARs were surveyed in this study. This is the fourth survey of FARs sponsored by the NCAA (previous ones in late 1970s, 1996, and 2005). (Introduction)
- Gender diversity of FARs has improved significantly over the past 15 years. However, racial/ethnic diversity is still lacking (about 90% of FARs self-identify as white). (Report Table 1 & 2)
- More than one-quarter of FARs reported that they competed in NCAA athletics as an undergraduate. (Supplemental Table 7)
- The typical FAR has been in that role for 7 years thus far. However, about one-quarter reported being in the position two years or less. (Report pg. 13)
- Reporting lines for FARs differ greatly by NCAA division—more than 90% of FBS and FCS FARs report directly to campus CEO vs. 38% in Division III. (Report Figure 1)
- The percentage of FARs with a written position description has increased substantially in the past fifteen years (e.g., from 29% to 80% in Division I). This has been a major FARA initiative. (Report Table 3)
- More than 20% of Division I FARs reported devoting 16 or more hours to FAR duties each week. (Report Figure 2 & 3)
- Many FARs (especially in Divisions I and II) receive monetary compensation or release time. However, about 30% of Division I and II FARs and over 70% of Division III FARs reported that they receive no direct compensation for their role. (Report Figure 4 and Table 4)
- Generally FARs feel empowered to fulfill their responsibilities in regard to ensuring academic integrity, rules compliance, and student-athlete well-being. This feeling is strongest in Division I where about 90% agreed that they were empowered and involved on these issues. Division III expressed the lowest levels of empowerment to assist in these areas. (Report Table 9).
- The great majority of Division II and III FARs reported that their schools do not admit student-athletes who do not meet standard student body academic requirements. 38% of Division I FARs (53% in FBS) reported that they do admit such student-athletes. Examined in a different form, about 30% of Division I FARs believe that any Student-Athlete (SA) who meets NCAA minimum initial eligibility standards is considered admissible to their school. About 60% of Division II FARs believe that meeting NCAA academic minimums equates to admissibility at their schools. (Supplemental Table 36).
- Just under two-thirds of Division I FARs reported that their school has an established special admissions process for SAs. FAR participation in the process is only typical at FBS schools (60% of those FARs involved in the process). (Supplemental Table 40 & 41).
- About 80% of Division I FARs in the FBS and FCS subdivisions believe that they play a significant role in their athletic conferences. That belief is substantially lower (55%) among FARs at non-football spon-

soring institutions. While 73% of Division II FARs feel that way, less than half of Division III FARs agree that they play a significant role. (Report Table 11-12).

- Surveyed just prior to the announcement of new Division I initial eligibility standards (effective in 2016), a substantial proportion of Div. I FARs opined that current GPA and ACT/SAT minimums are too low. (Report Table 15).

- Surveyed just prior to the announcement of an academic redshirt requirement for the most academically at-risk SAs (beginning in 2016), about one-quarter of FBS FARs endorsed a similar concept while 19% noted a preference for all first-year SAs to be ineligible for competition. (Report Figure 6).

- Many FARs across division believe that major clustering occurs in some form among SAs at their school. They cite many reasons including common academic interests. In Division I, the factor most commonly cited was practice/competition scheduling issues. (Report Table 17).

- Very few FARs believe there is more major clustering at their school now than there was five years ago. (Supplemental Table 53).

- Seventy percent of FBS FARs believe that the APR program has positively impacted the behavior of student-athletes. (Report Figure 7)

- 85% of FBS FARs and about 70% of other Division I FARs believe the APR program has positively changed coach attitudes toward academics (Report Figure 8)

- FARs tend to believe that their athletics program is more ethical than those at their peer institutions. (Supplemental Table 56b).

- Most FARs believe that their coaches behave ethically and have the SA's best interests in mind. However, they believe that their coaches do not always listen to what their SAs have to say. (Supplemental Tables 55a – 55g).

- Across all divisions, FARs believe that incidents of misconduct do not occur more frequently among student-athletes than they do within the student-body. Over one-half of Division I and Division II FARs believe such incidents occur more frequently within the general student-body, while the majority of Division III FARs believe such incidents occur with about the same frequency within the two populations. Very few FARs believe that student-athletes are involved in more incidents than the student-body. (Report Figure 14)

- More than 85% of all FARs agree that their athletics program is integrated into the educational mission of their institution. The highest level of support is among FCS FARs at 97%, the lowest among Division III FARs at 85%. (Report Table 21)

Faculty Athletics Representatives Study Report

Introduction

The faculty athletics representative (FAR) plays an important role on college campuses, providing oversight of the academic integrity of the athletics program and serving as an advocate for student-athlete well-being. The National Collegiate Athletic Association (NCAA) requires each of its member institutions to appoint an FAR who must be on the faculty or administrative staff and may not hold a position in the athletics department. Previous surveys of the FARs have provided a valuable perspective on the current state of intercollegiate athletics as viewed by these faculty members with direct connections to the athletics programs at their schools. The current report, based on a 2011 survey of more than 650 FARs, provides a comprehensive, contemporary look at the FAR experience and a valuable comparison to prior surveys.

Previous surveys

The 2011 study was the fourth NCAA-supported effort to survey faculty athletics representatives. The first was conducted over two academic years, 1977-78 and 1978-79, by Dr. Earl Ramer of the University of Tennessee. Ramer's study involved surveying university presidents, FARs, and athletics directors at schools that had an FAR, along with athletics directors at institutions that did not have an FAR (the NCAA did not yet require all schools to have an FAR). Ramer's report was published in 1980 and its explication of the role of the FAR stands as an important milestone in the development of the FAR position on campus (Ramer, 1980).

During fall 1996, Dr. Carol Barr of the University of Massachusetts, at the request of the Faculty Athletics Representatives Association (FARA), conducted a survey of FARs that provided the basis for many of the questions included in subsequent surveys. Her report was published in October 1999 and reissued in August 2002 (Barr, 1999). Again acting at the behest of FARA, Dr. Daniel Fulks of Transylvania University surveyed FARs during fall 2005. His report was released in spring 2008 (Fulks, 2008). The Barr and Fulks reports are available on the NCAA research website (www.ncaa.org/research) as well as on the FARA website (www.farawebsite.org). Their results will be referenced throughout this report to provide comparison to current data in those situations where questions and response categories were comparable and the appropriate data were available.

Methodology

The 2011 FAR study was conducted using the online survey system Zoomerang. Surveys were distributed via email to all FARs at NCAA member institutions in April 2011 after having been reviewed and approved by the NCAA Faculty Representatives Advisory Panel and NCAA Research Review Board (similar to a campus Institutional Review Board). Each FAR received an email invitation to participate in the study. There were three versions of the survey, one for each division. The three versions had most questions in common, but each included additional division-specific items. Survey respondents were asked to identify their institutions to allow for further analysis by various institutional characteristics. However, several respondents opted to remain anonymous.

A set of questions specific to Division I FARs was developed based on suggestions by Jeremy Davis, a graduate student at the University of Nebraska-Lincoln. As part of his dissertation, Mr. Davis examined those items and then followed up with a qualitative study of Division I FARs.

Response rate

Surveys were distributed to FARs at 1,184 NCAA colleges and universities. 658 completed surveys were received from 651 institutions (some schools have two FARs). The response rate was considered strong with approximately 65 percent participation in Divisions I and II and 54 percent response in Division III. This represents a considerable increase in the response rate from the 2005 iteration of the survey where divisional participation rates were between 30 percent and 45 percent with an overall response rate of 37 percent. Respondents represented the full range of NCAA institutions and the results are considered to be representative of the NCAA FAR population.

Structure of this report

The first section of this report will address the environment in which FARs work, their responsibilities and time committed to the position, and their working relationships on campus, with their athletics conference and within the NCAA. The second section of this report will focus on the FARs' perspectives on academic issues. Part three addresses ethical issues specific to athletics. The fourth section details FARs' perspectives on athletics as a part of the college mission. The final section provides data from the division-specific questions.

Because the roles and involvement of FARs have historically been shown to be quite different across Divisions I, II and III, many of the analyses that follow emphasize within-division results.

I. Characteristics of FARs

Gender

SUPPLEMENT TABLE 1

Across all divisions, FARs tend to be male. As shown in Table 1, Division II has the highest gender imbalance as nearly three-quarters of all FARs in the division are male. Despite the high percentage of male FARs, current figures actually reflect an enhanced gender balance. Barr's 1999 study revealed that in 1996, more than 80% of FARs were male versus less than 70% in the 2011 survey.

TABLE 1: FAR Gender (% Male) by NCAA Division

Percent Male	1996	2011
Football Bowl Subdivision (FBS)	88%	64%
Football Championship Subdivision (FCS)	91%	76%
Division I – No Football (DI-NFB)	76%	52%
Division I Total	86%	65%
Division II	86%	74%
Division III	78%	67%

The gender distribution in the current FAR survey did differ somewhat from what was reported in the 2009-10 NCAA Race and Gender Demographics Report (Irick, 2010). That report, which is a snapshot of various characteristics of the athletics departments at NCAA member institutions, shows Division I reporting 72 percent male FARs, Division II at 77 percent male and Division III at 69 percent male.

Race / Ethnicity

SUPPLEMENT TABLE 2

The current survey results show that there has been little change in FAR racial diversity since 1996 (see Table 2). In each division, 90 percent of FARs described themselves as being white, while not more than seven percent described themselves as black or African-American. No substantial differences in race/ethnicity were observed across Division I subdivision.

TABLE 2: Race/Ethnicity of FARs (% White Indicated)

Percent identifying as white	1996	2011
Division I	90%	89%
Division II	90%	89%
Division III	96%	89%

The 2009-10 NCAA Race and Gender Demographics Report (Irick, 2010) indicates that approximately 85 percent of FARs in Division I, 86 percent in Division II and 93 percent in Division III are white.

With Historically Black Colleges and Universities (HBCUs) removed from the calculation in the current FAR survey, the percentage of FARs

self-reporting as white was 93 percent in Division I, 94 percent in Division II and 89 percent in Division III. The Race and Gender Demographics Report figures are 91 percent white FARs in Division I and 94 percent in both Divisions II and III.

Academic rank, tenure status and area of study

FARs tend to be tenured faculty members, with 96 percent of Division I, 80 percent of Division II and 79 percent of Division III FARs holding such status. Similar percentages in each division have a rank of either full or associate professor.

Division I FARs have worked in higher education an average of 27 years, with their Division II and III colleagues similarly senior at 24 and 22 years tenure respectively. The typical FAR has been at his or her current institution for approximately 20 years.

Across all divisions there is significant diversity in the academic disciplines of FARs. Most FARs are engaged in academic disciplines that are not directly tied to sport or athletic performance, but a number are academically engaged in the field. The highest percentage is in Division II where approximately 18 percent of FARs teach or conduct research on this topic.

Somewhat belying the stereotype of the faculty, roughly one-quarter of all FARs reported that they competed in NCAA athletics when they were undergraduates. Another one-third reported having participated in some organized sport while in college.

Administrative responsibilities

Roughly 38 percent of FARs reported being administrators or having some administrative responsibilities in addition to their roles as faculty members. The most common administrative role reported was department chair or program director. Of the Division I FARs with administrative roles, about one-half reported that those responsibilities account for 50 percent or more of their professional workload. Division II and III FARs who have administrative responsibilities are less likely to have such a significant commitment of time to administration; these respective groups reported that 42 percent and 33 percent of their time is spent on these duties.

Length of service as an FAR

The typical respondent has been in the FAR role for seven years thus far. However, it is notable that a considerable proportion of Division I FBS FARs (28 percent) reported having been in the position for two years or less. The proportion of relatively new FARs is 25 percent among non-FBS Division I FARs, 17 percent in Division II and 27 percent in Division III.

Most FARs reported that their term as FAR has no specific duration. This is particularly true in Divisions II (87 percent) and III (81 percent). Sixty-

[SUPPLEMENT TABLES 3, 4, 5, 6 and 7](#)

[SUPPLEMENT TABLES 8, 9 and 10](#)

[SUPPLEMENT TABLES 11, 13 and 14](#)

five percent of Division I FARs reported having no fixed term. Among the 35 percent who do have a specified term in office, most common were terms of “three years” (13 percent) or “more than four years” (13 percent). Very few FARs are term limited. In Division I, 11 percent of FARs report having a term limit; in Divisions II and III that number is negligible. It is worth noting that Division I FBS FARs are most likely (19 percent) to be term limited. They are also most likely to have specified term lengths. Approximately one in four Division I FBS FARs reported having a specified term of four years or less.

Appointment / Reporting lines

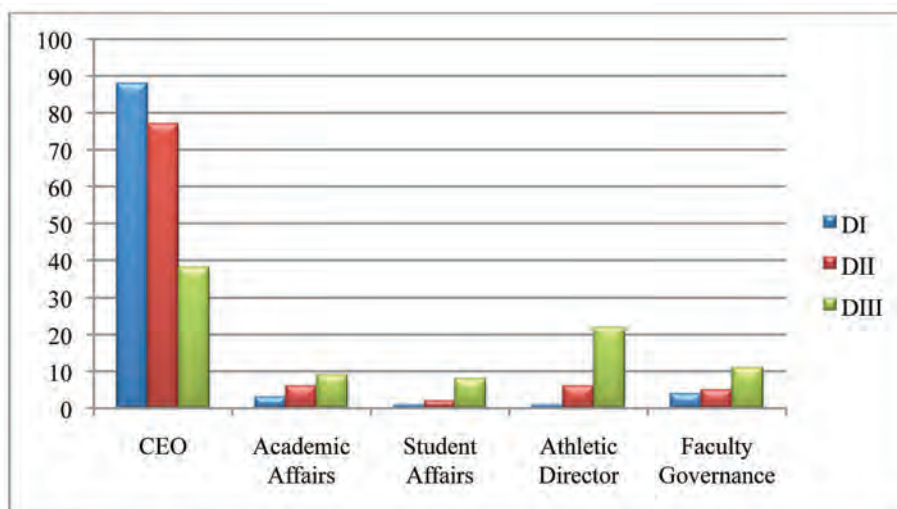
SUPPLEMENT TABLE 12

Most FARs (nearly 80% in Divisions I and II) reported being appointed by their campus president/CEO without nomination by the faculty governing body. However, there are some interesting divisional differences. In Division I FBS, only 65% were CEO-selected without a faculty nomination while 20% were nominated by the faculty and approved by the CEO. In Division III, only about 60% of FARs were CEO-selected without consultation; a number of Division III FARs reported being elected directly by the faculty or chosen in some other manner. Across all divisions, FARs reported that the athletics director also plays a role in the appointment process.

SUPPLEMENT TABLE 15

There are also some divisional differences in the administrative reporting structure for FARs. As Figure 1 illustrates, 88 percent of Division I FARs (over 91 percent in FBS and FCS) and 77 percent of Division II FARs report directly to the campus CEO. This practice is much less common on Division III campuses where only 38 percent of FARs report to the campus CEO. Another 22 percent in Division III report to the athletics director, 11 percent report to the chair of the faculty governance body, nine percent report to their senior academic affairs administrator and eight percent report to the student-affairs administrator.

FIGURE 1: FAR Reporting Lines by Division



Twelve percent of Division III FARs stated that their reporting line did not fit the given response categories. Their written responses fell into two primary groupings: 1) they had multiple reporting lines, with the CEO and athletics director in combination being the most common, and 2) they did not have or were not aware of a direct reporting line. The lack of clarity regarding reporting lines may be related to the absence of a written position description, which is quite common in Division III. Discussion of that issue follows.

FAR position description

Having a position description has been a focus of the leadership of FARA and their efforts seem to have borne fruit. Eighty percent of Division I FARs reported that they have a written position description compared to just 29 percent in 1996. The numbers are somewhat lower in Divisions II and III but substantially higher in those divisions than seen in the previous survey.

TABLE 3: Percentage of FARs with a Written Position Description

Percent with a written position description	1996	2011
FBS	27%	85%
FCS	28%	76%
DI-NFB	32%	76%
Division I total	29%	80%
Division II	18%	68%
Division III	12%	49%

Among those FARs with position descriptions, most agreed that the description is an accurate portrayal of their responsibilities. While the vast majority of FARs with position descriptions offered some level of agreement that their position description is accurate, only 50 to 55 percent of FARs outside Division I FBS (where the figure was 65 percent) “strongly agreed” that their position description is accurate.

Responsibilities as an FAR

As a general rule, FARs have as their charge to ensure the academic integrity of the athletics program, to serve as an advocate for student-athlete well-being and to play a part in maintaining institutional control of the athletics program. Previous surveys asked FARs to estimate the percentage of their FAR time commitment spent in each of four domains (academics, compliance/rules interpretation, student-athlete well-being, and administrative responsibilities). This question was replicated in the current study.

Across all three divisions there was a significant decrease reported in the proportion of time that FARs commit to administrative functions, ranging from an 18 percentage point drop since 1996 in Division III to a seven percentage point decline in Division II. FARs in Divisions I and II saw an increase of five percentage points in their commitment of time to student-athlete well-being. The largest increase in time committed to any area was in Division III where FARs’ time commitment to academics went from 37

SUPPLEMENT TABLES 21 and 22

**SUPPLEMENT TABLES 16, 17, 18, 19
and 20**

percent in 1996 to 48 percent in 2011.

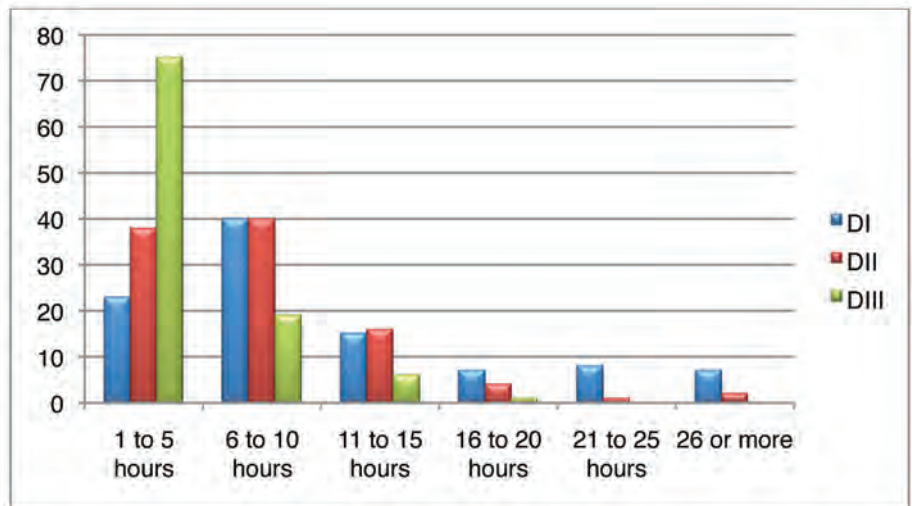
The supplemental tables at the end of this report detail specific responsibilities of FARs within the four domains. As one would expect, there are diverse needs and expectations of FARs in the different divisions. The functions with the strongest across-division commonality (more than nine of 10 FARs citing) were informing the athletics department of faculty concerns and conferring on academic/athletic matters with administrators, faculty, students and/or alumni.

Time commitments

SUPPLEMENT TABLE 23

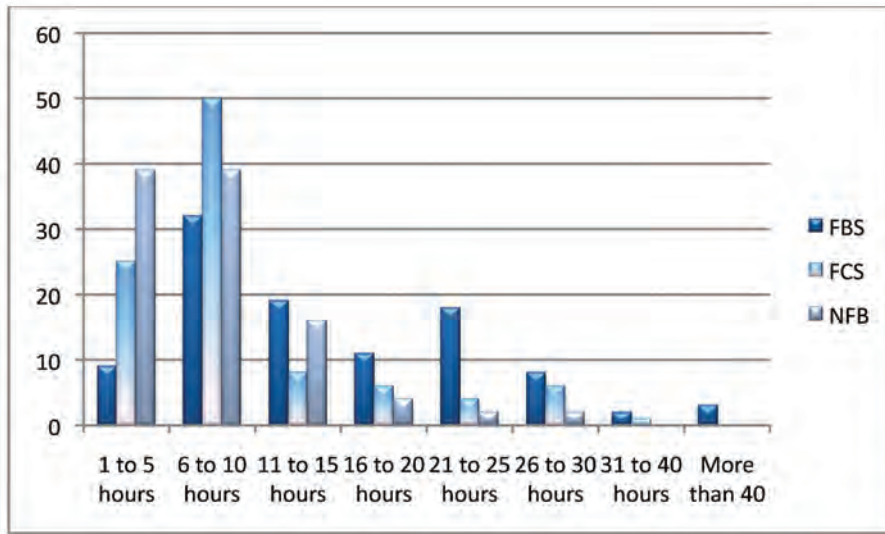
The survey responses show that the typical FAR dedicates a considerable amount of time to the position (See Figures 2 and 3). There is, however, variability in the number of hours reported depending on division. In Division III, 75 percent of respondents reported spending five or fewer hours per week on their FAR responsibilities. In both Divisions I and II, six to 10 hours per week is most common, but a number of FARs devote substantially more time.

FIGURE 2: Weekly FAR Time Commitment by Division



For example, in Division I, 37 percent of FARs report committing more than 10 hours per week to their role as FAR and more than 20 percent report spending 16 hours or more on those duties each week.

FIGURE 3: Weekly FAR Time Commitment by Division I Subdivision



As shown in Figure 3, even within Division I, commitments may vary widely. Fully 29 percent of Division I FBS FARs report devoting more than 20 hours per week to their role.

Administrative support for FARs

Twenty-three percent of Division I FARs report that they have access to administrative/clerical support versus 18 percent in Division II and 10 percent in Division III. In almost all cases that support is less than full-time. Administrative support levels vary across Division I subdivisions, from 12 percent in Division I schools without football to 33 percent at FBS schools (including two with full-time assistants for the FAR).

SUPPLEMENT TABLE 24

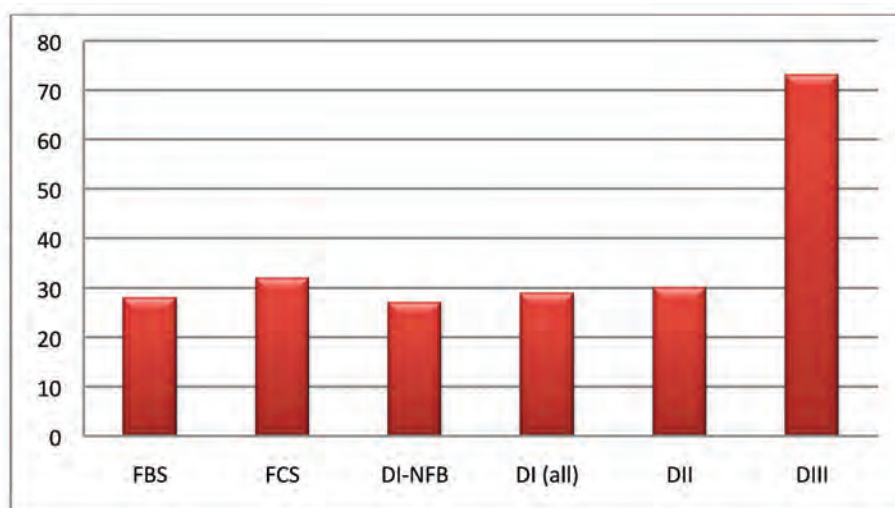
Compensation and institutional support

The primary means of compensating FARs for their service are either direct monetary compensation, release time from teaching commitments, or recognition that the FAR role satisfies campus service requirements. Divisions I and II appear to have similar compensation patterns with just over 40 percent reporting that they receive monetary compensation and just under 20 percent reporting they receive recognition for service. They differ somewhat in the use of release time, as 44 percent of Division I FARs reported being granted release time but only 27 percent of Division II FARs reporting release time. As illustrated in Figure 4, approximately 30 percent of Division I and II FARs reported receiving no direct compensation.

SUPPLEMENT TABLES 25, 26, 27
and 28

Division III is quite different. Sixteen percent of Division III FARs reported that they receive recognition for their role toward their college or university service expectations but only nine percent reported receiving monetary compensation and only four percent reported receiving release time. Seventy-three percent of Division III FARs reported receiving no compensation of any kind.

FIGURE 4: Percentage of FARs Reporting No Direct Compensation for Their Role



As shown in Table 4, although Division I FCS FARs are least likely within Division I to receive monetary compensation for their work, they report release time at similar levels to FBS FARs.

TABLE 4 – Compensation Among Division I FARs

	FBS	FCS	DI-NFB
Monetary	43%	31%	51%
Release time	53%	46%	29%
Service recognition	25%	17%	14%
No compensation	28%	32%	27%

Approximately one-half of Division I respondents reported that they have a separate budget for their FAR activities. The most common use for funds is to cover travel expenses. A separate FAR budget is considerably less common in Division II (32 percent) and in Division III (16 percent). Across divisions, when those funds are available they are usually provided through the president/CEO’s office.

Satisfaction and efficacy

Individual institutions have considerable leeway from the NCAA in how they choose to support the activities of their FARs. To gauge satisfaction with their current support, FARs were asked to indicate their level of agreement with statements regarding having sufficient release time, support staff and financial resources for FAR activities.

A similar set of questions was asked in the 2005 version of the survey* and there are some notable differences between the results of that sur-

*The Likert scale used in 2005 was Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. The scale used in 2011 was Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree. The question phrasing was similar enough to allow for comparison.

vey and the current data (see Table 5). Division II FARs show enhanced satisfaction with all three forms of support. Division I FARs reported increased levels of satisfaction on two of the three measures (release time and financial support). However, in Division III, a substantial drop was seen across all three items.

TABLE 5: FAR Satisfaction with Institutional Support by Division

	Division I		Division II		Division III	
	2005	2011	2005	2011	2005	2011
Release time	58%	65%	36%	48%	46%	39%
Support staff	58%	47%	32%	37%	42%	35%
Financial support	56%	71%	38%	55%	51%	45%
	Percent expressing some level of agreement					

In aggregate, Division I FARs are most satisfied with their current levels of support. Note in Table 6, however, that satisfaction with release time is much higher for FBS FARs.

TABLE 6: FAR Satisfaction with Institutional Support by Division I Subdivision

2011	FBS	FCS	DI-NFB
Release time	74%	59%	59%
Support staff	48%	46%	45%
Financial support	76%	65%	71%
	Percent expressing some level of agreement		

As a measure of satisfaction with their role on campus, FARs were also asked to indicate if they felt empowered by the campus CEO, the athletics department and the faculty governance structure to perform their duties. As Table 7 illustrates, across all categories, FARs generally reported feeling more empowered currently than they felt in 2005. Division I and II FARs expressed the greatest levels of empowerment from their campus CEO. It should be noted that roughly one-half of respondents did not agree that they are appropriately recognized and empowered by their faculty senate.

TABLE 7: FAR Feelings of Empowerment by Division

Empowered by:	Division I		Division II		Division III	
	2005	2011	2005	2011	2005	2011
CEO	64%	83%	64%	78%	57%	63%
Athletics department	74%	89%	80%	86%	81%	85%
Governance	54%	57%	38%	57%	39%	45%
	Percent expressing some level of agreement					

Analysis by Division I subdivision (see Table 8) reveals that the highest levels of satisfaction are found among FBS FARs, particularly as it relates to empowerment by their faculty governance body.

TABLE 8: FAR Empowerment by Division I Subdivision

2011	FBS	FCS	DI-NFB
Empowered by:			
CEO	86%	79%	83%
Athletics department	91%	86%	86%
Governance	67%	47%	56%
Percent expressing some level of agreement			

Perhaps the most direct measure of the FAR's perceived ability to be effective in their position is to assess how empowered they feel in maintaining academic integrity, rules compliance and well-being of student-athletes at their college. Table 9 illustrates these levels by division. FARs in Division I reported feeling most empowered in each area; Division III FARs generally felt involved in each but at substantially lower levels.

TABLE 9: FAR Involvement in Academic Integrity, Rules Compliance and Student-Athlete Well-Being

2011	Division I	Division II	Division III
Involved to ensure:			
Academic integrity	91%	85%	70%
Rules compliance	87%	81%	59%
Student-athlete well-being	88%	74%	69%
Percent expressing some level of agreement			

Professional development

Participants were asked if they took advantage of NCAA programming, specifically the NCAA Convention and the NCAA Regional Rules Seminars (RRS). At the high end, 57 percent of Division II FARs reported that they attend the Convention on an annual basis. This compares with just 22 percent in Division I and 21 percent in Division III. Over one-half of the Division I FARs who attend the Convention on an annual basis represent FBS institutions.

The RRS are less utilized resources with 22 percent of Division I FARs attending on an annual basis. Division II attendance at the RRS is similar to Division I with 27 percent attending on an annual basis and an additional 26 percent reporting that they have attended at least once within the last five years.

Very few Division III FARs attend the RRS. Only one percent reported attending annually and just nine percent reported attending at any time in the last five years. Eighty-four percent have never attended an RRS and 52 percent have never attended an NCAA Convention.

In a question asked only of Division II FARs, nearly one-half of the survey respondents reported having participated in the Division II Faculty Athletics Representatives Fellows Institute.

In this survey and the previous two, FARs were asked if they regularly attend the FARA annual meeting. Here again, Division II FARs are currently most likely to attend with 58 percent responding that they attend regularly, followed by Division I at 44 percent and Division III at 28 percent (see Table 10). Among the Division I subdivisions, the FBS FARs are most likely to attend this meeting with 47 percent reporting regular attendance.

There has been some change over time in attendance habits, as Table 10 illustrates. Most notable is the increase in attendance at the FARA meetings by Division II and III FARs and a decline in attendance of Division I FARs.

**SUPPLEMENT TABLES 33, 34
and 35**

TABLE 10: FARs Attending the FARA Annual Meeting

% regularly attending FARA annual meeting	1996	2005	2011
FBS	59%	41%	47%
FCS	51%	49%	39%
DI-NFB	43%	44%	40%
Division I total	52%	45%	44%
Division II	31%	45%	58%
Division III	13%	27%	28%

NCAA committee service

FARs were asked about their service on NCAA committees. Those from Division I colleges were most likely to report such service with 24 percent currently serving on committees. Among the Division I subdivisions, FBS is highest with 29 percent of FARs serving on NCAA committees. In Division II, committee service is somewhat less common with 14 percent currently serving. Only seven percent of Division III FARs are currently involved in NCAA committee work.

SUPPLEMENT TABLE 31

Conference engagement

Involvement in athletics conference affairs is an important role for many FARs, as conference policies can have a direct bearing on academic issues and student-athlete well-being. There is considerable variation by division on reported conference engagement. FARs at institutions that compete in the Division I FBS are most involved in conference affairs: 92 percent strongly agree that they regularly attend conference meetings. That level of agreement is 86 percent at Division I FCS schools and 63 percent at Division I institutions that do not sponsor football. In Division II, the proportion is 74 percent and in Division III it stands at 43 percent.

SUPPLEMENT TABLE 32

A series of questions were asked of the FARs on how the conference contributes to their ability to perform their responsibilities. FARs were asked for their level of agreement with statements on how regularly the conference FARs meet, whether the conference enables FARs to effectively represent student-athlete interests and if the FAR plays a significant role in conference affairs.

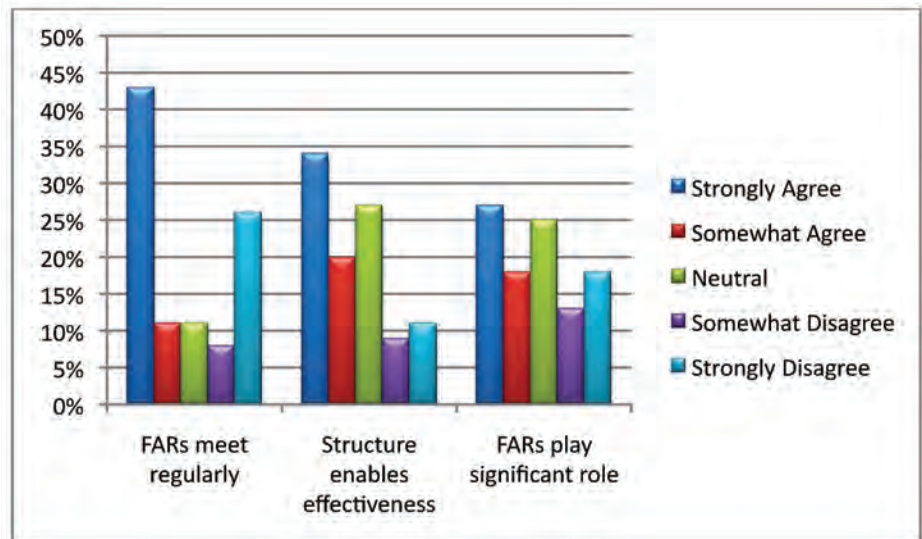
Table 11 displays these results by division and reveals that FARs at Division III institutions are considerably less positive in their perspectives about their conferences.

TABLE 11: FAR Engagement in Athletics Conference Affairs

	Division I	Division II	Division III
	Agree	Agree	Agree
FARs meet regularly	91%	90%	54%
Conference enables effectiveness	82%	84%	53%
FARs play significant role	72%	73%	45%

Figure 5 illustrates the responses to these items from Division III FARs, who showed fairly low levels of strong agreement and relatively high levels of strong disagreement with the statements.

FIGURE 5: FAR Engagement in Conference Affairs (Division III Detail)



Within Division I, FBS and FCS FARs were fairly similar in their perspectives on these matters (see Table 12). The level of agreement on involvement in conference affairs from FARs at Division I institutions without football were considerably lower.

TABLE 12: FAR Engagement, by Division I Subdivision

	FBS	FCS	DI-NFB
	Agree	Agree	Agree
FARs meet regularly	96%	91%	84%
Conference enables effectiveness	88%	86%	69%
FARs play significant role	80%	77%	55%

II. Academic Issues

In addition to describing themselves, their role, the support they receive and their level of commitment, FARs provided detailed information on various academic policies at their school and opinions on NCAA academic standards. Some of these issues are relevant across division and others (the Division I Academic Progress Rate, for example) are division-specific. In this section the actual wording of questions is provided for clarity.

Admissions requirements and processes

Thirty-eight percent of Division I FARs reported that student-athletes who do not meet standard admissions requirements are admitted to their institutions. Only 13 percent of FARs in Division II and nine percent in Division III reported similar special admissions considerations at their schools. The practice is most prevalent in the FBS subdivision of Division I where 53 percent of FARs reported that their schools admit student-athletes who do not meet standard admissions requirements.

Across all divisions about 87% of FARs reported that the admissions process for student-athletes is handled outside of the athletics department.

FARs reported that most of their schools maintain their own criteria for admissions rather than defaulting to NCAA minimums. However, about 30 percent of Division I FARs (38 percent in Division I FCS) noted that any student-athlete who meets NCAA minimums is generally considered admissible to their college. That number is even higher in Division II, where 59 percent of the FARs reported that the NCAA criteria will satisfy their institutional admissions requirements.

As Table 13 illustrates, Division I institutions, especially those in the FBS, are most likely to have an established special admissions process. Only one-quarter of Division III FARs report that type of formal system at their schools.

TABLE 13: Schools with an Established Special Admissions Process for Student-Athletes

Special admissions process for student-athletes?	FBS	FCS	DI-NFB	Division I (all)	Division II	Division III
% Yes	72%	56%	61%	63%	43%	25%

Among those colleges that employ a special admissions process for student-athletes, FAR participation in that process is typical only in Division I FBS (60 percent of FARs involved). In Division II and in the other Division I subdivisions, FAR involvement (where a formal special admissions process exists) ranges from one-quarter to one-third. Very few Division III FARs reported participation in instances where the process exists on their campus.

Does your university admit student-athletes who do not meet the academic minimums required of your general student body?

SUPPLEMENT TABLES 36, 38 and 39

Is the admissions process of student-athletes handled completely by staff outside of the athletics department?

Is any student-athlete who meets NCAA initial-eligibility standards generally considered admissible to your university? (Asked of Division I and II FARs only)

SUPPLEMENT TABLE 43

Does your institution have an established process for reviewing student-athletes' applications that may not meet standard admissions criteria (that is, a special admissions process)?

Do you participate in the review of student-athletes considered under the special admissions process?

SUPPLEMENT TABLES 40 and 41

Is somebody outside of the athletics department at your school responsible for tracking student-athlete academic progress?

SUPPLEMENT TABLE 42

Is the administration of athletics financial aid handled by staff outside of the athletics department?

SUPPLEMENT TABLE 37

Does your institution allow student-athletes to receive academic credit for inter-collegiate athletics participation?

SUPPLEMENT TABLE 39

I am informed of changes to squad lists as appropriate.

SUPPLEMENT TABLE 59B

DIVISION I: Division I initial-eligibility standards are comprised of three major components: a minimum of 16 core academic courses taken in high school, a minimum GPA of 2.0 in those core courses and a test score minimum (determined by a student's core HS GPA). Please indicate whether you believe that each of these standards is currently set at the appropriate level as a national standard for all Division I schools.

DIVISION II: Division II initial-eligibility standards are comprised of three major components: a minimum of 14 core academic courses taken in high school, a minimum GPA of 2.0 in those core courses and a test score minimum (determined by a student's core HS GPA). Please indicate whether you believe that each of these standards is currently set at the appropriate level as a national standard for all Division II schools.

SUPPLEMENT TABLE 44

More than 90 percent of Division I FBS FARs noted that personnel outside of the athletics department are charged with tracking student-athlete academic progress. In the rest of Division I and in Division II, only three-quarters of FARs reported that academic tracking is handled outside of athletics. More than one-third of Division III FARs claimed that their athletics department is in charge of student-athlete tracking. Note, however, that Division III student-athletes are not subject to national progress-toward-degree standards as are those in Divisions I and II.

Across Divisions I and II, approximately 90 percent of FARs indicated that athletics financial aid is administered by staff not affiliated with the athletics program.

As Table 14 illustrates, academic credit for college athletics participation is rare in Division I. However, roughly one-quarter of Division II and III FARs reported that such credit can be received at their schools.

TABLE 14: FARs Reporting that Their School Grants Academic Credit for Athletics

Institutions awarding academic credit for participation in athletics	FBS	FCS	DI-NFB	Division I (all)	Division II	Division III
% Yes	15%	16%	6%	13%	25%	27%

Keeping track of academic performance is facilitated when FARs are informed of squad changes. In Divisions I and II, FARs are generally kept up-to-date on the composition of teams, with more than two-thirds reporting that they are informed of squad changes on most or all occasions. In Division III only 45 percent report being regularly informed of squad changes, while 38 percent report that they are rarely or never informed.

Opinions on academic initial-eligibility standards

Similar sets of questions were asked of Division I and Division II FARs regarding their opinions on NCAA academic initial-eligibility standards. Respondents were asked if the components of the requirements, (for example, core-course distribution, minimum core grade-point average, and minimum ACT or SAT score) were set at the appropriate level, set too high or set too low. Note that in October 2011, the Division I Board of Directors approved a new standard effective in fall 2016 that raises requirements on all components in order to earn competition during a student-athlete's first year in college. This initial-eligibility change had not been announced prior to FARs completing the survey in spring 2011.

As Table 15 shows, at the time of the survey there was general satisfaction across Division I on the core course requirement but some sentiment that core GPA and ACT/SAT minimums should be higher. Approximately three-quarters of Division II FARs reported satisfaction with all elements of the initial-eligibility standards. Very few FARs in either division suggested that any of the standards are set too high.

TABLE 15: FAR Opinions on Initial-Eligibility Requirements in Place During 2011

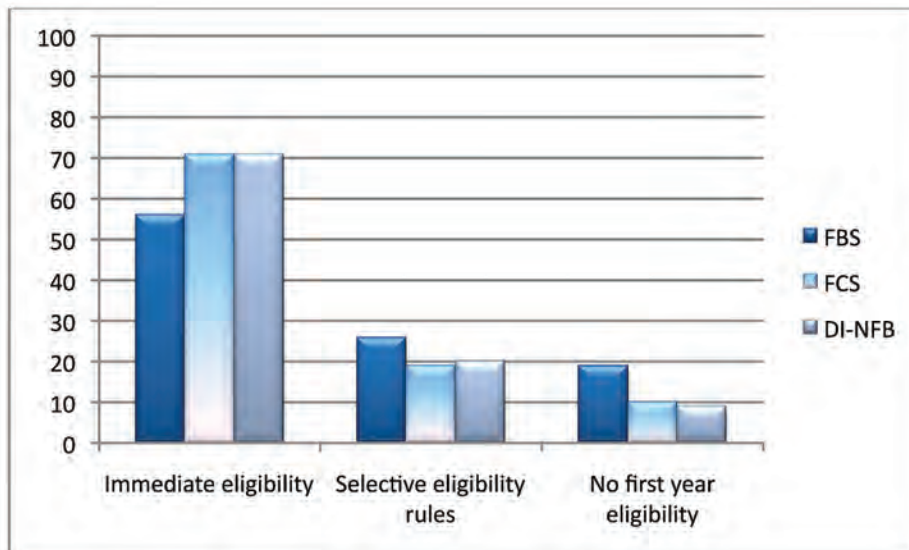
	FBS	FCS	DI-NFB	Division I (all)	Division II
16 Core Courses					
Minimum Appropriate	87%	80%	76%	81%	75%
Minimum Too Low	11%	19%	19%	16%	23%
Core Course GPA					
Minimum Appropriate	52%	56%	55%	53%	77%
Minimum Too Low	48%	43%	42%	45%	21%
Test Score					
Minimum Appropriate	57%	66%	66%	62%	73%
Minimum Too Low	43%	33%	30%	37%	25%

Division I and II FARs were also asked if they thought first-year students should be eligible to compete immediately. Figure 6 details the responses received from Division I FARs. FBS FARs were the least inclined to agree that students who meet initial-eligibility requirements should be immediately eligible to compete (56 percent). Twenty-six percent in FBS endorsed the notion that selective criteria should be employed (such as the academic redshirt concept that was adopted in October 2011) and 19 percent would prefer that all first-year students be ineligible to compete.

Do you believe that student-athletes should compete in NCAA athletics during their first year in college?

SUPPLEMENT TABLE 45

FIGURE 6: FAR Opinions on Eligibility to Compete in Athletics in a Student-Athlete’s First Year



Among the Division II FARs, there is very little support for changes in freshman eligibility; 89 percent support the current procedures, nine percent endorsed selective competition eligibility rules and only three percent approve of total first-year ineligibility.

Do you believe that student-athletes at your school tend to cluster in certain academic majors to a greater degree than seen among other students?

SUPPLEMENT TABLE 51, 52 and 53

Major clustering

The supposition that student-athletes tend to be over-represented in a small number of majors on any given campus has been the subject of some interest in recent years. FARs were asked whether they believe that major clustering exists and, if so, to identify what factors might contribute to it. As shown in Table 16, many FARs believe that major clustering exists in some form, at least in some sports at their school; about one-half of Division I and II FARs and one-third of Division III FARs reported some form of clustering. Division I FBS FARs indicated the highest prevalence of clustering (nearly two-thirds think it exists in some form among student-athletes).

TABLE 16: FAR Perceptions of Major Clustering on Their Campus

Student-athletes tend to cluster in certain majors						
	FBS	FCS	DI-NFB	Division I (all)	Division II	Division III
Yes, in many sports	14%	15%	5%	12%	15%	7%
Yes, but only in some sports	51%	30%	39%	41%	32%	25%
No	36%	55%	55%	47%	53%	68%

Follow-up questions were asked of FARs who believe that major clustering occurs on their campuses. Specifically, respondents were asked if major clustering occurs because:

- These student-athletes tend to share common academic interests;
- Student-athletes choose a major based on suggestions or pressure from other student-athletes, coaches or athletics department personnel;
- Athletics practice or competition schedules preclude other majors that these student-athletes would otherwise pursue;
- These student-athletes perceive the major(s) as providing an easy academic pathway, and
- NCAA progress-toward-degree standards directly limit the major choices available to student-athletes (asked in Divisions I and II only).

The most frequently endorsed clustering attributions within each division are provided in Tables 17 and 18. These figures are based on a relatively small base of FARs who indicated that major clustering occurs on their campuses, so care should be exercised in making numeric comparisons.

TABLE 17: FAR Perceptions of Reasons for Major Clustering (by Division)

Most frequently endorsed reasons for major clustering		
Division I	Scheduling considerations	66%
	Major provides an easy academic path	59%
Division II	Common academic interests	64%
	Major provides an easy academic path/ Scheduling concerns	54%
Division III	Common academic interests	78%
	Major provides an easy academic path	43%

Within Division I (and to some degree within Division II), practice schedules are cited as having an impact on major clustering. Additional reasons cited include student-athletes looking for an easier academic path (more common in Divisions I and II) and common academic interests (Divisions II and III).

TABLE 18: FAR Perceptions of Reasons for Major Clustering (by Division I Subdivision)

Most frequently endorsed reasons for major clustering		
FBS	Scheduling considerations	72%
	Progress toward degree requirements restrict options	64%
FCS	Major provides an easy academic path	77%
	Peers and athletics staff suggest majors	63%
DI-NFB	Scheduling considerations	64%
	Major provides an easy academic path	58%

Academic Progress Rate

The Academic Progress Rate (APR), a real-time predictor of eventual graduation success on which teams are held to minimum standards, has been the centerpiece of academic reform in Division I since the 2003-04 academic year. Recently, the Division I Board of Directors approved changes to the structure of the APR program to raise the minimum expectation to a four-year APR of 930 (projecting to a 50% Graduation Success Rate) and revamp penalties to underperforming teams. Prior to those changes, Division I FARs were asked their opinion of the APR, the penalty structure associated with it, and the impact that the APR has had on student-athlete and coach behavior.

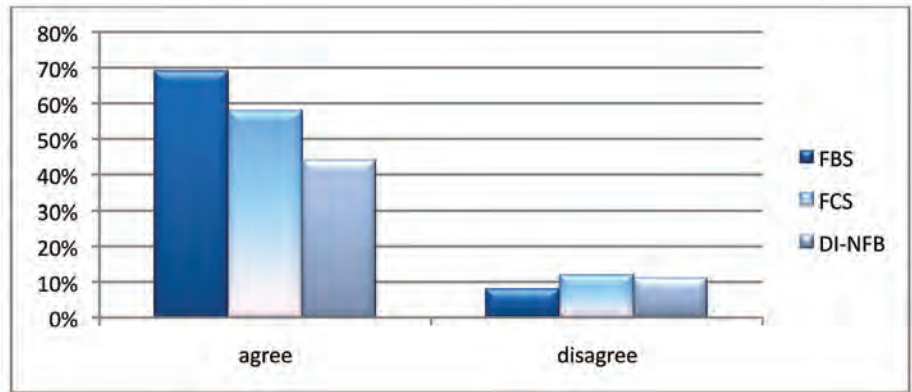
There was general satisfaction with the APR structure, although 31 percent of Division I FBS FARs suggested that the APR cut score of 900 was too low. Division I FARs were also fairly comfortable with the penalty structure although approximately 15 percent thought that the penalty structure was too lenient.

Do you believe the cut-point of 900 on the Academic Progress Rate (APR) that determines major penalties for a team/school is appropriate?

Do you believe that the penalties (for example, scholarship reductions, post-season bans, etc.) that can occur for a low APR are appropriate?

SUPPLEMENT TABLE 46 and 47

FIGURE 7: FAR Agreement that APR has Positively Changed Student-Athlete Academic Behavior



The APR system has positively changed the academic behaviors of student-athletes on my campus.

SUPPLEMENT TABLE 50a

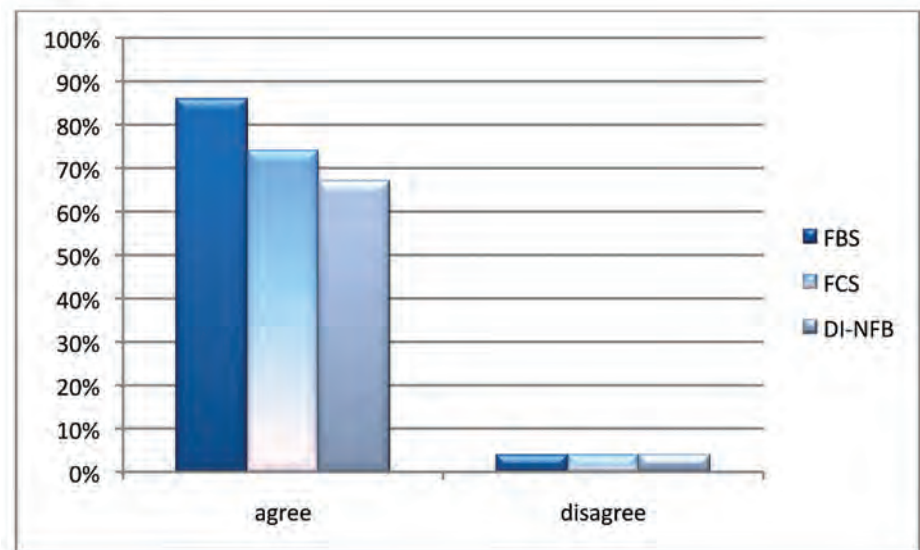
The APR system has positively changed the attitudes toward academics of coaches on my campus.

SUPPLEMENT TABLE 50b

FARs (particularly in Division I FBS at 70 percent) reported positive changes in student-athlete academic behavior. Just 44 percent of FARs at Division I institutions without football agreed with that premise and only nine percent strongly agreed that it has changed student-athlete behaviors. The reason for this difference is not known but may relate to football being a source of many of the observed academic issues among Division I student-athletes.

The effect that the APR program has had on coaches was also explored. FARs showed a strong belief that the APR system has been effective in getting the attention of coaches. The proportion of FARs agreeing that the APR system has positively changed the attitudes toward academics of coaches on my campus ranged from 86 percent in Division I FBS to 67 percent among Division I schools without football.

FIGURE 8: FAR Agreement that APR has Positively Changed Coach Attitudes Toward Academics



Institutions that do not meet APR standards are typically required to submit an Academic Improvement Plan (AIP) for the underperforming squad. Among the Division I respondents to this survey, 65 percent said their school was required to submit an AIP at some point. At those schools submitting an AIP, FARs are usually involved in the effort, as 85 percent indicated that they helped prepare the plan.

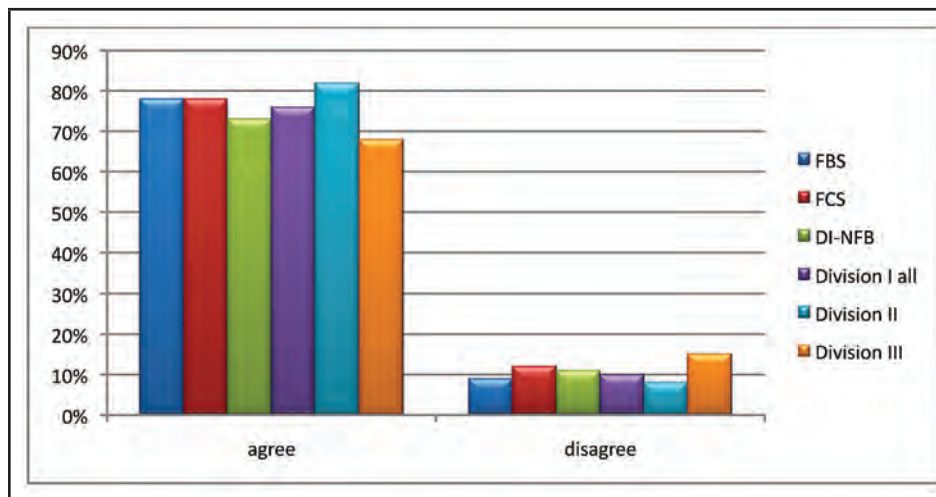
Academic control and integrity

FARs were asked for their level of agreement with a set of statements related generally to academic control and integrity at their school. These statements were:

- My institution has effective controls to ensure that progress-toward-degree standards (“academic eligibility” standards in Division III) are properly monitored;
- My institution effectively monitors academic assistance programs to prevent inappropriate assistance;
- My institution ensures that athletics personnel do not influence faculty grading of student-athletes, and
- I believe my school is committed to producing student-athletes who are successful in their academics and in their lives after athletics.

Across all divisions and Division I subdivisions, agreement with the first four statements was at or above 90 percent (with strong agreement in most cases). However, FARs were much more positive about the commitment of their own school to producing successful students (well over 90 percent in each division) relative to that at other schools collectively in the NCAA (agreement ranging from two-thirds to just over 80 percent; see Figure 9). It is notable that 15 percent of Division III FARs disagreed with that statement to some degree, the highest percentage of disagreement among all divisions.

FIGURE 9: FAR Agreement that the NCAA Collectively is Committed to Producing Student-Athletes Successful at Academics and in Life Beyond Athletics



Other Division II and III academic issues

The Division II and III versions of the survey contained additional division-specific questions on academic issues. In Division II, FARs were asked if their institution provided academic support services specifically for student-athletes. About 62 percent of the FARs who responded indicated that their campus did provide that support. Of those schools that did provide academic support, 64 percent indicated that their program of academic support for student-athletes was administered by the athletics department.

A similar question was asked on the Division III survey. In Division III, the practice of providing student-athletes specific academic support services is considerably less common (such support services were actually prohibited in Division III prior to 2008). Fewer than 20 percent of the respondents indicated that their campus offers academic support services specifically for student-athletes. Of those institutions that do provide those academic support services, 58 percent report that they are administered through the athletics department.

SUPPLEMENT TABLE 77

During the time that this survey was being conducted, Division III was conducting an academic reporting pilot program, a voluntary submission of data on the academic success of their student-athletes. FARs were asked about their awareness of the reporting pilot and the usefulness of the data. Slightly less than one-half reported that they were at least somewhat familiar with the academic reporting pilot while about one-third reported that they were not (the rest were neutral). Seventy-five percent of Division III FARs agreed that the data gathered would be useful to them. Among those who were most familiar with the program, 90 percent agreed that the data gathered would be beneficial.

III. Ethical Issues

A topic that continues to generate considerable discussion in the media and on college campuses is the ethical behavior of student-athletes, coaches and others in college athletics. FARs were asked their opinions on a series of statements such as:

The coaches at my school typically. . .

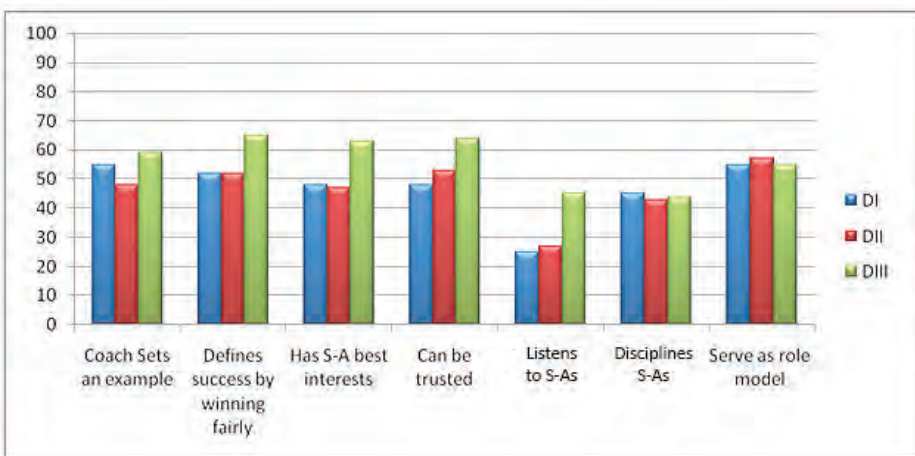
- Set an example of how to do things the “right way” in terms of ethics.
- Define success not just by winning, but by winning fairly.
- Have student-athletes’ best interests in mind.
- Can be trusted.
- Listen to what student-athletes have to say.
- Discipline student-athletes who violate ethical standards.
- Serve as positive role models on campus and in the community.

Items in this section of the survey were developed in collaboration with Dr. Michael Brown of Pennsylvania State University Erie, the Behrend College.

Ethical behavior of coaches

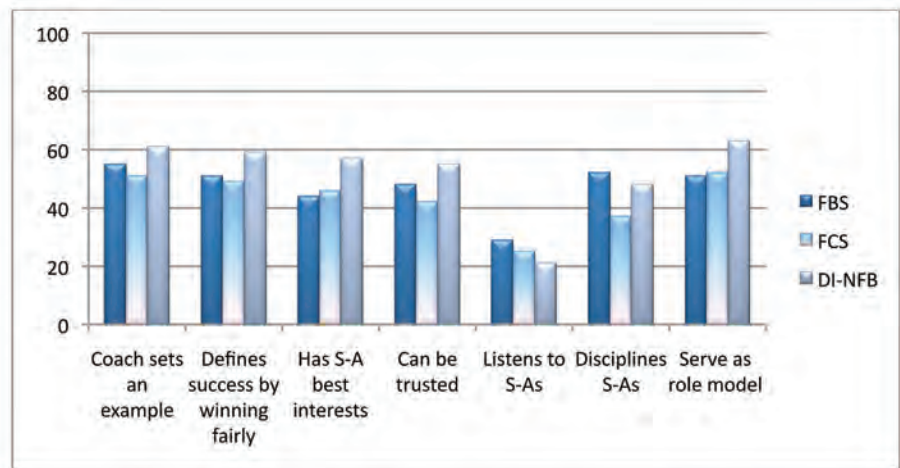
Generally, FARs believe that coaches on their campus behave in an ethical manner with agreement levels in the 85 to 95 percent range. The question in which FARs rate coaches somewhat lower is in “listening to their student-athletes,” where agreement percentages are in the lower 80 percent range. Figures 10 and 11 provide an illustration of the percentage of FARs who strongly agree with the statements. Here we see a similar pattern of response but at lower levels. Note that Division III FARs generally have more positive perceptions of their coaches’ behavior in this area.

FIGURE 10: FAR Perceptions of the Ethical Behavior of Their Coaches (by Division -- percent strongly agreeing displayed)



SUPPLEMENT TABLE 55

FIGURE 11: FAR Perceptions of the Ethical Behavior of Their Coaches (by Division I Subdivision -- percent strongly agreeing displayed)



SUPPLEMENT TABLE 56

Ethical reputation of athletics program

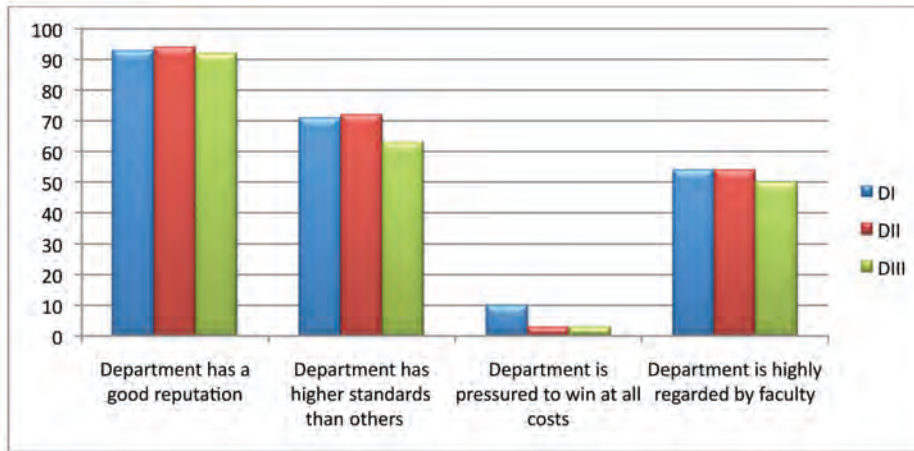
Similar to the questions asked about the coaching staff, FARs were asked to consider the ethical behavior of their athletics department as a whole. The statements judged included:

The athletics department at my school....

- Has a good reputation for ethical behavior.
- Holds itself to higher ethical standards than other athletics programs in our conference / other peer institutions.
- Is under pressure to win at all costs.
- Is highly regarded by faculty on our campus.

FARs tend to view their athletics programs as very ethical and believe they are more ethical than those of their peer institutions. This is seen across division, including in Division I where 10% of FBS and FCS FARs believe that their schools are pressured to win at all costs. A number of FARs reported that other faculty do not necessarily have high regard for the athletics program at their school.

FIGURE 12: FAR Perceptions of the Ethical Reputation of Their Athletics Programs (by Division – percent strongly agreeing or somewhat agreeing displayed)



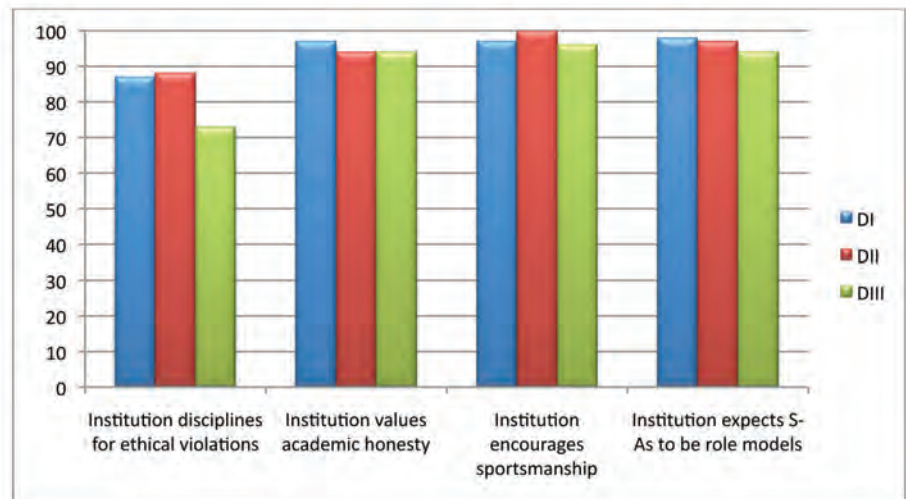
Institutional ethics

FARs were also asked to consider the ethical climate of their college as a whole. There were generally high levels of agreement (see Figure 13) that the institution was behaving in an ethical manner and that institutional policies helped to encourage such behavior as assessed by the following statements:

- My school disciplines coaches/athletics administrators who violate ethical standards.
- Academic honesty is strongly valued at this college.
- Our school encourages student-athletes to practice good sportsmanship.
- Our school expects student-athletes to be positive role models for others.

SUPPLEMENT TABLE 57

FIGURE 13: FAR Perception of Institutional Ethics (by Division – percent strongly agreeing or somewhat agreeing displayed)



SUPPLEMENT TABLE 59

FARs are generally kept informed of NCAA violations committed at their school. Table 19 illustrates awareness rates above 90% in Divisions I and II (somewhat lower in Division III).

TABLE 19: FAR Informed of NCAA Violations

FAR informed of NCAA violations			
	Division I	Division II	Division III
Always or usually	93%	90%	77%

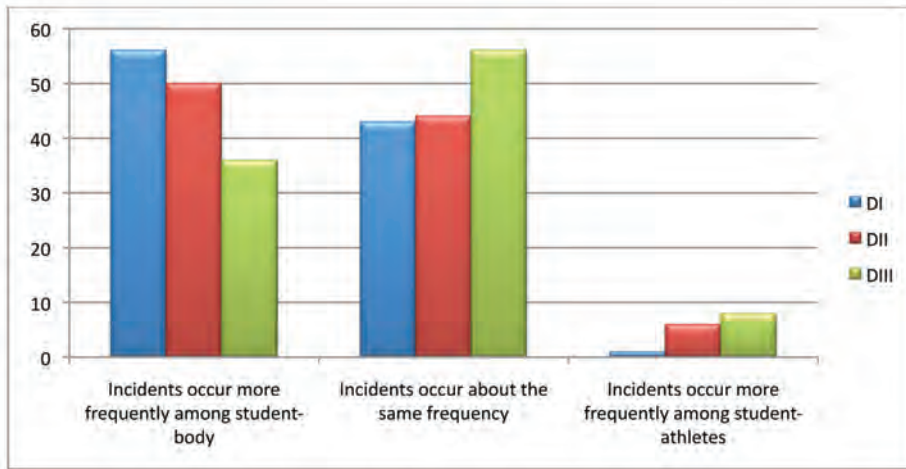
Student-athlete behavior

Student-athlete behavior that is unethical, inappropriate or illegal has been a concern for campus administrators for quite some time. Given the FAR’s overarching concern for student-athlete well-being, engagement on this issue is a logical responsibility for the FAR. To gauge both the scope of the issue and their level of engagement on issues related to student-athlete misconduct, FARs were presented a series of items on these issues. These items are detailed individually below.

SUPPLEMENT TABLE 58

In the first, FARs were asked to judge whether incidents of serious misbehavior (for example, violent behavior, drug/alcohol infractions) occur more frequently among student-athletes than students in general at their college. As Figure 14 illustrates, there is considerable support for the notion that these incidents do not occur more frequently among student-athletes at their schools. Very few Division I FBS FARs believe that student-athletes experience more incidents of misbehavior. This runs counter to the prevailing opinion of student-athlete behavior that appears to exist among many sports media practitioners.

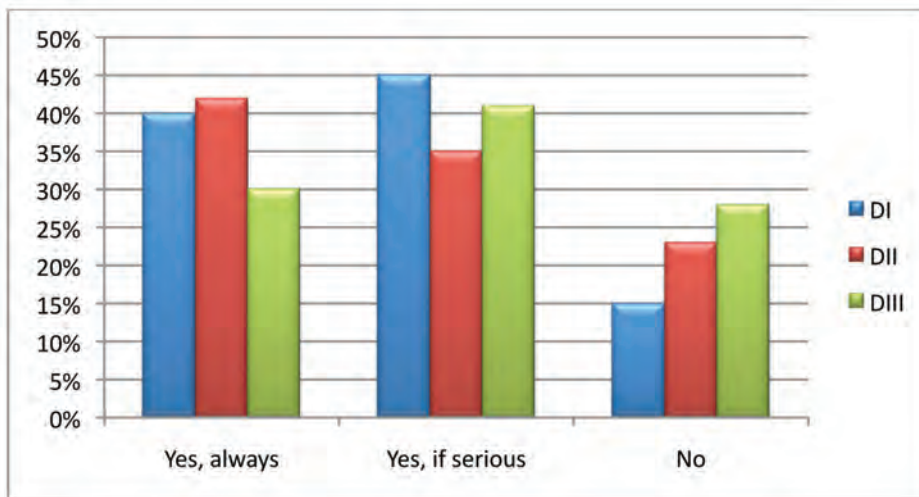
FIGURE 14: FAR Perceptions of Frequency of Misconduct Among Student-Athletes (by Division)



Depending on the severity of the incident, students may face either campus judicial charges, criminal charges or both. At many institutions campus judicial charges are kept confidential, so FARs may not be informed about those incidents. With that in mind, Figure 15 illustrates how frequently FARs are informed about campus judicial charges.

SUPPLEMENT TABLE 60

FIGURE 15: FAR Informed of Campus Judicial Charges



Criminal charges are typically more serious and generally not confidential. However, the criminal justice system is generally not required to report specifically to campus officials on charges filed against student-athletes, except in those cases where cooperative arrangements have been made with campuses or in fulfillment of federal or state laws. Still, notification to FARs is certainly an option and dependent on campus policies regarding student-athlete conduct. Table 20 illustrates that most FARs in Divisions I and II are informed but this is less common in Division III.

SUPPLEMENT TABLES 61 and 62

TABLE 20: FAR Informed of Criminal Charges

FAR informed of criminal charges						
	FBS	FCS	DI-NFB	Division I (all)	Division II	Division III
Always	52%	48%	46%	49%	42%	25%
Sometimes	37%	40%	23%	34%	32%	21%
No	11%	12%	31%	16%	26%	54%

There is also a considerable lack of knowledge among FARs when it comes to athletics department policies that student-athletes must follow when they are charged with a crime. While nearly one-half of Division I FARs noted that student-athletes must report criminal charges to either their coach, athletics department personnel or other campus authorities, most FARs in Divisions II and III do not know if there is such a reporting requirement. Fifty-four percent of Division II FARs and 81 percent of Division III FARs said that they do not know if student-athletes must report criminal charges to a campus authority.

There are also differences among the Division I subdivisions on their knowledge of reporting requirements. Forty-four percent of Division I FBS FARs were not aware of the policy, while only 37 percent of FCS FARs said they did not know. Among non-football playing Division I institutions, 67 percent of FARs said they did not know about their institutional policy on reporting criminal charges to campus authorities.

Among those FARs who were aware of the policy on reporting criminal charges, 95 percent of Division I FARs, 92 percent of Division II FARs and 86 percent of Division III FARs reported that student-athletes are required to report criminal charges to a campus authority.

IV. Athletics as Part of the College Mission

It is widely assumed in the world of college athletics that intercollegiate sports serve as an educational vehicle and are an appropriate endeavor for academic institutions. FARs were queried for their perspectives on the integration of athletics and academics at their schools.

One item asked directly about the statement that athletics is integrated into the educational mission of their university. Across all divisions and the Division I subdivisions there was strong support for the proposition that the athletics program was integrated into the educational mission of their university (see Table 21). Interestingly, the lowest levels of perceived athletics-academics integration was reported by Division III FARs.

TABLE 21: FAR Perceptions of Integrating Athletics and Academics at Their Schools

FARs agreeing that the athletics program is integrated into the educational mission of the university						
	FBS	FCS	DI-NFB	Division I (all)	Division II	Division III
% strongly or somewhat agreeing	88%	97%	87%	91%	91%	85%

Agreement levels were even higher (over 90 percent across division) for the supposition that their schools effectively maintain control over the athletics program. Similar numbers of FARs believe that the campus president or chancellor has the final say and should have the final say on athletics matters.

NCAA mission: Priorities and perspectives

In 2010, a survey was conducted of campus CEOs asking for their perspectives on some of the major issues facing the NCAA and how best to identify priorities (NCAA, 2010). The initiatives that were identified as the top NCAA priorities for the presidents were:

- a continued emphasis on academic excellence;
- balancing the commercial activities of college athletics with the values of higher education, and
- promoting the total student-athlete experience.

The current FAR study also sought to identify those issues that FARs consider to be central to the NCAA’s mission.

[SUPPLEMENT TABLE 63](#)

[SUPPLEMENT TABLES 64, 65 and 66](#)

Across all divisions there were two issues that were uniformly identified as being very important to the NCAA mission. “*Enacting rules and policies to encourage academic excellence within the student-athlete population*” and “*Ensuring fair and safe competitive environments*” were endorsed as being very important to the NCAA mission by approximately 80 percent of respondents across all divisions. The third most highly endorsed option varied a bit by division. In Divisions II and III “*Promoting the total student-athlete experience*” was the third highest rated priority, being cited as very important by 77 percent of Division II FARs and by 73 percent of Division III FARs. Division I FARs, however, selected “*Balancing the commercial activities of college athletics with the values of higher education*” as the third most important of the available imperatives.

V. Other Divisional Initiatives

In the final section of this report, we detail the results of supplementary items that the Division II and Division III governance staffs designed to help evaluate several division-specific initiatives.

Division III

Division III FARs were asked to indicate their familiarity with three division statements/initiatives: the Division III philosophy statement, the guiding principles by which the division operates; the Division III identity initiative, an effort to more clearly define the division and its distinct characteristics; and the divisional strategic positioning platform, a delineation of divisional attributes and what they mean to their constituents. FARs indicated strong familiarity with the Division III philosophy and the identity platform (76 percent and 65 percent respectively). They were considerably less familiar with the strategic positioning platform as only 43 percent indicated solid familiarity, while over one-third (34 percent) indicated that they were not at all familiar with it.

Additional items asked Division III FARs for their perspective on the integration of athletics and academics on campus. As detailed in Table 22, FARs were relatively positive about their institutions.

**SUPPLEMENT TABLES 77, 78
and 79**

TABLE 22: FAR Responses to Questions on Division III-Specific Items

Division III questions		
My institution's athletics program has made efforts to activate the Division III Identity Initiative on campus.	Strongly Agree	19%
	Agree	30%
The coaches and athletics administrators at my college support student-athlete success in all aspects of their college experience.	Strongly Agree	58%
	Agree	37%
My institution has actively sought to promote the Division III Philosophy in its athletics program.	Strongly Agree	41%
	Agree	34%
The student-athlete experience at my college is integrated into the overall educational experience.	Strongly Agree	54%
	Agree	35%
Having athletics on campus supports the educational mission of my college.	Strongly Agree	57%
	Agree	36%
Student-athletes are encouraged to pursue other interests and activities beyond their athletics commitments.	Strongly Agree	54%
	Agree	34%
Student-athletes are treated like any other member of the student body by faculty.	Strongly Agree	55%
	Agree	35%
The recruitment, admission and academic performance of student-athletes is consistent with that of the general student body.	Strongly Agree	67%
	Agree	27%
Student-athletes are treated like any other member of the student body by other students.	Strongly Agree	49%
	Agree	34%

One additional question asked of the Division III FARs was their perspective on the emphasis on winning within their athletics program. Seventy-six percent disagreed with the proposition that their athletics program was too concerned with winning. Just six percent agreed with that statement, the rest did not offer an opinion.

Division III FARs were also asked to judge the general faculty view of athletics and student-athletes on their campuses. Responses to those questions are illustrated in the Table 23.

TABLE 23: Division III FAR Perspectives of Other Faculty at Their Schools

Faculty at my school...		
Are generally supportive of our student-athletes and will work to accommodate their athletics commitments.	Strongly or Somewhat Agree	87%
	Somewhat or Strongly Disagree	4%
Regularly attend athletics competitions.	Strongly or Somewhat Agree	31%
	Somewhat or Strongly Disagree	44%
Understand the commitment necessary for student-athletes to compete in Division III athletics.	Strongly or Somewhat Agree	46%
	Somewhat or Strongly Disagree	34%
Have a good understanding of the operations of the athletics department.	Strongly or Somewhat Agree	20%
	Somewhat or Strongly Disagree	61%
Understand the philosophy of NCAA Division III athletics.	Strongly or Somewhat Agree	37%
	Somewhat or Strongly Disagree	40%
Believe that the athletics experience of a Division III athlete is essentially the same as that of a Division I athlete.	Strongly or Somewhat Agree	14%
	Somewhat or Strongly Disagree	57%
Believe that the academic performance of student-athletes is comparable to that of their non-athlete peers.	Strongly or Somewhat Agree	57%
	Somewhat or Strongly Disagree	20%
Support student-athlete success in all areas of their college experience.	Strongly or Somewhat Agree	68%
	Somewhat or Strongly Disagree	11%

(percentages do not sum to 100%, neutral responses not included)

Annually, Division III allocates funds directly to their member conferences and independent institutions through the Conference Grant Program to encourage collaboration and involvement of its constituent groups. A portion of these funds are specifically for professional development of FARs. Survey respondents were asked about their awareness of the grant program and their use of those funds.

- Thirty-five percent of FARs report that they have attended either the FARA Annual Meeting and Symposium or the NCAA Convention using funds from the Conference Grant Program.
- Less than one-half (41 percent) of Division III FARs reported that they understand the Conference Grant program, which supplies funds in support of educational opportunities for FARs.
- Only 29 percent believe the grant program is well-advertised.
- Thirty-seven percent believe that their conference has a good process in place for administering the grant program, while 27 percent disagree with that statement.
- Only 19 percent report that they are aware of the process by which faculty representatives are supposed to oversee the grant program. Fifty-six percent report that they are not aware of the oversight process.

Division II

FARs were asked about several specific Division II initiatives designed to better express the unique features of the division:

- Strategic Positioning Platform
- “I Chose Division II” Campaign
- Division II Attributes
- “Life in the Balance” Legislative Initiative

Division II FARs were generally quite familiar with these initiatives. Approximately 90 percent indicated that they were either very familiar or familiar with the “I Chose Division II” campaign and the “Life in the Balance” legislation. Fewer were as familiar with the Strategic Positioning Platform and the Division II Attributes with 63 percent and 78 percent respectively, expressing that same level of familiarity.

Division II FARs were also asked about their institution’s incorporation of various divisional initiatives into their athletics departments. As Table 24 indicates, most FARs believe that their department is engaged in the Division II milieu though there is somewhat less enthusiasm for the “Life in the Balance” initiative.

TABLE 24: Division II FAR Perceptions of Divisional Initiatives

My institution’s athletics program adheres to the tenets of the Division II Strategic Positioning Platform.	Strongly Agree	44%
	Agree	40%
My institution is committed to assisting student-athletes to achieve an appropriate balance between academics, athletics and student life.	Strongly Agree	64%
	Agree	32%
My institution incorporates the Division II attributes in its athletics program.	Strongly Agree	53%
	Agree	34%
The goals of the recent Life in the Balance initiatives were well received on our campus.	Strongly Agree	36%
	Agree	32%

Table 25 delineates Division II FAR beliefs about the comparative emphasis their athletics departments place on the academic-athletics balance.

TABLE 25: Division II FAR Perceptions of Athletics Department Emphasis

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
High profile sports emphasize athletics over academics.	7%	18%	29%	32%
Lower-profile sports are less committed to athletic success.	2%	11%	27%	54%
Coaches allow student-athletes to balance commitments.	27%	45%	10%	2%

Division II FARs were asked to describe the reporting structure for their athletics department. While the dominant reporting structure for Division II has the athletics director reporting to the president or chancellor, FARs noted that 35 percent of Division II athletics directors report to someone other than the campus CEO.

The results of additional questions on characteristics of their athletics department, compliance efforts, FAR participation in division-specific programming and support services offered to student-athletes are included in the supplemental tables to this report.

History of Faculty Involvement in Collegiate Athletics

This history was prepared by Dr. Carol Barr, University of Massachusetts-Amherst, for inclusion in *The Faculty Athletics Representative: A Survey of the Membership* which was initially published in 1999. It was edited and reprinted in the 2008 report on the FAR survey which was prepared by Dr. Daniel Fulks of Transylvania University. A brief coda prepared by Michael A. Miranda of the NCAA provides updates on FAR activities since the publication of the initial report.

Shortly after the birth of collegiate athletics in 1852, college and university faculty members attempted to exert influence over collegiate athletics events. Concerned by the failure of student-athletes to control their increasingly visible and powerful athletics programs, faculty members began to express their desire to become involved in this quickly evolving institution.

In the 1870s, the tremendous growth of intercollegiate athletics became a major source of pride for students on campuses, and, in the minds of some members of the faculty, the enthusiasm of student-athletes for their athletics programs had greatly surpassed that of their academic pursuits. Faculty began to take steps to engineer a greater degree of control over athletics, as student-controlled athletics began to disrupt academic pursuits. In 1874, a quarter-century after the first intercollegiate athletics event and a full 32 years before the formation of the NCAA, President McCosh of Princeton University reported the problems that pervaded intercollegiate athletics to the Princeton Board of Trustees (Smith, 2003). “It is a nice question,” stated McCosh, “whether evils may not arise from sports in no way under control of the College authorities” (Smith, 2003).

Symptomatic of the inability of faculty to wrestle control of athletics from student-athletes, it took years for the Princeton faculty to generate enough support and momentum to gain control of an athletics department they felt was quickly spiraling out of control. Princeton was finally able to take action in 1881, forming the first faculty athletics committee (Smith, 2003). Harvard formed its faculty athletics committee the following year (1882).

The formation of faculty athletics committees was a direct result of the vast amount of time faculty found themselves devoting to the discussion of issues regarding intercollegiate athletics. Faculty athletics committees, staffed by faculty members, were a practical system for addressing emerging athletics problems such as the number of days student-athletes were spending away from campus, the use of professional athletes in contests and betting by athletes on their own games. The development of faculty athletics committees led to the introduction of the position of faculty athletics representative.

Before the turn of the century, nearly every institution had formed an independent athletics committee comprised of faculty members. At the time, some faculty members thought it frivolous to be involved in the effective administration of intercollegiate athletics. “Busy faculties have neither the time nor the inclination to form and hold a consistent policy in regard to athletics,” wrote Harvard historian Albert Bushnell Hart in 1890 (Hart). Most athletics committees were comprised solely of faculty, but committees at a small number of institutions, such as Yale, that believed in preserving student control of athletics, were staffed by current student-athletes and alumni. These committees were formed to respond to any issue directly involving the athletics department. But the varying rules imposed by the various faculty athletics committees began to give significant advantages to some institutions, signaling a trend towards inter-institutional regulation of collegiate athletics. Despite the reforms, there had been no initiatives to create an institutional policy applicable

to each of the leading Eastern colleges.

But this was not the belief of Harvard President Charles W. Eliot, who had voiced his support of inter-institutional control of athletics in a letter to other New England college presidents in 1882. Yale faculty responded by continuing their tradition of inaction, maintaining the structure and administration of their powerful collegiate athletics program. The Harvard Athletic Committee, largely in response to Yale's efforts to resist inter-institutional control, called to order a meeting in December of 1883 to be attended by the faculty athletics representatives of eight institutions: Harvard, Princeton, Yale, Columbia, Penn, Trinity, Wesleyan, and Williams. The faculty athletics representatives who attended developed eight specific resolutions that were sent to 21 different Eastern institutions for approval. Only Harvard and Princeton voted for the resolutions, as schools still favored self-control of their own departments. "The management of athletic sports might wisely be left to the students," said Yale's E.L. Richards, summarizing the views of many faculty (Richards, 1884).

As "professional" coaches began to be hired and student-athletes continued to accept various forms of payment for their services, the faculty, alumni and students of several colleges met yet again in February of 1898 in an attempt to address a myriad of concerns. The seven present-day members of the Ivy League, minus Yale, met in Providence, Rhode Island, for the Brown Conference of 1898. A Brown professor, Wilfred Munro, chaired a faculty committee formed during this conference. This committee met several times throughout the spring of 1898, publishing the 1898 Report on Intercollegiate Sports (Smith, 2003). However, the 20 suggested proposals of the Brown Conference were not accepted by the vast majority of schools across the nation, nor were there suggestions of yearly conferences to debate the issue.

The proposals from the Brown Conference met opposition from many faculty who viewed athletics as activities that should be left to the students' control. But in December of 1905, facing a disturbing increase in the number of serious injuries and deaths resulting from student-led football contests, Chancellor Henry McCracken of New York University called a meeting of faculty athletics representatives from Eastern colleges. Though his first attempt proved unsuccessful, McCracken called a second meeting on December 28, 1905, that drew representatives from 68 universities. The group voted to form a national athletics body called the Intercollegiate Athletic Association of the United States (IAAUS). Seven years later in 1912, the name was changed to the National Collegiate Athletic Association (NCAA), and the goal of a national governing body for intercollegiate athletics was realized.

The formation of the NCAA and the founding of numerous faculty-led athletics conferences marked a high point for faculty control in intercollegiate athletics, as the organizations served as a call to action for faculty to correct widespread abuses of power. "The number of conferences and associations increased rapidly after 1906 ... and the power of the NCAA grew steadily because of the injection of a kind of crusading spirit directed to the spreading of the gospel of 'faculty control,'" wrote Howard J. Savage in the 1929 Carnegie Report on "American College Athletics" (Savage, 1929).

In the period between 1895 and 1914, eight major conferences or athletics associations were formed, including the precursors to the modern-day Big Ten, Southeastern, Missouri Valley, and Western Athletic Conferences (Savage, 1929). The conferences were comprised of the faculty athletics representatives from member institutions. The representatives met, discussed how to better govern themselves, and passed legislation that bound the institutions by rules passed for the betterment of intercollegiate athletics. "Gradually the central offices acquired powers to enforce regulations by the imposition of penalties and assumed certain of the functions of investigating agencies," wrote Savage (1929).

The faculty athletics conferences were driving forces for faculty control of athletics. A requirement of admittance into the Big Ten was that "only institutions having full and complete faculty control of athletics may hold membership in the Conference" (Marco, 1960). The faculty athletics representative could not be anyone who received pay for serving in any position directly related to the athletics department. The Rocky Mountain Conference (now Western Athletic Conference) also stipulated that membership in the conference

was excluded for anyone “whose duties include those of a coach or manager” (Savage, 1929). The Southern Conference (now Southeastern Conference) also insisted that “faculty members of the athletics committees in the different institutions of the Conference must constitute a majority and must assume the full responsibility for carrying out the eligibility rules of the Conference” (Savage, 1929).

But forces were already wresting control away from the faculty athletics representatives. Institutions began to hire directors of physical education, the precursor to the position of director of athletics. These directors were responsible for the school’s athletics department and the department of physical education, which often included many student-athletes. In 1922, the Directors Conference was formed by athletics directors and coaches to help unite them in their fight to gain control of their athletics programs (Savage, 1929). The directors immediately began assuming duties that were expressly stipulated in the conference handbooks to be the responsibility of faculty athletics representatives. “Directors and coaches have taken upon themselves some of the duties and prerogatives of the academic members,” wrote Savage in 1929. Presidents were designated as bastions of power by the faculty athletics representatives in each conference, but the presidents were divided, unorganized and failed to unite as a group. The Directors Conference provided the structure that the coaches and directors needed to unite and seize control of major duties and activities related to the conferences and their individual institutions. “Academic teachers, although vouchsafed theoretical control, do not actually control the athletics of their institutions,” Savage reported (1929).

Faculty athletics representatives remained a diverse group, while organizations such as the College Football Coaches Association helped to unify coaches and athletics administrators. The position of faculty athletics representative was still loosely defined by a wide variety of job descriptions penned by institutions and conferences with varying sets of expectations. There was no formalized handbook or national organization for faculty athletics representatives, nor was the position defined specifically on a national level. Faced with these challenges, former NCAA President Earl Ramer initiated a national study to gather information about the position of faculty athletics representative and the role of athletics committees in intercollegiate athletics. The aforementioned study, begun in 1977, was endorsed by the NCAA Research and Executive Committees, and had hoped to shed some light on the nature of the position of faculty athletics representative, including the position’s inherent functions, activities, and problems. The two-year study, in the words of Ramer, “originated in the feelings shared by hundreds of faculty athletics representatives that too little is known, generally, about their own positions and about institutional athletics committees” (Ramer, 1980).

The study revealed that, among the 723 NCAA member institutions, 108 still did not have a designated faculty athletics representative. The vast majority of these institutions were in Division II and III and employed athletics directors or prominent coaches who were also members of the faculty (Ramer, 1980). In addition, the study found that more than half of NCAA institutions had a designated faculty athletics representative position for over 25 years (Ramer, 1980). Ramer concluded that, in the typical case, the faculty athletics representative was a position chosen by the president of the institution to assist both members of the faculty and the athletics department in the interpretation of NCAA and conference regulations; certify the academic and athletics eligibility of student-athletes; serve as a representative for the conference and/or the NCAA; and advise the athletics department on matters related to athletics (Ramer, 1980). More generally, the faculty athletics representative was charged with promoting understanding of the relationship between athletics and the overall institutional goals of academic integrity and responsibility. Ramer also offered several recommendations for the future operation of the position of faculty athletics representative. He recommended a broader sharing of information about the position to develop a better understanding of its functions and practices, and how they vary by institution. Ramer also suggested official recognition of the position in NCAA publications and the promotion of ethical decision-making among faculty athletics representatives.

The exhaustive study not only uncovered meaningful information about the position of faculty athletics representative, but more importantly, it served as an impetus for change. The NCAA, responding to one of Ramer’s recommendations, produced the first Faculty Athletics Representative Handbook. This handbook

included specific recommendations for prescribed duties and responsibilities of faculty athletics representatives on each campus. The handbook also included suggestions that individual institutions develop a position description, commit institutional resources to the position, and insist the significance of the position is recognized by both the president and faculty governance structure of the institution (Hagwell, 1994).

The Ramer Report and the corresponding response from the NCAA provided needed momentum for faculty athletics representatives on a national scale. Faculty athletics representatives convened in a special meeting at the NCAA Convention in 1985 to discuss issues related to the position and to the formation of a national organization of faculty athletics representatives. In 1987, a task force of faculty athletics representatives was formed to facilitate feedback on the newly formed NCAA Presidents Commission (Hagwell, 1994). This task force participated in other activities including the review of pending NCAA academic legislation. Two years later in 1989, this task force ratified by-laws that formed the basis for the first national organization of faculty athletics representatives, the Faculty Athletics Representatives Association (FARA).

During the late 1980s and early 1990s, heightened criticism was evident surrounding the recruiting and academic abuses taking place in collegiate athletics and the need for reform. The faculty's involvement, or lack thereof, was a major part of these criticisms. "The recent sports scandals suggest at least two significant issues relating to the faculty's role in athletics. First, why did not faculties assume a greater oversight role over the deteriorating conditions of big-time sports? And second, can we expect a better faculty performance in the future?" commented Weistart in an issue of "Academe," a bulletin of the American Association of University Professors (AAUP) devoted to collegiate sports (Weistart, 1987). Faculty were called to take a more active role, becoming "the most - rather than the least - involved of constituencies" (Strohm, 1987). On October 19, 1989, the trustees of the Knight Foundation created the Knight Commission and directed it to propose a reform agenda for intercollegiate athletics ("Keeping Faith with the Student-Athlete, 1991). A message to the faculty was included in the first report of the Knight Commission stating, "The evidence presented to the Commission indicates that some faculty athletics representatives have not fulfilled their potential as guardians of the academic interest. Your task is to help insure that our institutional representatives to the NCAA are not confused about their purpose" ("Keeping Faith with the Student-Athlete", 1991).

One of the driving forces in the development of the Faculty Athletics Representatives Association (FARA) was a desire to enhance the role of the faculty athletics representative in the governance of intercollegiate athletics. The formation of FARA helped to realize long sought-after goals of cohesion among the diverse group of faculty athletics representatives across the nation, as well as helped to ratify specific NCAA legislation relative to faculty athletics representatives. In January of 1989, the NCAA formally adopted legislation requiring each NCAA member institution to designate a specified faculty athletics representative (Bylaw 6.1.3). "The faculty athletics representative shall be a member of the institution's faculty or an administrator who holds faculty rank and shall not hold an administrative or coaching position in the athletics department" (National Collegiate Athletic Association, 1997). In 1992, FARA made the important decision to draft and adopt guidelines for the duties and responsibilities of faculty athletics representatives, "A Statement of the Role of the Faculty Athletics Representative" (Hagwell, 1994).

Despite increased knowledge about the FAR position, the formation of a national association, and the standardization of many functions and practices of faculty athletics representatives, faculty involvement continues to be one of the more controversial issues in intercollegiate athletics. Some faculty athletics representatives are given significant influence or control by their presidents or chancellors over institutional athletics matters and activities. Other faculty athletics representatives report directly to the CEO of the institution with recommendations or information, and the CEO then utilizes this information to make his or her own decisions on matters related to the department of athletics. Similarly, some faculty athletics representatives are given considerable amounts of institutional support to conduct their duties, others are not, while still others may have little need or interest themselves in such support.

Over the nearly 150 years of collegiate athletics, faculty athletics representatives have proved to be an im-

portant resource in the development of a collegiate athletics program that is a significant part of the overall educational experience. It is important that these faculty athletics representatives are informed of the role that they are to fulfill, are provided with appropriate resources and support on behalf of the institution, and are recognized both within their institution and externally by the NCAA and other associations involved in the governance of intercollegiate athletics.

*Dr. Carol Barr
1999*

In the thirteen years since Dr. Carol Barr first published this history of faculty involvement in intercollegiate athletics, there have been a number of noteworthy developments.

In 1997, Division I instituted a series of changes to their legislative process, moving away from the one-institution, one-vote system of casting ballots at the NCAA Convention. In its place was a system of conference-based voting on legislative proposals. Over time, some Division I FARs came to believe that their opportunity to contribute to the discussion on legislation had been compromised. Thus, in 2004, at the FARA annual meeting, a group of Division I FARs who represented institutions in the 1-A subdivision (now known as FBS) met to discuss strategies to ensure their voice was heard. From that meeting and subsequent meetings in 2005, the 1A FAR group was established with the specific intent of creating a forum for discussion of issues and legislation of importance to them (Johnson, 2004). The 1A FAR group has since gone on to hold meetings in conjunction with the FBS athletic directors meeting on an annual basis.

In 2010, the NCAA Division I Board of Directors endorsed a recommendation that calls for greater involvement of FARs within the Division I governance system. While not a legislated directive, the recommendation seeks to ensure that 20 percent of positions on Division I committees are filled by FARs. The NCAA governance staff and the Division I athletics conferences who nominate representatives to serve on those committees continue to work toward that goal.

In order to foster greater involvement of Division II faculty athletics representatives, in 2005 Division II held the first Faculty Athletics Representatives Fellows Institute. Endorsed and financially supported by the divisional governance structure, the intent of the Institute was to “provide an intense developmental opportunity for a core group of FARs to enhance their ability to perform the critical functions of Division II FARs.” (Division II Model FAR Document, 2012). In 2010, Division II set out to plan an Advanced Leadership Institute which would allow for more experienced FARs to further engage on issues of importance to the division. The inaugural Division II Faculty Athletics Representative Advanced Leadership Institute was held in 2011. The result of that Institute was the Model Faculty Athletics Representative Document which lays out a framework for FAR engagement at the campus, conference, divisional and association level.

Both Division III and Division I have established Institutes in recent years that follow the Division II model but are tailored to the needs of the specific divisions. The Division III Institute held its inaugural meeting in 2009 and Division I followed in 2011.

While faculty involvement in the administration of intercollegiate athletics will likely never return to the days of the NCAA’s founding, committed and engaged faculty will continue to play a significant role in NCAA affairs.

*Michael A. Miranda
2012*

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Tabular Data

Please note: Participants in the study received the version of the survey that corresponded to their institution's primary division. Division totals in the tables in this supplement reflect the results from the tabulation of those division-specific surveys.

Respondents were asked to identify their institutions to allow for analysis by Division I subdivision. Since some respondents opted to remain anonymous, subdivision totals will not sum to the Division I aggregate totals.

A. Demographics

Table 1

Q1 - What is your gender?

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	29	35.8	17	23.9	28	48.3	76	35.0	51	25.9	79	32.8
Male	52	64.2	54	76.1	30	51.7	141	65.0	146	74.1	162	67.2
Total	81		71		58		217		197		241	

Table 2

Q2 - How do you describe yourself? (Mark all that apply)

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Native American	1	1.2	0	0.0	0	0.0	1	0.5	1	0.5	0	0.0
Asian	0	0.0	0	0.0	0	0.0	0	0.0	2	1.0	1	0.4
Black	4	4.9	9	12.7	2	3.4	16	7.3	13	6.7	7	2.9
Hispanic	2	2.5	0	0.0	2	3.4	4	1.8	2	1.0	3	1.3
White	73	90.1	60	84.5	55	93.2	194	89.0	174	89.2	212	88.7
Other	1	1.2	2	2.8	0	0.0	3	1.4	3	1.5	16	6.7
Total	81		71		59		218		195		239	

Table 3**Q3 - What is your academic rank?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Professor	59	74.7	46	63.9	29	50.0	139	64.4	92	47.2	93	38.6
Associate Professor	16	20.3	22	30.6	25	43.1	65	30.1	67	34.4	98	40.7
Assistant Professor	2	2.5	2	2.8	3	5.2	7	3.2	23	11.8	32	13.3
Lecturer	0	0	1	1.4	0	0	1	0.5	2	1.0	0	0
Instructor	0	0	0	0	0	0	0	0	8	4.1	2	0.8
Other	2	2.5	1	1.4	1	1.7	4	1.9	3	1.5	16	6.6
Total	79		72		58		216		195		241	

Table 4**Q4 - What is your academic status?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Tenured	80	100	67	93.1	56	94.9	209	95.9	153	79.7	185	79.1
Tenured Track, but Non-Tenured	0	0	1	1.4	1	1.7	2	0.9	5	2.6	16	6.8
Non-Tenure Track	0	0	4	5.6	2	3.4	7	3.2	34	17.7	33	14.1
Total	80		72		59		218		192		234	

Table 5**Q5 - Which of the following best describes your academic discipline affiliation?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Arts and Humanities	9	11.1	6	8.3	9	15.3	25	11.4	23	11.7	33	13.6
Biological and Agricultural Sciences	11	13.6	9	12.5	2	3.4	24	11.0	7	3.6	17	7.0
Business Mgmt.	13	16.0	10	13.9	8	13.6	32	14.6	27	13.7	34	14.0
Education	11	13.6	5	6.9	4	6.8	21	9.6	19	9.6	18	7.4
Engineering and Applied Science	4	4.9	6	8.3	1	1.7	11	5.0	3	1.5	11	4.5
Health and Medicine	7	8.6	7	9.7	11	18.6	26	11.9	23	11.7	18	7.4
Mathematics and Physical Sciences	4	4.9	4	5.6	8	13.6	16	7.3	37	18.8	34	14.0
Social Sciences/ History	7	8.6	18	25.0	12	20.3	37	16.9	34	17.3	45	18.6
Other	15	18.5	7	9.7	4	6.8	27	12.3	24	12.2	32	13.2
Total	81		72		59		219		197		242	

Table 6**Q6 - Does the area in which you teach or conduct research specifically involve sports or athletic performance?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	6	7.4	10	14.1	6	10.2	24	11.0	34	17.6	39	16.4
No	75	92.6	61	85.9	53	89.8	194	89.0	159	82.4	199	83.6
Total	81		71		59		218		193		238	

Table 7**Q7 - Did you participate in athletics when you were an undergraduate?**

		Division											
		I-FBS		I-FCS		I (no football)		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
Yes	I was an NCAA student-athlete	21	25.9	25	34.7	11	18.6	58	26.5	43	21.8	72	29.8
	I competed not NCAA	21	25.9	21	29.2	22	37.3	68	31.1	66	33.5	80	33.1
Yes - Total		42	51.9	46	63.9	33	55.9	126	57.5	109	55.3	152	62.8
No		39	48.1	26	36.1	26	44.1	93	42.5	88	44.7	90	37.2
Total		81		72		59		219		197		242	

Table 8**Q8a. Do you hold an administrative assignment?****Q8b. Please indicate your administrative assignment:**

		Division											
		I-FBS		I-FCS		I (no football)		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
Yes	Vice President or Vice Chancellor	1	2.9	1	3.6	1	3.6	3	3.3	0	0	2	2.6
	Provost	0	0	1	3.6	0	0	1	1.1	0	0	0	0
	Dean	6	17.6	3	10.7	0	0	10	10.9	8	4.1	4	5.2
	Associate Dean	5	14.7	3	10.7	5	17.9	14	15.2	5	7.1	3	3.9
	Dept. or Division Head or Chair	6	17.6	11	39.3	11	39.3	28	30.4	30	42.9	38	49.4
	Program Director	10	29.4	6	21.4	8	28.6	24	26.1	14	20.0	13	16.9
	Other	6	17.9	3	10.7	3	10.7	12	13.0	13	18.6	17	22.1
Yes - Total		35	43.2	28	38.9	28	47.5	92	42.5	72	36.5	78	32.2
No		46	56.8	44	61.1	31	52.5	126	57.5	125	63.5	164	67.8
Total		81		72		59		218		197		242	

Table 9

Q9 - Is the administrative position you hold an interim position? (asked of those who responded Yes on Q8a)

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	1	2.9	3	10.7	0	0	5	5.4	8	11.4	11	14.1
No	33	97.1	25	89.3	28	100	87	94.6	62	88.6	67	85.9
Total	34		28		28		92		70		78	

Table 10

Q10 - What percentage of your current workload is administrative? (asked of those who responded Yes on Q8a)

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Fifty percent or less	14	40.0	14	50.0	18	64.3	47	50.5	42	58.3	52	66.7
Greater than fifty percent	21	60.0	14	50.0	10	35.7	46	49.5	30	41.7	26	33.3
Total	35		28		28		93		72		78	

Table 11 –

Q11a. How many years have you been employed at your present institution including the 2010-11 year?

(Please use whole numbers for your answer)

Q11b. How many years have you been employed in higher education, including the 2010-11 year?

(Please use whole numbers for your answer)

Q11c. How many years have you been employed a faculty athletics representative, including the 2010-11 year? (Please use whole numbers for your answer)

Table 11a.

	Division								
	I-Overall			II			III		
	n	Mean	Range	n	Mean	Range	n	Mean	Range
Years at Present Institution	218	22.4	1 - 47	195	20.7	2 - 45	238	17.8	2 - 42
Years in Higher Education	218	27.2	4 - 49	194	24.4	2 - 50	240	21.8	4 - 48
Years as a FAR	219	6.9	0 - 36	195	7.5	1 - 37	239	6.0	1 - 35

Table 11b.

	Division I Subdivisions								
	I-FBS			I-FCS			I (no football)		
	n	Mean	Range	n	Mean	Range	n	Mean	Range
Years at Present Institution	81	24.3	1 - 46	72	21.3	4 - 45	58	21.5	5 - 47
Years in Higher Education	81	29.4	11 - 46	72	26.2	4 - 48	58	25.8	6 - 49
Years as a FAR	81	6.3	1 - 36	72	8.2	1 - 33	59	6.3	0 - 31

B. Appointment/Reporting

Table 12

Q12 - How did you become FAR?

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	N	%	n	%
Elected/Appointed by Faculty Governance Body	1	1.2	0	0	0	0	1	0.5	5	2.6	20	8.3
Nominated by Faculty Governance Body and Approved by CEO	16	19.8	7	9.7	6	10.2	29	13.2	15	7.7	18	7.5
Selected by CEO without a Nomination	53	65.4	61	84.7	51	86.4	171	78.1	153	78.9	148	61.4
Other	11	13.6	4	5.6	2	3.4	18	8.2	21	10.8	55	22.8
Total	81		72		59		219		194		241	

Table 13

Q17 - How long is your term as FAR?

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
One year	1	1.3	4	5.6	2	3.4	7	3.2	4	2.1	10	4.1
Two years	1	1.3	1	1.4	2	3.4	4	1.8	2	1.0	11	4.6
Three years	14	17.5	7	9.7	7	11.9	29	13.3	17	8.8	15	6.2
Four years	4	5.0	3	4.2	1	1.7	8	3.7	1	0.5	2	0.8
More than four years	16	20.0	7	9.7	5	8.5	28	12.8	2	1.0	8	3.3
I don't have a fixed term	44	55.0	50	69.4	42	71.2	142	65.1	168	86.6	195	80.9
Total	80		72		59		218		194		241	

Table 14**Q18 - Is there a limit on the number of terms or the length of time you can serve as FAR?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	15	18.8	6	8.7	3	5.1	24	11.2	2	1.0	1	0.4
No	65	81.3	63	91.3	56	94.9	191	88.8	190	99.0	234	99.6
Total	80		69		59		215		192		235	

Table 15**Q19 - To whom do you report as FAR?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Campus CEO	74	91.4	66	91.7	46	78.0	193	88.1	150	76.9	91	38.2
Senior Academic Affairs Administrator	1	1.2	2	2.8	4	6.8	7	3.2	11	5.6	21	8.8
Senior Student Affairs Administrator	0	0	1	1.4	1	1.7	2	0.9	3	1.5	19	8.0
Director of Athletics	0	0	1	1.4	0	0	1	0.5	11	5.6	52	21.8
President of Faculty, University Senate or Faculty Governance Body	2	2.5	2	2.8	4	6.8	8	3.7	10	5.1	26	10.9
Other	4	4.9	0	0	4	6.8	8	3.7	10	5.1	29	12.2
Total	81		72		59		219		195		238	

C. Scope of Activities/ Position Description

A number of duties, activities and functions performed by FARs have been identified through previous studies. In an attempt to assess the current types and amount of work FARs perform, please check all applicable items that reflect the FAR duties, activities and functions you perform during a “typical” year. Please select all that apply.

Table 16

Q20 – ACADEMICS

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Certify academic eligibility of SAs	65	80.2	55	76.4	44	74.6	170	77.6	141	71.6	104	43.0
Review and/or prepare reports on SA academic performance	64	79.0	51	70.8	40	67.8	162	74.0	115	58.4	97	40.1
Influence the delivery of services designed for SA academic enhancement	61	75.3	48	66.7	32	54.2	147	67.1	109	55.3	97	40.1
Coordinate the nominations process for NCAA postgraduate scholarships	69	85.2	51	70.8	38	64.4	163	74.4	133	67.5	124	51.2
Confer on academics/athletics matters with campus administrators, faculty, students and/or alumni	78	96.3	70	97.2	56	94.9	211	96.3	186	94.4	216	89.3
Prepare requests for NCAA academic waivers and appeals when submitted	37	45.7	17	23.6	17	28.8	73	33.3	66	33.5	47	19.4
Inform the athletics department of faculty concerns	80	98.8	68	94.4	52	88.1	207	94.5	190	96.4	220	90.9
Inform the faculty of developments in athletics	74	91.4	64	88.9	51	86.4	195	89.0	180	91.4	202	83.5
Assist SAs who are encountering difficulties with class scheduling	31	38.3	31	43.1	28	47.5	94	42.9	132	67.0	124	51.2
Review compensation schedules for academic conflicts	57	70.4	50	69.4	40	67.8	150	68.5	66	33.5	54	22.3
Total	81		72		59		219		197		242	

Table 17**Q21 – COMPLIANCE/RULES INTERPRETATION**

	Division											
	I-FBS		I-FCS		I (no foot- ball)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Assist athletics director and coaches in understanding and carrying out compliance requirements	42	51.9	30	41.7	16	27.1	91	41.6	102	51.8	77	31.8
Engage in NCAA rules education efforts at your institution	43	53.1	29	40.3	22	37.3	96	43.8	88	44.7	51	21.1
Participate in major rules violation investigations should they occur	75	92.6	61	84.7	45	76.3	186	84.9	144	73.1	114	47.1
Participate in minor rules violation investigations should they occur	59	72.8	44	61.1	37	62.7	144	65.8	113	57.4	95	39.3
Collaborate in the preparation of written infractions reports should an infraction occur	58	71.6	35	48.6	25	42.4	122	55.7	91	46.2	66	27.3
Administer coaches certification tests	57	70.4	50	69.4	36	61.0	145	66.2	181	91.9	6	2.5
Total	81		72		59		219		197		242	

Table 18**Q22 – STUDENT-ATHLETE WELL-BEING**

	Division											
	I-FBS		I-FCS		I (no foot- ball)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Directly monitor the personal well-being of SAs	26	32.1	30	41.7	19	32.2	75	34.2	65	33.0	50	20.7
Become informed on and involved in the discussions of health issues that impact SAs	61	75.3	53	73.6	36	61.0	155	70.8	120	60.9	132	54.5
Meet with SAs on a regular basis	59	72.8	36	50.0	28	47.5	128	58.4	89	45.2	95	39.3
Take part in or review results of SA exit interviews	65	80.2	60	83.3	44	74.6	174	79.5	92	46.7	18	7.4
Total	81		72		59		219		197		242	

Table 19**Q23 – ADMINISTRATIVE ROLE**

	Division											
	I-FBS		I-FCS		I (no foot- ball)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Participate in the interpretation of NCAA or conference membership requirements	47	58.0	30	41.7	22	37.3	101	46.1	94	47.7	65	26.9
Serve as a liaison between CEO of the campus and the athletics program	70	86.4	50	69.4	34	57.6	160	73.1	130	66.0	94	38.8
Prepare reports on athletics for internal institutional purposes (for example, annual reports to faculty senate)	66	81.5	46	63.9	27	45.8	141	64.4	91	46.2	70	28.9
Actively assist in the establishment of athletics policy	61	75.3	50	69.4	35	59.3	151	68.9	125	63.5	119	49.2
Serve as a member of the university athletics committee	69	85.2	60	83.3	50	84.7	186	84.9	133	67.5	124	51.2
Serve as a chairperson of the university athletics committee	29	35.8	32	44.4	24	40.7	85	38.8	87	44.2	49	20.2
Participate in the NCAA certification or self-study process	76	93.8	66	91.7	53	89.8	202	92.2	157	79.7	125	51.7
Total	81		72		59		219		197		242	

Table 20

Q24 – In reviewing the items you checked under each of the four areas in this section, please approximate the percentage of your time as an FAR you spend performing duties, activities, and functions in each of these four areas: (Percentages should total 100 percent)

Table 20a.

	Division					
	I-Overall		II		III	
	Mean (%)	Range (%)	Mean (%)	Range (%)	Mean (%)	Range (%)
Academics	36.2	0 - 92	40.1	0 - 99	47.9	0 - 100
Compliance	20.0	0 - 65	20.2	0 - 100	11.0	0 - 80
Well-being	19.5	0 - 75	18.6	0 - 80	20.0	0 - 94
Administration	24.0	0 - 100	21.8	0 - 100	21.0	0 - 100
Total	209		187		219	

Table 20b.

	Division I Subdivisions					
	I-FBS		I-FCS		I (no football)	
	Mean (%)	Range (%)	Mean (%)	Range (%)	Mean (%)	Range (%)
Academics	34.0	10 - 75	37.5	10 - 92	37.2	0 - 90
Compliance	23.6	0 - 65	18.5	0 - 50	16.3	0 - 60
Well-being	18.5	0 - 40	19.3	0 - 55	21.7	0 - 75
Administration	24.0	5 - 60	24.2	0 - 80	24.6	0 - 100
Total	76		70		56	

Table 21**Q25 – Do you have a written institutional FAR position description?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	69	85.2	55	76.4	45	76.3	175	79.9	133	68.2	117	49.0
No	12	14.8	17	23.6	14	23.7	44	20.1	62	31.8	122	51.0
Total	81		72		59		219		195		239	

Table 21

Q26 – Please indicate your level of agreement with the following statement: The written FAR position description at my institution accurately reflects my responsibilities. (asked of those who responded Yes on question 25)

	Division											
	I-FBS		I-FCS		I (no foot- ball)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	42	64.6	27	52.9	23	52.3	94	57.0	62	50.4	59	54.6
Somewhat Agree	20	30.8	23	45.1	19	43.2	64	38.8	52	42.3	35	32.4
Neither Agree nor Disagree	1	1.5	0	0	1	2.3	3	1.8	1	0.8	12	11.1
Somewhat Disagree	2	3.1	1	2.0	1	2.3	4	2.4	6	4.9	2	1.9
Strongly Disagree	0	0	0	0	0	0	0	0	2	1.6	0	0
Total	65		51		44		165		123		108	

Table 22

Q27 – The activities listed below are generally considered significant components of the FAR position. Please indicate your level of agreement with how accurately your position description reflects what you actually do within each of these areas: (asked of those who responded Yes on question 25).

Table 22a. ACADEMICS

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	44	65.7	42	77.8	31	70.5	121	70.8	88	67.2	83	72.2
Somewhat Agree	18	26.9	10	18.5	10	22.7	39	22.8	33	25.2	27	23.5
Neither Agree nor Disagree	1	1.5	2	3.7	0	0	3	1.8	5	3.8	2	1.7
Somewhat Disagree	1	1.5	0	0	1	2.3	2	1.2	1	0.8	0	0
Strongly Disagree	3	4.5	0	0	2	4.5	6	3.5	4	3.1	3	2.6
Total	67		54		44		171		131		115	

Table 22b. COMPLIANCE

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	42	62.7	25	46.3	20	46.5	88	51.8	60	46.2	29	25.2
Somewhat Agree	17	25.4	25	46.3	12	27.9	57	33.5	42	32.3	46	40.0
Neither Agree nor Disagree	2	3.0	3	5.6	5	11.6	10	5.9	15	11.5	25	21.7
Somewhat Disagree	3	4.5	1	1.9	3	7.0	8	4.7	8	6.2	7	6.1
Strongly Disagree	3	4.5	0	0	3	7.0	7	4.1	5	3.8	8	7.0
Total	67		54		43		170		130		115	

Table 22c. WELL-BEING

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	35	52.2	26	48.1	22	50.0	85	49.7	53	40.8	57	50.0
Somewhat Agree	19	28.4	25	46.3	16	36.4	62	36.3	47	36.2	39	34.2
Neither Agree nor Disagree	6	9.0	2	3.7	3	6.8	12	7.0	18	13.8	9	7.9
Somewhat Disagree	5	7.5	1	1.9	1	2.3	7	4.1	7	5.4	5	4.4
Strongly Disagree	2	3.0	0	0	2	4.5	5	2.9	5	3.8	4	3.5
Total	67		54		44		171		130		114	

Table 22d. ADMINISTRATION

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	40	59.7	32	59.3	20	45.5	93	54.4	51	38.9	50	43.9
Somewhat Agree	18	26.9	17	31.5	15	34.1	53	31.0	58	44.3	40	35.1
Neither Agree nor Disagree	3	4.5	4	7.4	4	9.1	11	6.4	13	9.9	17	14.9
Somewhat Disagree	3	4.5	1	1.9	3	6.8	8	4.7	3	2.3	4	3.5
Strongly Disagree	3	4.5	0	0	2	4.5	6	3.5	6	4.6	3	2.6
Total	67		54		44		171		131		114	

D. Time Commitment/Institutional Support/Compensation

Table 23

Q28 – Please indicate the average number of hours per week that you devote to your FAR responsibilities:

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
1 to 5 hours	7	8.9	18	25.0	22	38.6	49	22.8	73	37.8	178	74.5
6 to 10 hours	25	31.6	36	50.0	22	38.6	86	40.0	78	40.4	46	19.2
11 to 15 hours	15	19.0	6	8.3	9	15.8	32	14.9	31	16.1	14	5.9
16 to 20 hours	9	11.4	4	5.6	2	3.5	15	7.0	7	3.6	1	0.4
21 to 25 hours	14	17.7	3	4.2	1	1.8	18	8.4	2	1.0	0	0
26 to 30 hours	6	7.6	4	5.6	1	1.8	11	5.1	0	0	0	0
31 to 40 hours	1	1.3	1	1.4	0	0	2	0.9	1	0.5	0	0
More than 40 hours	2	2.5	0	0	0	0	2	0.9	1	0.5	0	0
Total	79		72		57		215		193		239	

Table 24

Q29 – Do you receive secretarial, clerical or other support to assist you in your FAR duties?

		Division											
		I-FBS		I-FCS		I (no football) Overall		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
Yes	A Full-Time Position	2	2.5	0	0	0	0	2	0.9	1	0.5	2	0.9
	Less Than a Full-Time Position	25	30.9	15	20.8	7	11.9	49	22.4	33	17.1	21	8.9
Yes - Total		27	33.3	15	20.8	7	11.9	51	23.3	34	17.6	23	9.8
No		54	66.7	57	79.2	52	88.1	168	76.7	159	82.4	212	90.2
Total		81		72		59		219		193		235	

Table 25

**Q30 – Do you receive extra monetary compensation and/or release time for your FAR duties?
(Please check all that apply)**

		Division											
		I-FBS		I-FCS		I (no football)		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
Yes	Monetary	35	43.2	22	30.6	30	50.8	92	42.0	85	43.1	21	8.7
	Release Time	43	53.1	33	45.8	17	28.8	96	43.8	54	27.4	9	3.7
	Recognize as Service	20	24.7	12	16.7	8	13.6	42	19.2	35	17.8	39	16.1
Yes - Total		58	71.6	49	68.1	43	72.9	156	71.2	138	70.1	35	16.5
No		23	28.4	23	31.9	16	27.1	63	28.8	59	29.9	177	83.5
Total		81		72		59		219		197		212	

Table 26

Q31 – Do you have a separate budget or dedicated funds to support FAR activities (e.g., travel, professional development)?

Q32 – What do these funds cover? (Please check all that apply)

(asked of those who answered Yes on question 31)

		Division											
		I-FBS		I-FCS		I (no football)		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
	Funds Cover:												
Yes	FAR Salary	8	9.9	8	11.1	6	10.2	22	10.0	11	5.6	1	0.4
	Additional Personnel	8	9.9	3	4.2	2	3.4	13	5.9	1	0.5	0	0
	Operating Support	11	13.6	5	6.9	3	5.1	19	8.7	7	3.6	0	0
	Travel	41	50.6	31	43.1	25	42.4	100	45.7	61	31.0	39	16.1
	Payment of Fees	33	40.7	25	34.7	21	35.6	81	37.0	51	25.9	35	14.5
Yes - Total		42	51.9	33	45.8	28	47.5	106	48.4	61	31.6	39	16.3
No		39	48.1	39	54.2	31	52.5	113	51.6	132	68.4	200	83.7
Total		81		72		59		219		193		239	

Table 27**Q33 – From whose budget are these funds derived? (asked of those who answered Yes on the question 32)**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Athletics Dept.	4	9.5	5	15.2	3	10.7	13	12.3	6	9.8	11	28.2
Sr. Student Affairs Administrator	1	2.4	2	6.1	0	0	3	2.8	2	3.3	3	7.7
Director of Development	1	2.4	0	0	0	0	1	0.9	0	0	1	2.6
Sr. Academic Affairs Administrator	1	2.4	2	6.1	3	10.7	6	5.7	9	14.8	4	10.3
President's Office	28	66.7	23	69.7	20	71.4	73	68.9	38	62.3	18	46.2
Other	7	16.7	1	3.0	2	7.1	10	9.4	6	9.8	2	5.1
Total	42		33		28		106		61		39	

Table 28**Q34 – What other additional benefits do you receive from your role as FAR? (Please check all that apply)**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Clothing	37	45.7	24	33.3	21	35.6	85	38.8	52	26.4	52	21.5
Mementos	33	40.7	11	15.3	4	6.8	48	21.9	12	6.1	6	2.5
Tickets	63	77.8	43	59.7	30	50.8	142	64.8	75	38.1	42	17.4
Travel	45	55.6	27	37.5	18	30.5	93	42.5	18	9.1	11	4.5
Ceremonies	70	86.4	59	81.9	49	83.1	184	84.0	127	64.5	138	57.0
None	4	4.9	9	12.5	4	6.8	17	7.8	48	24.4	86	35.5
Total Responding	81		72		59		219		197		242	

E. Efficacy/Engagement/ Professional Development

Table 29

Q35 – The following section is an attempt to understand the perceptions of current FARs in terms of the role that they feel the FAR should fulfill at the institutional, conference and NCAA levels. Please indicate your level of agreement with the statements and how they relate to your role as FAR:

Table 29a.

My school provides me with enough release time to effectively accomplish my FAR responsibilities and fulfill my teaching/research/administrative obligations.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	38	47.5	21	29.6	20	34.5	82	38.0	41	21.2	45	19.4
Somewhat Agree	21	26.3	21	29.6	14	24.1	59	27.3	51	26.4	45	19.4
Neither Agree nor Disagree	7	8.8	14	19.7	8	13.8	29	13.4	30	15.5	56	24.1
Somewhat Disagree	8	10.0	7	9.9	10	17.2	26	12.0	47	24.4	45	19.4
Strongly Disagree	6	7.5	8	11.3	6	10.3	20	9.3	24	12.4	41	17.7
Total	80		71		58		216		193		232	

Table 29b.**My school provides me with enough support staff assistance to effectively accomplish my FAR responsibilities.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	20	25.3	17	24.3	15	25.9	55	25.7	25	13.0	50	21.6
Somewhat Agree	18	22.8	15	21.4	11	19.0	45	21.0	46	24.0	30	12.9
Neither Agree nor Disagree	16	20.3	21	30.0	19	32.8	56	26.2	50	26.0	92	39.7
Somewhat Disagree	19	24.1	11	15.7	6	10.3	38	17.8	47	24.5	32	13.8
Strongly Disagree	6	7.6	6	8.6	7	12.1	20	9.3	24	12.5	28	12.1
Total	79		70		58		214		192		232	

Table 29c.**My school provides me with enough financial assistance to effectively accomplish my FAR responsibilities.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	36	45.6	27	38.0	21	36.2	88	40.9	49	25.5	66	28.3
Somewhat Agree	24	30.4	19	26.8	20	34.5	64	29.8	56	29.2	39	16.7
Neither Agree nor Disagree	9	11.4	14	19.7	6	10.3	30	14.0	36	18.8	69	29.6
Somewhat Disagree	7	8.9	8	11.3	5	8.6	21	9.8	32	16.7	34	14.6
Strongly Disagree	3	3.8	3	4.2	6	10.3	12	5.6	19	9.9	25	10.7
Total	79		71		58		215		192		233	

Table 29d.**My school's CEO appropriately recognizes and empowers me in my role as FAR.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	50	63.3	40	57.1	34	57.6	127	59.1	89	46.4	82	35.2
Somewhat Agree	18	22.8	15	21.4	15	25.4	51	23.7	61	31.8	65	27.9
Neither Agree nor Disagree	6	7.6	11	15.7	4	6.8	21	9.8	21	10.9	49	21.0
Somewhat Disagree	3	3.8	3	4.3	1	1.7	8	3.7	14	7.3	26	11.2
Strongly Disagree	2	2.5	1	1.4	5	8.5	8	3.7	7	3.6	11	4.7
Total	79		70		59		215		192		233	

Table 29e.**My school's faculty governance appropriately recognizes and empowers me in my role as FAR.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	26	33.3	19	27.1	16	28.1	62	29.2	41	21.6	38	16.6
Somewhat Agree	26	33.3	14	20.0	16	28.1	58	27.4	68	35.8	65	28.4
Neither Agree nor Disagree	17	21.8	26	37.1	16	28.1	60	28.3	46	24.2	74	32.3
Somewhat Disagree	6	7.7	8	11.4	7	12.3	24	11.3	29	15.3	30	13.1
Strongly Disagree	3	3.8	3	4.3	2	3.5	8	3.8	6	3.2	22	9.6
Total	78		70		57		212		190		229	

Table 29f.**My school's athletics department appropriately recognizes and empowers me in my role as FAR.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	51	63.8	41	57.7	39	66.1	134	61.8	111	57.5	121	51.7
Somewhat Agree	22	27.5	20	28.2	12	20.3	58	26.7	55	28.5	77	32.9
Neither Agree nor Disagree	3	3.8	7	9.9	4	6.8	14	6.5	13	6.7	16	6.8
Somewhat Disagree	0	0	2	2.8	1	1.7	3	1.4	10	5.2	13	5.6
Strongly Disagree	4	5.0	1	1.4	3	5.1	8	3.7	4	2.1	7	3.0
Total	80		71		59		217		193		234	

Table 29g.**My institution clearly articulates the role and responsibilities of the FAR.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	35	44.3	25	35.2	23	39.7	84	39.3	50	26.0	40	17.2
Somewhat Agree	23	29.1	27	38.0	18	31.0	71	33.2	66	34.4	56	24.1
Neither Agree nor Disagree	16	20.3	11	15.5	7	12.1	36	16.8	33	17.2	60	25.9
Somewhat Disagree	3	3.8	7	9.9	6	10.3	16	7.5	36	18.8	57	24.6
Strongly Disagree	2	2.5	1	1.4	4	6.9	7	3.3	7	3.6	19	8.2
Total	79		71		58		214		192		232	

Table 29h.

In my role as FAR, I am appropriately empowered and involved to ensure that the academic integrity of my institution's intercollegiate athletics program is upheld.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	44	56.4	37	52.1	37	64.9	123	57.7	98	51.6	91	40.1
Somewhat Agree	26	33.3	28	39.4	14	24.6	70	32.9	63	33.2	68	30.0
Neither Agree nor Disagree	2	2.6	6	8.5	4	7.0	12	5.6	18	9.5	37	16.3
Somewhat Disagree	3	3.8	0	0	0	0	3	1.4	6	3.2	25	11.0
Strongly Disagree	3	3.8	0	0	2	3.5	5	2.3	5	2.6	6	2.6
Total	78		71		57		213		190		227	

Table 29i.

In my role as FAR, I am appropriately empowered and involved to ensure that the athletics program is compliant with all NCAA and conference rules.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	45	57.0	36	51.4	27	46.6	112	52.6	85	44.5	65	28.1
Somewhat Agree	25	31.6	25	35.7	22	37.9	74	34.7	69	36.1	71	30.7
Neither Agree nor Disagree	5	6.3	5	7.1	5	8.6	15	7.0	23	12.0	53	22.9
Somewhat Disagree	2	2.5	3	4.3	2	3.4	7	3.3	8	4.2	34	14.7
Strongly Disagree	2	2.5	1	1.4	2	3.4	5	2.3	6	3.1	8	3.5
Total	79		70		58		213		191		231	

Table 29j.

In my role as FAR, I am appropriately empowered and involved to ensure that the well-being of our student-athletes is being protected.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	41	51.3	32	45.7	30	52.6	106	49.5	67	35.3	70	30.2
Somewhat Agree	29	36.3	29	41.4	20	35.1	82	38.3	74	38.9	88	37.9
Neither Agree nor Disagree	7	8.8	7	10.0	4	7.0	18	8.4	32	16.8	49	21.1
Somewhat Disagree	2	2.5	1	1.4	1	1.8	4	1.9	11	5.8	18	7.8
Strongly Disagree	1	1.3	1	1.4	2	3.5	4	1.9	6	3.2	7	3.0
Total	80		70		57		214		190		232	

Table 30

Q36 – I have taken advantage of NCAA educational opportunities by:

Table 30a. Attending NCAA Convention

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Annually	24	31.6	13	19.1	5	10.2	43	21.5	106	57.0	47	20.6
Within last 5 years	23	30.3	18	26.5	7	14.3	49	24.5	38	20.4	53	23.2
But not recently	9	11.8	13	19.1	8	16.3	32	16.0	12	6.5	9	3.9
Never	20	26.3	24	35.3	29	59.2	76	38.0	30	16.1	119	52.2
Total	76		68		49		200		186		228	

Table 30b.**Attending NCAA Regional Rules Seminar**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Annually	21	27.6	12	17.9	10	19.2	45	22.3	49	26.6	3	1.3
Within last 5 years	29	38.2	21	31.3	10	19.2	61	30.2	47	25.5	21	9.3
But not recently	6	7.9	11	16.4	3	5.8	21	10.4	18	9.8	12	5.3
Never	20	26.3	23	34.3	29	55.8	75	37.1	70	38.0	190	84.1
Total	76		67		52		202		184		226	

Table 31**Q36 – Have you served on an NCAA committee?**

		I-FBS		Division I-FCS		I (no football)		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
Yes	Currently	22	28.6	17	25.0	9	17.3	49	24.0	27	14.4	15	6.5
	Not now, but did within the last 5 years	4	5.2	7	10.3	1	1.9	12	5.9	10	5.3	3	1.3
	More than 5 years ago	2	2.6	3	4.4	1	1.9	6	2.9	5	2.7	1	0.4
Yes - Total		28	36.4	27	39.7	11	21.1	67	32.8	42	22.4	19	8.2
No		49	63.6	41	60.3	41	78.8	137	67.2	145	77.5	211	91.7
Total		77		68		52		204		187		230	

Table 32**Q37 – Please indicate your level of agreement with the following statements regarding your primary athletic conference (if your school does not currently have a conference affiliation, please skip):**

Table 32a.**I regularly attend conference meetings.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	71	92.2	57	86.4	32	62.7	165	82.1	132	74.2	95	43.0
Somewhat Agree	3	3.9	3	4.5	7	13.7	13	6.5	27	15.2	29	13.1
Neither Agree nor Disagree	0	0	0	0	5	9.8	5	2.5	5	2.8	15	6.8
Somewhat Disagree	2	2.6	4	6.1	1	2.0	8	4.0	4	2.2	30	13.6
Strongly Disagree	1	1.3	2	3.0	6	11.8	10	5.0	10	5.6	52	23.5
Total	77		66		51		201		178		221	

Table 32b.**FARS within my conference meet regularly.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	69	89.6	60	87.0	34	66.7	169	82.8	136	76.8	95	43.0
Somewhat Agree	5	6.5	3	4.3	9	17.6	17	8.3	24	13.6	25	11.3
Neither Agree nor Disagree	0	0	2	2.9	4	7.8	6	2.9	9	5.1	25	11.3
Somewhat Disagree	1	1.3	2	2.9	2	3.9	5	2.5	4	2.3	18	8.1
Strongly Disagree	2	2.6	2	2.9	2	3.9	7	3.4	4	2.3	58	26.2
Total	77		69		51		204		177		221	

Table 32c.**My conference enables FARS to represent student interests.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	51	66.2	42	60.9	22	43.1	119	58.3	93	52.8	73	33.5
Agree	17	22.1	17	24.6	13	25.5	49	24.0	54	30.7	43	19.7
Neutral	3	3.9	7	10.1	9	17.6	19	9.3	11	6.3	58	26.6
Disagree	2	2.6	2	2.9	6	11.8	11	5.4	13	7.4	20	9.2
Strongly Disagree	4	5.2	1	1.4	1	2.0	6	2.9	5	2.8	24	11.0
Total	77		69		51		204		176		218	

Table 32d.**FARS play a significant role in my conference.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	42	55.3	32	46.4	15	29.4	91	44.8	68	38.2	59	27.2
Agree	19	25.0	21	30.4	13	25.5	56	27.6	61	34.3	38	17.5
Neutral	5	6.6	12	17.4	12	23.5	30	14.8	23	12.9	54	24.9
Disagree	4	5.3	4	5.8	5	9.8	13	6.4	14	7.9	28	12.9
Strongly Disagree	6	7.9	0	0	6	11.8	13	6.4	12	6.7	38	17.5
Total	76		69		51		203		178		217	

Table 33**Q38a – Do you usually attend the FARA fall meeting?****Q38b – What is your reason for not attending the FARA fall meeting? (Please check all that apply)**

		Division											
		I-FBS		I-FCS		I (no football)		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
No	Schedule Conflicts	16	19.8	18	25.0	18	30.5	53	24.2	46	23.4	106	43.8
	Lack of Funding	5	6.2	9	12.5	8	13.6	22	10.0	32	16.2	68	28.1
	Time Away	23	28.4	21	29.2	16	27.1	61	27.9	31	15.7	78	32.2
	Not Helpful	11	13.6	10	13.9	3	5.1	25	11.4	5	2.5	7	2.9
	Not Aware	81	100	4	5.6	1	1.7	5	2.3	3	1.5	14	5.8
No - Total		41	52.6	42	60.9	33	60.0	118	56.5	80	42.3	168	72.4
Yes		37	47.4	27	39.1	22	40.0	91	43.5	109	57.7	64	27.6
Total		78		69		55		209		189		232	

Table 34**Q39a – Do you usually attend the FARA meeting at the NCAA Convention?****Q39b – What is your reason for not attending the FARA meeting at the NCAA Convention?****(Please check all that apply)**

		Division											
		I-FBS		I-FCS		I (no football)		I-Overall		II		III	
		%	%	n	%	n	%	n	%	n	%	n	%
No	Schedule Conflicts	13	16.0	18	25.0	17	28.8	50	22.8	32	16.2	87	36.0
	Lack of Funding	7	8.6	14	19.4	10	16.9	32	14.6	18	9.1	67	27.7
	Time Away	20	24.7	16	22.2	23	39.0	60	27.4	21	10.7	70	28.9
	Not Helpful	9	11.1	7	9.7	2	3.4	19	8.7	4	2.0	11	4.5
	Not Aware	2	2.5	8	11.1	4	6.8	14	6.4	5	2.5	20	8.3
No - Total		43	55.1	52	75.4	44	80.0	143	68.4	64	33.9	173	74.6
Yes		35	44.9	17	24.6	11	20.0	66	31.6	125	66.1	59	25.4
Total		78		69		55		209		189		232	

Table 35**Q40 – In what ways, if any, has FARA been helpful in your work as FAR? (Please check all that apply)**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Provides Information	50	61.7	51	70.8	43	72.9	148	67.6	159	80.7	174	71.9
Defines Position	44	54.3	39	54.2	33	55.9	120	54.8	146	74.1	142	58.7
Understand Legislation	32	39.5	36	50.0	21	35.6	93	42.5	137	69.5	121	50.0
Networking	47	58.0	35	48.6	29	49.2	115	52.5	142	72.1	111	45.9
Total Responding	81		72		59		219		197		242	

F. Academic Issues

Table 36

Q41 - Does your university admit student-athletes who do not meet the academic minimums required of your general student body?

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	42	52.5	20	28.6	14	26.9	79	38.0	24	12.5	22	9.4
No	38	47.5	50	71.4	38	73.1	129	62.0	168	87.5	212	90.6
Total	80		70		54		208		192		234	

Table 37

Q42 – Is the administration of athletics financial aid handled by staff outside of the athletics department? (Not applicable to Division III)

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	69	87.3	61	91.0	44	80.0	174	86.6	169	91.8		
No	10	12.7	6	9.0	11	20.0	27	13.4	15	8.2		
Total	79		67		55		201		184		NA	

Table 38**Q43 – Is the admissions process of student-athletes handled completely by staff outside of the athletics department?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	70	87.5	63	91.3	43	81.1	181	86.6	168	88.4	204	87.6
No	10	12.5	6	8.7	10	18.9	28	13.4	22	11.6	29	12.4
Total	80		69		53		209		190		233	

Table 39**Q44 – Does your institution allow student-athletes to receive academic credit for intercollegiate athletics participation?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	12	14.8	11	16.2	3	5.6	27	12.9	48	25.1	65	27.4
No	69	85.2	57	83.8	51	94.4	183	87.1	143	74.9	172	72.6
Total	81		68		54		210		191		237	

Table 40**Q45 – Does your institution have an established process for reviewing student-athletes' applications that may not meet standard admissions criteria (that is, a special admissions process)?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	63	71.6	37	56.1	31	60.8	135	62.8	83	43.0	59	25.0
No	25	28.4	29	43.9	20	39.2	80	37.2	110	57.0	177	75.0
Total	88		66		51		215		193		236	

Table 41

Q46 – Do you participate in the review of student-athletes considered under the special admissions process? (asked of those who responded Yes on question 45).

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	38	60.3	8	21.6	10	33.3	56	41.8	20	24.4	4	6.8
No	25	39.7	29	78.4	20	66.7	78	58.2	62	75.6	55	93.2
Total	63		37		30		134		82		59	

Table 42

Q47 – Is somebody outside of the athletics department at your school responsible for tracking student-athlete academic progress?

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	73	91.3	53	77.9	41	73.2	171	81.8	139	75.1	144	63.7
No	7	8.8	15	22.1	15	26.8	38	18.2	46	24.9	82	36.3
Total	80		68		55		209		185		226	

Table 43

Q48 – Is any student-athlete who meets NCAA initial-eligibility standards generally considered admissible to your university? (Not applicable to Division III)

	Division									
	I-FBS		I-FCS		I (no football)		I-Overall		II	
	n	%	n	%	n	%	n	%	n	%
Yes	20	25.3	26	37.7	14	26.9	62	29.8	108	58.7
No	59	74.7	43	62.3	38	73.1	146	70.2	76	41.3
Total	79		69		52		208		184	

Table 44

Q49 – Division I and II initial-eligibility standards are comprised of three major components: a minimum of 16 core courses taken in high school, a minimum GPA of 2.0 in those core courses, and a test score minimum (determined by a student’s core HS GPA). Please indicate whether you believe that each of these standards is currently set at the appropriate level as a national standard for all schools.

Table 44a.

Division I = 16 Core Courses -- Division II =14 Core Courses

	Division									
	I-FBS		I-FCS		I (no football)		I-Overall		II	
	n	%	n	%	n	%	n	%	n	%
Minimum Currently Set Too High	1	1.3	1	1.4	3	5.7	5	2.4	6	3.3
Minimum Currently Set at Appropriate Level	69	87.3	56	80.0	40	75.5	169	81.3	137	74.5
Minimum Currently Set Too Low	9	11.4	13	18.6	10	18.9	34	16.3	41	22.3
Total	79		70		53		208		184	

Table 44b. Minimum Core GPA

	Division									
	I-FBS		I-FCS		I (no football)		I-Overall		II	
	n	%	n	%	n	%	n	%	n	%
Minimum Currently Set Too High	0	0	1	1.4	2	3.8	3	1.4	3	1.6
Minimum Currently Set at Appropriate Level	41	51.9	39	55.7	29	54.7	111	53.4	142	77.2
Minimum Currently Set Too Low	38	48.1	30	42.9	22	41.5	94	45.2	39	21.2
Total	79		70		53		208		184	

Table 44c. Minimum Test Score

	Division									
	I-FBS		I-FCS		I (no football)		I-Overall		II	
	n	%	n	%	n	%	n	%	n	%
Minimum Currently Set Too High	0	0	1	1.4	2	3.8	3	1.4	3	1.6
Minimum Currently Set at Appropriate Level	45	57.0	46	65.7	35	66.0	128	61.5	133	72.7
Minimum Currently Set Too Low	34	43.0	23	32.9	16	30.2	77	37.0	46	25.1
Total	79		70		53		208		182	

Table 45

Q50 - Do you believe that student-athletes should compete in NCAA athletics during their first year in college?

	Division									
	I-FBS		I-FCS		I (no football)		I-Overall		II	
	n	%	n	%	n	%	n	%	n	%
Yes, if they meet Division I or II initial-eligibility standards	45	55.6	50	71.4	40	71.4	136	63.8	163	88.6
Selective first-year ineligibility rules should apply (e.g.; first-year eligibility only in certain sports or among students with a particular academic profile that is higher than the current initial-eligibility standards)	21	25.9	13	18.6	11	19.6	47	22.1	16	8.7
No, all first-year students should be ineligible to compete	15	18.5	7	10	5	8.9	30	14.1	5	2.7
Total	81		70		56		213		184	

G: Division I - Academic Progress Reports

Table 46

Q51 – Do you believe the cut-point of 900 on the Academic Progress Rate (APR) that determines major penalties for a team/school is appropriate?

	Division							
	I-FBS		I-FCS		I (no football)		I-Overall	
	n	%	n	%	n	%	n	%
Yes	53	65.4	52	73.2	48	87.3	156	73.9
No, I think the APR benchmark of 900 is too high	3	3.7	3	4.2	0	0	6	2.8
No, I think the APR benchmark of 900 is too low	25	30.9	16	22.5	7	12.7	49	23.2
Total	81		71		55		211	

Table 47

Q52 – Do you believe that the penalties (e.g.; scholarship reductions, post-season bans, etc.) that can occur for a low APR are appropriate?

	Division							
	I-FBS		I-FCS		I (no football)		I-Overall	
	n	%	n	%	n	%	n	%
Yes	63	78.8	59	83.1	47	85.5	172	81.9
No, I think the penalties are too harsh	4	0.1	1	1.4	0	0	6	2.9
No, I think the penalties are too lenient	13	16.3	11	15.5	7	13	32	15.2
Total	80		71		54		210	

Table 48**Q53 – Has your institution been required to prepare an APR Academic Improvement Plan for any team or teams?**

	Division							
	I-FBS		I-FCS		I (no football)		I-Overall	
	n	%	n	%	n	%	n	%
Yes	57	70.4	46	64.8	32	57.1	140	65.1
No	19	23.5	23	32.4	13	23.2	56	26.0
Don't know	5	6.2	2	2.8	11	19.6	19	8.8

Table 49**Q54 – Were you involved in preparing the APR Academic Improvement Plan? (asked of those who responded Yes on question 52).**

	Division I Subdivisions							
	I-FBS		I-FCS		I (no football)		I-Overall	
	n	%	n	%	n	%	n	%
Yes	51	89.5	38	82.6	26	81.3	117	84.2
No	6	10.5	8	17.4	6	18.8	22	15.8

Table 50**Q55 – Please indicate your level of agreement with the following statements:****Table 50a****Q55a. The APR system has positively changed the academic behaviors of student-athletes on my campus.**

	Division I Subdivisions							
	I-FBS		I-FCS		I (no football)		I-Overall	
	n	%	n	%	n	%	n	%
Strongly Agree	21	26.3	18	26.1	5	9.1	45	21.3
Somewhat Agree	34	42.5	22	31.9	19	34.5	79	37.4
Neither Agree nor Disagree	19	23.8	21	30.4	25	45.5	67	31.8
Somewhat Disagree	5	6.3	7	10.1	4	7.3	16	7.6
Strongly Disagree	1	1.3	1	1.4	2	3.6	4	1.9
Total	80		69		55		211	

Table 50b

Q55b. The APR system has positively changed the attitudes toward academics of coaches on my campus.

	Division I Subdivisions							
	I-FBS		I-FCS		I (no football)		I-Overall	
	n	%	n	%	n	%	n	%
Strongly Agree	32	39.5	25	36.2	16	29.1	74	34.9
Somewhat Agree	38	46.9	26	37.7	21	38.2	90	42.5
Neither Agree nor Disagree	8	9.9	15	21.7	11	20.0	35	16.5
Somewhat Disagree	3	3.7	3	4.3	5	9.1	11	5.2
Strongly Disagree	0	0	0	0	2	3.6	2	0.9
Total	81		69		55		212	

Table 50c

Q55c. My institution effectively monitors academic assistance programs to prevent inappropriate assistance.

	Division I Subdivisions							
	I-FBS		I-FCS		I (no football)		I-Overall	
	n	%	n	%	n	%	n	%
Strongly Agree	64	79.0	48	70.6	38	70.4	154	73.3
Somewhat Agree	15	18.5	19	27.9	14	25.9	51	24.3
Neither Agree nor Disagree	2	2.5	0	0	1	1.9	3	1.4
Somewhat Disagree	0	0	1	1.5	1	1.9	2	1.0
Strongly Disagree	0	0	0	0	0	0	0	0
Total	81		68		54		210	

H. Major Clustering

Table 51

Q56 – Do you believe student-athletes at your school tend to cluster in certain academic majors to a greater degree than seen among other students?

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes, in many sports on my campus	11	13.6	11	15.3	3	5.1	26	12.1	29	15.3	16	6.8
Yes, but only in some sports on my campus	41	50.6	21	29.6	22	39.3	88	40.9	61	32.1	58	24.8
No	29	35.8	39	54.9	31	55.4	101	47.0	100	52.6	160	68.4
Total	81		71		56		215		190		234	

Table 52

Q57 - Please indicate your level of agreement with the following attributions for why major clustering occurs among student-athletes on your campus: (asked of those who indicated they believe that major clustering occurs on their campus)

Table 52a.

Q57a. These student-athletes tend to share common academic interests.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	4	8.0	1	3.3	1	4.3	6	5.6	6	6.7	11	15.3
Somewhat Agree	25	50.0	10	33.3	10	43.5	48	44.4	52	57.8	45	62.5
Neither Agree nor Disagree	11	22.0	8	26.7	7	30.4	26	24.1	23	25.6	8	11.1
Somewhat Disagree	8	16.0	7	23.3	2	8.7	19	17.6	4	4.4	7	9.7
Strongly Disagree	2	4.0	4	13.3	3	13.0	9	8.3	5	5.6	1	1.4
Total	50		30		23		108		90		72	

Table 52b.**Q57b. Student-athletes choose a major based on suggestions or pressure from other student-athletes, coaches or athletics department personnel.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	3	6.0	1	3.3	1	4.2	6	5.5	5	5.6	2	2.7
Somewhat Agree	22	44.0	18	60.0	10	41.7	51	46.8	24	26.7	21	28.8
Neither Agree nor Disagree	17	34.0	6	20.0	8	33.3	34	31.2	32	35.6	17	23.3
Somewhat Disagree	6	12.0	4	13.3	3	12.5	13	11.9	14	15.6	21	28.8
Strongly Disagree	2	4.0	1	3.3	2	8.3	5	4.6	15	16.7	12	16.4
Total	50		30		24		109		90		73	

Table 52c.**Q57c. Athletics practice or competition schedules preclude other majors that these student-athletes would otherwise pursue.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	10	20.0	2	6.7	2	8.0	15	13.6	10	11.1	5	6.8
Somewhat Agree	26	52.0	14	46.7	14	56.0	58	52.7	39	43.3	18	24.7
Neither Agree nor Disagree	4	8.0	7	23.3	3	12.0	14	12.7	19	21.1	14	19.2
Somewhat Disagree	8	16.0	4	13.3	1	4.0	13	11.8	17	18.9	20	27.4
Strongly Disagree	2	4.0	3	10.0	5	20.0	10	9.1	5	5.6	16	21.9
Total	50		30		25		110		90		73	

Table 52d.

Q57d. These student-athletes perceive the major(s) as providing an easy academic pathway.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	3	6.0	3	10.0	4	16.7	11	10.1	10	11.1	7	9.6
Somewhat Agree	21	42.0	20	66.7	10	41.7	53	48.6	39	43.3	24	32.9
Neither Agree nor Disagree	18	36.0	4	13.3	6	25.0	30	27.5	25	27.8	20	27.4
Somewhat Disagree	5	10.0	2	6.7	3	12.5	10	9.2	10	11.1	15	20.5
Strongly Disagree	3	6.0	1	3.3	1	4.2	5	4.6	6	6.7	7	9.6
Total	50		30		24		109		90		73	

Table 52e.

Q57e. NCAA progress-toward-degree standards directly limit the major choices available to student-athletes. (Not applicable to Division III)

	Divisions									
	I-FBS		I-FCS		I (no football)		I-Overall		II	
	n	%	n	%	n	%	n	%	n	%
Strongly Agree	13	26.0	6	20.0	1	4.0	21	19.3	4	4.4
Somewhat Agree	19	38.0	9	30.0	6	24.0	36	33.0	19	21.1
Neither Agree nor Disagree	7	14.0	5	16.7	9	36.0	21	19.3	29	32.2
Somewhat Disagree	5	10.0	6	20.0	5	20.0	17	15.6	19	21.1
Strongly Disagree	6	12.0	4	13.3	4	16.0	14	12.8	19	21.1
Total	50		30		25		109		90	

Table 53

Q58 – Has major clustering behavior among student-athletes on your campus changed over the past 5 years? (asked of those who indicated they believe that major clustering occurs on their campus)

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes, there is more major clustering now	7	8.9	5	8.3	4	7.8	17	8.6	13	7.3	9	4.1
Yes, there is less major clustering now	10	12.7	8	13.3	4	7.8	22	11.2	18	10.2	11	5.0
No, it has not changed	27	34.2	27	45.0	22	43.1	77	39.1	79	44.6	82	37.1
I am not sure	35	44.3	20	33.3	21	41.2	81	41.1	67	37.9	119	53.8
Total	79		60		51		197		177		221	

Table 54

Q59 – Please indicate your level of agreement with the following statements:

Table 54a.

Q59a. My institution has effective controls to ensure that progress-toward-degree standards are properly monitored.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	64	79.0	48	70.6	38	70.4	142	67.0	92	49.2	129	56.3
Somewhat Agree	15	18.5	19	27.9	14	25.9	51	24.1	61	32.6	46	20.1
Neither Agree nor Disagree	2	2.5	0	0	1	1.9	16	7.5	27	14.4	47	20.5
Somewhat Disagree	0	0	1	1.5	1	1.9	2	0.9	6	3.2	5	2.2
Strongly Disagree	0	0	0	0	0	0	1	0.5	1	.5	2	0.9
Total	81		68		54		212		187		229	

Table 54b.**Q59b. My institution ensures that athletics personnel do not influence faculty grading of student-athletes.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	68	84.0	54	79.4	46	85.2	172	81.9	146	77.7	187	81.0
Somewhat Agree	9	11.1	13	19.1	4	7.4	29	13.8	33	17.6	27	11.7
Neither Agree nor Disagree	3	3.7	1	1.5	3	5.6	7	3.3	7	3.7	10	4.3
Somewhat Disagree	0	0	0	0	0	0	0	0	2	1.1	2	0.9
Strongly Disagree	1	1.2	0	0	1	1.9	2	1.0	0	0	5	2.2
Total	81		68		54		210		188		231	

Table 54c.**Q59c. I believe my school is committed to producing student-athletes who are successful in their academics and in their lives after athletics.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	64	79.0	53	76.8	51	92.7	173	81.6	150	79.8	182	78.4
Somewhat Agree	14	17.3	15	21.7	3	5.5	34	16.0	29	15.4	42	18.1
Neither Agree nor Disagree	2	2.5	0	0	0	0	2	0.9	7	3.7	3	1.3
Somewhat Disagree	1	1.2	1	1.4	1	1.8	3	1.4	2	1.1	2	0.9
Strongly Disagree	0	0	0	0	0	0	0	0	0	0	3	1.3
Total	81		69		55		212		188		232	

Table 54d.

Q59d. I believe the NCAA collectively is committed to producing student-athletes who are successful in their academics and in their lives after athletics.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	N	%	n	%	n	%	n	%	n	%
Strongly Agree	34	42.0	29	42.0	19	34.5	83	39.2	84	44.7	75	32.6
Somewhat Agree	29	35.8	25	36.2	21	38.2	77	36.3	71	37.8	81	35.2
Neither Agree nor Disagree	11	13.6	7	10.1	9	16.4	30	14.2	19	10.1	39	17.0
Somewhat Disagree	5	6.2	5	7.2	3	5.5	14	6.6	11	5.9	26	11.3
Strongly Disagree	2	2.5	3	4.3	3	5.5	8	3.8	3	1.6	9	3.9
Total	81		69		55		212		188		230	

G. Ethical Behavior

Table 55

Q60 – Please indicate your level of agreement with the following statements:

Table 55a.

The coaches at my school typically...	Division													
	I-FBS		I-FCS		I (no football)		I-Overall		II		III			
	n	%	n	%	n	%	n	%	n	%	n	%		
Set an example of how to do things the "right way" in terms of ethics.	Strongly Agree	42	54.5	35	50.7	34	60.7	114	54.5	89	47.8	134	58.5	
	Somewhat Agree	30	39.0	26	37.7	20	35.7	80	38.3	86	46.2	75	32.8	
	Neither Agree nor Disagree	3	3.9	7	10.1	2	3.6	12	5.7	7	3.8	13	5.7	
	Somewhat Disagree	2	2.6	1	1.4	0	0	3	1.4	4	2.2	5	2.2	
	Strongly Disagree	0	0	0	0	0	0	0	0	0	0	2	0.9	

Table 55b.

The coaches at my school typically...	Division													
	I-FBS		I-FCS		I (no football)		I-Overall		II		III			
	n	%	n	%	n	%	n	%	n	%	n	%		
Define success not just by winning but by winning fairly.	Strongly Agree	39	50.6	34	49.3	33	58.9	108	51.7	97	52.2	147	64.5	
	Somewhat Agree	33	42.9	27	39.1	19	33.9	82	39.2	75	40.3	62	27.2	
	Neither Agree nor Disagree	3	3.9	6	8.7	4	7.1	15	7.2	10	5.4	14	6.1	
	Somewhat Disagree	1	1.3	1	1.4	0	0	2	1.0	4	2.2	3	1.3	
	Strongly Disagree	1	1.3	1	1.4	0	0	2	1.0	0	0	2	0.9	

Table 55c.

The coaches at my school typically...	Division												
	I-FBS		I-FCS		I (no football)		I-Overall		II		III		
	n	%	n	%	n	%	n	%	n	%	n	%	
Have student-athletes' best interests in mind.	Strongly Agree	34	44.2	32	46.4	32	57.1	101	48.3	87	46.8	145	59.9
	Somewhat Agree	36	46.8	30	43.5	21	37.5	90	43.1	84	45.2	72	31.3
	Neither Agree nor Disagree	5	6.5	5	7.2	2	3.6	13	6.2	10	5.4	7	3.0
	Somewhat Disagree	2	2.6	2	2.9	1	1.8	5	2.4	5	2.7	4	1.7
	Strongly Disagree	0	0	0	0	0	0	0	0	0	0	2	0.9

Table 55d.

The coaches at my school typically...	Division												
	I-FBS		I-FCS		I (no football)		I-Overall		II		III		
	n	%	n	%	n	%	n	%	n	%	n	%	
Can be trusted	Strongly Agree	37	48.1	28	41.8	30	54.5	98	47.6	98	53.0	146	63.8
	Somewhat Agree	32	41.6	34	50.7	22	40.0	92	44.7	73	39.5	69	30.1
	Neither Agree nor Disagree	6	7.8	4	6.0	3	5.5	13	6.3	9	4.9	11	4.8
	Somewhat Disagree	2	2.6	1	1.5	0	0	3	1.5	5	2.7	1	0.4
	Strongly Disagree	0	0	0	0	0	0	0	0	0	0	2	0.9

Table 55e.

The coaches at my school typically...	Division												
	I-FBS		I-FCS		I (no football)		I-Overall		II		III		
	n	%	n	%	n	%	n	%	n	%	n	%	
Listen to what student-athletes have to say.	Strongly Agree	22	28.6	17	25.0	12	21.4	52	25.0	50	26.9	102	44.7
	Somewhat Agree	43	55.8	35	51.5	35	62.5	118	56.7	106	57.0	97	42.5
	Neither Agree nor Disagree	10	13.0	14	20.6	8	14.3	33	15.9	25	13.4	25	11.0
	Somewhat Disagree	2	2.6	1	1.5	1	1.8	4	1.9	5	2.7	3	1.3
	Strongly Disagree	0	0	1	1.5	0	0	1	0.5	0	0	1	0.4

Table 55f.

The coaches at my school typically...	Division												
	I-FBS		I-FCS		I (no football)		I-Overall		II		III		
	n	%	n	%	n	%	n	%	n	%	n	%	
Discipline student-athletes who violate ethical standards.	Strongly Agree	40	51.9	25	36.8	27	48.2	94	45.2	79	42.5	100	44.1
	Somewhat Agree	32	41.6	37	54.4	24	42.9	98	47.1	86	46.2	86	37.9
	Neither Agree nor Disagree	3	3.9	5	7.4	5	8.9	13	6.3	16	8.6	31	13.7
	Somewhat Disagree	2	2.6	1	1.5	0	0	3	1.4	5	2.7	6	2.6
	Strongly Disagree	0	0	0	0	0	0	0	0	0	0	4	1.8

Table 55g.

The coaches at my school typically...	Division												
	I-FBS		I-FCS		I (no football)		I-Overall		II		III		
	n	%	n	%	n	%	n	%	n	%	n	%	
Serve as positive role models on campus and in the community.	Strongly Agree	39	51.3	35	51.5	35	62.5	113	54.6	105	56.8	122	54.7
	Somewhat Agree	34	44.7	28	41.2	19	33.9	84	40.6	68	36.8	81	36.3
	Neither Agree nor Disagree	2	2.6	4	5.9	2	3.6	8	3.9	10	5.4	17	7.6
	Somewhat Disagree	1	1.3	1	1.5	0	0	2	1.0	2	1.1	1	0.4
	Strongly Disagree	0	0	0	0	0	0	0	0	0	0	2	0.9

Table 56

Q61 - Please indicate your level of agreement with the following statements:

Table 56a.

The athletics department at my school...	Division												
	I-FBS		I-FCS		I (no football)		I-Overall		II		III		
	n	%	n	%	n	%	n	%	n	%	n	%	
Has a good reputation for ethical behavior.	Strongly Agree	49	63.6	44	63.8	40	71.4	138	66.0	118	63.8	159	70.0
	Somewhat Agree	20	26.0	21	30.4	14	25.0	57	27.3	55	29.7	49	21.6
	Neither Agree nor Disagree	5	6.5	3	4.3	1	1.8	9	4.3	7	3.8	13	5.7
	Somewhat Disagree	1	1.3	1	1.4	1	1.8	3	1.4	5	2.7	4	1.8
	Strongly Disagree	2	2.6	0	0	0	0	2	1.0	0	0	2	0.9

Table 56b.

The athletics department at my school...	Division												
	I-FBS		I-FCS		I (no football)		I-Overall		II		III		
	n	%	n	%	n	%	n	%	n	%	n	%	
Holds itself to higher ethical standards than other athletics programs in our conference/other peer institutions.	Strongly Agree	37	48.1	31	44.9	20	36.4	91	43.8	79	42.9	100	43.9
	Somewhat Agree	20	26.0	18	26.1	17	30.9	57	27.4	53	28.8	44	19.3
	Neither Agree nor Disagree	17	22.1	17	24.6	17	30.9	52	25.0	50	27.2	76	33.3
	Somewhat Disagree	1	1.3	2	2.9	1	1.8	5	2.4	2	1.1	8	3.5
	Strongly Disagree	2	2.6	1	1.4	0	0	3	1.4	0	0	0	0

Table 56c.

The athletics department at my school...	Division												
	I-FBS		I-FCS		I (no football)		I-Overall		II		III		
	n	%	n	%	n	%	n	%	n	%	n	%	
Is under pressure to win at all costs.	Strongly Agree	1	1.3	2	2.9	0	0	3	1.4	0	0	2	0.9
	Somewhat Agree	9	11.7	6	8.7	2	3.6	17	8.1	5	2.7	4	1.7
	Neither Agree nor Disagree	16	20.8	12	17.4	10	17.9	39	18.7	32	17.3	17	7.4
	Somewhat Disagree	28	36.4	26	37.7	15	26.8	71	34.0	74	40.0	80	34.8
	Strongly Disagree	23	29.9	23	33.3	29	51.8	79	37.8	74	40.0	127	55.2

Table 56d.

The athletics department at my school...	Division												
		I-FBS		I-FCS		I (no football)		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
Is highly regarded by faculty on our campus.	Strongly Agree	9	11.8	8	11.6	6	10.7	24	11.5	20	10.8	30	13.2
	Somewhat Agree	34	44.7	27	39.1	26	46.4	88	42.3	80	43.2	83	36.4
	Neither Agree nor Disagree	28	36.8	24	34.8	15	26.8	71	34.1	58	31.4	80	35.1
	Somewhat Disagree	1	1.3	8	11.6	9	16.1	19	9.1	26	14.1	32	14.0
	Strongly Disagree	4	5.3	2	2.9	0	0	6	2.9	1	0.5	3	1.3

Table 57

Q62 – Please indicate your level of agreement with the following statements regarding your institution:

Table 57a.

	Division												
		I-FBS		I-FCS		I (no football)		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
My school disciplines coaches/athletics administrators who violate ethical standards.	Strongly Agree	54	71.1	37	54.4	36	65.5	131	63.6	107	57.2	109	48.4
	Somewhat Agree	14	18.4	21	30.9	11	20.0	49	23.8	58	31.0	55	24.4
	Neither Agree nor Disagree	5	6.6	9	13.2	5	9.1	19	9.2	16	8.6	53	23.6
	Somewhat Disagree	3	3.9	1	1.5	3	5.5	7	3.4	6	3.2	7	3.1
	Strongly Disagree	0	0	0	0	0	0	0	0	0	0	1	0.4

Table 57b.

	Division												
		I-FBS		I-FCS		I (no football)		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
Academic honesty is strongly valued at this college.	Strongly Agree	64	83.1	51	75.0	47	83.9	168	80.8	133	71.1	175	76.1
	Somewhat Agree	11	14.3	13	19.1	9	16.1	34	16.3	43	23.0	40	17.4
	Neither Agree nor Disagree	0	0	3	4.4	0	0	3	1.4	8	4.3	9	3.9
	Somewhat Disagree	1	1.3	1	1.5	0	0	2	1.0	2	1.1	2	0.9
	Strongly Disagree	1	1.3	0	0	0	0	1	0.5	1	0.5	4	1.7

Table 57c.

	Division												
		I-FBS		I-FCS		I (no football)		I-Overall		II		III	
		n	%	n	%	n	%	n	%	n	%	n	%
Our school encourages student-athletes to practice good sportsmanship.	Strongly Agree	60	77.9	46	67.6	44	80.0	154	74.4	128	68.8	169	73.8
	Somewhat Agree	14	18.2	21	30.9	8	14.5	46	22.2	58	31.2	50	21.8
	Neither Agree nor Disagree	2	2.6	1	1.5	0	0	6	2.9	0	0	7	3.1
	Somewhat Disagree	1	1.3	0	0	0	0	1	0.5	0	0	1	0.4
	Strongly Disagree	0	0	0	0	0	0	0	0	0	0	2	0.9

Table 57d.

	Division												
	I-FBS		I-FCS		I (no football)		I-Overall		II		III		
	n	%	n	%	n	%	n	%	n	%	n	%	
Our school expects student-athletes to be positive role models for others.	Strongly Agree	60	77.9	49	72.1	48	87.3	162	78.3	121	65.1	153	66.5
	Somewhat Agree	15	19.5	17	25.0	7	12.7	41	19.8	59	31.7	62	27.0
	Neither Agree nor Disagree	1	1.3	2	2.9	0	0	3	1.4	6	3.2	8	3.5
	Somewhat Disagree	1	1.3	0	0	0	0	1	0.5	0	0	5	2.2
	Strongly Disagree	0	0	0	0	0	0	0	0	0	0	2	0.9

Table 58

Q63 – Please indicate on the scale below your response to the following:

Incidents of serious misbehavior (e.g.; alcohol or drug infractions, violent behavior, etc.) occur:	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Much more frequently among the general student body than among student-athletes	13	17.6	16	23.5	22	40.0	54	26.5	33	18.2	23	10.6
Somewhat more frequently among the general student body than among student-athletes	25	33.8	24	35.3	9	16.4	60	29.4	58	32.0	56	25.8
About as frequently among the student body as among student-athletes	35	47.3	28	41.2	23	41.8	88	43.1	80	44.2	121	55.8
Somewhat more frequently among student-athletes than among the student body	1	1.4	0	0	1	1.8	2	1.0	8	4.4	14	6.5
Much more frequently among student-athletes than among the student body	0	0	0	0	0	0	0	0	2	1.1	3	1.4
Total	74		68		55		207		181		217	

Table 59

Q64 - Please indicate how often the following statements are true:

Table 59a.

Q64a. The athletics department informs me of all NCAA violations in a timely manner.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Always	56	70.0	42	59.2	45	77.6	148	68.5	119	61.7	131	57.7
Most of the time	17	21.3	22	31.0	8	13.8	49	22.7	53	27.5	43	18.9
Some of the time	4	5.0	7	9.9	3	5.2	14	6.5	14	7.3	26	11.5
Rarely	1	1.3	0	0	0	0	1	0.5	6	3.1	18	7.9
Never	2	2.5	0	0	2	3.4	4	1.9	1	0.5	9	4.0
Total	80		71		58		216		193		227	

Table 59b.

Q64b - I am informed of changes to squad lists as appropriate.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Always	42	52.5	29	40.8	29	50.9	103	47.9	76	39.8	52	23.0
Most of the time	16	20.0	21	29.6	9	15.8	50	23.3	47	24.6	49	21.7
Some of the time	7	8.8	9	12.7	5	8.8	21	9.8	26	13.6	40	17.7
Rarely	8	10.0	6	8.5	9	15.8	23	10.7	23	12.0	33	14.6
Never	7	8.8	6	8.5	18	8.4	18	8.4	19	9.9	52	23.0
Total	80		71		70		215		191		226	

Table 60**Q65 – Are you informed when student-athletes face campus judicial charges?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes always	26	34.2	16	23.5	18	34.6	64	31.7	56	30.6	29	13.2
Yes but only when serious infractions occur	33	43.4	27	39.7	11	21.2	73	36.1	47	25.7	39	17.7
No all campus judicial charges are kept confidential	10	13.2	16	23.5	15	28.8	41	20.3	49	26.8	125	56.8
No information - not confidential - not made aware	7	9.2	9	13.2	8	15.4	24	11.9	31	16.9	27	12.3
Total	76		68		52		202		185		223	

Table 61**Q66 – Are you informed when student-athletes face criminal charges?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes always	39	52.0	32	47.8	24	46.2	99	49.3	76	41.5	54	25.1
Sometimes	28	37.3	27	40.3	12	23.1	69	34.3	59	32.2	46	21.4
No	8	10.7	8	11.9	16	30.8	33	16.4	48	26.2	115	53.5
Total	75		67		52		201		183		215	

Table 62**Q67 – Are student-athletes required to report criminal charges to their coach, athletics department staff or other campus authorities?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	40	53.3	42	61.8	16	29.1	100	48.8	78	42.6	37	16.7
No	2	2.7	1	1.5	2	3.6	5	2.4	7	3.8	6	2.7
Don't know	33	44.0	25	36.8	37	67.3	100	48.8	98	53.6	178	80.5
Total	75		68		55		205		183		221	

H. Integration/NCAA Mission

Table 63

Q68 – Please indicate your level of agreement with the following statements:

Table 63a.

Q68a. The athletics program at my institution is integrated into the education mission of the university.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	38	50.0	39	56.5	33	61.1	112	54.4	92	49.5	111	49.6
Somewhat Agree	29	38.2	28	40.6	14	25.9	75	36.4	77	41.4	79	35.3
Neither Agree nor Disagree	4	5.3	2	2.9	6	11.1	12	5.8	11	5.9	23	10.3
Somewhat Disagree	5	6.6	0	0	1	1.9	7	3.4	5	2.7	8	3.6
Strongly Disagree	0	0	0	0	0	0	0	0	1	0.5	3	1.3
Total	76		69		54		206		186		224	

Table 63b.

Q68b. Overall, my institution effectively maintains institutional control over the athletics program.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	62	80.5	54	78.3	41	75.9	164	79.2	139	75.1	170	75.6
Somewhat Agree	10	13.0	13	18.8	10	18.5	33	15.9	41	22.2	44	19.6
Neither Agree nor Disagree	2	2.6	0	0	1	1.9	3	1.4	4	2.2	6	2.7
Somewhat Disagree	2	2.6	1	1.4	1	1.9	4	1.9	1	0.5	5	2.2
Strongly Disagree	1	1.3	1	1.4	1	1.9	3	1.4	0	0	0	0
Total	77		69		54		207		185		225	

Table 64**Q69 – Who do you believe has the final say on matters related to the athletics program at your school?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
President or Chancellor	72	92.3	60	87.0	46	86.8	184	88.9	166	90.2	201	88.5
Athletics Director	4	5.1	3	4.3	4	7.5	11	5.3	10	5.4	13	5.7
University Board of Directors	1	1.3	6	8.7	3	5.7	11	5.3	8	4.3	13	5.7
Alumni or Boosters	1	1.3	0	0	0	0	1	0.5	0	0	0	0
Faculty Governance System	0	0	0	0	0	0	0	0	0	0	0	0
Total	78		69		53		207		184		227	

Table 65**Q70 – Who do you believe should have the final say on matters related to the athletics program at your school?**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
President or Chancellor	74	94.9	63	91.3	47	88.7	189	91.3	164	90.1	188	83.2
Athletics Director	4	5.1	1	1.4	2	3.8	7	3.4	12	6.6	18	8.0
University Board of Directors	0	0	3	4.3	3	5.7	7	3.4	5	2.7	11	4.9
Alumni or Boosters	0	0	0	0	0	0	0	0	0	0	0	0
Faculty Governance System	0	0	2	2.9	1	1.9	4	1.9	1	0.5	9	4.0
Total	78		69		53		207		182		226	

Table 66

Q71 – How important do you believe each of the following activities should be within the NCAA's mission?

Table 66a.

Q71a. Balancing the commercial activities of college athletics with the values of higher education.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	55	71.4	52	76.5	40	74.1	150	72.8	117	65.4	134	61.2
Somewhat Important	16	20.8	12	17.6	7	13.0	38	18.4	43	24.0	43	19.6
Neither Important nor Unimportant	4	5.2	1	1.5	4	7.4	9	4.4	11	6.1	21	9.6
Somewhat Unimportant	2	2.6	2	2.9	2	3.7	7	3.4	6	3.4	14	6.4
Very Unimportant	0	0	1	1.5	1	1.9	2	1.0	2	1.1	7	3.2
Total	77		68		54		206		179		219	

Table 66b.

Q71b. Enacting rules and policies to encourage academic excellence within the student-athlete population.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	58	76.3	60	88.2	49	90.7	172	83.9	151	83.0	175	78.5
Somewhat Important	16	21.1	7	10.3	5	9.3	30	14.6	27	14.8	41	18.4
Neither Important nor Unimportant	1	1.3	0	0	0	0	1	0.5	3	1.6	5	2.2
Somewhat Unimportant	1	1.3	0	0	0	0	1	0.5	1	0.5	2	0.9
Very Unimportant	0	0	1	1.5	0	0	1	1.5	0	0	0	0
Total	76		68		54		205		182		223	

Table 66c.

Q71c. Dealing with scrutiny and regulation from governmental bodies.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	18	24.0	16	23.5	17	31.5	52	25.5	63	35.0	68	30.9
Somewhat Important	42	56.0	37	54.4	22	40.7	105	51.5	77	42.8	92	41.8
Neither Important nor Unimportant	14	18.7	11	16.2	10	18.5	37	18.1	29	16.1	48	21.8
Somewhat Unimportant	1	1.3	4	5.9	4	7.4	9	4.4	9	5.0	11	5.0
Very Unimportant	0	0	0	0	1	1.9	1	0.5	2	1.1	1	0.5
Total	75		68		54		204		180		220	

Table 66d.

Q71d. Diversifying the NCAA's revenue sources beyond men's basketball.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	25	33.3	29	42.6	22	40.7	77	37.7	80	44.2	73	33.3
Somewhat Important	29	38.7	30	44.1	14	25.9	75	63.8	60	33.1	65	29.7
Neither Important nor Unimportant	18	24.0	6	8.8	13	24.1	40	19.6	33	18.2	57	26.0
Somewhat Unimportant	1	1.3	3	4.4	4	7.4	9	4.4	6	3.3	15	6.8
Very Unimportant	2	2.7	0	0	1	1.9	3	1.5	2	1.1	9	4.1
Total	75		68		54		204		181		219	

Table 66e.**Q71e. Enhancing diversity and inclusion within college athletics.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	39	50.6	29	42.6	26	48.1	97	47.1	91	50.6	98	44.1
Somewhat Important	29	37.7	29	42.6	21	38.9	82	39.8	55	30.6	76	34.2
Neither Important nor Unimportant	5	6.5	7	10.3	3	5.6	16	7.8	25	13.9	33	14.9
Somewhat Unimportant	4	54.2	3	4.4	3	5.6	10	4.9	7	3.9	6	2.7
Very Unimportant	2	1.1	9	4.1	1	1.9	1	0.5	2	1.1	9	4.1
Total	79		77		54		206		180		222	

Table 66f.**Q71f. Ensuring effective and efficient communication with its membership.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	44	57.1	34	50.7	25	48.1	106	52.2	107	59.4	101	45.9
Somewhat Important	28	36.4	30	44.8	22	42.3	81	39.9	65	36.1	83	37.7
Neither Important nor Unimportant	3	3.9	2	3.0	4	7.7	12	5.9	8	4.4	31	14.5
Somewhat Unimportant	2	2.6	0	0	1	1.9	3	1.5	0	0	2	0.9
Very Unimportant	0	0	1	1.5	0	0	1	1.5	0	0	2	0.9
Total	77		67		52		203		180		219	

Table 66g.**Q71g. Ensuring fair and safe competitive environments.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	61	80.3	54	78.3	42	77.8	162	78.6	148	81.3	176	79.3
Somewhat Important	14	18.4	13	18.8	12	22.2	40	19.4	31	17.0	38	17.1
Neither Important nor Unimportant	1	1.3	1	1.4	0	0	3	1.5	3	1.6	7	3.2
Somewhat Unimportant	0	0	0	0	0	0	0	0	0	0	0	0
Very Unimportant	0	0	1	1.4	0	0	1	0.5	0	0	1	0.5
Total	76		69		54		206		182		222	

Table 66h.**Q71h. Exerting leadership in the financial landscape of intercollegiate athletics.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	46	59.7	39	57.4	29	53.7	116	56.6	92	51.7	90	40.9
Somewhat Important	23	29.9	24	35.3	12	22.2	61	29.8	60	33.7	77	35.0
Neither Important nor Unimportant	7	9.1	3	4.4	11	20.4	23	11.2	20	11.2	41	18.6
Somewhat Unimportant	1	1.3	1	1.5	2	3.7	4	2.0	4	2.2	9	4.1
Very Unimportant	0	0	1	1.5	0	0	1	0.5	2	1.1	3	1.4
Total	77		68		54		205		178		220	

Table 66i.**Q71i. Improving NCAA national office and organizational efficiency.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	31	41.3	17	25.8	11	20.8	60	29.9	55	31.1	39	18.1
Somewhat Important	31	41.3	24	36.4	19	35.8	76	37.8	67	37.9	75	34.7
Neither Important nor Unimportant	13	17.3	21	31.8	17	32.1	55	27.4	45	25.4	85	39.4
Somewhat Unimportant	0	0	4	6.1	5	9.4	9	4.5	8	4.5	12	5.6
Very Unimportant	0	0	0	0	1	1.9	1	0.5	2	1.1	5	2.3
Total	75		66		53		201		177		216	

Table 66j.**Q71j. Promoting the total student-athlete experience.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	50	67.6	46	67.6	41	75.9	140	69.0	140	76.9	160	73.4
Somewhat Important	19	25.7	17	25.0	11	20.4	51	25.1	37	20.3	40	18.3
Neither Important nor Unimportant	4	5.4	3	4.4	2	3.7	9	4.4	4	2.2	15	6.9
Somewhat Unimportant	1	1.4	2	2.9	0	0	3	1.5	0	0	1	.5
Very Unimportant	0	0	0	0	0	0	0	0	1	.5	2	.9
Total	74		68		54		203		182		218	

Table 66k.**Q71k. Protecting and building an NCAA brand.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	12	16.0	10	15.2	7	13.2	30	14.9	40	22.1	26	12.0
Somewhat Important	21	28.0	18	27.3	11	20.8	51	25.4	56	30.9	51	23.6
Neither Important nor Unimportant	33	44.0	22	33.3	22	41.5	79	39.3	53	29.3	75	34.7
Somewhat Unimportant	6	8.0	13	19.7	8	15.1	28	13.9	19	10.5	33	15.3
Very Unimportant	3	4.0	3	4.5	5	9.4	13	6.5	13	7.2	31	14.4
Total	75		66		53		201		181		216	

Table 66l.**Q71l. Protecting the collegiate model of athletics.**

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	46	61.3	39	56.5	31	58.5	121	59.3	99	54.7	107	49.1
Somewhat Important	23	30.7	19	27.5	11	20.8	54	26.5	67	37.0	68	31.2
Neither Important nor Unimportant	6	8.0	9	13.0	9	17.0	24	11.8	14	7.7	28	12.8
Somewhat Unimportant	1	1.4	2	3.8	0	0	3	1.5	1	0.6	11	5.0
Very Unimportant	0	0	1	1.4	0	0	2	1.0	0	0	4	1.8
Total	76		70		51		204		181		218	

Table 66m.

Q71m. Providing for an aggressive enforcement program.

	Division											
	I-FBS		I-FCS		I (no football)		I-Overall		II		III	
	n	%	n	%	n	%	n	%	n	%	n	%
Very Important	43	57.3	37	54.4	28	51.9	112	54.9	89	49.4	81	37.3
Somewhat Important	24	32.0	22	32.4	17	31.5	66	32.4	67	37.2	77	35.5
Neither Important nor Unimportant	7	9.3	8	11.8	8	14.8	23	11.3	19	10.6	52	24.0
Somewhat Unimportant	1	1.3	1	1.5	1	1.9	3	1.5	2	1.1	6	2.8
Very Unimportant	0	0	0	0	0	0	0	0	3	1.7	1	0.5
Total	75		68		54		204		180		217	

I. Division II-specific Questions

Table 67

Q72 - The following terms pertain to recent NCAA Division II initiatives designed to more clearly identify and define the division’s mission and attributes. Please indicate your personal level of familiarity with each:

	Very Familiar		Familiar		Somewhat Familiar		Not at all Familiar	
	n	%	n	%	n	%	n	%
Strategic Positioning Platform	59	33.3	52	29.4	40	22.6	26	14.7
“I chose Division II” Campaign	109	62.3	48	27.4	12	6.9	6	3.4
Division II Initiatives	75	42.6	62	35.2	29	16.5	10	5.7
“Life in the Balance” Legislative Initiative	107	60.5	51	28.8	14	7.9	5	2.8

Table 68

Q73 - Please indicate your level of agreement with the following statements about your institution’s athletics program:

	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
My institution’s athletics program adheres to the tenets of the Division II Strategic Positioning Platform	78	44.3	70	39.8	10	5.7	0	0	0	0
My institution is committed to assisting student-athletes to achieve an appropriate balance between academics, athletics and student life	112	63.6	56	31.8	5	2.8	2	1.1	0	0
My institution incorporates the Division II attributes in its athletics program	93	53.4	59	33.9	11	6.3	0	0	0	0
The goals of the recent Life in the Balance initiatives were well received on our campus	63	36.0	56	32.0	34	19.4	7	4.0	5	2.9

Table 69

Q74 - Please indicate your level of agreement with the following statements about your athletics program and the leadership provided to it throughout the institution:

	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Student-athletes are encouraged to be fully engaged in the life of the campus (e.g., to participate in non-athletic extra-curricular programming, voluntary service events, etc.)	113	63.1	54	30.2	7	3.9	5	2.8	0	0
Student-athletes are encouraged to excel in their academic pursuits	140	78.7	33	18.5	4	2.2	1	0.6	0	0
Student-athletes are encouraged to excel in their athletics pursuits	145	81.5	29	16.3	4	2.2	0	0	0	0
Appropriate resources are provided to ensure that student-athletes can achieve their goals in athletics	58	32.8	76	42.9	20	11.3	20	11.3	3	1.7
Appropriate resources are provided to ensure that student-athletes can achieve their academic goals	66	37.7	79	45.1	14	8.0	13	7.4	3	1.7

Table 70

Q75 - Please indicate your level of agreement with the following statements:

	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Higher profile sports at my school (e.g., football, basketball, baseball) emphasize athletics over academics to a greater degree than occurs in our other sports	12	6.7	33	18.4	25	14.0	52	29.1	57	31.8
Teams in lower-profile sports at my school are less committed to athletics success than are higher profile teams	4	2.2	19	10.6	11	6.1	48	26.8	97	54.2
All coaches at my school allow student-athletes to appropriately balance their commitment to athletics with other aspects of campus life	48	26.8	81	45.3	29	16.2	18	10.1	3	1.7

Table 71

Q76 – Have you attended the Division II FAR Fellows Institute?

	n	%
Yes	84	45.9
No	99	54.1
Total	183	

Table 72

Q77 – At your institution, to whom does your athletics director report?

	n	%
President or Chancellor	119	64.7
Senior Student Affairs Administrator	37	20.1
Senior Academic Affairs Administrator	4	2.2
Other, please specify	24	13.0

Table 73

Q78 – Does the compliance coordinator on your campus also serve as either a head or assistant coach?

	n	%
Yes	23	12.5
No	161	87.1
Total	184	

Table 74

Q79 – Does your institution provide academic support services (e.g., tutors, study halls, etc.) specifically for student-athletes?

	n	%
Yes	116	62.0
No	71	38.0
Total	187	

Table 75

Q80 – Are these student-athlete support services administered through the athletics department?

	n	%
Yes	73	64.0
No	41	36.0
Total	114	

Table 76

Q81 – Please indicate your level of agreement with the following statement: My institution has effective controls to ensure that academic eligibility standards for athletics are properly monitored

	n	%
Strongly Agree	160	69.6
Somewhat Agree	47	20.4
Neither Agree not Disagree	16	7.0
Somewhat Disagree	3	1.3
Strongly Disagree	4	1.7

J. Division III-specific Questions

Table 77

Q82 - Please indicate your level of agreement with the following statements about the Academic Reporting Pilot that is currently underway in Division III:

	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I am familiar with the Division III Academic Reporting Pilot	35	15.2	77	33.5	42	18.3	34	14.8	42	18.3
Academic data on Division III student-athletes will be useful to me in my role as FAR	72	31.3	102	44.3	41	17.8	9	3.9	6	2.6

Table 78

Q83 - The following terms pertain to recent NCAA Division III initiatives designed to more clearly identify and define the division's mission and attributes. Please indicate your personal level of familiarity with each:

	Very Familiar		'Familiar		Somewhat Familiar		Not at all Familiar	
	n	%	n	%	n	%	n	%
The Division III Philosophy	98	44.3	69	31.2	37	16.7	17	7.7
Division III Identity Initiative	69	31.5	74	33.8	40	18.3	36	16.4
Strategic Positioning Platform	39	17.9	54	24.8	52	23.9	73	33.5

Table 79**Q84 – Please indicate your level of agreement with the following statements about your institution’s athletics program:**

	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Some-what Disagree		Strongly Disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%	n	%
My institution’s athletics program has made efforts to activate the Division III Identity Initiative on campus	42	19.4	64	29.6	37	17.1	16	7.4	10	4.6	47	21.8
The coaches and athletics administrators at my college support student-athlete success in all aspects of their college	126	57.5	81	37.0	10	4.6	2	0.9	0	0	0	0
My institution has actively sought to promote the Division III Philosophy in its athletics program	88	40.6	74	34.1	20	9.2	6	2.8	5	2.3	24	11.1
The student-athlete experience at my college is integrated into the overall educational experience	118	53.9	76	34.7	18	8.2	7	3.2	0	0	0	0
Having athletics on campus supports the educational mission of my college	124	56.6	78	35.6	10	4.6	5	2.3	1	0.5	1	0.5
Student-athletes are encouraged to pursue other interests and activities beyond their athletics commitments	117	53.7	74	33.9	13	6.0	9	4.1	2	0.9	3	1.4
Student-athletes are treated like any other member of the student body by faculty	121	55.3	76	34.7	12	5.5	9	4.1	1	0.5	0	0
The recruitment, admission, and academic performance of student-athletes is consistent with that of the general student body	145	66.5	58	26.6	5	2.3	8	3.7	2	0.9	0	0
Student-athletes are treated like any other member of the student body by other students	107	49.3	74	34.1	14	6.5	12	5.5	1	0.5	9	4.1
The athletics program at my college or university is more concerned with winning than with anything else	1	0.5	5	2.3	13	6.0	50	23.0	114	52.5	34	15.7

Table 80

Q85 - Does your institution provide academic support services specifically for student-athletes?

	n	%
Yes	44	19.3
No	184	80.7
Total	228	

Table 81

Q86 – Are these student-athlete academic support services administered through the athletics department? (asked of those who responded Yes to question 85).

	n	%
Yes	25	58.1
No	18	41.9
Total	43	

Table 82

Q87 – Please indicate your level of agreement with the following statement: I am comfortable referring student-athletes to campus health services if necessary

	n	%
'Strongly Agree'	155	73.8
'Somewhat Agree'	31	14.8
'Neither Agree not Disagree'	22	10.5
'Somewhat Disagree'	1	0.5
'Strongly Disagree'	1	0.5

Table 83

Q88 - Please indicate your level of agreement with the following statements about the Division III Conference Grant Program for Faculty Representative Professional Development:

	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Some-what Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I understand the Conference Grant Program and its goals	35	16.4	52	24.4	42	19.7	28	13.1	56	26.3
The Conference Grant Program is well advertised	21	9.9	41	19.3	64	30.2	32	15.1	54	25.5
My conference has a good process in place for awarding these grants	34	16.1	45	21.3	76	36.0	12	5.7	44	20.9
I am aware of the process for FAR oversight of the Conference Grant Program	15	7.1	25	11.8	52	24.5	43	20.3	77	36.3

Table 84

Q89 – Have you attended the FARA Annual Meeting and Symposium or the NCAA Convention utilizing funds from the Conference Grant Program?

	n	%
Yes	77	35.0
No	143	65.0
Total	220	

Table 85**Q90 – Please indicate your level of agreement with the following statements:**

Faculty at my school . . .	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Are generally supportive of our student-athletes and will work to accommodate their athletics commitments	59	26.7	133	60.2	20	9.0	9	4.1	0	0
Regularly attend athletics competitions	11	5.0	57	25.8	57	25.8	62	28.1	34	15.4
Understand the commitment necessary for student-athletes to compete in Division III athletics	16	7.2	85	38.5	44	19.9	60	27.1	16	7.2
Have a good understanding of the operations of the athletics department	3	1.4	40	18.2	43	19.5	95	43.2	39	17.7
Understand the philosophy of NCAA Division III Athletics	15	6.8	66	30.1	51	23.3	69	31.5	18	8.2
Believe that the athletics experience of a Division III athlete is essentially the same as that of a Division I athlete	6	2.7	25	11.4	63	28.8	69	31.5	56	25.6
Believe that the academic performance of student-athletes is comparable to that of their non-athlete peers	32	14.5	94	42.7	49	22.3	39	17.7	6	2.7
Support student-athletes in all areas of their college experience	51	23.1	100	45.2	46	20.8	21	9.5	3	1.4

2011 NCAA FAR Study

GENERAL INFORMATION

Page 1 - Question 1 - Choice - One Answer (Bullets)

What is your gender?

- Female
- Male

Page 1 - Question 2 - Choice - Multiple Answers (Bullets)

How do you describe yourself? (Mark all that apply)

- American Indian or Alaskan Native
- Asian
- Black or African-American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Other, please specify

Page 1 - Question 3 - Choice - One Answer (Drop Down)

Please select your institution from the list below:

[SCHOOL DROP-DOWN LIST INCLUDED IN SURVEY]

Page 1 - Question 4 - Choice - One Answer (Bullets)

What is your academic rank?

- Professor
- Associate Professor
- Assistant Professor
- Lecturer
- Instructor
- Other, please specify

Page 1 - Question 5 - Choice - One Answer (Bullets)

What is your academic status?

- Tenured
- Tenure track but non-tenured
- Non-tenure track

Page 1 - Question 6 - Choice - One Answer (Bullets)

Which of the following best describes your academic discipline affiliation?

- Arts and Humanities
- Biological and Agricultural Sciences
- Business/Management
- Education

- Engineering and Applied Sciences
 - Health/Medicine
 - Mathematics and Physical Sciences
 - Social Sciences/History
 - Other, please specify
-

Page 1 - Question 7 - Yes or No

Does the area in which you teach or conduct research specifically involve sports or athletic performance?

- Yes
- No

Page 1 - Question 8 - Choice - One Answer (Bullets)

Did you participate in athletics when you were an undergraduate?

- Yes, I was an NCAA student-athlete
- Yes, I competed in athletics in college, but not as an NCAA student-athlete (played club or intramural sports, competed intercollegiately at a non-NCAA institution, etc.)
- No

Page 1 - Question 9 - Yes or No
[Mandatory]

Do you hold an administrative assignment?

- Yes
- No [Skip to 3]

Page 2 - Question 10 - Choice - One Answer (Bullets)

Please indicate your administrative assignment:

- Vice-President/Vice-Chancellor
 - Provost
 - Dean
 - Associate Dean
 - Department or Division Head/Chair
 - Program Director
 - Other, please specify
-

Page 2 - Question 11 - Yes or No

Is the administrative position you hold an interim position?

- Yes
- No

Page 2 - Question 12 - Choice - One Answer (Bullets)

What percentage of your current workload is administrative?

- Fifty percent or less
- Greater than fifty percent

How many years have you been employed at your present institution, including the 2010-11 year? (Please use whole numbers for your answer)

How many years have you been employed in higher education, including the 2010-11 year? (Please use whole numbers for your answer)

How many years have you been a faculty athletics representative, including the 2010-11 year? (Please use whole numbers for your answer)

How did you become FAR?

- I was elected/appointed by the faculty governance body
 - I was nominated by the faculty governance body and approved by the president/CEO
 - I was selected by the president/CEO without nomination by the faculty governance body
 - Other, please specify
-

How long is your term as FAR?

- One year
 - Two years
 - Three years
 - Four years
 - More than four years
 - I don't have a fixed term
-

Is there a limit on the number of terms or the length of time you can serve as FAR?

- Yes
 - No
-

To whom do you report as FAR?

- Campus CEO
 - Senior Academic Affairs Administrator
 - Senior Student Affairs Administrator
 - Director of Athletics
 - President of Faculty, University Senate or Faculty Governance Body
 - Other, please specify
-

SCOPE OF ACTIVITIES

Page 4 - Heading

A number of duties, activities and functions performed by FARs have been identified through previous studies. In an attempt to assess the current types and amount of work FARs perform, please check all applicable items that reflect the FAR duties, activities and functions you perform during a "typical" year. Please select all that apply.

Page 4 - Question 20 - Choice - Multiple Answers (Bullets)

ACADEMICS

- Certify academic eligibility of student-athletes
 - Review and/or prepare reports on student-athlete academic performance
 - Influence the delivery of services designed for the academic enhancement of student-athletes
 - Coordinate the nominations process for NCAA postgraduate scholarships
 - Confer on academic/athletics matters with campus administrators, faculty, students and/or alumni
 - Prepare requests for NCAA academic waivers and appeals when submitted
 - Inform the athletics department of faculty concerns
 - Inform the faculty of developments in athletics
 - Assist student-athletes who are encountering difficulties with class scheduling
 - Review competition schedules for academic conflicts
 - Other, please specify
-

Page 4 - Question 21 - Choice - Multiple Answers (Bullets)

COMPLIANCE/RULES INTERPRETATION

- Assist the athletics director and coaches in understanding and carrying out compliance requirements
 - Engage in NCAA rules education efforts at your institution
 - Participate in major rules violation investigations should they occur
 - Participate in minor rules violation investigations should they occur
 - Collaborate in the preparation of written infractions reports should an infraction occur
 - Administer coaches certification tests
 - Other, please specify
-

Page 4 - Question 22 - Choice - Multiple Answers (Bullets)

STUDENT-ATHLETE WELL-BEING

- Directly monitor the personal well-being of student-athletes
 - Become informed on and involved in discussions of health issues that impact student-athletes
 - Meet with student-athlete committees on a regular basis
 - Take part in or review results of student-athlete exit interviews
 - Other, please specify
-

Page 4 - Question 23 - Choice - Multiple Answers (Bullets)

ADMINISTRATIVE ROLE

- Participate in the interpretation of NCAA or conference membership requirements
- Serve as a liaison between the CEO of the campus and the athletics program
- Prepare reports on athletics for internal institutional purposes (for example, annual reports to the faculty senate)
- Actively assist in the establishment of athletics policy
- Serve as a member of the university athletics committee

- Serve as a chairperson of the university athletics committee
- Participate in the NCAA certification or self-study process
- Other, please specify

Page 4 - Question 24 - Open Ended - One or More Lines with Prompt

In reviewing the items you checked under each of the four areas in this section, please approximate the percentage of your time as an FAR you spend performing duties, activities, and functions in each of these four areas: (Percentages should total 100 percent)

- Academics
- Compliance/Rules Interpretation
- Student-Athlete Well-Being
- Administrative Role

Page 4 - Question 25 - Yes or No

[Mandatory]

Do you have a written institutional FAR position description?

- Yes
- No [Skip to 6]

Page 5 - Question 26 - Choice - One Answer (Bullets)

Please indicate your level of agreement with the statement:

The written FAR position description at my institution accurately reflects my responsibilities:

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree

Page 5 - Question 27 - Rating Scale - Matrix

The activities listed below are generally considered significant components of the FAR position. Please indicate your level of agreement with how accurately your position description reflects what you actually do within each of these areas:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
Academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compliance/Rules Interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-Athlete Well-Being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the average number of hours per week that you devote to your FAR responsibilities:

- 1 to 5 hours
- 6 to 10 hours
- 11 to 15 hours
- 16 to 20 hours
- 21 to 25 hours
- 26 to 30 hours
- 31 to 40 hours
- More than 40 hours

INSTITUTIONAL SUPPORT

Do you receive secretarial, clerical or other support to assist you in your FAR duties?

- Yes, a full-time position
- Yes, but less than full-time
- No

Do you receive extra monetary compensation and/or release time for your FAR duties? (Please check all that apply)

- Yes, additional monetary compensation
- Yes, release time from teaching
- Yes, recognition of FAR role as fulfilling service expectations
- No

[Mandatory]

Do you have a separate budget or dedicated funds to support FAR activities (e.g., travel, professional development)?

- Yes
- No [Skip to 9]

What do these funds cover? (Please check all that apply)

- Extra FAR salary
 - Salary of additional personnel
 - Operating support budget for FAR office
 - Travel
 - Payment of fees to attend conferences
 - Other, please specify
-

From whose budget are these funds derived?

- Athletics Department
- Senior Student Affairs Administrator
- Director of Development
- Senior Academic Affairs Administrator
- President's Office
- Other, please specify

What other additional benefits do you receive from your role as FAR? (Please check all that apply)

- Clothing (shirts, jackets, etc.)
- Championship mementos
- Tickets to contests
- Subsidized travel to away contests/championships
- Invitations to awards ceremonies or other recognition events
- I do not receive any additional benefits from my role as FAR
- Other, please specify

EFFICACY

The following section is an attempt to understand the perceptions of current FARs in terms of the role that they feel the FAR should fulfill at the institutional, conference and NCAA levels. Please indicate your level of agreement with the statements and how they relate to your role as FAR:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
My school provides me with enough release time to effectively accomplish my FAR responsibilities and fulfill my teaching/research/administrative obligations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides me with enough support staff assistance to effectively accomplish my FAR responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides me with enough financial assistance to effectively accomplish my FAR responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's CEO appropriately recognizes and empowers me in my role as FAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's faculty governance appropriately recognizes and empowers me in my role as FAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My school's athletics department appropriately recognizes and empowers me in my role as FAR.

My institution clearly articulates the role and responsibilities of the FAR.

In my role as FAR, I am appropriately empowered and involved to ensure that the academic integrity of my institution's intercollegiate athletics program is upheld.

In my role as FAR, I am appropriately empowered and involved to ensure that the athletics program is compliant with all NCAA and conference rules.

In my role as FAR, I am appropriately empowered and involved to ensure that the well-being of our student-athletes is being protected.

Page 10 - Question 36 - Rating Scale - Matrix

Please indicate how often the following statements are true:

	Always	Most of the time	Some of the time	Rarely	Never
The athletics department informs me of all NCAA violations in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am informed of changes to squad lists as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 11 - Heading

ACADEMIC ISSUES

Page 11 - Question 37 - Yes or No

Does your university admit student-athletes who do not meet the academic minimums required of your general student body?

- Yes
- No

Page 11 - Question 38 - Yes or No

Is the admissions process of student-athletes handled completely by staff outside of the athletics department?

- Yes
- No

Page 11 - Question 39 - Yes or No

Is any student-athlete who meets NCAA initial-eligibility standards generally considered admissible to your university? (Not asked of Division III FARs).

- Yes
- No

Page 11 - Question 40 - Yes or No

Does your institution allow student-athletes to receive academic credit for intercollegiate athletics participation?

- Yes
- No

Page 11 - Question 41 - Yes or No

[Mandatory]

Does your institution have an established process for reviewing student-athletes' applications that may not meet standard admissions criteria (that is, a special admissions process)?

- Yes
- No [Skip to 13]

Page 12 - Question 42 - Yes or No

Do you participate in the review of student-athletes considered under the special admissions process?

- Yes
- No

Page 13 - Question 43 - Yes or No

Is somebody outside of the athletics department at your school responsible for tracking student-athlete academic progress?

- Yes
- No

Page 13 - Question 44 - Yes or No

Is the administration of athletics financial aid handled by staff outside of the athletics department? (Not asked of Division III FARs).

- Yes
- No

Page 13 - Question 45 - Rating Scale – Matrix

Division I Version

Division I initial-eligibility standards are comprised of three major components: a minimum of 16 core academic courses taken in high school, a minimum GPA of 2.0 in those core courses, and a test score minimum (determined by a student's core HS GPA). Please indicate whether you believe that each of these standards is currently set at the appropriate level as a national standard for all Division I schools.

Division II Version

Division II initial-eligibility standards are comprised of three major components: a minimum of 14 core academic courses taken in high school, a minimum GPA of 2.0 in those core courses, and a test score minimum of 820 on the SAT (verbal/critical reasoning and math) or 68 on the ACT. Please indicate whether you believe that each of these standards is currently set at the appropriate level as a national standard for all Division II schools.

	Minimum Currently Set Too High	Minimum Currently Set at Appropriate Level	Minimum Currently Set Too Low	Should Not Be a Part of IE Standards
16 (14) Core Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minimum Core GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minimum Test Score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 13 - Question 46 - Choice - One Answer (Bullets)

Do you believe that student-athletes should compete in NCAA athletics during their first year in college? (Not asked of Division III FARs)

- Yes, if they meet Division I (Division II) initial-eligibility standards
- Selective first-year ineligibility rules should apply (e.g., first-year eligibility only in certain sports or among students with a particular academic profile that is higher than the current initial-eligibility standards)
- No, all first-year students should be ineligible to compete

Page 13 - Question 47 - Choice - One Answer (Bullets)

Do you believe the cut-point of 900 on the Academic Progress Rate (APR) that determines major penalties for a team/school is appropriate? (Asked of Division I Only)

- Yes
- No, I think the APR benchmark of 900 is too high
- No, I think the APR benchmark of 900 is too low

Page 13 - Question 48 - Choice - One Answer (Bullets)

Do you believe that the penalties (e.g., scholarship reductions, post-season bans, etc.) that can occur for a low APR are appropriate? (Asked of Division I Only)

- Yes
- No, I think the penalties are too harsh
- No, I think the penalties are too lenient

Page 13 - Question 49 - Choice - One Answer (Bullets)
[Mandatory]

Has your institution been required to prepare an APR Academic Improvement Plan for any team or teams? (Asked of Division I Only)

- Yes
- No [Skip to 15]
- Don't know [Skip to 15]

Page 14 - Question 50 - Choice - One Answer (Bullets)

Were you involved in preparing the APR Academic Improvement Plan? (Asked of Division I Only)

- Yes
- No

Page 15 - Question 51 - Choice - One Answer (Bullets)
[Mandatory]

Do you believe that student-athletes at your school tend to cluster in certain academic majors to a greater degree than seen among other students?

- Yes, in many sports on my campus
- Yes, but only in some sports on my campus
- No [Skip to 17]

Page 16 - Question 52 - Rating Scale - Matrix

Please indicate your level of agreement with the following attributions for why major clustering occurs among student-athletes on your campus:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
These student-athletes tend to share common academic interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-athletes choose a major based on suggestions or pressure from other student-athletes, coaches or athletics department personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics practice or competition schedules preclude other majors that these student-athletes would otherwise pursue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These student-athletes perceive the major(s) as providing an easy academic pathway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCAA progress-toward-degree standards directly limit the major choices available to student-athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 17 - Question 53 - Choice - One Answer (Bullets)

Has major clustering behavior among student-athletes on your campus changed over the past 5-10 years?

- Yes, there is more major clustering now
- Yes, there is less major clustering now
- No, it has not changed
- I am not sure

Please indicate your level of agreement with the following statements:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
The APR system has positively changed the academic behaviors of student-athletes on my campus (asked of Division I Only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The APR system has positively changed the attitudes toward academics of coaches on my campus (asked of Division I Only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution has effective controls to ensure that progress-toward-degree standards are properly monitored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution effectively monitors academic assistance programs to prevent inappropriate assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution ensures that athletics personnel do not influence faculty grading of student-athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my school is committed to producing student-athletes who are successful in their academics and in their lives after athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the NCAA collectively is committed to producing student-athletes who are successful in their academics and in their lives after athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements about the Academic Reporting Pilot that is currently underway in Division III. (Asked of Division III only).

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
I am familiar with the Division III Academic Reporting Pilot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic data on Division III student-athletes will be useful to me in my role as FAR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ETHICAL BEHAVIOR

Please indicate your level of agreement with the following statements:

The coaches at my school typically...

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
Set an example of how to do things the "right way" in terms of ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define success not just by winning, but by winning fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have student-athletes' best interests in mind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be trusted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to what student-athletes have to say	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline student-athletes who violate ethical standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve as positive role models on campus and in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements:

The athletics department at my school...

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
Has a good reputation for ethical behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Holds itself to higher ethical standards than other athletics programs in our conference / other peer institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is under pressure to win at all costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is highly regarded by faculty on our campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements regarding your institution:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
My school disciplines coaches / athletics administrators who violate ethical standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic honesty is strongly valued at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school encourages student-athletes to practice good sportsmanship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school expects student-athletes to be positive role models for others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 18 - Question 58 - Choice - One Answer (Bullets)

Please indicate on the scale below your response to the following:

Incidents of serious misbehavior (e.g., alcohol or drug infractions, violent behavior, etc.) occur:

- Much more frequently among the general student body than among student-athletes
- Somewhat more frequently among the general student body than among student-athletes
- About as frequently among the student body as among student-athletes
- Somewhat more frequently among student-athletes than among the student body
- Much more frequently among student-athletes than among the student body

Page 18 - Question 59 - Choice - One Answer (Bullets)

Are you informed when student-athletes face campus judicial charges?

- Yes, always
- Yes, but only when serious infractions occur
- No, all campus judicial charges are kept confidential
- No, although the information is typically not confidential, I'm not routinely made aware

Page 18 - Question 60 - Choice - One Answer (Bullets)

Are you informed when student-athletes face criminal charges?

- Yes, always
- Sometimes
- No

Page 18 - Question 61 - Choice - One Answer (Bullets)

Are student-athletes required to report criminal charges to their coach, athletics department staff or other campus authorities?

- Yes
- No

Don't know

Page 18 - Question 62 - Open Ended - Comments Box

What (if any) are the major ethical challenges facing your athletics department and/or the athletics departments at peer schools?

Page 18 - Question 63 - Open Ended - Comments Box

What suggestions do you have for improving ethical leadership and the ethical climate within athletics at your school and/or at peer institutions?

Page 19 - Heading

ENGAGEMENT

Page 19 - Question 64 - Rating Scale - Matrix

I have taken advantage of NCAA educational opportunities by:

	Annually	Within the last 5 years	Yes, but not recently	Never
Attending the NCAA Convention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending NCAA Regional Rules Seminar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 19 - Question 65 - Choice - One Answer (Bullets)

Have you served on an NCAA committee?

- Yes, I currently serve on a committee
- Not now, but I did within the last five years
- Yes, but it was more than five years ago
- I've never served on a committee

Page 19 - Question 66 - Rating Scale - Matrix

Please indicate your level of agreement with the following statements regarding your primary athletic conference (if your school does not currently have a conference affiliation please skip):

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
I regularly attend athletic conference meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Our conference FARs meet regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The structure of our conference enables FARs to be effective representatives of our student-athletes' interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FARs play a significant role in conference affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 19 - Question 67 - Yes or No
[Mandatory]

Do you usually attend the FARA fall meeting?

- Yes [Skip to 21]
- No

Page 20 - Question 68 - Choice - Multiple Answers (Bullets)

What is your reason for not attending the FARA fall meeting? (Please check all that apply)

- Schedule conflicts
- Lack of funding
- Too much time away from campus
- I do not find this meeting helpful
- Not aware of this meeting
- Other, please specify

Page 21 - Question 69 - Yes or No
[Mandatory]

Do you usually attend the FARA meeting at the NCAA Convention?

- Yes [Skip to 23]
- No

Page 22 - Question 70 - Choice - Multiple Answers (Bullets)

What is your reason for not attending the FARA meeting at the NCAA Convention? (Please check all that apply)

- Schedule conflicts
- Lack of funding
- Too much time away from campus
- I do not find this meeting helpful
- Not aware of this meeting
- Other, please specify

Page 23 - Question 71 - Choice - Multiple Answers (Bullets)

In what ways, if any, has FARA been helpful in your work as FAR? (Please check all that apply)

- Provides information and support
- Defines the FAR position
- Provides assistance in understanding legislative issues
- Provides opportunities to meet and network with other FARs

Other, please specify

Page 24 - Heading

NCAA AND INTERCOLLEGIATE ATHLETICS ISSUES

Page 24 - Question 72 - Choice - One Answer (Bullets)

Indicate your level of agreement with the following statement:

The athletics program at my institution is integrated into the educational mission of the university.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree

Page 24 - Question 73 - Choice - One Answer (Bullets)

Indicate your level of agreement with the following statement: Overall, my institution effectively maintains institutional control over the athletics program.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree

Page 24 - Question 74 - Choice - One Answer (Bullets)

Who do you believe currently has the final say on matters related to the athletics program at your school?

- President or Chancellor
- Athletics Director
- University Board of Directors
- Alumni or Boosters
- Faculty Governance System

Page 24 - Question 75 - Choice - One Answer (Bullets)

Who do you believe should have the final say on matters related to the athletics program at your school?

- President or Chancellor
- Athletics Director
- University Board of Directors
- Alumni or Boosters
- Faculty Governance System

How important do you believe each of the following activities should be within the NCAA's mission?

	Very Important	Somewhat Important	Neither Important nor Unimportant	Somewhat Unimportant	Very Unimportant
Balancing the commercial activities of college athletics with the values of higher education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enacting rules and policies to encourage academic excellence within the student-athlete population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with scrutiny and regulation from governmental bodies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversifying the NCAA's revenue sources beyond men's basketball.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhancing diversity and inclusion within college athletics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring effective and efficient communication with its membership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring fair and safe competitive environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exerting leadership in the financial landscape of intercollegiate athletics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving NCAA national office and organizational efficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting the total student-athlete experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protecting and building an NCAA brand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protecting the collegiate model of athletics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing for an aggressive enforcement program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIVISION II INITIATIVES

The following terms pertain to recent NCAA Division II initiatives designed to more clearly identify and define the division's mission and attributes. Please indicate your personal level of familiarity with each:

	Very Familiar	Familiar	Somewhat Familiar	Not at All Familiar
Strategic Positioning Platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"I Chose Division II" Campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Division II Attributes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Life in the Balance" Legislative Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 24 - Question 74 - Rating Scale - Matrix

Please indicate your level of agreement with the following statements about your institution's athletics program:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree	Don't Know
My institution's athletics program adheres to the tenets of the Division II Strategic Positioning Platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution is committed to assisting student-athletes to achieve an appropriate balance between academics, athletics and student life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution incorporates the Division II attributes in its athletics program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of the recent Life in the Balance initiatives were well received on our campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 24 - Question 75 - Rating Scale - Matrix

Please indicate your level of agreement with the following statements about your athletics program and the leadership provided to it throughout the institution:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
Student-athletes are encouraged to be fully engaged in the life of the campus (e.g., to participate in non-athletic extra-curricular programming, voluntary service events, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-athletes are encouraged to excel in their academic pursuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-athletes are encouraged to excel in their athletics pursuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate resources are provided to ensure that student-athletes can achieve their goals in athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate resources are provided to ensure that student-athletes can achieve their academic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
Higher profile sports at my school (e.g., football, basketball, baseball) emphasize athletics over academics to a greater degree than occurs in our other sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teams in lower-profile sports at my school are less committed to athletics success than are higher profile teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All coaches at my school allow student-athletes to appropriately balance their commitment to athletics with other aspects of campus life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you attended the Division II FAR Fellows Institute?

- Yes
- No

At your institution, to whom does your athletics director report?

- President/Chancellor
- Senior Student Affairs Administrator
- Senior Academic Affairs Administrator
- Other, please specify

Does the compliance coordinator on your campus also serve as either a head or assistant coach?

- Yes
- No

[Mandatory]

Does your institution provide academic support services (e.g., tutors, study halls, etc.) specifically for student-athletes?

- Yes
- No [Skip to 27]

Are these student-athlete support services administered through the athletics department?

- Yes
- No

DIVISION III INITIATIVES

Page 23 - Question 70 - Rating Scale - Matrix

The following terms pertain to recent NCAA Division III initiatives designed to more clearly identify and define the division’s mission and attributes. Please indicate your personal level of familiarity with each:

	Very Familiar	Familiar	Somewhat Familiar	Not at All Familiar
The Division III Philosophy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Division III Identity Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Positioning Platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 23 - Question 71 - Rating Scale - Matrix

Please indicate your level of agreement with the following statements about your institution’s athletics program:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree	Don't Know
My institution’s athletics program has made efforts to activate the Division III Identity Initiative on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coaches and athletics administrators at my college support student-athlete success in all aspects of their college experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution has actively sought to promote the Division III Philosophy in its athletics program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student-athlete experience at my college is integrated into the overall educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having athletics on campus supports the educational mission of my college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-athletes are encouraged to pursue other interests and activities beyond their athletics commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-athletes are treated like any other member of the student body by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The recruitment, admission, and academic performance of student-athletes is consistent with that of the general student body

-

Student-athletes are treated like any other member of the student body by other students

-

The athletics program at my college or university is more concerned with winning than with anything else

-

Page 23 - Question 72 - Yes or No

[Mandatory]

Does your institution provide academic support services specifically for student-athletes?

- Yes
 No [Skip to 25]

Page 24 - Question 73 - Yes or No

Are these student-athlete academic support services administered through the athletics department?

- Yes
 No

Page 25 - Question 74 - Choice - One Answer (Bullets)

Please indicate your level of agreement with the following statement:

I am comfortable referring student-athletes to campus health services if necessary.

- Strongly Agree
 Somewhat Agree
 Neither Agree nor Disagree
 Somewhat Disagree
 Strongly Disagree

Page 25 - Question 75 - Rating Scale - Matrix

Please indicate your level of agreement with the following statements about the Division III Conference Grant Program for Faculty Representative Professional Development:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
I understand the Conference Grant Program and its goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Conference Grant Program is well advertised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My conference has a good process in place for awarding these grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am aware of the process for FAR oversight of the Conference Grant Program

Page 25 - Question 76 - Yes or No

Have you attended the FARA Annual Meeting and Symposium or the NCAA Convention utilizing funds from the Conference Grant Program?

Yes
 No

Page 25 - Question 77 - Rating Scale - Matrix

Please indicate your level of agreement with the following statements: Faculty at my school...

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
Are generally supportive of our student-athletes and will work to accommodate their athletics commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly attend athletics competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the commitment necessary for student-athletes to compete in Division III athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a good understanding of the operations of the athletics department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the philosophy of NCAA Division III athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believe that the athletics experience of a Division III athlete is essentially the same as that of a Division I athlete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believe that the academic performance of student-athletes is comparable to that of their non-athlete peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support student-athlete success in all areas of their college experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 25 - Heading

ADDITIONAL COMMENTS

Page 25 - Question 77 - Open Ended - Comments Box

What do you find particularly rewarding about the FAR position?

What barriers exist that prevent you from fulfilling your responsibilities as FAR?

If you would like to volunteer to participate in a qualitative interview on the FAR role as part of a dissertation by Jeremy Davis at the University of Nebraska-Lincoln, please supply your e-mail address below: (Asked of Division I only).

Thank You Page

Thank you for participating in the 2011 NCAA FAR study. Results will be presented at the 2011 FARA Fall meeting in San Diego, CA and appear on the following websites:

NCAA

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Research/>

FARA

<http://farawebsite.org/>

1-A FAR

<http://www.oneafar.org/index.html>

If you have any questions or would like to request results, please contact Michael Miranda, NCAA Associate Director of Research, at 317/917-6304 or mmiranda@ncaa.org.

We would like to acknowledge Dan Fulks (Transylvania University), who created a previous version of this survey used in 2005-06, and Carol Barr (University of Massachusetts-Amherst), who conducted the initial FAR survey in 1996. Jeremy Davis, graduate student at the University of Nebraska-Lincoln, contributed several items to the current survey.

[<http://www.ncaa.org/Research/>](http://www.ncaa.org/Research/)