



Key Findings from the Fall 2025 FAR Study

Webinar Presentation, February 2026



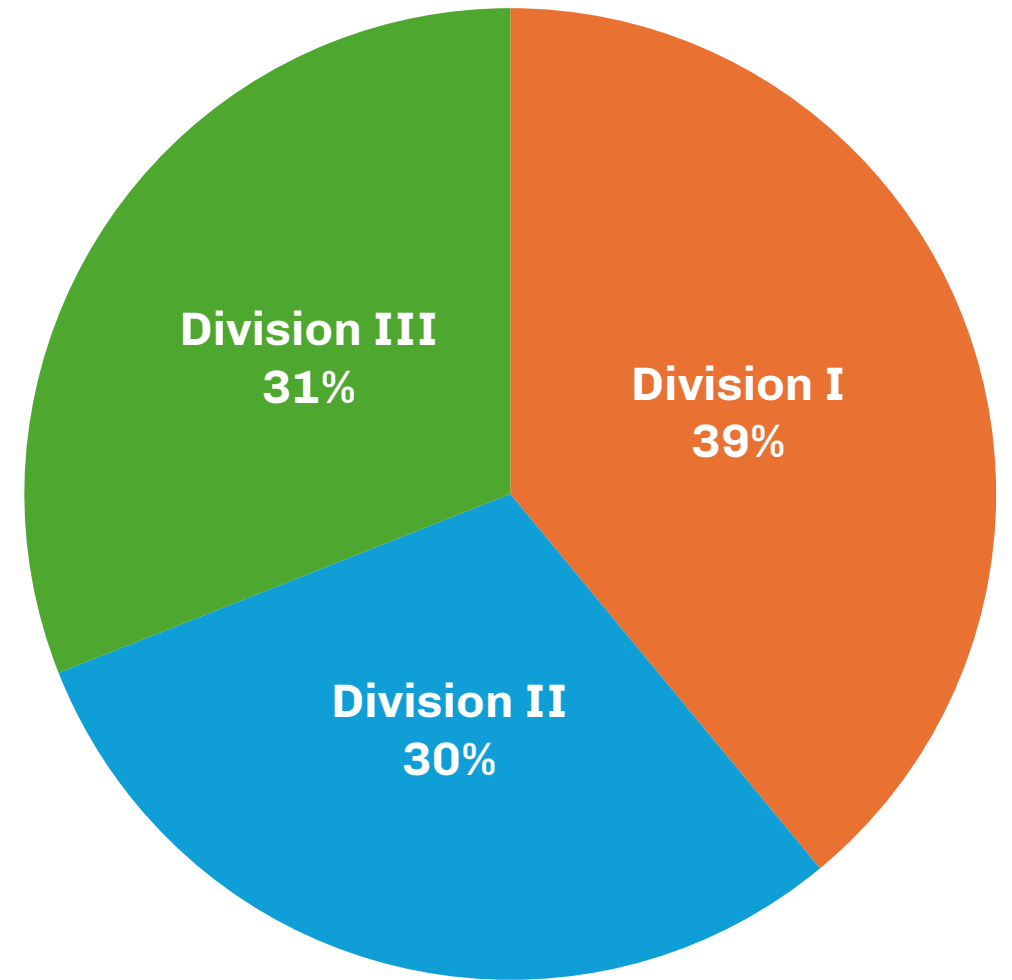
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Methods

- The FARA Executive Board collaborated with NCAA Research to gather feedback from faculty athletics representatives (FARs) to gain a better understanding of the FAR perspective on a wide range of issues. The intent was to use survey data to inform FARA and the NCAA membership more broadly about the FAR experience and aid in decision making and guidance for entities engaged in supporting FARs.
- This is the fourth iteration of the comprehensive FAR study, and the first since 2011. Topics examined in 2025 included the FAR role and responsibilities, FARs' perceptions of their involvement in conference-level and NCAA-level decision making, the mental wellbeing of current FARs, and FARs' thoughts about current issues impacting student-athletes like sports wagering and NIL.
- All FARs in the membership were invited to complete the online survey via a Salesforce email invitation.
- The survey was designed using Qualtrics survey software; median completion time was 19 minutes. It opened September 9 and closed September 29.

Response Rate

- N = 517
- Individuals from 95 (98%) primary conferences responded.
 - 32/32 (100%) Division I conferences
 - 23/23 (100%) Division II conferences
 - 40/42 (95%) Division III conferences



Representativeness of FARs in Sample

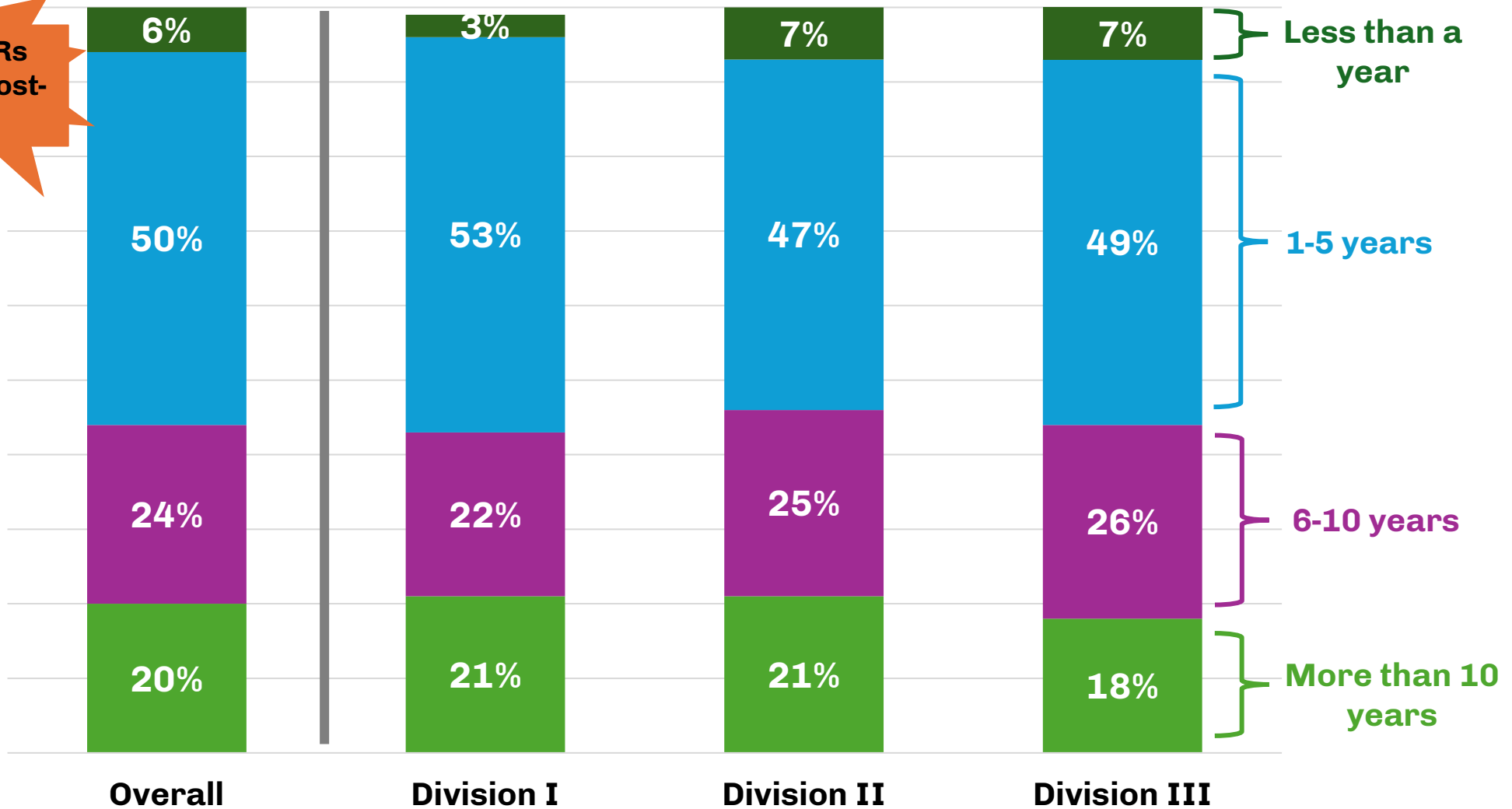
	FAR Membership	Survey Respondents
Men / Women	61% / 39%	60% / 40%
White / BIPOC	86% / 14%	89% / 11%
Division (I/II/III)	33% / 28% / 39%	39% / 30% / 31%

- *While the FARs in the sample were generally representative of the broader FAR population in terms of race and gender, Division I FARs were overrepresented in the sample, and Division III FARs were underrepresented.*

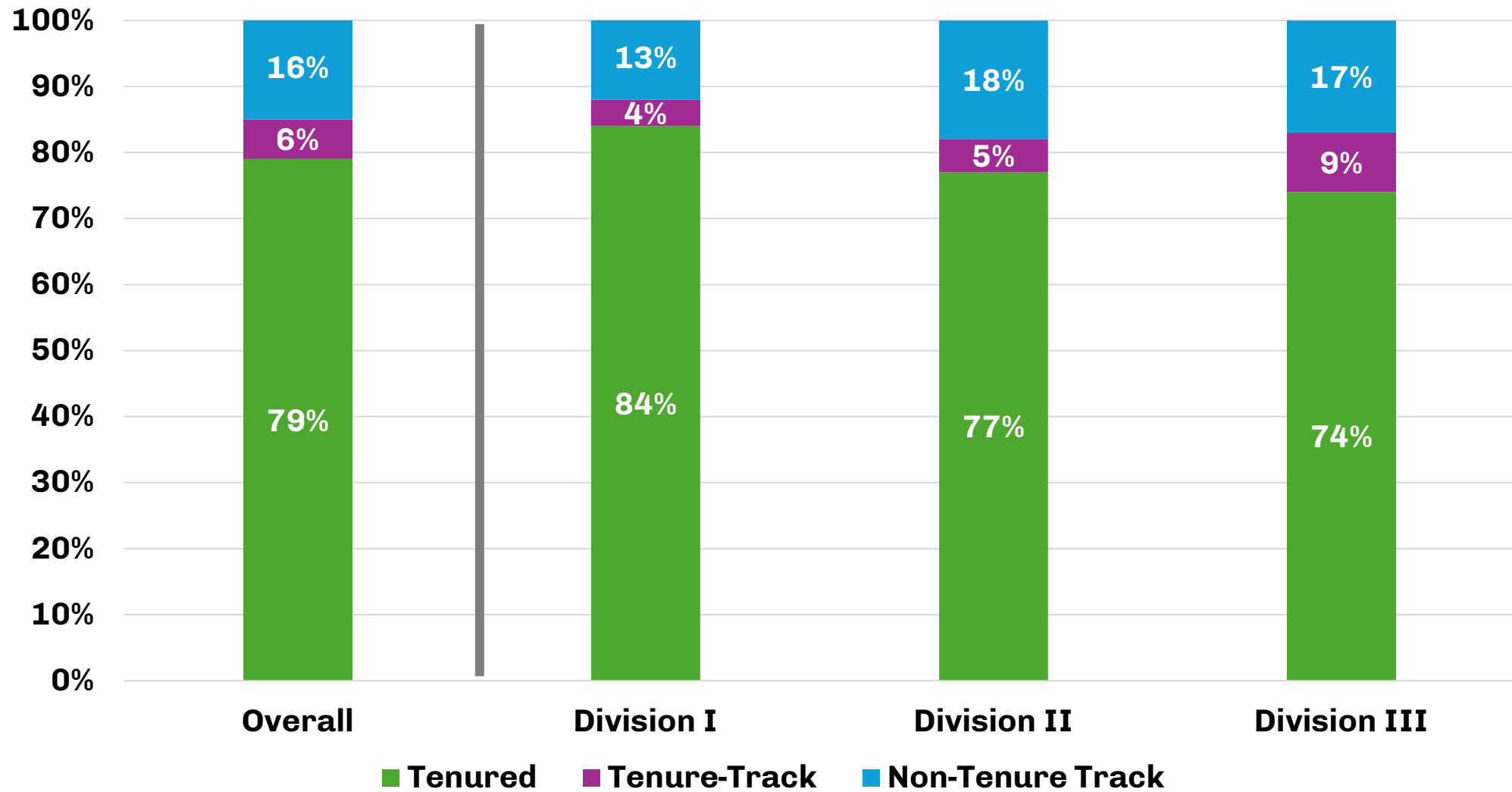
Over half of FARs surveyed were new to the role within the past 5 years.

How many years have you been a FAR?

56% of FARs are new post-pandemic



What is your academic status?



What is your academic rank?

	Overall (N=516)		DI (N=202)	DII (N=156)	DIII (N=158)
Professor	52%		60%	46%	48%
Associate Professor	34%		29%	39%	35%
Assistant Professor	8%		5%	10%	11%
Lecturer	2%		1%	3%	2%
Instructor	3%		3%	2%	3%
Other, please specify	2%		3%	1%	1%

Academic Discipline

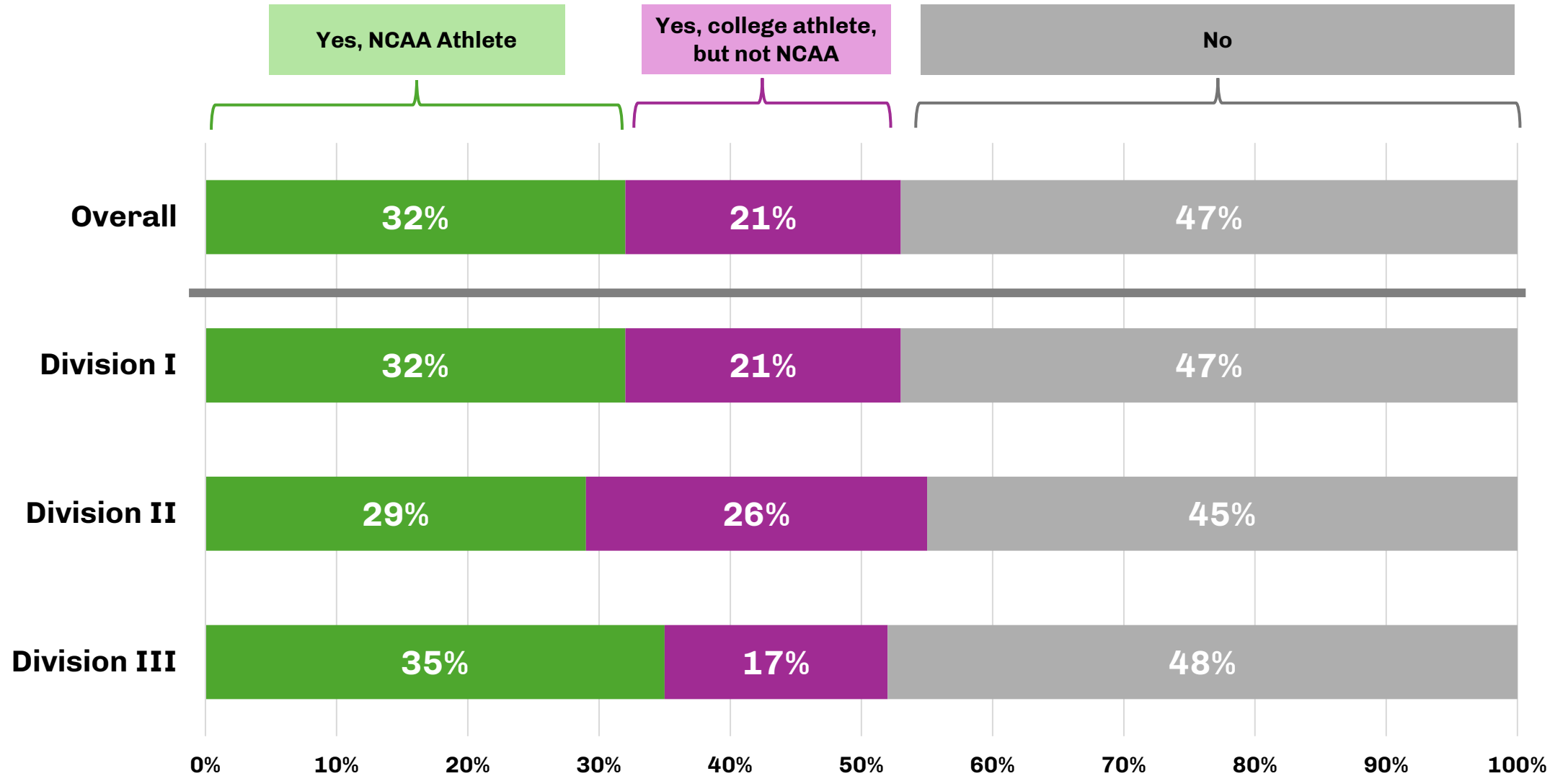
	Overall (N=514)	DI (N=201)	DII (N=157)	DIII (N=156)
Business/Management	18%	17%	20%	18%
Social Sciences/History	17%	15%	18%	19%
Health/Medicine	14%	15%	14%	12%
Math and Physical Sciences	13%	8%	13%	19%
Arts and Humanities	10%	10%	10%	10%
Education	9%	11%	10%	3%
Other, please specify	9%	10%	10%	7%
Biological and Agricultural	6%	8%	5%	7%
Engineering & Applied Sciences	5%	7%	1%	5%

Note: Those who selected "Other, please specify" indicated law, communications or specific sub-disciplines such as sport management, kinesiology, etc. The survey prompt read: Which of the following best describes the academic discipline in which you conduct research/teach?



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Were you a college athlete?



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College presidents play the largest role in FAR selection.

How did you become your institution's FAR?

	Overall (N=512)		DI (N=200)	DII (N=155)	DIII (N=157)
I was selected by the President without nomination by the faculty governing body	68%		76%	74%	52%
Other, please specify:	21%		16%	17%	30%
I was nominated by the faculty governance body and approved by the President	8%		8%	8%	8%
I was appointed/elected by the faculty governance body	4%		2%	1%	10%

Note: Those who selected "Other, please specify" indicated appointment methods such as a nomination from athletics or institution leadership (e.g., AD, dean, provost), an application process with an interview by a search committee comprised of athletics and university governance administrators or with the president/chancellor or provost and AD, by recommendation of previous FAR or by volunteering for the position.



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To whom do you report as FAR?

	Overall (N=508)	DI (N=199)	DII (N=154)	DIII (N=155)
President/Chancellor	75%	89%	83%	48%
Director of Athletics	14%	5%	8%	30%
Other, please specify	5%	4%	1%	8%
Senior Academic Affairs Administrator	5%	3%	6%	7%
Senior Student Affairs Administrator	1%	0%	1%	3%
President of Faculty, University Senate or Faculty Governance Body	1%	0%	0%	4%

Note: Those who selected "Other, please specify" indicated reporting to a combination of individuals (e.g., president and AD), not reporting to anyone, or uncertainty (typically due to turnover or institutional reorganization).

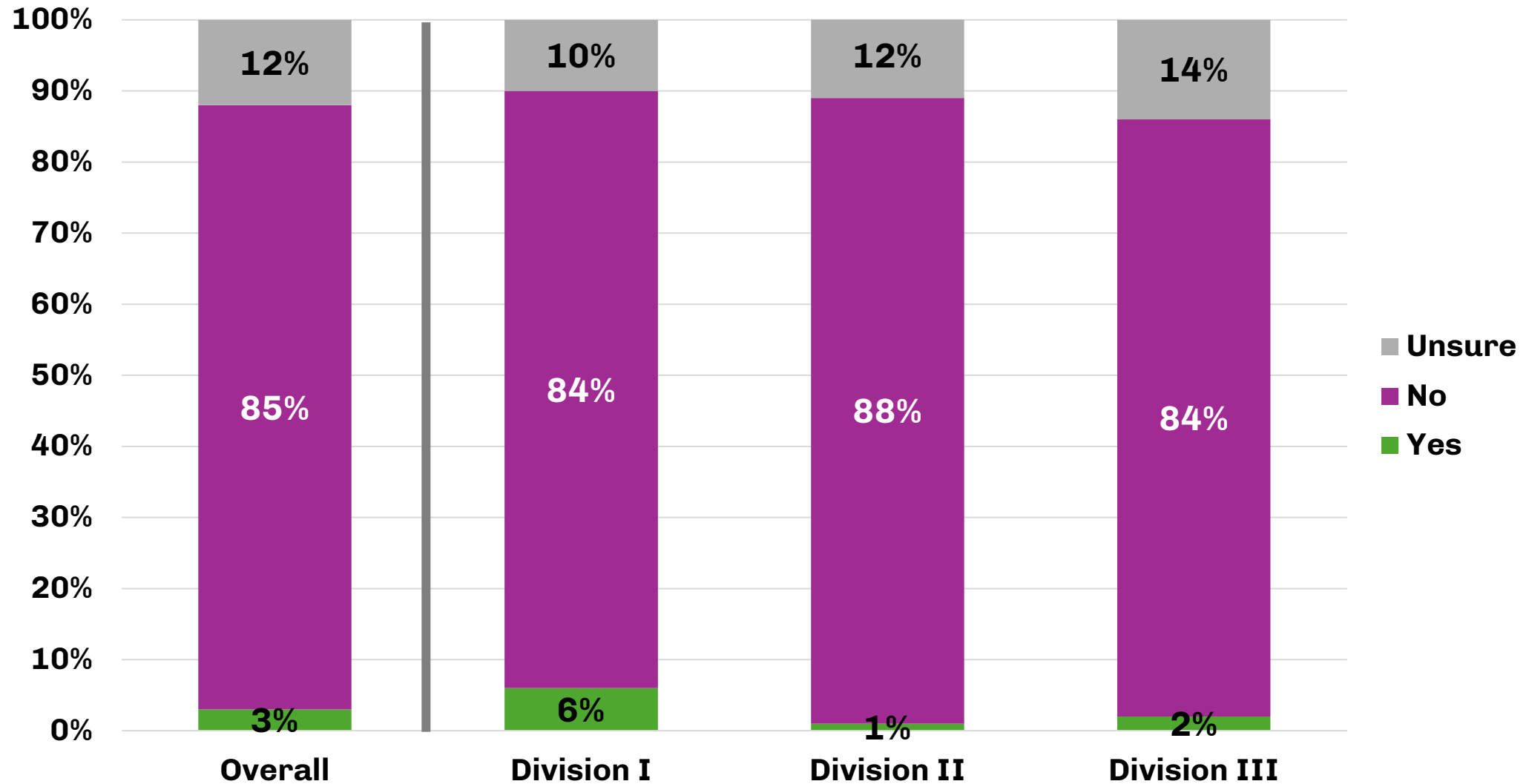


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How long is your term as FAR?

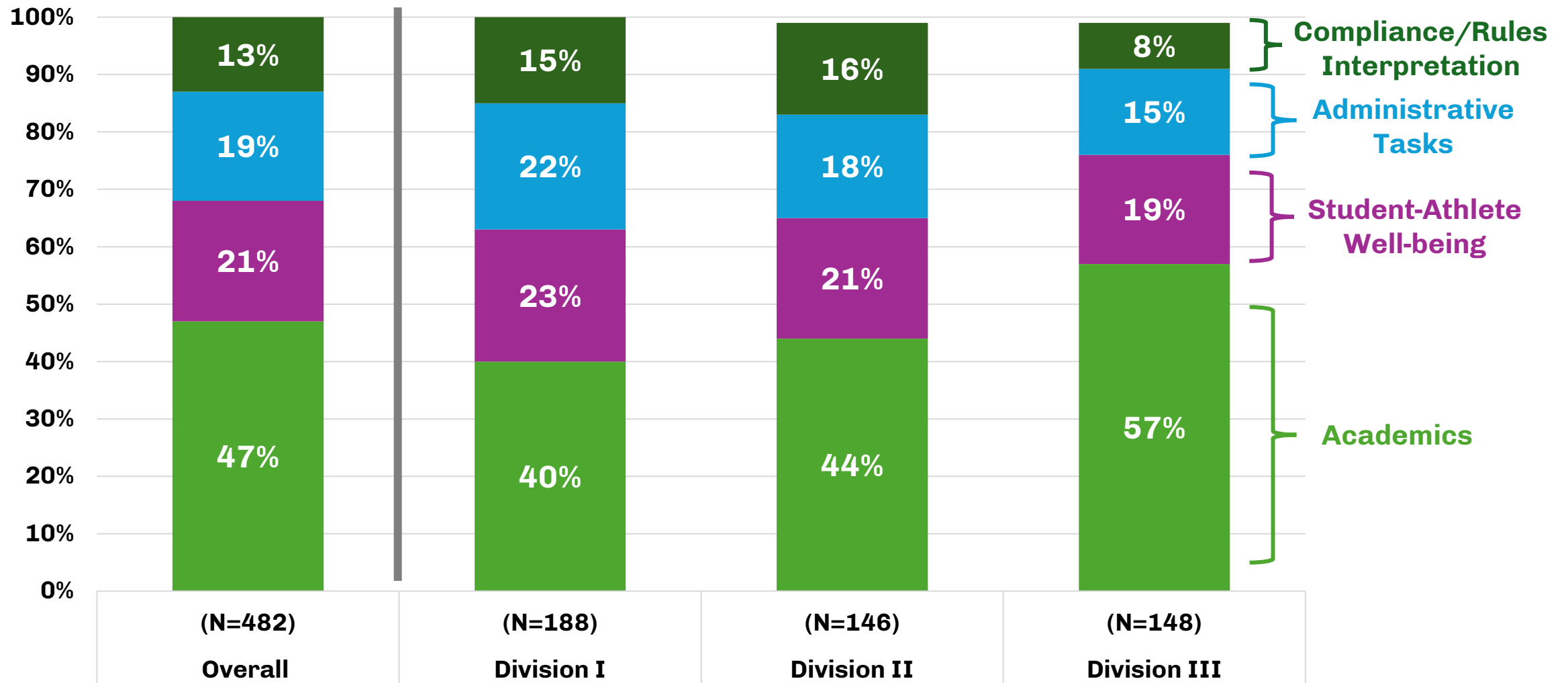
	Overall (N=512)	DI (N=200)	DII (N=155)	DIII (N=157)
I do not have a fixed term	68%	52%	81%	75%
One year	5%	6%	4%	6%
Two years	3%	4%	2%	1%
Three years	15%	20%	10%	13%
Four years	2%	5%	1%	0%
More than four years	8%	14%	3%	5%

Does your campus have a limit on the number of terms or the length of time you can serve as FAR?



FARs devote a bulk of their time to academic efforts.

Average percentage of time spent on...



Note: Percentages represent mean percent. The survey prompt read: Please approximate the percentage of your time as a FAR you spend performing activities, duties and functions in each of these four areas: (Percentages should total 100 percent).



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Scope of Activities - Academics

	Overall (N=501)		DI (N=195)	DII (N=153)	DIII (N=153)
Confer on academic/athletics matters with campus administrators, faculty, students and/or alumni.	92%		95%	93%	86%
Inform the athletics department of faculty concerns.	91%		92%	91%	91%
Inform the faculty of developments in athletics.	80%		81%	82%	76%
Certify academic eligibility of student-athletes.	62%		69%	73%	41%
Assist student-athletes encountering difficulties with class scheduling.	61%		50%	68%	68%
Review and/or prepare reports on student-athlete academic performance.	53%		70%	54%	29%

Note: Activities endorsed by 50% or more of participants displayed. The survey prompt read: Please check all applicable items that reflect the FAR activities, duties and functions you perform during a "typical" year. (Select all that apply.)



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Average number of hours per week devoted to FAR responsibilities during the academic year

	Overall (N=501)	DI (N=195)	DII (N=153)	DIII (N=153)
1 to 5 hours	43%	26%	38%	69%
6 to 10 hours	37%	42%	44%	24%
More than 10 hours	20%	32%	18%	8%

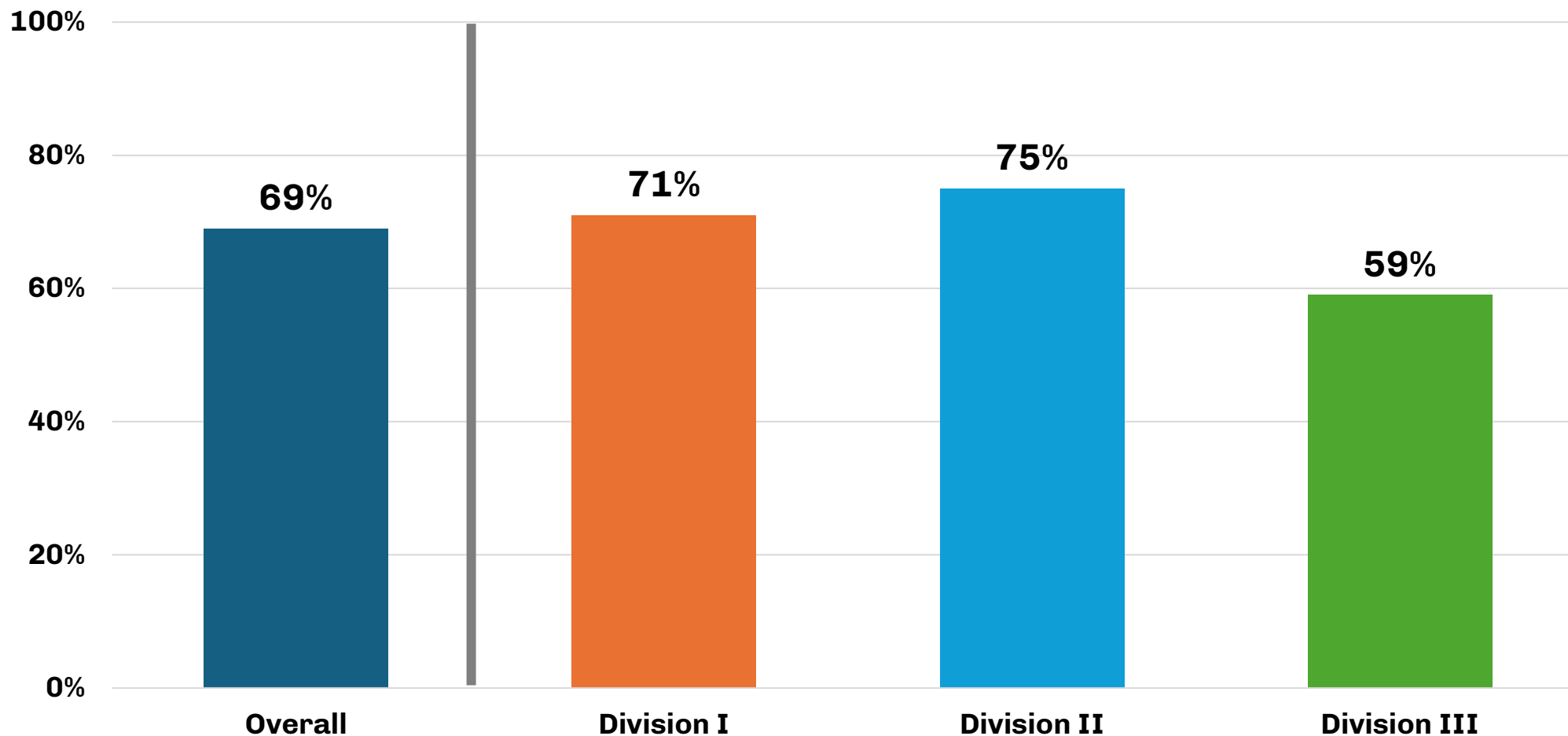
Note: The survey prompt read: Please indicate the average number of hours per week that you devote to your FAR responsibilities during the academic year.



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Do you have a written description of the FAR position specific to your campus?

(Percentage responding 'Yes')



Opinion on FAR Position Description Accuracy

(Percentage responding “Accurate” or “Extremely Accurate”)

	Overall (N=339)		DI (N=138)	DII (N=113)	DIII (N=88)
Academics	90%		88%	91%	91%
Student-Athlete Well-being	72%		77%	67%	73%
Administrative Tasks	70%		73%	67%	68%
Compliance/Rules Interpretation	61%		62%	70%	49%

Note: Responses on a 6-point scale (*extremely accurate* to *extremely inaccurate*). Responses limited to those who indicated “Yes” to *Do you have a written description of the FAR position specific to your campus?* The survey prompt read: Please indicate how accurately or inaccurately your position description reflects your actual work within each of these areas.



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Which of the following barriers prevent you from fulfilling your responsibilities as FAR?

(Select all that apply.)

- *One in four FARs indicated they encounter barriers preventing them from fulfilling their FAR responsibilities. The most commonly endorsed are:*

	Overall (N=125)	DI (N=51)	DII (N=31)	DIII (N=42)
Lack of time due to other institutional responsibilities	62%	55%	61%	74%
Insufficient institutional support or resources	40%	31%	39%	52%
Inadequate respect for FAR role on campus or within athletics	33%	29%	39%	33%

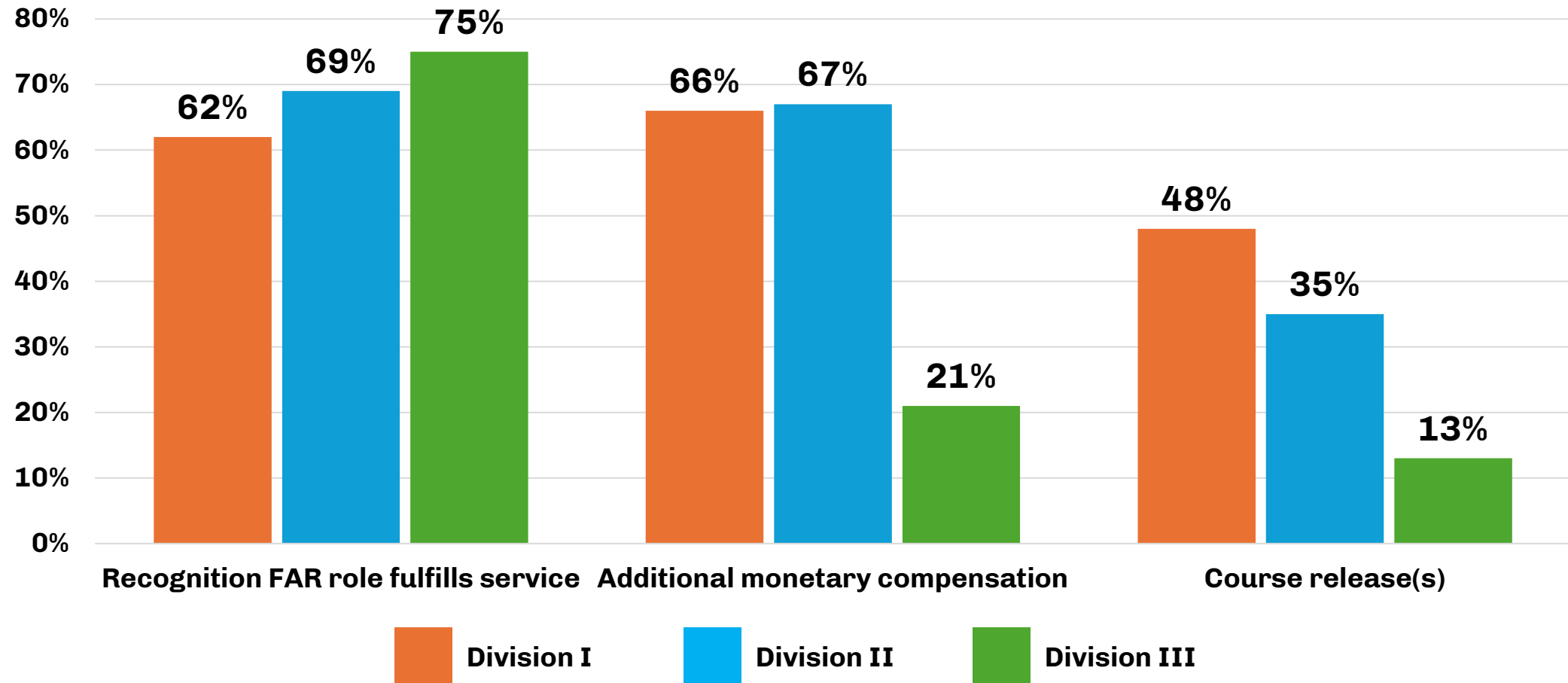
Note: Activities endorsed by over 30% of participants displayed. Responses limited to those who selected "Yes" to *Do any barriers exist that prevent you from fulfilling your responsibilities as FAR?*



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The FAR role fulfills service expectations for many, while monetary compensation is far more common in Divisions I and II than Division III.

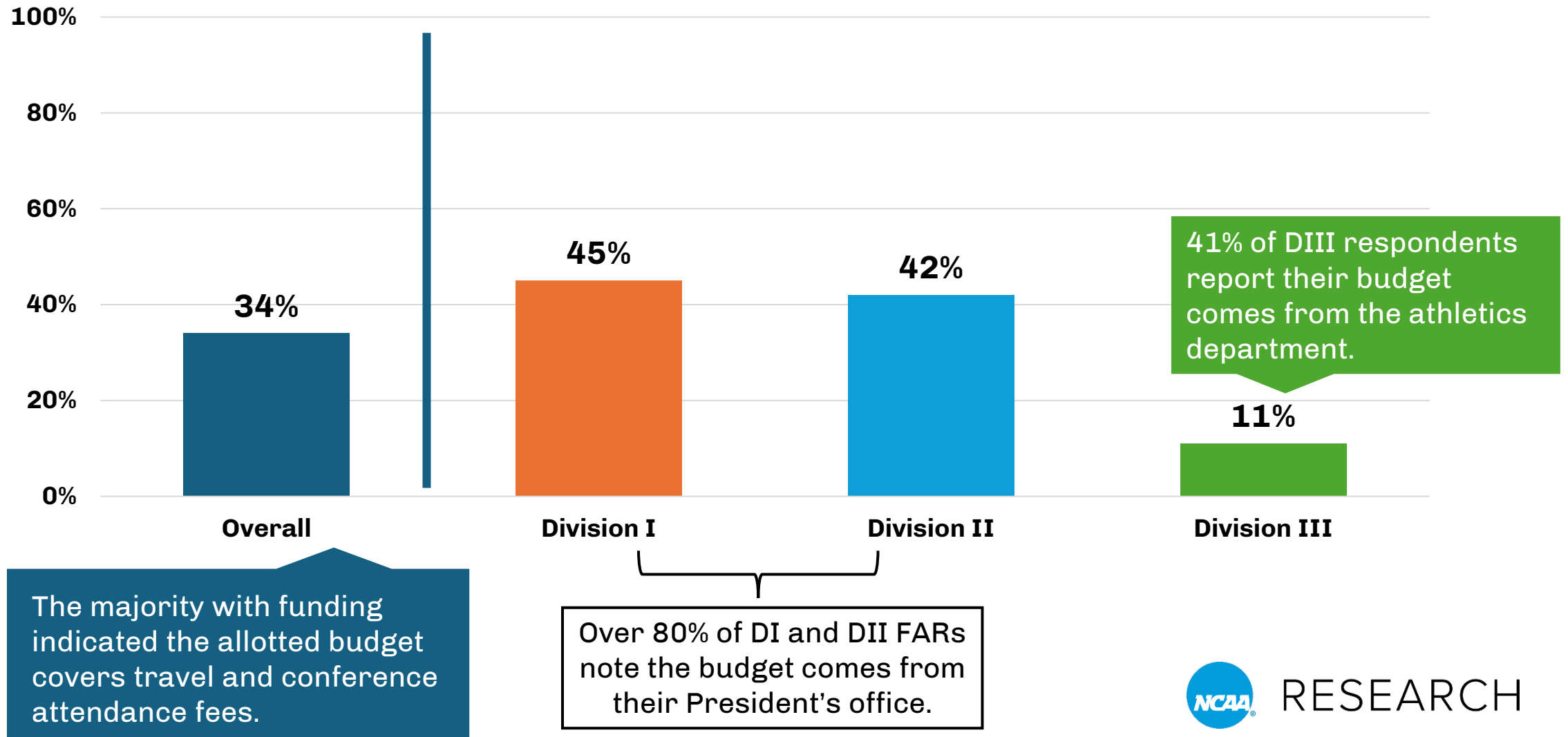
Do you receive any of the following in exchange for your FAR duties? (Percentage responding “Yes”)



- Among all respondents, 10% indicated receiving all three benefits; Division I FARs at 18%, compared to Division II and Division III at 9% and 1%, respectively.

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

(Percentage responding 'Yes')



***FARs value advocacy and emphasize
the primacy of academics.***

What do you find particularly rewarding about the FAR position?

(Select all that apply.)

	Overall (N=513)
Supporting student-athlete academic success	90%
Serving as a liaison between athletics and academics	88%
Being an advocate for student-athletes	86%
Building relationships with student-athlete and/or coaches	80%
Helping faculty understand the <u>student-athlete experience</u>	76%
Helping faculty understand the <u>value of collegiate athletics</u>	73%

Note: Aspects of the FAR position endorsed by over 70% of participants displayed.

Opinion on Faculty Perception of Student-Athletes

(Percentage responding “Agree” or “Strongly Agree”)

<i>“Professors on this campus...”</i>	Overall (N=498)		DI (N=195)	DII (N=150)	DIII (N=153)
Are understanding of the dual roles of student-athletes.	49%		46%	55%	46%
Hold stereotypes about athletes that negatively impact student-athletes’ daily experiences here.	10%		10%	9%	11%
Assume student-athletes are not good students because they are also athletes.	7%		7%	7%	7%

Note: Responses on a 6-point scale (*strongly agree* to *strongly disagree*). The survey prompt read: Please indicate your level of agreement or disagreement with the following statements about how professors perceive student-athletes on your campus.



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FAR Advocacy

(Percentage responding “Agree” or “Strongly Agree”)

	Overall (N=495)	DI (N=195)	DII (N=149)	DIII (N=151)
When consulted, I advocate for <u>institutional</u> policies with the student-athlete perspective/experience in mind.	93%	93%	94%	92%
When consulted, I advocate for <u>athletics</u> policies with the student-athlete perspective/experience in mind.	90%	88%	91%	91%
In faculty meetings, I share the student-athlete experience and/or concerns with colleagues.	76%	72%	82%	76%

Note: Responses on a 6-point scale (*strongly agree* to *strongly disagree*).

Campus Empowerment of the FAR Role

(Percentage responding “Agree” or “Strongly Agree”)

	Overall (N=500)	DI (N=196)	DII (N=150)	DIII (N=154)
My school's <u>athletics department</u> appropriately recognizes and empowers me in my role as FAR.	88%	87%	88%	88%
My school's <u>president/chancellor</u> appropriately recognizes and empowers me in my role as FAR.	73%	78%	80%	60%
My school's <u>faculty governance</u> appropriately recognizes and empowers me in my role as FAR.	49%	51%	49%	46%

Note: Responses on a 6-point scale (*strongly agree* to *strongly disagree*).

“I am appropriately empowered and involved in ensuring that...”

(Percentage responding “Agree” or “Strongly Agree”)

	Overall (N=497)		DI (N=195)	DII (N=150)	DIII (N=152)
The academic integrity of my institution's intercollegiate athletics program is upheld.	90%		90%	95%	84%
The well-being of our student-athletes is being protected.	87%		89%	87%	83%
My institution's athletics program is compliant with all NCAA and conference rules.	86%		88%	93%	76%
The institutional perspective is being shared.	79%		87%	77%	73%

Note: Responses on a 6-point scale (*strongly agree* to *strongly disagree*). The survey prompt read: Please indicate your level of agreement or disagreement with the following statements and how they relate to your role as FAR.



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Student-Athlete Wellness Referral

(Percentage responding “Agree” or “Strongly Agree”)

	Overall (N=493)	DI (N=194)	DII (N=149)	DIII (N=150)
I am comfortable referring SA to campus <u>health services</u> if necessary.	93%	91%	96%	91%
I am comfortable referring SA to campus <u>psychological services</u> if necessary.	92%	92%	93%	92%

Note: Responses on a 6-point scale (*strongly agree* to *strongly disagree*). The survey prompt read: Please indicate your level of agreement or disagreement with the following statements regarding student-athlete wellness.



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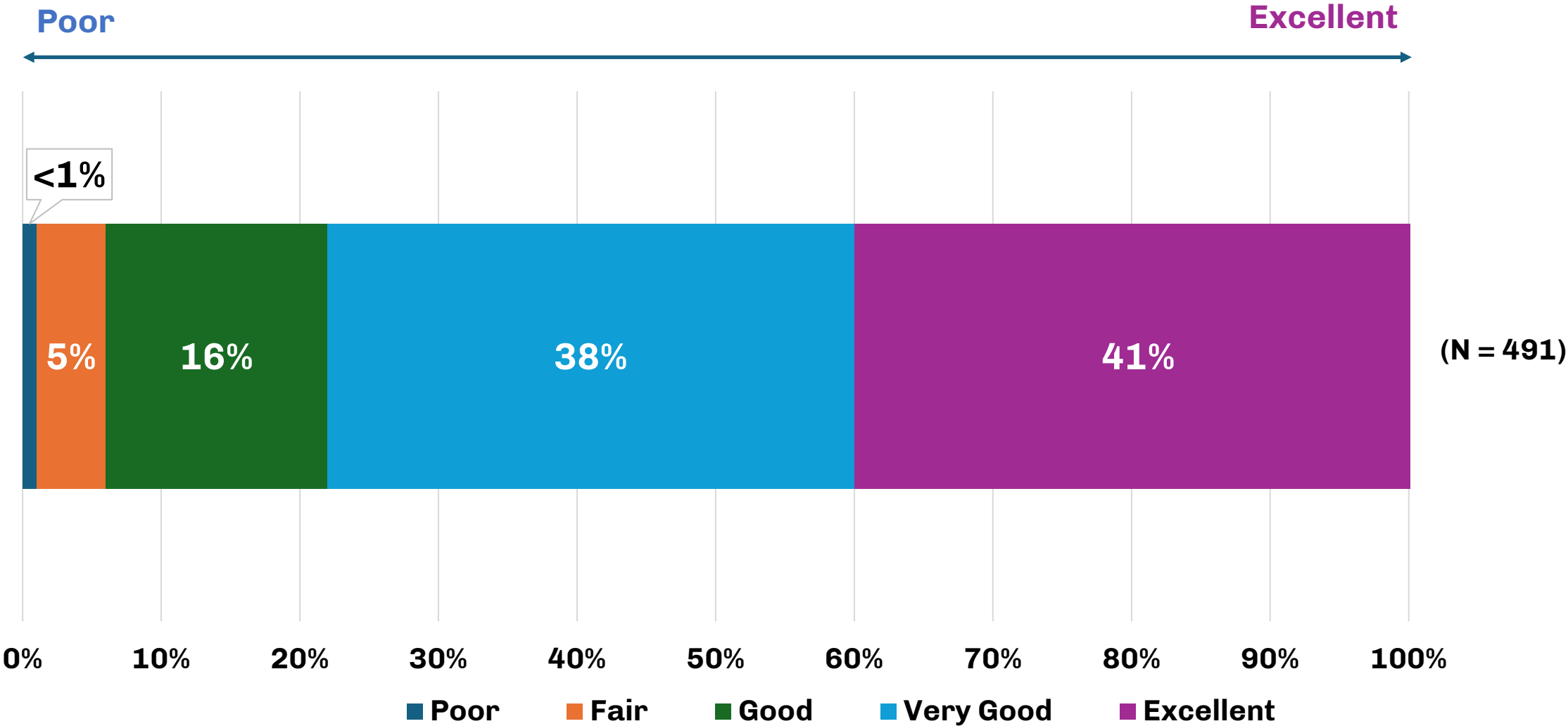
Have you served on an NCAA committee?

	Overall (N=496)	DI (N=196)	DII (N=150)	DIID (N=150)
No, but <u>I would be interested</u> in doing so.	52%	55%	53%	47%
No, and I am <u>not interested</u> in serving on an NCAA committee.	28%	24%	20%	42%
Yes, I am <u>currently</u> serving on a committee.	13%	16%	17%	6%
Yes, within the last five years, but not currently.	4%	4%	6%	2%
Yes, but it was more than five years ago.	3%	3%	4%	3%

➤ 65% of FARs new to the role within the last 5 years indicated committee interest.

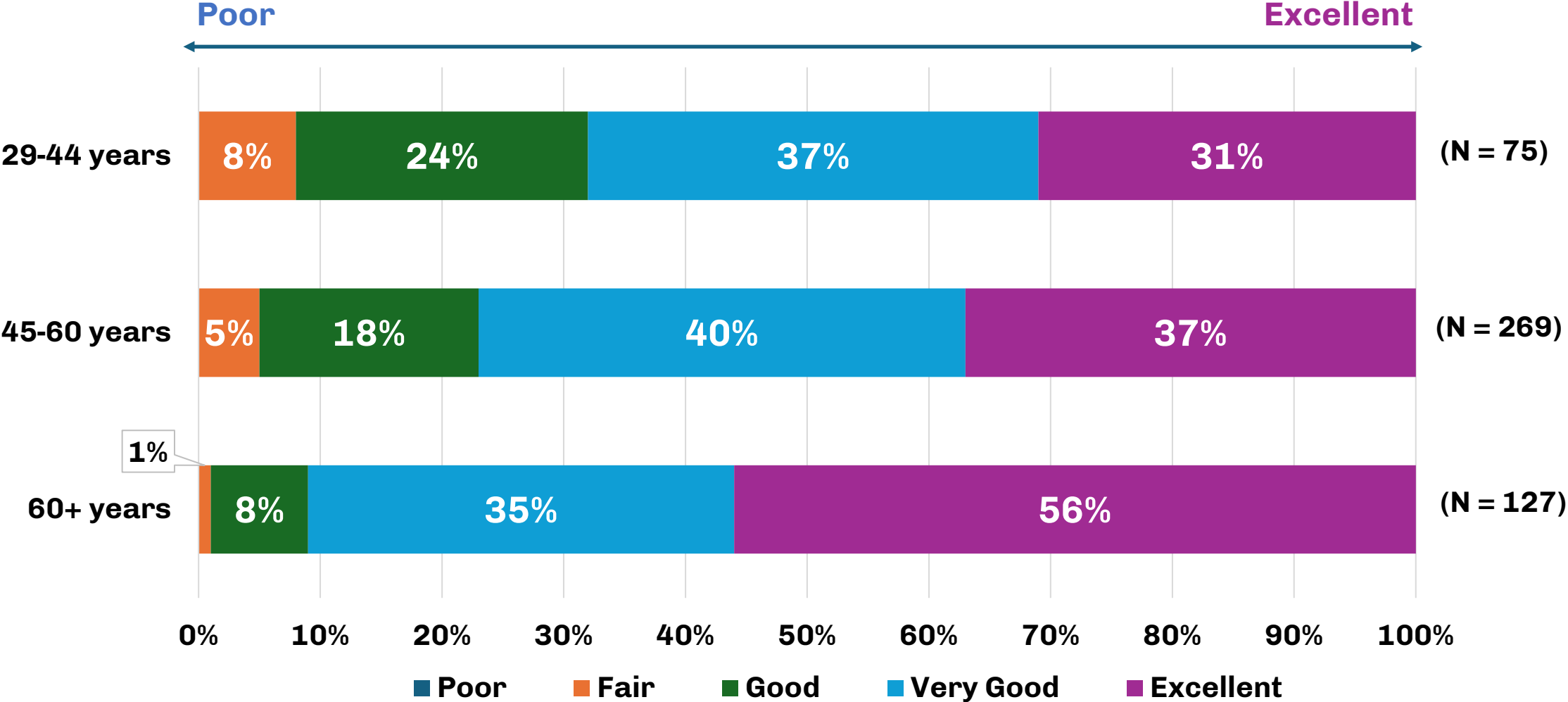
Most FARs report very good mental health, though many remain concerned about the political climate, public sentiment toward higher education and academic freedom.

Self-Reported Overall Mental Health



The survey prompt read: In general, how would you rate your mental health, including your mood and your ability to think?"

Self-Reported Overall Mental Health by Generation



The survey prompt read: In general, how would you rate your mental health, including your mood and your ability to think?

Factors negatively impacting FAR mental health within last 12 months (Percentage responding “Agree” or “Strongly Agree”)

	Overall (N=483)		Men (N=271)	Women (N=181)
Current political landscape/environment	59%		57%	66%
Public sentiment regarding higher education	34%		32%	39%
Other work-related worries (e.g., workload, work responsibilities, work-life balance)	31%		27%	38%
Concerns about academic freedom	28%		26%	32%

Note: Responses on a 6-point scale (*strongly agree* to *strongly disagree*). The survey prompt read: *How much do you agree or disagree that the following have negatively impacted your mental health within the last 12 months?*

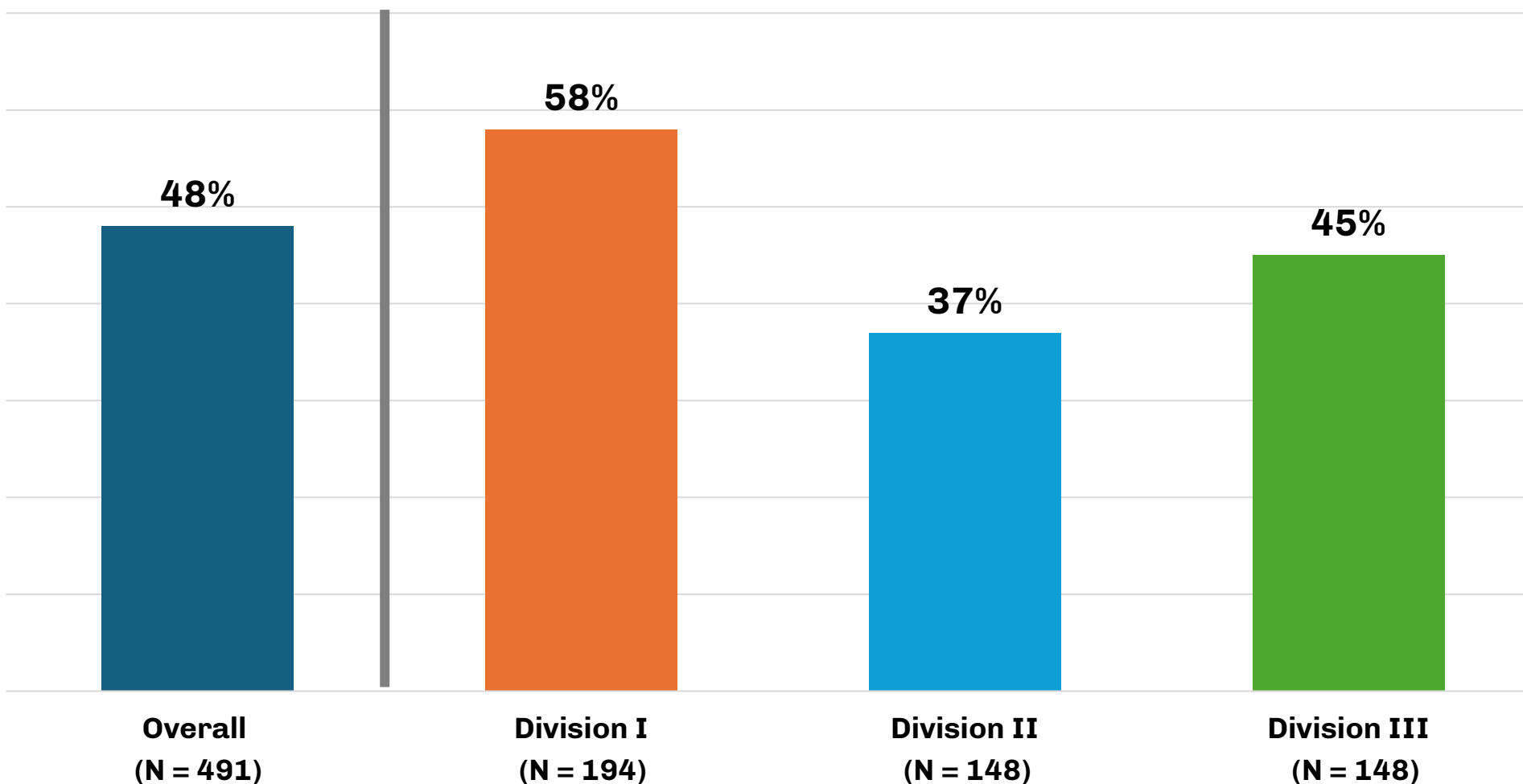


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Many FARs are concerned about the impact of sports betting on the student-athlete experience.

How concerned are you about the impact of sports wagering/betting on the student-athlete experience?

(Percentage responding “Concerned” or “Extremely Concerned”)



Note: Responses on a 6-point scale (*extremely concerned to not at all concerned*).

Do you know where on campus to direct a student if they want help with a gambling problem?

	Overall (N=483)		DI (N=192)	DII (N=146)	DIII (N=145)
Yes	71%		70%	75%	70%
No	29%		30%	25%	30%

Do you have a campus-wide policy (not NCAA rules) that outlines impermissible sports betting related behaviors?

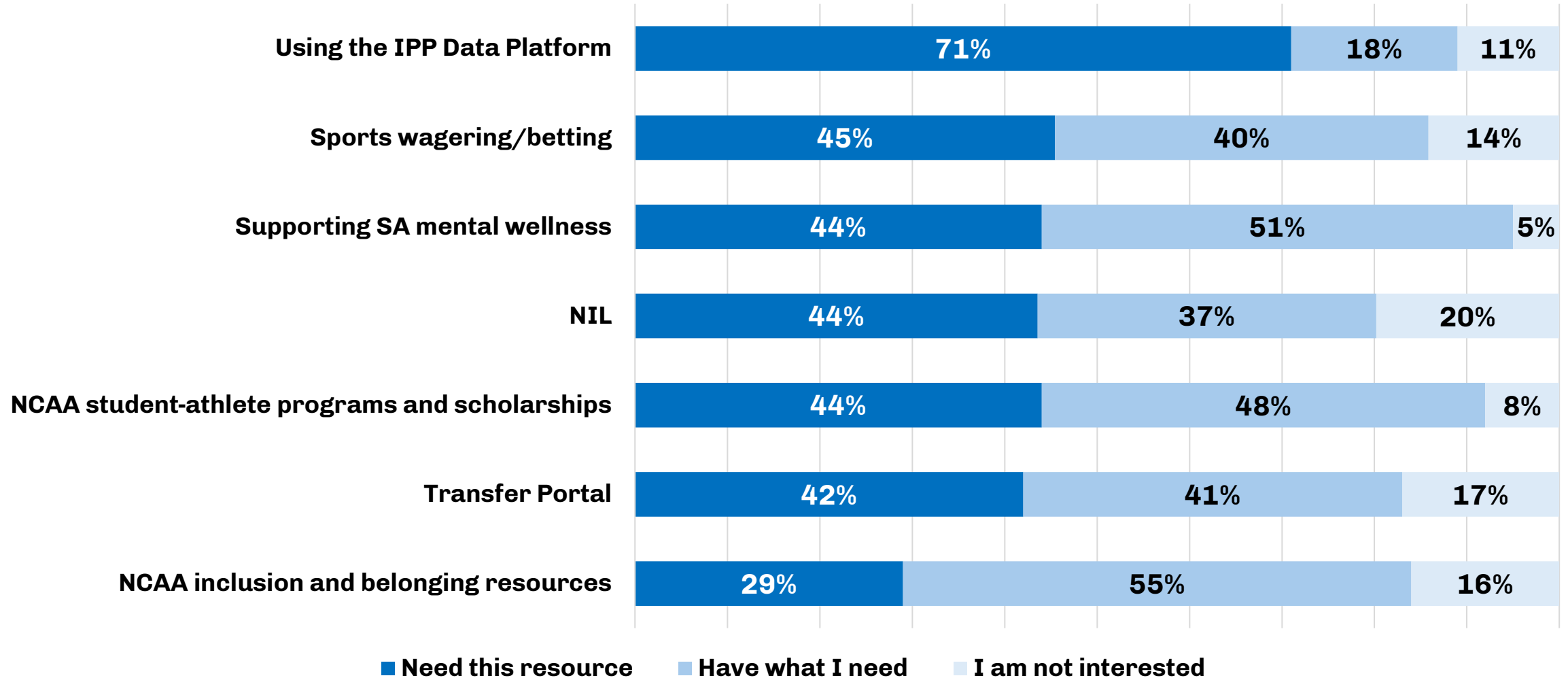
	Overall (N=477)		DI (N=190)	DII (N=144)	DIII (N=143)
Yes	37%		43%	36%	28%
No	64%		57%	64%	72%

Does your campus have clear protocols for reporting and responding to sports betting related issues?

	Overall (N=469)		DI (N=187)	DII (N=141)	DIII (N=141)
Yes	44%		55%	43%	31%
No	56%		45%	57%	69%

FARs seek resources on a range of topics and many see FARA as a valuable resource to support them in their role.

How interested are you in receiving additional education/resources from the NCAA about the following topics?



Note: (N = 481)

Conference Engagement of FARs

(Percentage responding “Agree” or “Strongly Agree”)

	Overall (N=487)	DI (N=193)	DII (N=147)	DIII (N=147)
My conference appropriately recognizes and empowers me in my role as FAR.	75%	75%	86%	63%
I regularly attend athletic conference meetings.	74%	87%	82%	49%
Our conference FARs meet regularly.	70%	82%	79%	46%
The structure of our conference enables FARs to be effective representatives of our student-athletes’ interests.	68%	68%	80%	56%

Note: Responses on a 6-point scale (*strongly agree* to *strongly disagree*). The survey prompt read: Please indicate your level of agreement or disagreement with the following statements regarding your primary athletics conference.



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Do you usually attend the FARA Annual Meeting?

	Overall (N=482)		DI (N=193)	DII (N=144)	DIII (N=145)
Yes	38%		47%	42%	23%
No	62%		53%	58%	77%

What is your reason for not attending the FARA Annual Meeting? (Select all that apply.)

	Overall (N=295)		DI (N=102)	DII (N=81)	DIII (N=112)
Schedule conflicts	53%		64%	51%	44%
Too much time away from campus	41%		39%	40%	45%
Lack of funding	36%		25%	38%	44%

In what ways, if any, has FARA been helpful in your work as FAR?

(Select all that apply.)

	Overall (N=431)	DI (N=176)	DII (N=132)	DIII (N=123)
Provides information and support	78%	80%	79%	76%
Provides opportunities to meet and network with other FARs	67%	73%	73%	52%
Defines the FAR position	66%	67%	70%	60%
Provides assistance in understanding legislative issues	55%	56%	59%	50%
Other, please specify	5%	5%	3%	7%

Note: Those who selected “Other, please specify” described FARA as helpful in providing an environment to interact and network with NCAA staff and learn more about resources for student-athletes.



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