

Faculty Perceptions of Division I Male Student-Athletes: The Relationship between Student-Athlete Contact, Athletic Department Involvement, and Perceptions of Intercollegiate Athletics

By

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## Abstract

It has been widely recognized that student-athletes, especially in the sports of men's basketball and football, endure stereotyping (Bowen & Levin, 2003; Simons, Bosworth, Fujita, & Jensen, 2007, Baucom & Lantz, 2001). Although stereotypes about male basketball and football student-athletes academic behaviors are expressed by many sectors of the university community, the resentment most poignantly comes from faculty (Leach & Connors, 1984). The present study examined full-time faculty member's negative stereotypes towards male basketball and football player's. Specifically, this study looked at how faculty stereotypes about male basketball and football player's academic behaviors relate to faculty perceptions about their campus' athletics department, the amount of contact faculty have with male basketball and football student-athletes, and faculty involvement with their athletics department.

Over 250 faculty members across eight different departments at four Division I institutions participated in this study. Results indicated that factors such as positive athletic department perceptions, greater contact with male basketball and football student-athletes and greater faculty involvement with their campus athletics department are related to fewer faculty stereotypes about male basketball and football student-athletes.

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## CHAPTER 1: Study Overview

### Introduction

Sentiments concerning intercollegiate athletics differ substantially among important university constituents (Putler & Wolfe, 1999). Arguably there is no other group within colleges and universities who have voiced their opinions about collegiate athletics more vociferously than college faculty. Although faculty beliefs can foster constructive changes in athletic policy and reform, unfortunately such opinions can also lead to unwanted negative stereotypes about student-athletes. It has been well documented that faculty do hold negative perceptions about student-athletes, and student-athletes believe they are perceived negatively by their professors (Baucom & Lantz, 2001; Bowen & Levin, 2003; Engstrom, Sedlacek, & McEwen, 1995; Simons, Bosworth, Fujita, & Jensen, 2007). To date research has been unable to determine what variables may be related to faculty stereotypes of athletes.

As college athletics has grown into a billion dollar business, thanks in large part to revenue producing sports such as men's basketball and football, the mission of college athletics has shifted. Collegiate athletics, once seen on college campuses as nothing more than recreational sports activities, has become a professionalized, money driven business, particularly in the sports of men's basketball and football. Although research has done an adequate job of demonstrating that faculty members hold negative stereotypes, few existing studies address the contextual variables that shape faculty beliefs about intercollegiate athletics and in particular student-athletes (Knight Commission, 2007).

Literature on college athletics highlights key findings that could be instrumental for determining how faculty stereotypes about men's basketball and football student-athletes are formed and maintained. For instance, one study found that faculty exerted negative feelings toward male student-athletes in revenue producing sports and that such sports contribute to the incompatibility of goals between intercollegiate athletics departments and the basic values of higher education (Engstrom, Sedlacek, & McEwen, 1995). This incompatibility of goals is exemplified through the overemphasis of sport participation and financial gain within college athletics over other values such as academic achievement. Another finding is the number of student-athletes clustering in social science and sport related departments (Brady, 2008; COIA, 2005; Shulman & Bowen, 2001). Researchers highlight several rationales for this trend, but the most applicable is the notion that student-athletes are more likely to encounter positive interactions with faculty in those fields because these faculty members in these departments are more supportive of athletic programs than faculty in other majors on campus (Harrison, 2004; Noble, 2004). Finally, since the inception of collegiate sports, faculty members have served athletics departments in several capacities (Thelin, 1996). Although faculty members initially played a vital role in the management and maintenance of athletic departments, the same can no longer be said. In fact, recent research has found that faculty members report feelings of disconnect from their campus athletics departments (Knight, 2007). The aforementioned findings will be expanded upon for this study.

### Purpose

The first purpose of the present study is to find out whether or not faculty stereotypes about male basketball and football student-athletes relate to faculty perceptions about their

campus's athletics department. Stereotypes are defined within the context of the present study as an exaggerated belief associated with what Allport (1954) defines as a category. More specifically, such stereotypes will be defined as a negative belief associated with the academic behaviors of male basketball and football student-athletes. Faculty perceptions will be defined as an overarching belief set one holds about their campus's athletics department which includes the following areas: 1) student-athlete support services, 2) athletic department personnel including coaches and athletic directors and 3) the practices, policies and procedures within an athletics department. One could argue that athletic departments are seen as having positive as well as negative effects on universities (Putler & Wolfe, 1999). For example, revenue generating sports such as men's basketball and football can generate millions of dollars for a university, however, athletic department scandals and off the field incidents of student-athletes can also tarnish the university's reputation and lead to an incompatibility between institutional and athletic department goals. If faculty members perceive athletic department decisions, values, and actions as being detrimental to the university, to what degree do such feelings relate to the negative stereotypes faculty have about male basketball and football student-athletes? Finding a relationship between such stereotypes and athletic department perceptions may provide suggestions for improving relationships between faculty, athletic departments, and student-athletes.

The second purpose of this study is to examine the extent to which faculty contact with student-athletes relates to faculty stereotypes about male basketball and football student-athletes. For the purposes of this study, the term contact will refer to faculty members self-reported interactions with male football and basketball student-athletes as it pertains to the classroom environment. Faculty members, unlike other athletic department stakeholders (e.g., college

presidents, alumni, fans), have the unique opportunity to interact with student-athletes in the classroom. The present study proposes that interactions between faculty and student-athletes shapes faculty stereotypes about male basketball and football student-athletes. Furthermore, past research has shown that faculty opinions about college athletics may differ by department (Harrison, 2004; Noble, 2004). This study proposes that faculty members in the areas of social science, sport related fields, communications, and business have more interactions with student-athletes than faculty in departments such as engineering, English, history, and natural sciences. Furthermore, this study proposes that increased interaction between faculty and male basketball and football student-athletes will lead to fewer negative stereotypes toward such student-athlete populations.

The third and final purpose is to determine the relationship between a faculty member's involvement with his or her campus's athletics department and the stereotypes he or she has about male football and basketball student-athletes. Faculty involvement was defined within the present study as a faculty member's current or prior affiliation with their campus's athletics department such as serving on athletic department committees, faculty boards, and academic mentoring of student-athletes. Involvement was also defined as a faculty member's level of engagement in athletic department activities which could include correspondence with athletic department officials and involvement in sport or non-sport related activities. Empirical evidence suggests that maladaptive attitudes and behaviors such as stereotyping and prejudice are in part due to a lack of knowledge and understanding (Connolly, 2000; Gaertner & Dovidio, 2000; Hewstone & Brown, 1986; Miller, 2002). Arguably faculty involvement with their athletics departments may serve as an important precursor for obtaining greater understanding, which could potentially lead to fewer negative stereotypes about male basketball and football student-

athletes. Quantitative and qualitative research method analyses will be utilized to examine the aforementioned relationships. Whereas quantitative methods will be used as a means to explore the relationship between the measurable variables of this study, qualitative methods will be employed to extract meaning behind faculty perceptions as well as interactions with student-athletes and their campus's athletics department. Within the present study, the qualitative findings will help augment the quantitative findings.

### Research Questions

- 1) What is the relationship between faculty perceptions about their campus's athletics department and their negative stereotypes about male basketball and football student-athletes?
- 2) What is the relationship between faculty negative stereotypes about male basketball and football student-athletes and the amount of contact faculty have with male basketball and football student-athletes?
  - a. Does faculty contact with male basketball and football student-athletes differ by department?<sup>1</sup>
  - b. When faculty members are grouped based upon their departmental affiliation, are differences in stereotypes found?
- 3) What is the relationship between faculty involvement with collegiate athletics and negative stereotypes about male basketball and football student-athletes?

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<sup>1</sup> A general assumption of this study is that high contact departments will be defined as the following primary areas of teaching: business, communication, sociology and sports science. Low contact departments will be defined as the following primary areas of teaching: natural science, engineering, English, and history.

- 4) What are the central concerns about college athletics departments as well as male basketball and football student-athletes as expressed by faculty members at Division I institutions?

### Theoretical Framework

The framework of this study draws from the fields of education, sociology and psychology. This study merges two bodies of literature, one being literature on college athletics and the other being Intergroup Contact Theory. The literature on faculty perceptions of collegiate athletics has primarily examined those student-athletes participating in revenue generating sports: male basketball and football. This is, in part, because students participating in such sports are more recognizable, especially to faculty (Lantz, 2001). Prevalent themes in the literature include faculty displeasure with student-athletes regarding scholarships, notoriety, motivation in the classroom, and overall displeasure with the mission of college athletics (Cockley & Roswal, 1995; Engstrom & Sedlacek, 1995; Harrison, 2004; Knight Commission, 2007). Given faculty members' expressed displeasure for student-athletes, particularly in revenue generating sports, for the purposes of this study stereotypes were defined as negative. Furthermore, although stereotypes are not necessarily negative in nature, stereotypes about out-group members are more likely to have negative connotations than those about in-group members (Hilton & von Hippel, 1996). In addition, this study will only examine negative stereotypes of male basketball and football student-athletes because such stereotypes can hinder positive classroom outcomes for students. The term student-athlete refers only to those students from men's basketball and football teams. The current project adds to the existing literature by making a direct connection between stereotypes about male basketball and football student-athletes and related variables



such as faculty perceptions about collegiate athletics, faculty contact with student-athletes, and faculty involvement with their campus's athletics department.

The second body of literature that supported the current project is Intergroup Contact Theory, which is rooted in the fields of sociology and psychology. The theory states that one way to alleviate tension between racial groups is by increasing contact and therefore improving attitudes (Allport, 1954). Within the current study, Intergroup Contact Theory is applied to student-athlete and faculty contact rather than interracial interactions. Contact theory proposes optimal conditions for social contact that will lead to improved conditions between two groups. They include that groups have equal status, common goals, cooperate, as well as institutional support (Allport, 1954). This study hypothesizes that increased formal (e.g., classroom) contact or informal (e.g., game attendance) contact between faculty and student-athletes will result in faculty having fewer negative stereotypes.

### Research Hypotheses

- 1) Faculty members who carry greater negative perceptions about their campus's athletics department will have greater negative stereotypes about male basketball and football student-athletes.
- 2) Faculty members who have more contact with male football and basketball student-athletes will have fewer negative stereotypes toward male basketball and football student-athletes.

- a. Faculty in the areas of sociology, communication, sport science and business will have more contact with male basketball and football student-athletes as compared to faculty in engineering, natural sciences, English and history.
  - b. Faculty in high contact departments will have fewer negative stereotypes about male basketball and football student-athletes than faculty in low contact departments.
- 3) Faculty who are more involved with college athletics will have fewer negative stereotypes about male basketball and football student-athletes.
- 4) Across institution and major, faculty at Division I institutions will report similar concerns regarding their campus's athletics department as well as male basketball and football student-athletes.
- a. Across institution and major, faculty members at Division I institutions will report similar recommendations for improving their perceptions about their campus's athletics department and male basketball and football student-athletes.

#### What is Lacking in the Literature

Although previous research has examined faculty perceptions of collegiate student-athletes, this study differs in several ways. First, this study differs with regard to instrumentation design and the variables that were measured. For instance, the 2007 Knight Study, which will be discussed in Chapter 2, explored faculty opinions about student-athletes at the faculty members' institutions whereas the present study looked at faculty beliefs about all male basketball and football student-athletes participating in Division I sports. In addition, the instrumentation used

in this study is designed to gauge a participant's overarching belief system about the academic behaviors of male basketball and football student-athletes (e.g., stereotypes), whereas previous studies examined faculty attitudes toward particular situations that involved athletes, and each situation was to be considered independently (Engstrom & Sedlacek, 1991; Engstrom, Sedlacek, & McEwen, 1995). Most importantly this study connects stereotypes with a broader system (e.g., athletic departments). Thus, faculty opinions about student-athletes is assumed to be largely determined by their perceptions about athletic departments, allowing those judgments to be formed even before a student-athlete reaches the classroom and is based upon little factual understanding of the person (Baucom & Lantz, 2001).

The second way this study differs from prior research is that it differentiates faculty perceptions by departmental affiliation. Previous studies have failed to consider the variability in faculty opinions about athletics and student-athletes by academic departmental affiliation. For instance, past research has indicated that faculty from departments such as physical education/kinesiology display more favorable attitudes toward athletics than faculty members from humanities, business, and science/technology (Harrison, 2004; Knight Commission, 2007; Noble, 2004). Due to the scarcity of literature regarding faculty attitudes about collegiate athletics by departmental affiliation, it is unclear how these attitudes relate to stereotypes about student-athletes (Noble, 2004).

Finally, the current study applies Intergroup Contact Theory to faculty/ student-athlete interactions. As originally examined, Intergroup Contact Theory linked interracial interactions with knowledge and exposure, resulting in fewer prejudicial beliefs between racial groups (Allport, 1954). This study applies only the interaction context among faculty and male

basketball and football student-athletes. Literature has shown that faculty members feel disconnected with athletics and part of this disconnect may contribute to the formation of negative stereotypical beliefs about student-athletes (Knight Commission, 2007). Research shows that stereotypes are formed due to lack of adequate knowledge about others as well as maintained by way of previously stored knowledge (Hewstone & Brown, 1986; Hilton & von Hippel, 1996). This study hypothesizes that if faculty members were to become more involved in athletics, their knowledge base about athletics departments will likely increase, which would lead to fewer negative stereotypes.

### Study Significance

A growing area of interest is student-athlete experiences with faculty. More research is needed to understand faculty beliefs, attitudes, and stereotypes, which can affect their interactions with student-athletes in the classroom (Etzel, Ferrante, & Pinkney, 1996). Faculty need to re-examine negative stereotypes about student-athletes since they have educational responsibilities as teachers of student-athletes in the classroom (Aries, McCarthy, Salovey, & Banaji, 2004; Duderstadt, 2000). Engstrom and Sedlacek (1995), using their Situational Attitude Scale, found that faculty exerted more negative feelings toward male student-athletes than non-student-athletes. These negative feelings are expressed by student-athletes as they report that it is hard for professors to view them as serious students (Defrancesco & Gropper, 1996). The results of the present study will help determine what variables (e.g., athletic department perceptions, student-athlete contact, or athletic department involvement) influence faculty stereotypes about male basketball and football student-athletes. Finding such relationships could positively assist with enhancing the nature and quality of faculty/ student-athlete interactions.

A second outcome of this study is to further validate the importance of collaboration between faculty and athletic departments. Since college athletics has become a billion dollar business and many athletic departments have succeeded in establishing themselves as independent entities, much of their daily proceedings are unfamiliar to faculty (Thelin, 1994). Additionally, student-athletes are viewed as a specialized population within the university community. This lack of familiarity and separateness may be contributing to misconceptions faculty have about athletics and athletes. Furthermore, although faculty members do not feel their success in their professional fields are intimately connected with victories on the athletic field, athletics departments are increasingly reliant on the academic community, which includes faculty, to help student-athletes succeed in college (Marco, 1960). Therefore, insight garnered from systemic inquiry may help faculty become more integrated into athletics and lead to fewer misconceptions (Kelly, Burch-Ragan, & Yates, 2001).

Prior research has mentioned the benefits of academic and social activities (e.g., research projects, faculty attendance at sporting events and team lunches, etc.) between student-athletes and faculty members (Comeaux & Harrison, 2007, Milem & Berger 1997; Pascarella, 1980). Carodine, Almond, and Gratto (2001) suggested that establishing faculty committees is important for the success of student-athletes in that faculty could make recommendations to the athletic department regarding policy changes related to academic issues. Other studies have outlined ways to incorporate faculty into the day-to-day athletic department operations, such as informational sessions about the athletics department (Defrancesco & Gropper, 1996). The results of this study provide insight as to effective strategies for integrating faculty into collegiate athletics. Literature has acknowledged that collaboration between the institution and the athletics department may be helpful for understanding faculty questions, concerns, and frustrations

(Howard-Hamilton & Sina, 2001). According to Wolf-Wendel, Toma, and Morphew, (2001), “we need to educate our college and university leaders to understand that we can build a community by building upon our differences and learning -- along with students-that the skills and aptitudes each of us brings to the table makes our larger community capable of achieving greater things” (p.392).

Finally, reducing negative stereotypes toward student-athletes will alleviate the negative side effects of stereotypes. Stigmatization, prejudice and faculty accessibility cues are all products of negative stereotyping (Aronson, Fried, & Good, 2002; Cole, 2007; Hilton & von Hippel, 1996) In addition, when negative stereotypes are eliminated, increased communication beyond the classroom will follow, as student-athletes will likely feel more comfortable approaching faculty during office hours or reaching out to faculty as mentors (Harrison, Comeaux, & Plecha, 2006). Furthermore, reducing negative stereotypes can lead to improvements for student-athletes in the classroom. Research has suggested that student-athletes may internalize faculty expectations of poor academic performance, which lowers their chances for academic success in college. Studies have also reported that a benefit for student-faculty out of class communication is that students were more likely to have greater levels of academic integration into the college or university (Marco, 1960; Milem & Berger, 1997). Boyer (1990) stated in regard to colleges and universities that “learning is an active occurrence that transpires both inside and outside of a classroom,” and goes on to say that it “requires faculty to connect with students and engage them in active learning” (p.9). As student-athletes encounter more positive experiences with faculty, their academic confidence will likely increase as well as their college experience (Gaston-Gayles, 2005).

The subsequent chapters will examine the theoretical underpinnings that helped guide the present study, in addition to the methodological considerations, important findings, and a discussion pertaining to the results of the study.

## CHAPTER 2: Review of the Literature

### Introduction

For decades, university faculty members have prompted important discussions about student-athletes, the mission of collegiate athletics, and the need for faculty involvement within athletics departments (Beyer & Hannah, 2000; Briody, 1996; Smith, 1988). Furthermore, it is college faculty members who have served as faculty athletics representatives and dedicated their time to the formation of important organizations such as the Knight Commission on Intercollegiate Athletics, the Coalition of Intercollegiate Athletics, and the National Collegiate Athletic Association (COIA, 2007; Knight Commission, 2007). Unfortunately, faculty's day-to-day involvement within college athletics can be described as minimal at best. As college athletics has created a degree of separateness from the university community, faculty members have limited contact with student-athletes except for in the classroom and are less involved in driving policies and procedures within their campus's athletics departments. To coincide with this trend, faculty members have become less satisfied with both college athletics and the student-athletes it oversees (Engstrom, Sedlacek, & McEwen, 1995; Knight Commission, 2007). In addition, student-athletes express frustrations with being negatively stereotyped by faculty especially in the sports of football and men's basketball (Shulman & Bowen, 2001). The current chapter will review key variables such as faculty student-athlete contact, involvement, and faculty perceptions about their campus's athletics department, which the present study proposes are all related to faculty stereotypes about men's basketball and football student-athletes.

The first section of this chapter outlines the history of college sports since its inception. This includes a presentation of four major works of literature, that, according to author John



Thelin, effectively illustrate the role of faculty in college athletics. Next an overview about current issues in college athletics is presented. This is followed by examination of the literature about stereotypes and faculty perceptions of student-athletes and college athletics. Subsequently, departmental differences in faculty perceptions toward student-athletes are addressed. Finally, this chapter concludes with a discussion about Intergroup Contact Theory and the factors that mediate faculty/ student-athlete contact.

### History of Faculty and College Athletics

The current cultural values and practices embodied in college athletics are grounded in the history of higher education in the U.S. (Beyer & Hannah, 2000). Collegiate sports started as student-organized recreation activities within American colleges and universities during the late 1800s. The first athletic contest, a boat race between Harvard and Yale, took place in 1852 (Shulman & Bowen, 2001). Originally, these activities were seen by students as a means of relieving stress and pent-up energies (Noble, 2004). Over time, they became more organized, as student-athletes wanted to test their skills against their peers (Beyer & Hannah, 2000; Smith, 1988). It was not until the 1880s that faculty formed a united front against student run athletic teams and gained more authority in the wake of abuses and questionable practices on the part of students (Beyer & Hannah, 2000; Briody, 1996; Smith, 1988;). Since the early 1900s, many educators have debated the place of athletics and its role within higher education (Aries, McCarthy, Salovey, & Banaji, 2004).

Between 1895 to 1905, student-players started to emerge as player-students as collegiate sports began to dominate college life (Lester, 1999). At the close of the 19<sup>th</sup> century, the first discussions about academic eligibility came to light. These discussions emerged during the 1895

Chicago Conference attended by faculty representatives at institutions that would later form the Big Ten Conference and the 1898 Brown Conference attended by institutional representatives that collectively formed what is now known as the Ivy League Conference (Helman, 1989; Smith 1988). The focus of these conferences was to discuss maintaining a balance between education and athletics and increasing the oversight of faculty. It was not until a student-athlete death during the 1905 football season that faculty control made significant strides (Solow, 1998). In the wake of growing concerns over the brutality of college sports, Theodore Roosevelt summoned representatives of Harvard, Princeton, and Yale and charged them with considering either reforming or abolishing college football (Thelin, 1994). This meeting of colleges would come to form the Intercollegiate Athletic Association of the US, presently known as the National Collegiate Athletic Association (Thelin, 1994).

The 20<sup>th</sup> century can be conceptualized as a time of great transformation, turmoil and investigation in college sports, and faculty roles evolved significantly within collegiate athletics. The first development was finding an academic purpose for continuing college sports programs and the 1920s brought the emergence of the field of physical education, which solidified an academic home base for college sports (Beyer & Hannah, 2000). Between 1929 and 1975, there were four reports, each of which discussed the role of faculty and their relationship to collegiate athletics. Each report is discussed below.

Howard Savage's 1929 Carnegie report or *Bulletin Twenty-Three*, spoke to the college sports abuses at over 130 colleges and universities. The report placed little to no blame on the shoulders of faculty given the little oversight they had been afforded. Savage described faculty control of athletics as "pseudo-control," having no real authority over athletics (Savage, 1929;

Thelin, 1994). A similar report that investigated the problems in college sports was the American Council on Education's Presidential Committee 1952 Report concerning the ethics in college sports. The outcome of this meeting was that it brought college presidents together for a common cause and with it the conclusion that presidential regulation of college sports was needed (Thelin, 1994). Similar to Savage's 1929 report, the 1974 study, *An Inquiry into the Need for and Feasibility of a National Study of Intercollegiate Athletics* by George Hanford, reiterated the sentiment that faculty lacked involvement, as well as input into the policies and procedures that involve intercollegiate athletics (Hanford, 1974; Thelin, 1994). The response of this study was instrumental and one could argue led to the formation of the National Association of Advisors for Athletes, or N4A, in 1975, which was established for the purpose of addressing the academic and personal issues of college student-athletes (Broughton & Neyer, 2001). The organization's membership list includes those individuals interested in student-athlete eligibility and educational welfare, which included faculty. The fourth study mentioned in Thelin's book is the 1991 Knight Foundation Study, *Faith with the Student-Athlete*. Unlike Savage's observations of faculty 60 years prior, this paper placed fault upon the shoulders of faculty for their lack of collective power as well as the disappointment that college presidents had failed to control athletic programs (Knight Commission, 1991; Thelin, 1994).

The aforementioned reports have a significant influence on the present study because they highlight what, if any role, faculty played in college athletics at different points of time during the 20<sup>th</sup> century (Hanford, 1974; Savage, 1929; Solow, 1998). In sum, whereas the early 20<sup>th</sup> century was a time when faculty made a concerted effort to help legitimize an academic purpose for sports on college campuses, the late 20<sup>th</sup> century can be conceptualized as a time when faculty clearly lacked collective power and a voice in college athletics (Thelin, 1994).

Formal positions such as faculty athletic representatives as well as faculty representation on NCAA review committees have provided a limited forum for faculty members to voice their concerns. However, they are largely uninvolved with the management and oversight of athletics departments and have limited interactions with student-athletes (Broughton & Neyer, 2001).

### Current Issues in College Athletics

Since the 1990s athletics has expanded into a billion dollar business with more revenue at stake. This business model of athletics undoubtedly contributes to the beliefs of some faculty that college athletics has become too commercialized and completely diverges from the overall mission of higher education (Sack & Staurowsky, 1999). Collectively there are over 400,000 student-athletes now participating in NCAA (National Collegiate Athletic Association) athletics at the Division I, II and III levels. The NCAA in response to controlling abuses by both student-athletes and athletics departments have outlined hundreds of bylaws that they must abide by in order to be eligible: a large percentage of those rules are associated with grades and monitoring student-athlete degree progress (NCAA, 2009). Time constraints, academic preparation and graduation rates are three important issues that are at the forefront of NCAA rules, many of which have been created by faculty serving on NCAA athletic boards and committees.

Unlike the general student population, student-athletes are constricted in the amount of time they have available to devote to their academic responsibilities (e.g., attending a professor's office hours) due to the time demands of their athletic responsibilities (e.g., competition, practice, travel). High-commitment athletes, especially in revenue producing sports like football and men's basketball, experience more academic obstacles such as being taken seriously by professors and earning good grades (Aries, McCarthy, Salovey, & Banaji, 2004). Despite the

limits enforced by the NCAA, a recent survey reported that football players at Division I institutions spend well over 40 hours per week on athletic-related activities (Gaston-Gayles & Hu, 2009; Wolverton, 2008). This level of commitment to sports participation has undoubtedly affected the academic motivation of student-athletes in terms of class attendance, meeting with their professors during office hours, and time dedicated to studying.

As the pressure on intercollegiate athletics continues to escalate in the eyes of the academy, attention now more than ever is focused on the academic achievements of student-athletes (Sperber, 1998). A primary concern with respect to student-athletes and academics are the increasing trends of academic under-preparation, especially in student-athletes participating in football and men's basketball (Aries, McCarthy, Salovey, & Banaji, 2004; Shulman & Bowen, 2001). In their qualitative study, Pitts, White, and Harrison (1999) examined how faculty feel about underprepared students and found that faculty admitted engaging in what they considered to be remedial or compensatory education in their classes. Given the increasing numbers of underprepared students on many campuses, their presence challenges the kind of teaching that most faculty expect to do (Pitts, White, & Harrison, 1999). Furthermore, in a study of faculty at various institutions across the nation, Stark and Lattuca (1997) found that most faculty members did not feel confident dealing with academically under-prepared students, especially if students' were poorly motivated. Male basketball and football student-athletes, a group that has been widely criticized for lacking the skills necessary to succeed in college, may be more likely than non-student-athletes to receive some form of remediation in college.

Although under-preparation is seen among some student-athletes, overall college student-athletes continue to have higher graduation rates than the general student population (NCAA,

2004). There are several explanations for this pattern, one being that there are certain institutional controls (e.g., minimum academic standards to maintain athletic eligibility, mandatory study halls, and specialized academic advising) that may be influencing these trends (Rishe, 2003). Hence, graduation rates may have more to do with eligibility than motivation to succeed academically (Wolniak, Pierson, & Pascarella, 2001). For example, the link between the six-year graduation rates can be partially explained by the amount of tutoring and other academic support many campuses provide student-athletes (Umbach, Palmer, Kuh, & Hannah, 2006). Another plausible explanation lies within the types of classes athletes take during the academic year. Enrollment patterns may be more reflective of eligibility than a structured program aimed at graduation (Wittmer, Bostsic, Phillips, & Waters, 1981). It should be noted that although college student-athletes collectively have higher graduation rates than the general student population, male basketball and football student-athletes continue to lag behind their student-athlete counterparts in terms of graduation (DeBrock, Hendricks, & Koenker, 1996). Finally student-athletes are becoming more reliant on the academic services they receive within the confines of athletics departments, which include academic advising and tutoring (Umbach, Palmer, Kuh, & Hannah, 2006). Although these services have shown to be important predictors of higher graduation rates, this over reliance on such programs can increase faculty skepticism about incidents of academic misconduct involving student-athletes to ensure eligibility (Umbach, Palmer, Kuh, & Hannah, 2006).

The above issues are relevant to the present study because they outline the pertinent topics that help shape faculty perceptions of student-athletes. Based upon the above findings faculty could perceive that athletes are kept eligible with nonacademic courses in a less-than demanding curriculum and that few athletes are serious about degree attainment (Adelman,

1990; Becker, Sparks, Choi & Sell, 1986). Additionally, the athletic time commitments of student-athletes, especially in the sports of men's basketball and football, restrict how much time they have to devote to their academics, such as seeing their professors during office hours. If faculty members have little contact with this population, then they may be more prone to relying on stereotypes rather than accurate perceptions of student-athletes' academic capabilities. Additionally, male basketball and football student-athletes are more likely to be academically under-prepared, which explains why some faculty may believe that student-athletes should not be in college (Aries, McCarthy, Salovey, & Banaji, 2004; Pitts, White, & Harrison, 1999). Such topics provided a basis for the Stereotypes about Student-Athletes Questionnaire used in this study. Questions included faculty opinions on student-athletes' time constraints, academic preparation, utilization of student-athlete academic support services, and student-athletes' graduation rates.

### Stereotypes and Student Athletes

Research has shown that athletes do in fact report that they are stereotyped by faculty on colleges campuses and universities across the country (Baucom & Lantz, 2001; Bowen & Levin, 2003; Simons, Bosworth, Fujita, & Jensen, 2007). For the purpose of this study stereotypes were defined as an exaggerated belief associated as defined by Allport (1954) as a category. Bowen and Levin (2003) found that even among athletes at Ivy League schools where there is a strong academic emphasis, such claims of stereotyping are prevalent among varsity athletes who reported incidences of discrimination from faculty in class. In a different study, 538 college athletes were asked how they were perceived and treated by faculty, and 33% reported said they were perceived negatively by professors (Simons, Bosworth, Fujita, & Jensen, 2007). These

negative perceptions were based on denied request for accommodations for athletic events, lower grades than the student-athletes felt they deserved, as well as negative comments made by faculty (Simons, Bosworth, Fujita, & Jensen, 2007). In the same study, 62.1% of student-athletes reported a faculty member had made a negative remark about athletes in class. Evidence further exists that the issue of stereotyping is increasingly worse than in previous decades. In Shulman and Bowen's 2001 book *The Game of Life*, data from The College and Beyond survey was examined. The data contained responses from former student-athletes in the years '51, '76, and '89 entering cohorts. Athletes reported faculty to be more supportive of athletes and athletics three decade ago than in recent decades. Although research has paid closer attention to the experiences of student-athletes participating in revenue sports rather than non-revenue producing sports, it should be highlighted that both student-athlete populations receive similar treatment within the context of the classroom (Engstrom, Sedlecek, & McEwen 1995; Harrison, Comeaux, & Plecha, 2006). What is also noteworthy is that these findings hold true for not only for Division I student-athletes but Division II student-athletes as well (Baucom & Lantz, 2001).

Faculty stereotypes can significantly affect academic outcomes (Steele & Aronson, 1998; Valentine & Taub, 1999). The effects of stereotypes are numerous but the most obvious is stigmatization, which affects performance evaluations by faculty, resulting in impoverished developmental opportunities (Aronson, Fried, & Good, 2002). Prejudices have been traditionally viewed as the application of social stereotypes (Hilton & von Hippel, 1996). According to Allport's (1954) classic definition, prejudice is "an antipathy based on a faulty and inflexible generalization" (p. 9). However, prejudice is not a necessary prerequisite for stereotypes to be activated (Devine, 1989). In addition to stigmatization and prejudice, faculty stereotypes can also lead to poor interactions between student-athletes and faculty. In the absence of stereotypes,



students are more likely to seek faculty assistance outside of the classroom and experience greater levels of academic integration into the university setting (Marco, 1960; Milem & Berger, 1997). Additionally, eliminating stereotypes will lead to improvements in students' in-class experiences, as they will view faculty as more accessible to helping them both in and outside of the classroom (Cole, 2007; Wilson, Gaff, Dienst, Wood, & Bavry, 1975; Wilson et al., 1974). Such cues can encourage or discourage student-athlete faculty contact. Student-athletes who experience positive accessibility cues will likely feel more comfortable approaching faculty during office hours or reach out to faculty as mentors (Harrison, Comeaux, & Plecha, 2006). Finally, reducing negative stereotypes can lead to improvements for student-athletes' classroom efforts. For example, student-athletes are more likely to succeed in class when faculty members have high expectations of their academic performance (Engstrom, Sedlacek, & McEwen, 1995; Hamilton & Trolier, 1986). Boyer (1990) stated in regard to colleges and universities that "learning is an active occurrence that transpires both inside and outside of a classroom" and goes on to say that "it requires faculty to connect with students and engage them in active learning" (p.9). As student-athletes encounter more positive experiences with faculty, their academic confidence will likely increase as well as their college experience (Gaston-Gayles, 2005).

In order to understand faculty stereotypes about student-athletes, it is important to uncover what contributes to the formation, maintenance and dissolution of such stereotypes. Stereotypes were defined in this study as negative judgments based on a certain probability that a person will possess a given attribute or a belief associated with a category (Allport, 1950). At a more basic level stereotypes make information processing easier and allow the perceiver to rely on previously stored knowledge (Hilton & von Hippel, 1996). Faculty who form stereotypes fail to notice individual differences between in-group members (von Hippel et al., 1993). Hence,

faculty stereotypes about student-athletes may be formed because of the lack of consideration given to the variability among student-athletes. Athletes, especially in the sports of men's basketball and football, could be more susceptible to such stereotypes because they are recognized as a team rather than individual players.

Stereotypes are regularly maintained through assimilation or perceiving one as more similar to a given stereotype than they really are (Hilton & von Hippel, 1996). In this instance stereotypes are rapidly confirmed even in the presence of disconfirming information and such stereotypes are likely to be negative (Hamilton, Stroessner, & Mackie, 1993). Another way stereotypes are maintained is that stereotypes guide the judgment of the perceiver so that the behaviors of others are consistent with the stereotype (Sedikides & Skowronski, 1991). The perceiver is likely to attribute the behavior of others to internal causes (Jackson et al., 1993; Yee & Eccles 1988).

Finally, controlling stereotyping has focused on the notion of information processing (Devine, 1989; Devine, Monteith, Sherman, & Devin, 1998; Moskowitz, 1996). One model for controlling stereotypes is particularly applicable to the current study. The *Bookkeeping* model posits that stereotypes are updated incrementally (Rothbart, 1981). Hence, each inconsistency that is processed leads to a small change in the stereotype. It was assumed in this study that stereotype change among faculty happens gradually and the more positive contact they have with student-athletes, the fewer stereotypes faculty will have about student-athletes.

### Faculty Perceptions of Student-Athletes

The most relevant research on faculty perceptions of student-athletes stems from the work of Engstrom and Sedlacek in their 1991 and 1995 studies. Their first study, which examined freshmen students' perceptions toward university student-athletes, found that freshman non-student-athletes perceived student-athletes negatively in situations dealing with academic achievement (Engstrom & Sedlacek, 1991). The Situational Attitude Scale (SAS) was used to measure such attitudes and beliefs. The scale includes 10 personal or social situations that infer the type of prejudice being investigated and respondents share their reactions using designated adjectives (Engstrom, Sedlack, & McEwen, 1995). Two or three forms are traditionally used describing the same situations but reference a different group of individuals for each form. Each situation is considered independent of the other items and the mean response differences between the two or more forms are calculated (Engstrom, Sedlack, & McEwen, 1995). The SAS has been shown to be a reliable and valid tool for measuring attitudes toward racial-ethnic minorities, varying age groups, women, and student-athletes (Engstrom & Sedlacek, 1991; See also, Carter, White & Sedlacek, 1987; Engstrom & Sedlacek, 1989; Hirt, Hoffman, & Sedlacek, 1983; Minatoya & Sedlacek, 1983; Peabody & Sedlacek, 1982). Several situations on the scale were found to elicit more negative reactions from non student-athletes, such as disappointment, concern, worry, and annoyance when a student-athlete was assigned to be their lab partner, as well as exhibiting negative feelings toward tutorial and advising services given to student-athletes (Engstrom & Sedlacek, 1991).

Engstrom, Sedlacek, and McEwen's (1995) study expanded upon the results of their 1991 study and researched faculty perceptions of student-athletes. They drew a random sample of 201

faculty members and examined the degree to which faculty held stereotypical negative attitudes toward male revenue and non-revenue students-athletes. The researchers made one minor adjustment to the Situational Attitude Scale in their second work. The 1995 study added a variable to each situation, which indicated whether a student-athlete was a part of a non-revenue or revenue producing sport. Therefore, a third form of the scale was added. Form A referred in each situation to a “student,” Form B referred to a situation involving a player in a revenue sport; and Form C mentioned a player in a nonrevenue sport (e.g., lacrosse, wrestling, golf, tennis, baseball) (Engstrom, Sedlacek, & McEwen, 1995). Overall, faculty exerted more negative feelings toward male revenue and non revenue student-athletes than toward non student-athletes. Two situations in particular elicited stronger feelings of anger, disapproval, and concern toward student-athletes. The identified situations included student-athletes receiving a full scholarship to college and student-athletes admitted with lower SAT scores (Engstrom, Selacek, & McEwen, 1995). Female faculty members had more negative feelings toward male nonrevenue student-athletes and expressed strong negative feelings toward the creation of advising and tutoring programs. However, female faculty members were more positive about the creation of such programs for male revenue student-athletes. Finally, it was mentioned that faculty expressed displeasure when the athletic accomplishments of student-athletes were noted in the campus paper (Engstrom, Sedlacek, & McEwen, 1995).

Research on faculty perceptions of student-athletes is not limited to studies of Engstrom and Sedlacek (1991, 1995). In fact, more current research on faculty perceptions includes the work of Comeaux and Harrison (2001, 2006, 2007). In general their studies explored the relationship between faculty/ student-athlete interactions and student-athlete achievement. Their 2006 study examined the opinions of revenue-producing student-athletes (Harrison, Comeaux, &

Plecha, 2006). The results of that study were based upon <sup>2</sup>Cooperative Institutional Research Program data and the College Student Survey, which included 693 football and basketball student-athletes attending predominantly White institutions (Harrison, Comeaux, Plecha, 2006). Using the Input-Environment-Output (or IEO) <sup>3</sup> model, they found that faculty/ student-athlete relationships are important to student-athlete achievement. One question that came out of their research was whether student-athletes who interact with faculty, depending on the form of interaction, receive higher grades, or is it that students with higher grades are more likely to pursue interaction or contact with faculty (Harrison, Comeaux, Plecha, 2006).

Comeaux and Harrison's 2001 and 2007 works looked at racial differences in student-athlete populations. Specifically, they focused on environmental predictors of academic achievement among Black and White revenue generating athletes (Comeaux & Harrison, 2001). Comeaux and Harrison (2007) found that Black and White male student-athletes did not benefit equally from their interactions with faculty. Furthermore, they suggested that faculty who provided encouragement to White student-athletes' professional development had a positive impact on college GPA, but this interaction was not a significant predictor in the regression equation for Black student-athletes (Comeaux & Harrison, 2007).

Differences in faculty interactions can also be found when comparing student-athletes with non-student-athletes. In a different study, researchers found that over one-half of the

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<sup>2</sup> CIRP data is a collection of surveys taken from entering freshmen students across colleges and universities during freshmen orientation. Results are published annually, and data has been widely utilized in research.

<sup>3</sup> Input-Environment-Output model is a part of Student Development Theory termed by Alexander Astin which describes student outcomes which are a function of inputs, environment and outputs (Pascarella and Terenzini, 2005)

student-athletes surveyed believed that when compared to other students, it was harder for their professors to view them as serious students (Defrancesco & Gropper, 1996). Evidence has further suggested that student-athletes believe faculty hold discriminatory feelings toward them, and these negative perceptions may be hindering student-athletes from being able to fully engage in their classroom experiences (Defrancesco & Gropper, 1996). For instance, while in class student-athletes are likely to avoid engaging in class discussions, and this lack of engagement may be a result of how the professors treat the student-athletes (Watt & Moore, 2001).

Finally, Baucom and Lantz's 2001 study diverged from research trends on faculty perceptions and student-athletes in two ways. First, they explored faculty perceptions of male student-athletes at the Division II athletic level rather than the Division I level. Secondly, Baucom and Lantz looked at smaller institutions with selective admissions processes, whereas past research has primarily focused on land grant colleges. It was hypothesized that faculty at these institutions would not differ in their prejudices toward student-athletes in non-revenue or revenue generating sports because such institutions rarely sponsor sports program that generate money (Baucom & Lantz, 2001). Although their research methods may have diverged from research trends as far as institutional type and division level, the authors used the same instrumentation used in Engstrom and Sedlacek's studies. Similar to the studies conducted by Engstrom and Sedlacek, they used the Situational Attitude Scale and found similar findings. Respondents were evenly distributed across the divisions of Health/Exercise Science, Language and Literature, Social Science, Business and Accounting, Science, and Math and Computer Science (Baucom & Lantz, 2001). They found faculty held negative attitudes especially in the areas of academic admissions processes, financial support, the provision of academic services, and coverage by the campus newspaper.

Surveys developed for the current project utilized the above topics as a basis for constructing survey questions regarding faculty stereotypes about student-athletes. For instance, faculty may carry more negative opinions about student-athletes on topics such as admissions, financial support, academic support systems, and student-athlete classroom engagement (Baucom & Lantz, 2001; Defrancesco & Gropper, 1996; Engstrom, Sedlacek, & McEwen, 1995). Furthermore, faculty members may project more stereotypes towards student-athletes when comparing them to non student-athletes. Therefore, some survey questions were included that compared faculty feelings about non-student-athletes with student-athletes. Finally, the literature states faculty members express less satisfaction with male basketball and football student-athletes than with other student-athletes. This may be attributed to the fact that male basketball and football student-athletes spend more out-of-class time with their respective sports, which is backed by evidence that male basketball and football student-athletes believe faculty hold discriminatory feelings toward them (Defrancesco & Gropper, 1996; Harrison, Comeaux, & Plecha, 2006; Knight Commission, 2007). Therefore, survey questions that sought faculty stereotypes about student-athletes only refer to male basketball and football student-athletes.

#### Faculty Perceptions of College Athletics

The 2007 book *Confessions of a SpoilSport* by William C. Downing chronicles his experience as a faculty member who opposed the implementation of Division I athletics at Rutgers University. The book discusses faculty feelings toward collegiate sports in the 21<sup>st</sup> century. Downing included the following quote from Milton Friedman, a 1976 graduate of Rutgers University and Nobel Prize winner, who stated the following:

Universities exist to transmit knowledge and understanding of ideas and values to students, and to add to the body of intellectual knowledge, not to provide entertainment for spectators or employment for athletes ... The proper role of athletic activity at a university is to foster healthy minds and healthy bodies, not to produce spectacles. (p. 56)

The previous quote is just one of many opinions held by faculty. However, faculty attitudes differ based upon factors such as institution, division level, departmental affiliation, and prior involvement with intercollegiate athletics. A recent study conducted in 2007 by the Knight Commission discusses faculty perceptions of college athletics. Few studies have been able to compile information of the same magnitude. In 2006, members of campus reform groups approached the Knight Commission to host a summit on the role of faculty in maintaining a healthy relationship between academics and athletics (Knight Commission, 2007). Dr. Janet H. Lawrence, associate professor at the University of Michigan, along with her colleagues conducted a study to identify how faculty members perceived a range of issues related to college athletics (Knight Commission, 2007). The researchers created a survey and sent it to faculty at more than 23 institutions across the country. Questions on the survey tapped faculty feelings about issues ranging from student-athlete concerns, faculty perceptions about their campus's athletic department, and faculty knowledge about athletic department policies and procedures. Several questions from this 2007 survey were used in the development of survey questions for the present study.

Lawrence et al., (2007) found that faculty felt unsure or lacked awareness about issues regarding monitoring the academic soundness of student-athletes' majors, the standards of academic support staff employed by the athletics department, and admissions guidelines for basketball and football student-athletes (Knight Commission, 2007). An interesting finding of the Knight study was that over 60% of faculty members believe athletes are motivated to earn



their degrees and are academically prepared to keep pace with the other students in their classes. This finding is intriguing given concerns about student-athlete under-preparation in the sports of men's basketball and football (Aries, McCarthy, Salovey, & Banaji, 2004; Shulman & Bowen, 2001). Finally, faculty members believe the greatest challenge to increasing faculty engagement within athletics is the lack of knowledge faculty members have about key policies, practices and issues (Knight Commission, 2007).

Other studies have added to the literature on faculty perceptions about college athletics and have found that faculty perceptions may differ based upon athletic division level. Cockley and Roswall (1995), using the *Perceived Knowledge about Athletics* questionnaire, assessed faculty member's awareness regarding the control and administration of athletic programs. Participants were asked to complete a survey that consisted of 21 paired questions identifying their level of agreement and level of perceived knowledge regarding athletic program policies and procedures at their institution. Faculty members at the Division I level were found to be the most dissatisfied with college athletics and Division III faculty were the most satisfied with athletics. One area of specific discontent was academic eligibility requirements (Cockley & Roswell, 1995). This is similar to other findings that faculty at institutions competing at the lower division levels felt more favorable about academics and athletics than faculty at higher division levels (Armenta, 1986; Briody, 1996; Norman, 1995). In all, faculty at institutions where revenue generating sports such as basketball and football are of utmost importance are less satisfied about their campus's athletic departments. The present study expanded on this notion by linking perceptions about college athletics with negative stereotypes about male basketball and football student-athletes.

Research also reveals that faculty perceptions may differ based upon their level of involvement in athletics governance or previous experience as a student-athlete. Kuga (1996) examined faculty perceptions regarding their involvement in the governance of intercollegiate athletics at institutions within the Big Ten Conference. He found that faculty who were college athletes differed from nonparticipants in that they (a) perceived a greater educational contribution from university athletics, (b) perceived lower value conflicts between university athletics and university ideals, and (c) expressed lower satisfaction with the status quo of university athletics. The current study generalized such college athletic experiences to include faculty who may or may not be former student-athletes, but who are involved with their campus's athletics department. It is predicted that like former student-athletes, faculty who are more involved with their campus's athletics department or who have an interest in men's basketball or football as spectators will have fewer stereotypes.

Collectively, the literature on faculty perceptions about college athletics contributed to the present study by introducing the notion that some faculty may have more involvement with their college athletics departments as well as knowledge about athletic departmental policies than other faculty members. It is predicted that faculty who are more involved or have participated in athletics will show more favorable opinions of college athletics and, therefore, have fewer stereotypes and men's basketball and football student-athletes (Knight Commission, 2007; Kuga, 1996). In addition, the literature suggests that Division I faculty seem to be the most dissatisfied with athletics departments on topics such as coaches and athletic director salaries, standards of athletic department personnel, and admissions guidelines for basketball and football student-athletes (Armenta, 1986; Briody, 1996; Cockley & Roswell, 1995; Knight, 2007; Norman, 1995;

Putler & Wolfe, 1999). Therefore, surveys used in this study included questions about such topics.

### Faculty Departmental Differences

Research indicates that faculty perceptions of student-athletes may be influenced by faculty departmental affiliation (Harrison, 2004; Knight Commission, 2007; Noble, 2004). Moreover, there may be more variation in faculty perceptions across disciplines than once thought (Baucom & Lantz, 2001; Bowen & Levin, 2003; Harrison, 2004; Putler & Wolfe, 1999). Graduation rates and grades are important academic markers, but so are athletes' chosen fields of study and their interactions with faculty members within those fields (Shulman & Bowen, 2001). There is evidence to suggest that student-athletes are more likely to major in social sciences, sport related fields, physical education, and business, and faculty within those areas tend to show more positive appraisals toward student-athletes as compared to areas such as science, engineering, and humanities (Brady, 2008; Harrison, 2004; Noble, 2004; Upton & Novak, 2008). Such findings follow majoring trends of undergraduate students across all institutions. Research data reveals from 2008-2009 that the majority of undergraduate degrees conferred were in the areas of business, social science, health science, and education (NCES, 2011). Although it can be argued that student-athlete's majoring trends are similar to those of non-student-athletes, it is equally plausible that student-athletes are majoring in certain fields 1) because faculty within those areas have more positive attitudes toward athletics, 2) because a major is easier for student-athletes to navigate, or 3) because a major relates to sport. For example, faculty members from sport and physical education/kinesiology fields report more positive appraisals about college athletics than faculty in other fields (Harrison, 2004). Additionally, faculty in sport and physical

activity fields believe that more could be done to support athletes from disadvantaged backgrounds and that problems with athletes in the classroom are overblown (Harrison, 2004). By comparison, these views are markedly different from Bowman and Levin's (2003) study of Ivy League faculty in departments such as English and history. In their study faculty expressed strong feelings of clear disengagement and even outright disdain for varsity athletes. Furthermore, faculty from science fields expressed more frustration with athletes having difficulty scheduling classes, class conflicts and occasional travel.

Another closely related topic is how faculty members perceive student-athletes to be overrepresented in certain departments. One common complaint by faculty members is that some departments are designed to attract athletes by being academically unchallenging (COIA, 2005). This trend has been traditionally seen in departments such as the social sciences or those with an athletic focus. In one 1951 study, an entering cohort of athletes as well as those from the general student population chose to major in the social sciences in roughly equal percentages, a finding that does not hold true when comparing athletes in more recent decades (Shulman & Bowen, 2001). In addition, the core social science disciplines have become greatly oversubscribed on many campuses, resulting in a strain on faculty in those departments who cannot dedicate sufficient time to students (Shulman & Bowen, 2001).

A *USA TODAY* article on Division I student-athlete choices of majors across multiple sports including men's basketball and football, shows clustering patterns of student-athletes in certain departments (Brady, 2008). The researchers chose five sports, selected to give a mix along gender, revenue-generating and seasonal lines which included football, baseball, softball and men's and women's basketball (Upton & Novak, 2008). The authors reviewed media guides

and school websites at 142 schools —120 Football Bowl Subdivision schools and 22 Division I schools with standout basketball teams over the past few years, based on *USA TODAY* coaches' poll rankings (Upton & Novak, 2008). Their study found a disproportionately high number of student-athletes majoring in the social sciences, followed by sports related fields and business. Their results revealed that 83% of the schools had at least one cluster of majors (Upton & Novak, 2008).

Some plausible explanations for student-athletes clustering in certain majors include the degree of difficulty of the department, number of elective credits offered within the department, the time of day in which courses are offered, as well as the number of faculty who are more likely to accommodate student-athletes' sport schedules. It cannot be determined which of the aforementioned factors plays a more important role for why we see these trends. However, this study proposes that faculty who are in departments with higher percentages of student-athletes will have greater contact with men's basketball and football student-athletes and, therefore, hold fewer stereotypes toward this population of students. Furthermore, the present study surveyed faculty in eight different departments with either high or low percentages of student-athletes majors'.

### Intergroup Contact Theory

Intergroup Contact Theory states that attitudes and behaviors are connected, and under the appropriate conditions greater interaction will result in positive sentiments for others (Allport, 1954). Numerous researchers suggest that prejudice (e.g., bias, stereotypes) is the product of a lack of knowledge and understanding, which can be attributed to lack of contact (Connolly, 2000; Hewstone & Brown, 1986; Miller, 2002). Within the present study, the theory

helped guide the research hypothesis about faculty/ student-athlete contact. Hence, greater interactions between faculty members and men's basketball and football student-athletes will lead to improvements in understanding and faculty beliefs about this student population. More specifically, Intergroup Contact Theory helps illustrate that greater contact between these two groups would lead faculty to have fewer negative stereotypes about men's basketball and football student-athletes.

The theory is based upon the work of Gordon Allport, was meant to serve as a premise for solving race relations starting in the 1950s, and has been extensively researched over the past half century (Pettigrew & Tropp, 2000). The underlying assumption of the theory is that if individuals of different racial groups meet and learn about out-group members, the fewer prejudices and stereotypes each group will have about the other (Connolly, 2000). In-groups, as Allport (1954) defines, are any cluster of people who can use the term "we" with the same significance. The theory states that intergroup contact under the appropriate conditions typically reduces intergroup prejudice (Pettigrew, 1998). Those conditions include that individuals be of equal status, share common goals, cooperate, and have institutional support (Allport, 1954). However, simply because the above conditions are present does not mean that positive effects will result because of intergroup contact. Moreover, Allport's conditions are not essential for positive outcomes to occur (Pettigrew & Tropp, 2006). For example, the contact setting, the groups that are being studied and the individuals involved can help to enhance or inhibit the effects of contact (Patchen, 1999; Pettigrew, 1998). Additionally, Ensari and Miller (2002) demonstrated within a contact setting group salience is an essential component for reducing intergroup bias. Within the context of this study, we assume that faculty members know or can identify male basketball and football student-athletes in class because of salient

characteristics(e.g., height, size, sport paraphernalia). While not a necessary condition, research shows that positive contact experiences provide an individual with the confidence to handle future interactions with members of an out-group, and contact self-efficacy is a critical determinant of an individuals' willingness to engage in future contact (Pettigrew & Tropp, 2006; Stathi, Crisp, & Hogg, 2011). This study presupposes that some faculty members are more likely to interact or have contact with male basketball and football student-athletes based upon student-athlete major trends (Brady, 2008; Shulman & Bowen, 2001; Upton & Novak, 2008). Moreover, it is hypothesized that differences in opportunities to interact with male basketball and football student-athletes will lead to fewer stereotypes among those faculty members who have more contact with this population and that the effect of such interactions will generalize to other male basketball and football student-athletes (Pettigrew & Tropp, 2006).

Intergroup Contact Theory has not always withstood rigorous testing (Ford, 1973; Robinson & Preston, 1976). Empirical research on contact theory has been hampered by problems of causality, limited generalizability, and a focus on the attitudes of White individuals (Emerson, Kimbro, & Yancey, 2002). For example, there is failure to find evidence that positive attitudes toward an outgroup member will then generalize to others who are members of that out-group, a critical weakness of the theory (Miller, 2002). Additionally, one particular concern is the extent to which members of an ethnic group involved in inter-group contact are representative of that group (Connolly, 2000). Finally, while contact theory may be helpful in lowering individual prejudice, questions surround its effectiveness in lessening intergroup conflict (Forbes, 1997). Although the theory has its limitations, it has remained one of the most durable ideas in the field of psychology (Ellison & Powers, 1994).

In spite of the theory's limitations, research support for the theory has been established in the areas of public policy and sociology and has also made strides in the field of education (Emerson, Kimbro, & Yancy, 2002; Welch, Sigelman, Bledsoe, & Combs, 2001). Pascarella's (1980) literature review effectively illustrates the importance of student-faculty non-classroom contact. Although Pascarella's work did not specifically use Intergroup Contact Theory, his literature review does examine contact as a variable for positive educational outcomes. He reported that student characteristics such as having similar interests and aspirations as the faculty and seeking faculty mentorship were important antecedents for determining the frequency and quality of student contact with faculty. These antecedents in addition to others will be discussed more thoroughly in the next section, Factors that Mediate Faculty Student-Athlete Contact.

Without question more research is needed for understanding faculty and student-athlete contact, and this project utilized the underlying assumptions and conditions of Intergroup Contact Theory as a basis for its hypothesis. For example, this study proposes that greater faculty/ student-athlete interaction will lead to fewer faculty stereotypes about male basketball and football student-athletes. Although Intergroup Contact Theory was originally applied to improving race relations, applying it to student-athlete populations is appropriate for a number of reasons. First student-athletes are seen as a distinct population separate from other student populations, creating a distinction of in-groups versus out-groups. Second, male basketball and football student-athletes are predominantly minorities, thus applying a race related theory would be appropriate. As was indicated in Pascarella's (1980) research, it has been established that student faculty contact could lead to greater educational outcomes. Finally, some of the underlying conditions of the theory are applicable to the current study. Although the condition of equal status was not a necessary condition in the present study, as faculty and student-athletes do



not have an equal educational level and instructors are in a position of authority, other conditions in Allport's (1954) theory are relevant. For instance, faculty and student-athletes share the common goal of education. Student-athletes, regardless of their motivations to be in college, must make progress toward obtaining their degree, and it is assumed that the role of faculty members is to help educate students. There is also institutional support for enhancing collaboration between these two sectors. Finally, cooperation between these two groups to interact is a necessary component to facilitating contact. The contact questionnaire developed for the present study includes types of contact that meet most of the abovementioned conditions.

#### Factors that Mediate Faculty Student-Athlete Contact

Although Intergroup Contact Theory provides a necessary theoretical base for faculty/student-athlete interactions, it is equally important to discuss moderating factors that may influence faculty/student-athlete contact. These factors include social status, cultural capital, race and athletic department personnel. The following quote by a college professor highlights the social, environmental and racial elements that influence faculty/student-athlete interactions.

The professor describes rethinking his teaching style after an interaction with an African American female athlete.

I have talked to athletes, both white and black students... in an effort to understand what created a wall between me and that gifted young woman. I began to suspect that I was witnessing a social phenomenon, not an anomaly, when I noticed a pattern in my students' responses in the regular quizzes I give them about various pedagogical issues. In response to the question 'In an average course, how many times a semester do you visit the professor in his or her office?' the

lowest numbers were almost always cited by athletes -- especially the athletes who described themselves as African-American or black... may grow up in an environment and face challenges in college that make them less likely to interact with white professors outside of class. And some white professors are behaving in ways that keep those students at a distance, even those of us who believe we are not motivated by malice toward athletes or black students. (Perlmutter, 2003)

For members of the less privileged social classes, athletics provides a desirable social status and identity to assume in a university setting (Beyer & Hannah, 2000). Similar to the general student population, for student-athletes, two of the most important keys for success in college are learning how to navigate the university environment (e.g., learning appropriate social behaviors), and level of contact with faculty (e.g., meeting during office hours) (Lamont & Lareau, 1988; Pascarella, 1980). However, student-athletes, in particular male basketball and football student-athletes, differ from non-student-athletes in that they are already known to faculty through their status as an athlete (Sellers, 1992). Student-athletes, especially in the sports of basketball and football, are more recognizable to faculty (e.g., size, athletic apparel), which can be both an asset as well as a hindrance in their interactions with faculty. For example, while some faculty may be more lenient when grading student-athletes because of their social status, other faculty may readily identify them as an athlete and immediately make negative assumptions.

Although male basketball and football student-athletes enjoy a heightened social status on campus, many of them lack the cultural capital to help them be successful academically. Lamont and Lareau (1988) define cultural capital as high-status cultural signals, such as attitudes, behaviors, preferences, and credentials that are commonly used for social and cultural inclusion and exclusion. A primary concern for male basketball and football student-athletes is

lacking cultural capital can ultimately lead to underperformance, which affects how they are perceived by faculty. For example, if faculty members consistently see trends of student-athletes underperforming, this may lead them to generalize that all student-athletes underperform. One explanation for the underperformance phenomenon is that professors discriminate against athletes either directly, by giving them lower grades, or indirectly in ways that hurt academic motivation and interest (Bowen & Levin, 2003). For student-athletes from underprivileged backgrounds, facilitating positive interactions with faculty relies heavily upon learning new socially constructive behaviors. The present study assumes that faculty members carry some level of preconceived notions (e.g., negative stereotypes) about male basketball and football student-athletes as soon as they walk into the classroom.

In addition to cultural capital, race and gender also impact faculty student-athlete interactions. Lareau and Horvat (1999) suggested that race has an independent effect on social interactions within schools. Minority male athletes, particularly those in football and basketball, generally face greater pressures to succeed because they face more media exposure and have more opportunities to pursue professional careers (Rishe, 2003). This conclusion coincides with DeBrock, Hendricks, and Koenker (1996) who found that male athletes in basketball and football have lower graduation rates when compared to other student-athlete cohorts because of expected financial returns from a professional sports career, even though the likelihood of reaching professional status is minimal. This expectation can lead to a reduction in the amount of constructive academic behaviors such as interacting with faculty during office hours or asking for assistance.

In general, students of color are less likely than their white counterparts to interact with faculty (Cole, 2007, Kraft, 1991, Nettles, Theony, & Gosman, 1986). For instance, student-athletes of color attending predominantly White institutions are less likely to engage with or be taught by faculty members of the same ethnic background, thus affecting the types of contact and communication they have with faculty. Within degree granting institutions in the United States, African Americans make up 11.5% of the student body, but only 5.4% of the faculty (Lundberg & Schreiner, 2004). Nevertheless, a growing number of African American student-athletes continue to choose predominantly White colleges as their institution of choice, largely due to the exposure of playing for a top tiered team. For many minority students who lack significant faculty contact, the race of the faculty member was often considered a determining factor (Cole, 2007, Kraft, 1991, Nettles, Theony, & Gosman, 1986). Cole (2007) examined interracial student-faculty interactions and additionally how it influenced a student's self-concept. He found that interracial interactions and participation in diversity-related functions positively affected the quality and the nature of student-faculty contact and students who had course related contact and developed mentoring relationships with faculty are more likely to report gains in intellectual self-concept (Cole, 2007). Satisfaction with faculty relationships appears to vary by race, with White students reporting the greatest satisfaction (Lundberg & Schreiner, 2004; Schwitzer et al., 1999). Furthermore, African American students reported that their academic ability was not taken seriously by faculty (Fries-Britt & Turner, 2001). Ethnicity is undoubtedly an important variable that may influence faculty perceptions of student-athletes. The ethnicity of the faculty participant will be accounted for within the demographic questionnaire; however, student-athlete distinctions based on ethnicity will not be included within survey questions. This is because it is assumed within the context of this project that sport affiliation, such as men's basketball and

football, already captures the element of race since there are more ethnic minorities who participate in such sports.

Finally, a common mediator between faculty and student-athlete communication are athletic department personnel responsible for the academic oversight of student-athletes (e.g., student-athlete support services). Since 1997, the budgets for academic services for athletes at more than half of the 73 biggest athletics programs in the country have more than doubled, on average, to over \$1-million a year, with one program spending almost \$3-million (Wolverton, 2008). A large fraction of these funds are funneled to the salaries of department personnel who are responsible for attending to the academic needs of student-athletes. Such personnel are instrumental in opening communication lines between faculty and student-athletes. More specifically, their job requirements can include, but are not limited to, tracking student-athletes' academic progress. One example by athletic personnel commonly communicate with faculty is through mailing progress reports that request grade and attendance information about specific student-athletes as well as informing faculty about student-athlete missed class time due to competition (Hobneck, Mudge & Turchi, 2003). Feedback from these faculty progress reports are communicated to athletic department personnel rather than student-athletes, making it less likely that the student-athlete will have to communicate or have contact with faculty. In the present study, participants were asked how frequently they communicate with athletic department personnel such as athletic advisors as well as their overall impressions about such athletic department personnel. In addition, the Student Contact Questionnaire includes questions that refer to accommodating absences as well as assigning grades.

### Summary of the Literature

In sum, a review of the literature provides several findings that help support the present study. This current study proposes that variables such as faculty perceptions about their campus's athletics departments, student-athlete contact, and faculty involvement with their campus's athletics department are related to faculty negative stereotypes toward men's basketball and football student-athletes. As stated in the previous section, student-athletes do feel that faculty members hold stereotypical attitudes toward them (Aries, Mccarthy, Salovey, & Banaji, 2004; Bowen & Levin, 2003; Sack & Staurowsky, 1999; Shulman & Bowen, 2001). Stereotypes about these student-athletes are believed to be negative and negate individual differences between student-athletes. Faculty at Division I institutions are the primary focus of this study because of their greater levels of reported dissatisfaction with college athletics, disengagement with student-athletes and lack of involvement and knowledge about the day-to-day policies and procedures within athletics department (Broughton & Neyer, 2001; Cockley & Roswel, 1995; Knight Commission, 2007; Thelin, 1994).

There are specific areas in which faculty may show negative perceptions about their campus's athletics department and stereotypes toward student-athletes. Research has shown that faculty at the Division I level express negative feelings about college athletics in the areas of academic support, athletic department salaries, and the overall mission of athletics (Briody, 1995; Cockley & Roswell, 1995; Putler and Wolfe, 1999). Furthermore, faculty indicate negative feelings toward student-athletes in terms of academic preparation, unfair admissions practices, enrollment patterns, and lack of time dedicated to academic matters (e.g., class attendance)

(Baucom & Lantz, 2001; Defrancesco & Gropper, 1996; Engstrom, Sedlacek, & McEwen, 1995).

Finally, faculty member's departmental affiliation is possibly related to the amount of contact faculty has with student-athletes. Not only are student-athletes more likely to designate certain majors as their fields of study, but faculty within those departments show more positive sentiments toward college athletics and student-athletes (Bowen & Levin, 2003; Harrison, 2004; Kuga, 1996; Shulman & Bowen, 2001; Upton & Novak, 2008).

## CHAPTER 3: Methodology

### Introduction

The present study examined the relationship between faculty members' negative stereotypes about male basketball and football student-athletes with other related variables. Those variables included faculty perceptions about their campus's athletics departments, faculty involvement with their campus's athletics departments and faculty contact with male basketball and football student-athletes.

The literature on faculty perceptions of college athletics has found that college faculty members hold negative stereotypical beliefs about male student-athletes (Baucom & Lantz, 2001; Engstrom, Sedlacek, & McEwen, 1995; Kuga, 1996). However, the current literature does not account for whether a relationship exists between faculty's negative stereotypes toward student-athletes and faculty's perceptions about college athletics, the amount of contact faculty have with student-athletes (e.g., based upon faculty departmental affiliation), or faculty involvement with their campus's athletics department.

### Research Hypotheses

- 1) Faculty members who carry greater negative perceptions about their campus's athletics department will have greater negative stereotypes about male basketball and football student-athletes.
- 2) Faculty members who have more contact with male football and basketball student-athletes will have fewer negative stereotypes toward male basketball and football student-athletes.



- a. Faculty in the areas of sociology, communication, sport science and business will have more contact with male basketball and football student-athletes as compared to faculty in engineering, natural sciences, English and history.
  - b. Faculty in high contact departments will have fewer negative stereotypes about male basketball and football student-athletes than faculty in low contact departments.
- 3) Faculty who are more involved with college athletics will have fewer negative stereotypes about male basketball and football student-athletes.
- 4) Across institution and major, faculty at Division I institutions will report similar concerns regarding their campus's athletics department as well as male basketball and football student-athletes.
- a. Across institution and major, faculty members at Division I institutions will report similar recommendations for improving their perceptions about their campus's athletics department and male basketball and football student-athletes.

#### Selection of Population and Sample

For the purposes of this study, faculty members from four NCAA Division I institutions in the Big XII Conference participated. The term faculty member is defined as any individual who held the title of full-time faculty member (e.g., assistant, associate, full professor) or lecturer within a given academic department. All teaching assistants were excluded. Full-time faculty and lecturers were selected because previous research has shown that professors and teaching assistants treat and think about athletes similarly. Additionally, faculty differ from teaching

assistants in that they have control over departmental admissions policies and standards that directly influence student-athletes. For example, a study by Simons, Bosworth, Fujita, and Jensen (2007) found that student-athletes felt they were negatively perceived by both faculty and teaching assistants; however, it is plausible that faculty have more administrative control both within their department as well as in campus wide policies that impact student-athletes.

The Division I level was chosen because there is evidence to suggest that faculty at Division I institutions are significantly less satisfied with their respective athletic departments than faculty at Division II and III schools (Cockley & Roswal, 1995). This evidence is not surprising given that student-athletes at the Division I level are perhaps the most visible, receive the greatest amount of funding, and have the highest expectations placed upon them with regard to competition. Additionally, survey questions will only concern those student-athletes participating in Division I men's basketball and football given their high notoriety on campus (Shulman & Bowen, 2001). The Big XII Conference was chosen because of the primary researcher's familiarity with institutions in the conference and because it serves as one of several designated conferences affiliated with the National Collegiate Athletic Association (NCAA), the primary governing body of intercollegiate athletic programs. At the time of data collection for the present study, the Big XII Conference members included teams from the following institutions: Kansas, Kansas State, Missouri, Nebraska, Oklahoma, Colorado, Oklahoma, Oklahoma State, Texas, Texas A&M, Texas Tech, & Baylor.

Four NCAA Division I research universities were selected for this study. Each institution is comparable in size of its student body, its degree programs, and has a winning football and/or male basketball athletic tradition. The term academic department is designated within the

demographic questionnaire as a participants' primary area of teaching. Faculty members from eight different departments at each institution were sampled. Departments sampled in this study included sport science, sociology, communication, business, natural science (e.g., biology), engineering (e.g., mechanical and civil engineering), history, and English (see Appendix F). Each institution has similar degree granting programs, which could fall under one of the eight aforementioned departments. Departments were selected based upon a review by the primary researcher of student-athletes' designated majors pulled from the men's basketball and football media guides from the 2008-2009 academic school year from the four selected institutions. The analyses found that students were more likely to major in some departments and less likely to major in others (see Appendix E). The departments in which there were high percentages of male basketball and football student-athletes included sport science, sociology, communication and business. Departments with fewer male basketball and football student-athletes' majors included natural science, engineering, history and English. The present study hypothesized that faculty within departments with high percentages of student-athlete majors have greater contact with student-athletes and faculty within departments that have fewer student-athlete majors have less contact with student-athletes.

Departments were also selected based upon findings that explore student-athlete major trends. For example, in a *USA TODAY* study media guides and school websites at 142 schools were reviewed. The researchers found a disproportionately high number of student-athletes majoring in the social sciences followed by sports related fields, business and communication (Brady, 2008; Upton & Novak, 2008). The present study assumes that faculty in these departments have more interaction with student-athletes, thus decreasing their stereotypes about male basketball and football student-athletes. Finally, departments such as engineering, natural

sciences, history, and English were designated as fields that have a low number of student athletes, thus giving faculty members fewer opportunities to interact with student-athletes. This assumption was further supported by the data from the present study.

The minimum number of participants required for this study was determined using sample size estimations based on the statistical analyses conducted to address the research questions. The G\* Power version 3 statistical power analysis program was used to calculate the needed sample size for this study (Faul, Erdfelder, Lang & Bucher, 2007). Pearson correlations, t-tests, and hierarchical multiple linear regression analyses were used to address the research questions. A minimum sample size of 139 was calculated to be necessary to achieve a statistical power of 0.8, an effect size of 0.15, and a medium effect size, at an alpha level of 0.05 (Cohen, 1988).

#### Instruments for Data Collection

Four questionnaires were distributed for data collection along with a brief demographic questionnaire. The questionnaires measured (1) faculty perceptions about their campus's athletics department (PADQ); (2) faculty stereotypes about male basketball and football student-athletes (SASQ); (3) amount of contact faculty have had with male basketball and football student-athletes (SCQ); and (4) faculty involvement with their campus's athletics departments (FIQ) (see Appendix D). Instrument questions were created by both the primary researcher as well as measures taken from the literature.

*Perceptions about Athletic Departments Questionnaire (PADQ)*

The Perceptions about Athletic Departments Questionnaire was constructed in four distinct stages and measured faculty members' perceptions about their institutions athletics departments. During the first stage of development, a list of topics pertaining to faculty views of athletic departments was collected from the literature. Based upon the literature, the following topics were found to be important to faculty. They include the types of services student-athletes receive, feelings about athletic department personnel including coaches, academic advisors and athletic directors, the overall mission of their campus's athletics department; and the ethical standards by which the athletics department abides (Baucom & Lantz, 2001; Cockley & Roswal, 1995; Engstrom, Sedlacek, & McEwen, 1995; Knight Commission, 2007). Items representing each of these topics were incorporated into the survey.

During the second stage of development, questions relating to the aforementioned topics were constructed using both the Intercollegiate Athletics Survey used in the 2007 Knight Commission Study on College Athletics as well as questions formulated by the primary researcher. The Intercollegiate Athletics Survey was developed by Dr. Janet Lawrence, along with other faculty from the University of Michigan. The Likert-type survey was developed in three phases: 1) themes generated by a faculty committee; 2) faculty interviews at five campuses that differed in size and location; 3) previous research from groups such as the American Association of University Professors (AAUP), The Coalition on Intercollegiate Athletics (COIA), and the NCAA. The survey was designed to examine faculty beliefs about intercollegiate athletics and their understanding of the general campus climate of their universities. More specifically, the Knight Study survey tapped faculty feelings about the general

campus athletic governance (e.g., faculty senates decisions concerning athletics; Faculty Athletics Representatives (FARS), presidents, athletic administrators), finance (e.g., institutional well being budget, commercialization) and academics (e.g., admissions, advising, student-athlete academic performance). The aforementioned themes were compiled across five sections, which included 1) perceptions and beliefs, 2) satisfaction with policies and practices, 3) campus priorities within intercollegiate athletics, 4) concerns, and 5) demographic questions.

Finally, during the third stage of development the questions from the Knight survey were narrowed and reworded to become applicable to the current study.<sup>4</sup> Questions developed by the primary researcher were then added. The resulting survey was a 12-item Likert-type scale that measured faculty perceptions of their campus's athletics departments (see Table 1). Subjects answers could range from 1 meaning strongly disagree to 6 meaning strongly agree. Questions 1, 4, 6, 10, and 12 were positively worded questions and, therefore, were reverse coded to maintain consistency in scoring throughout the scale. A score of 1 on the recoded items equaled strongly agree and a score of 6 on recoded items equaled strongly disagree. Scores could range from as low as 6 to as high as 72. Taken together, higher total scores on the overall summated scale indicated greater negative perceptions about the campus's athletics department. The lower a subjects' overall score, the fewer stereotypes faculty had about their campus's athletics department. Mean scores were tabulated by the subjects' total score divided by 12.

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<sup>4</sup> Questions taken from the Knight study include questions 1,9,11, 15, 16, 17 (SAD questionnaire), questions 1,3,6,7,8,9,14,15 (SSA questionnaire).

### *Stereotypes about Student-Athletes Questionnaire (SASQ)*

The Student-Athlete Stereotype Questionnaire assessed a faculty member's negative stereotypes about male basketball and football student-athletes academic behaviors. It was constructed in two stages.

First, a review of the literature was conducted to search for previous instruments that examined faculty stereotypes of college student-athletes. To date, the most applicable instrument is the Situational Attitude Scale developed by Engstrom and Sedlacek (1991). The Situational Attitude Scale was not used because the items within the scale are to be viewed independently of one another. Although this instrument was not used, the themes associated with the instrument were incorporated within the SASQ questionnaire.

Table 1

### *Perceptions about Athletic Departments Questionnaire*

- 
1. Coaches are concerned about issues affecting the general campus community.
  2. Coaches do not care about the academic preparation of student-athletes they recruit.
  3. The sole purpose of athletic academic advising for student-athletes is to keep them eligible.
  4. Athletic advisors have a good working relationship with faculty.
  5. The athletics department has not run a "clean" program (e.g., academic abuses, NCAA violations).
  6. The athletics director is concerned about issues affecting the general campus community.
  7. The athletics director has a poor working relationship with faculty.
  8. The athletics department influences admissions decisions about student-athletes.
  9. The athletics department is out of line with my institution's goals.
  10. The athletics department appropriately disciplines their student-athletes for bad. Behavior.
  11. Athletics department officials do not believe they have to follow the rules of the institution.
  12. The athletics department encourages faculty input and involvement.
-

Those themes included class attendance, selections of major, student-athlete grade point averages, tutoring services, and qualifications for admissions.

During the second stage of instrument construction a list of themes were extracted from the literature regarding the academic behaviors of student-athletes. Those themes included departments, advising, grade point average, academic preparedness, class attendance, graduation, admissions, and tutoring. Questions were then formulated using the Knight survey. Items from the 2007 Knight survey were reworded and narrowed to fit the present study and additional questions were added. Finally, questions were developed by the primary researcher (see Table 2).



Table 2

*Stereotypes about Student-Athletes Questionnaire*

- 
1. Male basketball and football players are more motivated to earn a college degree than the general student population.
  2. Male basketball and football players come to college to enhance their sport careers.
  3. Male basketball and football players maintain the minimum gpa requirements to stay in college and participate in their sport.
  4. Male basketball and football players care more about learning course material than the general student population.
  5. Male basketball and football players are less academically prepared for college than the general student population.
  6. Male basketball and football players use their athlete status to acquire special treatment (e.g., better grades) from their professors.
  7. Male basketball and football players are more likely to declare easy departments than the general student population.
  8. Male basketball and football players are less likely to meet the minimal requirements of admission to this university.
  9. Male basketball and football players are less likely to graduate than the general student population.
  10. Male basketball and football players are more respectful to faculty than the general student population.
  11. Male basketball and football players are more likely to miss class than the general student population.
  12. Male basketball and football players are less likely to cheat than the general student population.
- 

Similar to the PADQ, these scores could range from as low as 6 to as high as 72.

Questions 1, 4, 10 and 12 were reverse coded to maintain consistency in scoring on the scale. A score of 1 on recoded items then equaled strongly agree and a score 6 on recoded items equaled strongly disagree. Taken together, higher total scores on the overall summated scale indicated greater negative stereotypes about male basketball and football student-athletes.

*Student Contact Questionnaire (SCQ)*

Faculty contact with student-athletes was measured by the Student Contact Questionnaire. This 12-item questionnaire measured the level of contact respondents had with male basketball and football student-athletes (see Table 3). The first question measured the amount of contact a faculty member had with male basketball and football student-athletes over the past five years as a faculty member. The next eight questions measured the reason for having contact with male basketball and football student-athletes. The last three questions asked the respondent to answer the primary mode by which the male basketball and football student-athlete contacted them (e.g., phone, email, or office hours). Respondent answers on this Likert-type scale ranged from never = 0, sometimes = 1, frequently = 2, or often = 3. The mean score on this questionnaire was tabulated by totaling the 12 items and dividing by 12.

Table 3

*Student Contact Questionnaire*

Component	Question #	Question
1	1	Over the past 5 years, how often have you had male basketball and football players enroll in your course?
2	2	About issues pertaining to your course?
	3	To review for exams or revising their papers for your course?
	4	To talk about a concern in your course
	5	About missing class?
	6	About academic misconduct issues?
	7	About their grade?
	8	About taking another course in your department?
	9	About declaring their department in your department?
3	10	Phone
	11	During your office hours
	12	Via Email

The lower one's score, the less contact the faculty member had with male basketball and football student-athletes, and the greater ones score, the more contact the faculty member had with student-athletes.

### *Faculty Involvement Questionnaire (FIQ)*

The Faculty Involvement Questionnaire measured the level by which a faculty member had served in an official or unofficial role within their campus's athletics department. Research has shown that current or prior affiliation with an athletics department can influence a faculty member's perceptions of student-athletes (Cockley & Roswal, 1995). Questions were formulated by the primary researcher and encompassed involvement in athletically related committees, administrative roles, mentoring, and sport attendance. This 8-item questionnaire consists of three parts: 1) a self reported question about faculty involvement with their campus's athletics department, 2) faculty self reported interest in football and male basketball games, and 3) questions regarding the types of activities they had with their campus's athletics department. Answers about their level of involvement with their campus's athletics department ranged from a score of 0 = no involvement to 3 = very involved. Scores on part two of the questionnaire regarding faculty interest in male basketball and football games ranged from 0 = no interest to 3 = avid fan. Answers to the last six questions pertain to the types of activities they had with their campus's athletics department. Respondents were asked to check each box that applied to their level of involvement. Answers to the last six questions were recoded in the data set to either a 0 = no they have never taken part in that activity or 1= yes they have participated in that activity (see Table 4).

Table 4

*Faculty Involvement Questionnaire*

<b>Question</b>	<b>Original Score</b>	<b>New Score</b>
1.How would you classify your overall level of involvement with your campus athletics department	*0 or 1 *2 or 3	0 1
2.How would you describe your interest in football and male basketball games?	**0 or 1 **2 or 3	0 1
3 Served as a mentor	“no”/ “yes”	0 / 1
4 Corresponded with athletics department personnel(e.g., athletic advisors, athletic director, staff member, coach)	“no”/ “yes”	0 / 1
5 Served on a committee where the primary topic of interest was about the athletics department	“no”/ “yes”	0 / 1
6 Served as a consultant for an athletics department	“no”/ “yes”	0 / 1
7 Attended an athletics department event that was not a sporting event	“no”/ “yes”	0 / 1
8 Attended a private tour of the athletics department .	“no”/ “yes”	0 / 1

\*0= No involvement 1= Infrequent involvement 2 = Moderate involvement 3= Very involved

\*\* 0= No interest, 1= Somewhat interested, 2= Regularly follow, 3=Avid fan

Mean FIQ scores were tabulated by summing the types of activities total score, the self-reported level of involvement with their campus's athletics department score, as well as their self-reported interest in the sport score and dividing by 8. To execute this equation, scores on both the self-reported level of involvement and interest in the sport scores were recoded scores to maintain consistency with scoring on all items. On the self-reported involvement question a score of 0 or 1 was recoded to a 0 indicating minimal or no involvement and scores of a 2 or 3 were recoded as 1, meaning high or moderate involvement. On the self-reported question about their level of interest in male basketball and football games, scores of 0 or 1 were recoded 0 meaning minimal or no involvement, and scores of 2 or 3 were recoded as 1, meaning high or moderate involvement. The third section of the involvement questionnaire included six questions

describing the type of involvement faculty could have had with their campus's athletics department. A score of no was coded as a 0 and a score of yes was coded as a 1. Mean scores were computed by adding the recoded variables from the three sections of the FIQ and divided by 8. The higher the score on the scale, the greater the involvement the participant had with their campus's athletics department.

### *Demographic Questionnaire*

In addition to the aforementioned instruments a brief demographic questionnaire was distributed. Gender, academic division affiliation, race, and tenure status were considered control variables that could influence faculty member's perceptions of student-athletes (Baucom & Lantz, 2001; Engstrom, Sedlacek, & McEwen, 1995; Perlmutter, 2003). Several demographic variables were coded to perform analyses. Being a non-student-athlete was coded as a 0 and being a former student-athlete was coded as a 1. Gender was coded as 0, designating a female participant, and 1, designating a male participant. Race was coded as a 0 indicating to a participant who designated their ethnicity as other and a code of 1 designated a participant who reported their ethnicity as White. Academic rank was coded as the following: 1= professor, 2 = associate professor, 3 = assistant professor, 4= instructor, 5 = other designation. Participants with tenure status were coded as a 1, participants who were not yet tenured were coded as a 2, and participants on a non-tenure track were coded as a 3. Primary departmental designations were coded within statistical analyses as the following: 1 = business faculty, 2 = communications, 3 = English, 4 = engineering, 5 = history, 6 = natural science, 7 = sociology, and 8 = sports science. The demographic questionnaire also included two open-ended questions that addressed Research Question 4. The questions asked faculty members about their overall impressions about men's

basketball and football student-athletes as well as their campus's athletics department. In addition, the questions asked what, if any, recommendations for changes or improvement could be made with regard to their campus's athletics department or that would help improve their perceptions of men's basketball and football student-athletes at their institutions.

### Survey Distribution

After approval by the Human Subjects Committee, faculty members were contacted via email to inform them of the study and encouraged to participate (see Appendix A). Faculty members' emails were obtained from each institutions' university website. All faculty who fit the criteria for inclusion in the study were contacted. Faculty members were emailed about the nature of the study, the time frame for conducting the study, the contact information for the principal investigator and their rights as a participant. Faculty members could either decline or accept participation via the website [www.surveymonkey.com](http://www.surveymonkey.com), which allows participants to fill out all relevant forms. Faculty members who did not decline participation via [www.surveymonkey.com](http://www.surveymonkey.com) were contacted every two weeks over a period of a month. Data were downloaded from the Survey Monkey website, uploaded in SPSS format, and stored on a secure computer drive. All respondents' names, institutions, and potential identifying information were removed before storage.

### Data Analysis Plan

The following analyses were conducted after the results were collected. The Statistical Package for Social Sciences (SPSS) software, version 18.0, was used to manage the data and to

conduct the statistical procedures. First, descriptive statistics (e.g., means, standard deviations, frequencies, and percentages) regarding demographical data (e.g., institution, department, gender, and ethnicity) were run. Then, descriptive statistics were calculated to analyze participant responses on each survey. Next, scores were summed and mean scores tabulated for each individual questionnaire. Data were then analyzed using inferential statistics to address each of the research questions. Pearson Product moment correlation coefficients, t-tests, and hierarchical linear regression analyses were deemed appropriate for designated research questions to determine what, if any significant, associations could be found between variables.

### Pilot Study 1

Two independent pilot tests were conducted to determine the validity and reliability of the questionnaire. Participants were surveyed for the two pilot studies using the same Pilot Instrument (see Appendix C). Based upon feedback from the two pilots, changes were made to the instrument and the Final Instrument was used to survey participants for the present study (see Appendix B). For the first pilot test a total of 50 participants were contacted throughout eight departments, similar to the departments tested for the present study. A total of nine respondents answered and completed all four questionnaires. The following changes were made to the original questionnaire based upon feedback from the nine respondents. In the Perceptions about Athletic Departments Questionnaire, respondents suggested a change in wording when referring to “coach” to specify a coach from a particular sport, since faculty may hold different perceptions about coaches from various sports. That change was not incorporated into the final survey as the questionnaire was designed to tap overall impressions about college coaches. In addition, a statement at the beginning of the survey was inserted so that faculty understood that

they were not reporting their actual experiences with athletic departments but rather their perceptions about their campus's athletics department. Results from the pilot also suggested that some departments may have smaller numbers of faculty, which could limit the number of respondents in certain departments (e.g., sports science). Faculty commented that the questionnaire needed to be shorter, which may be attributed to why some respondents did not complete the entire survey in the first pilot. Approximately 20 original questions were eliminated to shorten the survey. Finally respondents suggested adding an "I don't know," "does not apply" or "no opinion" response to the PADQ and SASQ. However, to increase response rates or generate perceptions, no such category was added.

### Pilot Study II

A second pilot study was run at a different Division I institution than the first pilot. The second pilot study assessed eight similar departments as the first pilot and data were collected from six respondents. Respondent feedback during the second pilot recommended several changes as well. First, respondents suggested that a biracial option be added under race. The biracial category was implemented into the final survey. Respondents further reiterated as those in Pilot 1 to add a "don't know" option; however, no such option was added. One question on the PADQ was eliminated about "whether college athletics was for entertainment purposes only." Although respondents felt less comfortable about answering questions they did not feel they had any knowledge of such as "admissions standards of student-athletes" and whether "college athletics follow the rules of the institution," these questions were kept in order to gauge overall perceptions or educated guesses. Finally, the response rate doubled after sending out the second request for Pilot 2; therefore, faculty were contacted every two weeks for the present study.



In addition to the two pilot studies, additional changes were made to enhance the survey. Those changes included reverse coding of questions to the PADQ and the SASQ to add variability in the type of question asked. Several questions on the SASQ were changed to add a comparison to the general student population. Questions were changed on the SCQ from dichotomous variables to “have you ever” statements. On the FIQ, questions were expanded to tap faculty members’ level of fandom, and a general question was added to gauge faculty members’ general level of involvement.

#### Analysis of Data

Following the collection of survey data during the final study, the scales were analyzed using factor analysis, and alpha reliability tests were run. On the Stereotypes about Student-Athletes Questionnaire findings from the factorial analyses suggested that there were two items that did not load on the 12 item scale. Those items included questions 10 and 12. They were subsequently deleted to increase the reliability of the scale when computing the total and mean scores. Without these two items reliability increased from (0.45) to (0.65).

Following a factor analysis on the SCQ, it was revealed that no items should be deleted and the 12 item scale was reliable (0.85). It should be noted however that by removing two items, “student-athletes seeing professors about missing class” and “academic misconduct issues,” that the overall reliability of the scale improved, but only slightly (.86). It is assumed these items are highly correlated due to the fact that professors most likely see student-athletes pertaining to these issues. These items were kept because of the high reliability of including them in the single factor analyses.

A factor analysis and alpha reliability tests were also run on the Faculty Involvement Questionnaire. The scale was found to be reliable (0.67). It was determined that the involvement questionnaire was most reliable when overall involvement, sport interest and types of involvement were calculated together. A sum score could range from 0 to 8, with 0 meaning no involvement to 8 indicating high involvement.

Finally, factor analysis and alpha reliability tests were run on the Perceptions about Athletic Departments Questionnaire. From the factor analysis, all of the items were good indicators of Component 1 but did not load on Component 2. Moderate correlations were found between the individual items and the extracted factors.

#### *Research Question 1*

To answer Research Question 1, first a bivariate correlation across all participants examined the relationship between faculty perceptions of their campus's athletics department (PADQ) and faculty stereotypes about male basketball and football student-athletes (SASQ). Next, bivariate correlations were run to see if a relationship existed between faculty perceptions about their campus's athletics department (PADQ) and their level of negative stereotypes about male basketball and football student-athletes (SASQ) by department.

Finally an independent samples t-tests was run to see if faculty members differed in their perceptions about their campus's athletics department (PADQ) when grouped based upon departmental affiliation. The assumption of this study is that departments of business, communication, sociology, and sport science are high contact departments and were grouped together. Faculty in the departments of history, English, natural science and engineering were

considered to be low contact departments and were grouped together. The PADQ served as the dependent variable, and the independent variable was faculty designation, as a high contact department group or low contact department group.

### *Research Question 2*

To address Research Question 2, several analyses were conducted. Research question 2 addressed whether faculty contact with student-athletes (SCQ) was related to the negative stereotypes they had about male basketball and football student-athletes (SASQ). First, a bivariate correlation was conducted to examine whether a relationship existed between participant mean scores on the (SASQ) and mean scores on the (SCQ). Next, descriptive statistics were computed, measuring the frequency of mode by which faculty and male basketball and football student-athletes interacted. In addition, descriptive statistics were also run measuring faculty contact with male basketball and football student-athletes by faculty departmental affiliation. Based upon those findings independent samples *t*-tests were run to see whether there were significant differences in contact when faculty were grouped as either a low or high contact department. Finally, independent samples *t*-tests looked at whether there were differences in faculty's negative stereotypes about male basketball and football student-athletes between the high and low contact departments.

### *Research Question 3*

Research question three asked if faculty members who have greater involvement with their campus's athletics departments had fewer negative stereotypes about male basketball and football student-athletes. To answer this question, first a correlation tested whether participants'

mean scores on the SASQ were related to mean scores using Part I of the FIQ. Part I asked participants “How would you classify your overall level of involvement with your campus’s athletics department.” Next a correlation was run to determine if faculty’s mean scores on the SASQ were related to Part II of the Faculty Involvement Questionnaire, which asked “How would you describe your interest in men’s basketball and football?” The last correlation addressed the relationship between participant’s mean scores on Part III of the FIQ, which measured the types of involvement faculty have had with their campus’s athletics department and participant’s mean scores on the SASQ. Finally, a regression looked at the extent by which faculty perceptions about their campus’s athletics department, faculty contact with male basketball and football student-athletes and faculty involvement with their campus’s athletics department account for the variance in faculty members’ stereotypes of men’s basketball and football student-athletes. Faculty members’ negative stereotypes about male basketball and football student-athletes (SASQ) was the outcome variable; predictor variables included demographic variables such as race, gender, being a former student-athlete and mean scores on the PADQ, SCQ and FIQ.

#### *Research Question 4*

Research question 4 examined the topics that faculty see as most relevant about both their campus’s athletics department and male basketball and football student-athletes. In addition, this research question provided insight into faculty recommendations for improving their perceptions about their campus’s athletics department as well as male basketball and football student-athletes. Faculty members had the opportunity to respond to two open-ended questions within the demographic questionnaire. Responses to the two questions were collected and data were sorted

based upon the respondent's departmental affiliation. Comments were further differentiated by department based upon two criteria: 1) whether the statement was attributed to student-athletes or college athletics and 2) whether the statement was positive or negative. Responses were narrowed and related themes were extracted. The final data set includes both positive and negative faculty statements about student-athletes and their campus's athletics departments.

## CHAPTER 4: Results

### Introduction

The purpose of this study was to examine faculty stereotypes about male basketball and football student-athletes as it relates to faculty perceptions about their campus's athletics department, faculty contact with male basketball and football student-athletes, and faculty involvement with their campus's athletics department. This chapter discusses the research findings. Demographics about the participants will be presented and followed by a discussion about the descriptive statistical findings. Finally, the results pertaining to each research question will conclude this chapter.

### Demographic and Descriptive Findings

Out of 1055 potential respondents who were asked to participate, 260 responded to the survey and 228 completed the entire survey. There were twice as many male participants (63.5%) as female (36.5%) (see Table 5).

Table 5

#### *Demographics by Gender*

Gender	Frequency	Percentage
Male	141	63.5
Female	81	36.5

*N* = 222 Missing data = 35

The majority of respondents ( $n = 225$ ) were full-time faculty members, designating themselves as either a full, associate or assistant professor (see Table 6).

Table 6

*Demographics by Academic Rank*

Rank	Frequency	Percent
Professor	87	38.7
Associate Professor	66	29.3
Assistant Professor	48	21.3
Instructor or Lecturer	20	8.9
Other	4	1.8

$N = 225$

Almost 67% of the respondents were tenured faculty members, and close to 34% were not yet tenured or on a tenure track (see Table 7).

Table 7

*Demographics by Tenure Status*

Status	Frequency	Percent
Tenured	148	66.4
Not yet Tenured	39	17.5
Not on Tenure track	36	16.1

$N = 223$

Of the 227 respondents who designated their ethnicity, 198 indicated they were White (see Table 8). To account for the disproportionate number of participants who designated their

ethnicity as White, the variable of race was recoded to include the categories of white or non-white participants (see Table 9).

Table 8

*Demographics by Race and Ethnicity*

Category	Frequency	Percent
White	198	90.4%
Black or African American	10	4.6%
Hispanic or Latino	7	3.2%
Asian/Pacific Islander/ Native Hawaiian	9	4.1%
American Indian or Alaska Native	3	1.4%

*N* = 227

Table 9

*Demographics by Grouping White versus Other*

Ethnicity	N	Percentage
White	198	90.4
Non-White	29	13.3

*N* = 227 (*Missing data* = 37)

Few participants (15%) designated themselves as former student-athletes. Faculty members from all eight departments at each of the four institutions were represented. Business,



engineering, natural sciences and sociology had the highest response rates and sport science, English, communications, and history had the lowest response rate (see Table 10). There were approximately equal numbers of total respondents in both high and low contact departments.

Table 10

*Demographics by Primary Area of Teaching*

<u>High Contact Departments</u>	<u>N</u>	<u>Percentage</u>
Business	51	23.0%
Communication	19	8.6%
Sociology	26	11.7%
Sports Science	11	5.0%
<i>Total High Contact Department Participants</i>	<i>107</i>	
<u>Low Contact Departments</u>	<u>N</u>	<u>Percentage</u>
English	23	10.4%
Engineering	30	13.5%
History	24	10.8%
Natural Science	38	17.1%
<i>Total Low Contact Department Participants</i>	<i>115</i>	

In addition, primary area of teaching was re-coded into a separate variable that grouped high contact department participants (sociology, sports science, business, communication) and low contact department participants (engineering, English, natural sciences, history) (see Table 11).

Table 11

*Demographics by Departmental Grouping*

<u>Department</u>	<u>Frequency</u>	<u>Percentage</u>
High Contact Department	107	41.2
Low Contact Department	115	44.7
Total	222	86.0

Nearly 70% of the respondents reported having male basketball and football student-athletes in their classes (see Table 12).

Table 12

*Frequency of Male Basketball and Football Players in Class*

<u>Answer Options</u>	<u>Percent</u>	<u>Frequency</u>
Never	30.4%	72
Sometimes	41.4%	98
Frequently	14.8%	35
Often	13.5%	32

With regard to involvement, over half of the respondents reported having infrequent or moderate involvement with their campus's athletics department. The majority of involvement came in the form of corresponding with athletic department personnel (see Table 13).

Table 13

*Type of Faculty Contact with their Campus Athletics Department*

Answer Options	Percent
Served as a mentor for a student-athlete	25.0%
Corresponded with athletics department personnel	91.8%
Served on a committee where the primary topic of interest was about the athletics department	12.8%
Attended an athletics department event that was not a sporting event	34.2%
Served as a consultant	6.6%
Attended a private tour of athletics	25.0%

*N* = 196

In addition, faculty within majors that were labeled as high contact had greater involvement with their campus's athletics departments, and reported slightly greater interest in following men's basketball and football games (see Table 14).

Finally, fewer than 10% of the participants classified themselves as an avid fan when asked about their interest in men's basketball and football games. However, over 70% of participants identified themselves as somewhat interested or regularly follows male basketball and football games (see Table 15).

Table 14

*Athletic Department Involvement and Sport Interest by Department*

	<u>High Contact Majors</u>		<u>Low Contact Majors</u>	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Athletic Department Involvement	0.29	0.45	0.13	0.34
Interest in Men's Basketball and Football Games	0.41	0.49	0.40	0.49

[<sup>5</sup>Note: Mean Scores on the Athletic Department Involvement Question and Sports Interest Question]

Table 15

*Faculty Interest in Male Basketball and Football Games*

<u>Answer</u>	<u>N</u>	<u>Percentage</u>
No interest in male basketball and football games	47	19.3%
Somewhat interested in male basketball and football games	100	41.2%
Regularly follow male basketball and football games	74	30.5%
Avid fan of male basketball and football games	22	9.1%

*N* = 247

<sup>5</sup> Scores on the self-reported faculty involvement question were recoded. Scores indicating no involvement or infrequent involvement were recoded as a 0 and scores indicating moderate involvement or very involved were recoded as 1. Scores on the self-reported faculty interest in men's basketball and football games question. Scores indicating no interest or somewhat interested were recoded as 0, and scores indicating regularly follow and avid fan were recoded as a 1.

### Descriptive Data Analyses

Descriptive statistics were run on the Perceptions about Athletic Departments Questionnaire. The mean score for the scale was 3.38. Mean scores could have ranged from 1, indicating positive perceptions about their campus's athletics department, and 6, indicating very strong negative perceptions about their campus's athletics department. This mean score indicates that overall participants were more likely than not to indicate moderate opinions about their campus's athletics department (see Table 16). Hence, across all four institutions faculty did not report overly positive or strong negative feelings toward their campus's athletics department personnel, policies, or procedures.

Table 16

*Perceptions about Athletic Departments Descriptive Data for Respondents*

<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std. Deviation</u>
1.83	4.75	3.38	0.43

*N* = 251

The mean scores for each PADQ question held close to the midpoint of the scale; however, there were two questions that varied from the mean, unlike the 10 other items. Faculty were more than likely to disagree or strongly disagree that their campus's athletics department had not run a clean program. This indicates that faculty across institutions and departments did not feel that their campus's athletics department intentionally violated rules and regulations as outlined by either their institution or the NCAA. On a second question within the Perceptions about Athletic Departments Questionnaire, faculty members were more likely to agree or strongly agree that their campus's athletics department were involved in admissions decisions

(see Table 17). Such levels of agreement indicate that faculty felt as though athletic department personnel were intricately involved in the admissions decisions of their student-athletes.

Table 17

*Outlier Questions on the Perceptions about Athletic Departments Questionnaire*

Item	Average Score	Standard Deviation
The athletics department has not run a “clean” program (e.g., academic abuses, NCAA violations)	2.83	1.50
The athletics department influences admissions decisions about student-athletes	4.24	1.40

[Mean Scores on these two items could range from 1 meaning strongly disagree to 6 meaning strongly agree].

Descriptive statistics were also run on the Stereotypes about Student-Athletes Questionnaire (SASQ). Mean scores indicated that faculty participants expressed moderate stereotypes about the academic behaviors of male basketball and football student-athletes (see Table 18). The mean score for the entire sample was 3.57 out of a total score of 6. Mean scores could have ranged from 1, indicating positive stereotypes about men’s basketball and football student-athletes, to 6, indicating very strong negative stereotypes about men’s basketball and football student-athletes. The mean score for the scale suggests that faculty among this sample did not express strong negative stereotypical beliefs about male basketball and football student-athletes, nor did they express strong positive support.

Table 18

*SASQ Mean Scores*

<u>N</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std. Deviation</u>
214	2.00	5.40	3.57	0.58

[Scores on items within the SASQ scale could range from 1 meaning strongly disagree to 6 meaning strongly agree].

Although most items on the scale tended to cluster around the mean, mean scores on three items fell further away from the mean than other items. Faculty participants were more likely to agree that men's basketball and football student-athletes are more motivated to earn a degree than non student-athletes. In addition, faculty were more likely to agree that men's basketball and football student-athletes care more about learning course material than the general student population. Finally, faculty participants reported that they do not believe that student-athletes use their status as an athlete to acquire special treatment (see Table 19). These items were included in the statistical analyses to maintain reliability of the scale.

Overall faculty had limited contact with male basketball and football student-athletes (see Table 20). This is based upon mean scores for the Student Contact Questionnaire (SCQ). Mean scores across all departments at the four institutions on the SCQ revealed that faculty within the sample had little contact with student-athletes. However, an independent samples t-test did confirm that faculty in what were assumed to be high contact departments did in fact have more contact with student-athletes than faculty in low contact departments. This t-test is discussed in Research Question II findings in this chapter.

Table 19

*Outlier Questions on the Stereotypes about Student-Athletes Questionnaire*

Item	Average Score
(a) Male basketball and football players are more motivated to earn a college degree than the general student population	4.91
(b) Male basketball and football players care more about learning course material than the general student population	4.83
(c) Male basketball and football players use their athlete status to acquire special treatment (e.g., better grades) from faculty	2.90

[Note: Items a and b were recoded so that scores could range from 1 = strongly agree to a core of 6 = strongly disagree; For item c scores could range from 1 = strongly disagree to 6 = strongly agree]

A general assumption of this study is that faculty within the departments of sociology, sport science, business, and communication have greater contact with student-athletes than faculty in the departments of English, engineering, natural science, and history. As such, when running certain analyses, faculty participants were grouped faculty as either high or low contact based upon their departmental affiliation. It should be noted, however, that the Student Contact Questionnaire mean scores were slightly higher among engineering faculty across all four institutions than sports science faculty, indicating that engineering participants within the sample had slightly more contact with male basketball and football student-athletes. However, to support the present study's underlying assumption, engineering was still labeled as a low contact department and sports science as a high contact department when running certain analyses



Table 20

*Contact with Male Basketball and Football Student-Athletes*

N	Minimum	Maximum	Mean	Std. Deviation
160	1.00	3.33	1.78	0.41

[Note: Scores could range from 0 indicating minimal or no contact to 3 indicating having moderate or greater contact.]

Frequencies were run to look at the most common type of contact faculty have with student-athletes (see Table 21). Within the Student Contact Questionnaire, a section of the scale tapped the means by which faculty communicated with male basketball and football student-athletes. Among faculty who did have contact with male basketball and football student-athletes, the most frequent mode of contact reported was by email, followed by office hours, and by phone. Additionally, faculty who had contact with male basketball and football student-athletes were more likely to describe contact through means of email or office hours as frequent, whereas faculty were more likely to designate that they “never” had contact with student-athletes via phone. Hence, the primary mode of communication between faculty and male basketball and football student-athletes came in the form of email rather than through in-person direct dialogue.

Table 21

*Type of Contact Across all Participants*

	During your office hours?	Via email?	By phone?
Mean	1.88	2.09	1.26
Std. Deviation	.705	.733	.507

*Note: Scale 0-3 with 0 = never to 3 = often*

Descriptive statistics were also calculated to see how much involvement faculty had with their campus's athletics department. Overall, this group of participants can be characterized as having low involvement with their campus's athletics departments. The mean score on the Faculty Involvement Questionnaire was 0.27 with scores ranging from 0, meaning no involvement to, 1, meaning high involvement (see Table 22). This mean score indicates that the sample lacked strong engagement in activities associated with their campus's athletic department such as committee work, attending athletic department functions, or having contact with athletic department officials.

Table 22

*Involvement with Campus Athletics Department*


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	Minimum	Maximum	Mean	Std. Deviation
Total scores	0.00	1.00	0.27	0.22

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*N* = 257

Finally, correlation analyses were run across all major variables (see Table 23). One of the primary variables within this study, stereotypes about male basketball and football student-athletes, was found to be positively correlated with faculty perceptions about their campus's athletics department, negatively correlated with faculty involvement, and negatively correlated with student contact. The correlation between stereotypes and contact was not found to be significantly related; however, stereotypes were significantly correlated with involvement and faculty perceptions. These primary correlations are discussed in further detail in the following section. Additionally, faculty participants had fewer negative perceptions about their campus's

athletics department the more involved they were with their athletic department. Higher faculty involvement was also significantly related to more contact with student-athletes. Greater student-athlete contact was not related to greater positive perceptions about their campus's athletics department among faculty participants. However, being a former student-athlete was associated with greater athletic department involvement. In addition, participants were found to have greater stereotypes about male basketball and football student-athletes the more advanced their academic rank.

Table 23

*Summary of Correlations among Major Variables*

<sup>6</sup> Variable	1	2	3	4	5	6	7	8	9	10
PADQ (1)	1	.541**	-.053	-.249**	.032	-.031	.012	.075	-.127	.074
SASQ (2)	.541**	1	-.159	-.338**	-.047	.016	.146*	-.225**	-.162*	.141*
SCQ (3)	-.053	-.159	1	.219**	-.136	-.051	.083	.161*	.182*	-.083
FIQ (4)	-.249**	-.338**	.219**	1	.057	.063	.205**	-.129	-.097	-.049
Race (5)	.032	-.047	-.136	.057	1	.026	-.100	.014	.013	.013
Gender (6)	-.031	.016	-.051	.063	.026	1	.063	-.253	-.177**	.016
Athlete (7)	.012	-.146*	.083	.205**	-.100	.063	1	-.060	-.041	.272**
Rank (8)	-.075	-.225**	.161*	-.129	.014	-.253**	-.060	1	.824**	-.016
Tenure(9)	-.127	-.162*	.182*	-.097	.013	-.177**	-.041	.824**	1	-.033
Dept (10)	.074	.141*	-.083	-.049	.013	.016	.272**	-.016	-.033	1

\*Correlation is significant at the 0.05 level

\*\*Correlation is significant at the 0.01 level

<sup>6</sup> The variable names listed within Table 23 indicate the following: (1) PADQ: Mean scores on the Perceptions about Athletics Department Questionnaire; (2) SASQ: Mean scores on the Stereotypes about Student-Athlete Questionnaire; (3) SCQ: Mean scores on the Student Contact Questionnaire; (4) FIQ: Mean scores on the Faculty Involvement Questionnaire; (5) Race: Participants who designated their ethnicity as White or Other; (6) Gender: male or female participants; (7) Athlete: Participants who designated their status as a former student-athlete; (8) Rank: Participants designation of academic rank; (9) Tenure: Participants tenure status; (10) Department: Participants departmental affiliation.

Hence, faculty participants who held the title of full or associate professor held greater negative stereotypes than those who were assistant professors or who were instructors. Finally, faculty who were not tenured had greater contact with male basketball and football student-athletes and having tenure status was associated with greater stereotypes about men's basketball and football student-athletes.

### Research Question 1: Findings

*What is the relationship between faculty perceptions about their campus's athletics department and their negative stereotypes about male basketball and football student-athletes?*

Research Question 1 examined the relationship between faculty perceptions about their campus's athletics department and their stereotypes about male basketball and football student-athletes. First, a correlation comparing participant's mean scores on the Perceptions about Athletic Departments Questionnaire (PADQ) and the Stereotypes about Student-Athletes Questionnaire (SASQ) was computed. Participant mean scores on the PADQ measured faculty perceptions about the mission of their campus's athletics department, athletic department personnel, and their perceptions about athletic department policies and procedures. Their perceptions could have been based upon their actual experiences with their campus's athletics department, which included interactions with personnel or their perceived knowledge about their campus's athletics department. Participant mean scores on the SASQ reflect each participant's negative attitudes about male basketball and football student-athletes academic behaviors based upon faculty experiences with male basketball and football student-athletes or exposure to

information pertaining to male basketball and football student-athletes. A bivariate correlation was chosen because the intent of Research Question 1 was to measure the association or degree of the relationship between two quantitative variables, faculty stereotypes of male basketball and football student-athletes and faculty perceptions about their campus's athletics department (Creswell, 2009).

A positive correlation was found between faculty perceptions of their campus athletics department and faculty stereotypes about male basketball and football student-athletes ( $r = 0.54$ ;  $p < 0.01$ ). This finding suggests that the more negative perceptions a faculty member has about their campus's athletics department, the more likely they are to carry negative stereotypes about male basketball and football student-athletes or vice versa. The above correlation reflects a modest level of dependence between the two variables.

To support an underlying assumption of this study that faculty's views about college athletics and student-athletes may differ based upon faculty departmental affiliation, correlations were tabulated by department looking at the relationship between faculty perceptions of the athletics department and their stereotypes about male basketball and football student-athletes. Faculty participants were grouped across institution by one of the eight departments designated for this study. Correlations compared mean scores on the PADQ and SASQ (see Table 24). Positive correlations between the respondents' mean scores on the PADQ and SASQ were significant within the departments of business ( $r = 0.67$ ;  $p < 0.01$ ), history ( $r = 0.71$   $p < 0.05$ ), and natural Science ( $r = 0.55$ ;  $p < 0.01$ ). These results suggest that the relationship between faculty members' perceptions about their campus's athletics department and faculty stereotypes

about male basketball and football student-athletes is strongest in the history department, yet weakest in sports science.

Table 24

*Summary of Correlations between Faculty Perceptions of their Campus Athletics Department and Stereotypes about Male Basketball and Football Players by Departmental Affiliation*

Primary Area of Teaching				Mean (SD)	PADQ
Business	1.	SASQ Mean Score	3.33	3.50 (0.66)	0.67**
Communication	1.	SASQ Mean Score	3.36	3.33 (.57)	0.32
Sport Science	1.	SASQ Mean Score	3.40	3.58 (.39)	0.11
Sociology	1.	SASQ Mean Score	3.48	3.76 (.31)	0.27
English	1.	SASQ Mean Score	3.39	3.51 (.50)	0.20
Engineering	2.	SASQ Mean Score	3.38	3.52 (0.51)	0.36
History	1.	SASQ Mean Score	3.26	3.64 (0.63)	0.71**
Natural Science	1.	SASQ Mean Score	3.40	3.63 (0.67)	0.55**

Mean scores could range from 1, to 6 on both the SASQ and PADQ scales. Departmental mean scores on the SASQ ranged from 3.33 for participants affiliated with a department of communications to 3.76 for participants affiliated with a department of sociology. Mean scores on the PADQ ranged from 3.26 for participants affiliated with the history department to a 3.48 mean score for participants affiliated with sociology. This range of mean scores reflects that overall, faculty participants had more positive sentiments toward their campus's athletics

department, yet held slightly more negative stereotypes toward male basketball and football student-athletes.

Since a positive correlation was found between the above mentioned variables, next, independent samples t-tests were run. Data were analyzed to see if faculty who, because of their departmental affiliation, differ in their perceptions about their campus athletics department. Participants were separated based upon their department into either a low contact group or high contact group, and mean scores on the Perceptions about Athletic Departments Questionnaire were compared between groups. An independent samples t-tests was found to be an appropriate level of measurement because the independent variable has two levels: high and low contact, the dependent variable is quantitative, and a comparison was being made between two different groups. When the PADQ mean scores were compared between faculty from high and low contact departments, both have roughly the same mean scores and no significant difference was found  $t(190) = 0.26, p = 0.795$ . This finding indicates that faculty members in high contact departments are no different in their perceptions about athletic departments than faculty in low contact departments.

### Research Question 2: Findings

*What is the relationship between faculty negative stereotypes about male basketball and football student-athletes and the amount of contact faculty have with male basketball and football student-athletes? Does faculty contact with male basketball and football student-athletes differ by department? When faculty members are grouped based upon their departmental affiliation, are differences in stereotypes found?*

Research Question 2 examined the relationship between faculty stereotypes about men's basketball and football student-athletes and the amount of contact faculty have with them. Participant mean scores on the Stereotypes about Student-Athletes Questionnaire and the Student Contact Questionnaire were used to conduct these analyses. A bivariate correlation was performed to see whether faculty stereotypes about male basketball and football student-athletes are related to the amount of contact faculty have with male basketball and football student-athletes. A negative correlation was found between the two variables ( $r = -0.15$ ), suggesting that the more contact faculty participants had with male basketball and football student-athletes, the less their endorsement of negative stereotypes toward male basketball and football student-athletes or vice versa (see Table 25). However, this correlation, was not found to be significant.

Table 25

*Correlation between Mean Scores on the Stereotypes about Student-Athletes Questionnaire and the Student Contact Questionnaire*

	SASQ	SCQ
1. SASQ	-	-.15

$N = 232.$



Next, descriptive statistics were run to determine the amount of contact faculty have with male basketball and football student-athletes, based upon their departmental affiliation. Faculty participants were grouped across institution by one of the eight departments designated for this study. Mean scores on the Student Contact Questionnaire could range from 0, indicating no contact, to 3, meaning high contact. Mean scores on the Student Contact Questionnaire for this sample ranged from 1.63 in natural science to 1.97 in communication. Business, communication, sociology and engineering had the most contact with male basketball and football student-athletes, whereas English, history, natural science and sport science had the least amount of contact (see Table 26). These findings come close, but do not fully support one key assumption of this study, which states that faculty members in the departments of business, communication, sport science and sociology have greater contact with male basketball and football student-athletes than faculty in the departments history, English, engineering, and natural science. Instead, faculty members within the department of engineering were found to have more contact with male basketball and football student-athletes than faculty in sport science.

Standard deviations on the Student Contact Questionnaire provided evidence that, depending on the sample, student-athlete contact could fluctuate by department. Therefore, an independent samples *t*-tests was run to see if significant differences in contact could still be found when engineering department faculty were grouped among faculty in low contact departments and sport science faculty were classified among participants in high contact departments. When Student Contact Questionnaire mean scores were compared between faculty in high and low contact departments, a significant difference was found ( $t(147) = 1.62, p = .10$ ). The high contact group, reportedly had more contact with male basketball and football student-

athletes ( $M = 1.83$ ,  $SD = .39$ ) than the low contact group ( $M = 1.72$ ,  $SD = .43$ ), which included faculty from history (see Table 27).

Table 26

*Summary of Mean Contact Scores by Department*

Primary Area of Teaching	N	Mean	SD
Business	41	1.79	0.38
Communications	17	1.97	0.31
English	14	1.76	0.48
Engineering	14	1.79	0.45
History	19	1.71	0.42
Natural Science	16	1.63	0.41
Sociology	20	1.86	0.51
Sports Science	8	1.66	0.25

Table 27

*Independent Samples T-Test on the SCQ Accounting for High and Low Contact Departments*

		Mean (SD)	<i>t</i>	Sig
Contact	High	1.83 (0.39)	1.62	.10
	Low	1.72 (0.42)		

Finally, independent samples t-tests were run comparing differences in faculty stereotypes about male basketball and football student-athletes split by departmental affiliation (e.g., low and high contact departments). No significant difference was found ( $t(196) = -.53, p > 0.05$ ) between faculty in high contact departments ( $M = 3.53, SD = 0.57$ ) and low contact departments ( $3.58, SD = 0.59$ ). This result suggests that when faculty participants are grouped among either high and low contact departments, no differences can be found between the two groups as far as the amount of negative stereotypes they have about male basketball and football student-athletes. This finding also implies that there may only be a minimal degree of association between faculty stereotypes about male basketball and football student-athletes and how much contact a faculty member has with male basketball and football student-athletes.

### Research Question 3: Findings

*What is the relationship between faculty involvement with collegiate athletics and negative stereotypes about male basketball and football student-athletes?*

The final research question examined the relationship between faculty involvement with their campus's athletics department and their stereotypes about male basketball and football student-athletes. Four bivariate correlations were conducted using the Stereotypes about Student-Athletes Questionnaire and the Faculty Involvement Questionnaire. First, a correlation was conducted to see if faculty members' stereotypes about male basketball and football student-athletes are related to overall faculty involvement with their campus's athletics department. It was found that there is a significant relationship between the two variables ( $r = -0.33; p < 0.01$ ). Next a bivariate correlation was run to see if faculty members' stereotypes about male basketball and football student-athletes were related to faculty self-reported levels of involvement with their

campus's athletics department. Mean scores using question one of the Faculty Involvement Questionnaire and mean scores on the Stereotypes about Student-Athletes Questionnaire were used to conduct this correlation. A negative relationship ( $r = -0.28$ ;  $p < 0.01$ ) was found between the two variables (see Table 28). This finding means that participants who described themselves as being more involved with their campus's athletics department were also likely to have fewer stereotypes about male basketball and football student-athletes and vice versa.

Table 28

*Summary of Correlations between SASQ Mean Scores and Self-Reported Level of Involvement with the Campus Athletics Department*

	SASQ	Self-reported level of Involvement
1. SASQ Mean Score	-	-.28**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Correlation analyses were then run to examine faculty stereotypes about male basketball and football student-athletes and faculty self-reported levels of interest in male basketball and football games. Mean scores on part two of the Faculty Involvement Questionnaire and mean scores on the Stereotypes about Student-Athletes Questionnaire were used to conduct the correlation. A significant negative correlation was found ( $r = -0.38$ ;  $p < 0.01$ ). Hence, the greater faculty self-reported interests in male basketball and football games, the fewer negative stereotypes they had about student-athletes.

The final correlation addressed whether a relationship existed between the type of involvement a faculty member had with their campus's athletics department and their negative stereotypes about male basketball and football student-athletes. Participant mean scores on the Stereotypes about Student-Athletes Questionnaire were used to conduct this analysis along with the mean score for part three of the Faculty Involvement Questionnaire. A small, yet significant, negative correlation was found ( $r = -0.26$ ;  $p < .01$ ). Hence, the greater number of activities a faculty member engaged in with their campus's athletics department, the fewer stereotypes they had about male basketball and football student-athletes.

The above correlations found that faculty involvement with their campus's athletics department are related to faculty stereotypes about male basketball and football student-athletes. Moreover, specific categories of involvement may be more related to faculty stereotypes about male basketball and football student-athletes. For instance, a stronger negative correlation was found between faculty stereotypes about male basketball and football student-athletes and faculty interests in men's basketball and football games than the correlation between faculty stereotypes and faculty involvement in non-sport activities.

Finally, a regression was conducted examining to what extent perceptions about athletic departments, contact and involvement account for the variance in faculty members' stereotypes about male basketball and football student-athletes. Faculty members' stereotypes about male basketball and football student-athletes was the outcome variable; predictor variables included race, gender and being a former student-athlete, which were entered into Step 1, PADQ mean scores entered in Step 2, SCQ mean scores were entered in Step 3, and FIQ full scale mean

scores were entered in Step 4. Results suggests, that the overall model was significant,  $F(6, 119) = 9.20, p < .01$  (see Table 29).

Table 29

*Regression Model Summary Relating the SASQ Mean Scores with Faculty Perceptions about their Campus Athletics Department, Contact, and Involvement*

Model	R	R Square	Adjusted R Square
1	0.18 <sup>a</sup>	0.03	0.01
2	0.50 <sup>b</sup>	0.27	0.24
3	0.55 <sup>c</sup>	0.30	0.27
4	0.57 <sup>d</sup>	0.32	0.29

a. Predictors: (Constant) Demographics variables (race, gender, being a former student-athlete; b. Predictors: (Constant), Demographic variables (race, gender, being a former student-athlete), PADQ Mean; c. Predictors: (Constant), Demographic variables (race, gender, being a former student-athlete), PADQ Mean Score, SCQ Mean Score d. Predictors: (Constant), Demographic variables (race, gender, being a former student-athlete), PADQ Mean Score, SCQ Mean Score, & FIQ Mean Scores

Within this analysis certain variables were found to be significant predictors of stereotypes (see Table 30). Those variables included being a former student-athlete, faculty perceptions about their campus's athletics department, and faculty contact with male basketball and football student-athletes. Being a former student-athlete was positively correlated with negative stereotypes about male basketball and football student-athletes. Hence, if a faculty member was a former student-athlete then he or she was less likely to carry negative stereotypes toward male basketball and football student-athletes. Faculty perceptions about their campus's athletics department was also found to be a predictor that was positively correlated with negative

faculty stereotypes, which means if the fewer negative perceptions a faculty member had about their campus's athletics department, the fewer stereotypes they carried about male basketball and football student-athletes. Having contact with male basketball and football student-athletes was also found to be a predictor; however, it was negatively correlated with faculty stereotypes. Thus, the more contact faculty members had with male basketball and football student-athletes, the fewer negative stereotypes they had about male basketball and football student-athletes. Of the three significant predictors faculty perceptions about their campus's athletics department was the strongest predictor of student-athlete negative stereotypes, followed by being a former student-athlete, and contact with men's basketball and football student-athletes. A faculty members' race, gender nor athletic department involvement were found to be significant predictors of negative stereotypes toward male basketball and football student-athletes in the regression.

The above regression means that over 30% of the variance in faculty responses on the Stereotypes about Student-Athletes Questionnaire can be explained by the linear combination of demographic variables, athletic department perception, contact and involvement mean scores ( $R^2 = 0.32$ ). The above variables help to explain a significant portion of the variability in stereotypes about male basketball and football student-athletes. Model 1 illustrates that only a small portion of the variance in faculty negative stereotypes about male basketball and football student-athletes can be explained by demographic variables such as race, gender, and being a former student-athlete. Model 2 illustrates that by including faculty perceptions about their campus's athletics department into the regression model, the amount of variance, which explains faculty negative stereotypes about male basketball student-athletes doubles

Table 30

*Coefficients Examining Predictors of Faculty Negative Stereotypes about Male Basketball and Football Student-Athletes*

Step	<u>Unstandardized Coefficients</u>		
	B	Std. Error	Sig.
(Constant)	1.905	.440	.000*
Race	.038	.171	.824
Gender	-.012	.093	.894
Being a former student-athlete	-.295	.128	.023*
Athletic Department Perceptions	.613	.109	.000*
Contact with basketball and football student-athletes	-.237	.113	.039*
Involvement with campus athletics department	-.393	.216	.071

- a. Dependent Variable: SASQ Mean Score; [\* designates that the variable is a significant predictor of faculty members negative stereotypes about male basketball and football student-athletes].

Model 3 and 4 demonstrate that the additions of student-athlete contact and faculty involvement within their campus's athletics department to the model improves the degree with which faculty stereotypes can be significantly predicted. Finally, although the regression model is explaining a significant portion of the variability in faculty negative stereotypes about men's basketball and football student-athletes, the regression model also indicates that at least 70% of the variance in faculty's negative stereotypes about student-athletes can be accounted for by variables other than the ones used above.



### Research Question 4: Findings

*What are the central concerns about college athletics departments as well as male basketball and football student-athletes as expressed by faculty members at Division I institutions?*

Qualitative findings were compiled among faculty spanning all 8 departments at all 4 institutions (see Appendix G). Responses were based upon two open ended questions in the demographic questionnaire (see Table 31). A total of 157 faculty participants responded to the question about their impressions about male basketball and football student-athletes at their institution and their recommendations for improving those perceptions. One hundred respondents answered the question concerning their impressions about their campus's athletics department and recommendations for change. Respondents were not asked to follow a specific format or respond to a particular issue involving their campus's athletics department. Responses were strictly voluntary and could apply to any topic the respondent deemed important.

Table 31

#### *Qualitative Questions*

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#### Question

1. What are your impressions about football and basketball student-athletes at your institution? What recommendations do you have for improving the perceptions of football and basketball players on your campus?
  2. What is your general impression about your campus athletics department? If you could make changes within your campus athletics department what would those changes be?
- 

Across all 8 departments participants positively characterized male basketball and football student-athletes as “similar” to the general student body or “better than non-student-athletes.” In addition they described student-athletes as “respectful” as well as “serious students.”

Among negative attributes they described male basketball and football student-athletes as “unprepared” for college and having “low motivation” in class. Some participants associated this level of unpreparedness to “race or socio-economic factors,” two concepts that were not considered within the scope of this study. Faculty also negatively characterized male basketball and football student-athletes as “lacking energy” or being fatigued” in class.

Participants were also asked to give their feedback about their campus’s athletics department. Positive and negative sentiments were expressed by participants on a variety of subjects. Faculty responses were split about athletic department policies such as class checking, academic advising, tutoring and athletics department personnel. For example, although some faculty appreciated that the athletics department “ensured class attendance,” others mentioned that class checking should not be a policy implemented on a college campus. Similarly, participants reported having “good working relationships with academic advisors” and believed they care about student-athletes. However, they also thought some athletic department advising offices were “unresponsive” and were only responsible for “keeping student-athletes eligible.” Moreover, participants “questioned whether athletics department personnel read faculty progress reports” regarding academic feedback about student-athletes. Finally, some faculty felt tutors were a “positive asset” for student-athletes, whereas others expressed skepticism as to the “extent of help” tutors provide. Faculty expressed more positive responses when the athletic director was “visible” and when coaches “were concerned and involved” with their campus. However, faculty expressed concern over “coaching salaries” and the “lack of transparency” with the athletic director.

Finally, there were some sentiments that were reported among all faculty participants regardless of institution or department. Athletic departments were negatively characterized about the lack of “tickets” being dispersed to faculty, “parking on game days,” and that college athletics “conflicts with the academic mission” of colleges and universities. Other consistent themes reported throughout the qualitative findings were complaints that athletics was “too professionalized,” “athletics should give back financially to the university” and perhaps the greatest concern was that male basketball and football student-athletes are being “exploited”. When faculty did report negative feelings toward student-athletes, they were more likely to associate these problems as being connected to a particular coach or the way in which the athletics department was run.

Finally, some faculty reported that they “don’t know whether their perceptions are true” about athletics departments and student-athletes. Based upon the quantitative data above, a substantial amount of participants had only minimal or “no involvement” with their campus’s athletics department, meaning participant perceptions about their campus’s athletics department are stemming from sources other than having actual contact with their athletics department. Some faculty admitted that their opinions come from the “paper or secondary sources” and not from their direct involvement with the athletics department. Moreover, when faculty perceptions are based upon information from a news source, they find it “difficult to separate the facts from sensationalism.”

## CHAPTER 5: Discussion

### Introduction

In this chapter, an overview of the findings from Chapter 4 is presented. Recommendations for future research are offered as well as implications for practice. Finally, a brief summary about the research study concludes this chapter.

### Findings

#### *Athletic Department Perceptions and Student-Athlete Stereotypes*

Analyses of the data revealed several important findings. First, faculty participants held moderate (e.g., neither overly negative nor overly positive) stereotypes about male basketball and football student-athletes and perceptions about their campus's athletics department. Contrary to past research that found faculty to report strong feelings of resentment toward both student-athletes and collegiate athletics, the same did not hold true for the present study (Leach & Connors, 1984). Previous research found that negative stereotyping was likely to be directed toward student-athletes in revenue producing sports such as men's basketball and football, and athletes report negative stereotyping by faculty (Baucom & Lantz, 2001; Bowen & Levin, 2003; Engstrom, Sedlacek, & McEwen, 1995; Simons, Bosworth, Fujita, & Jensen, 2007). However, data from the current study found that faculty held only moderate stereotypes about the academic behaviors of male basketball and football student-athletes. Although such findings do not infer the absence of negative faculty stereotypes held about student-athletes or negative perceptions about their campus's athletics department, based upon previous research it was predicted that faculty would have reported stronger negative resentment toward student-athletes and their

campus's athletics departments. On some items within the Stereotypes about Student-Athletes and Perceptions about Athletic Departments Questionnaires faculty members in this study were found to be outwardly positive in their appraisals of men's basketball and football student-athletes' academic behaviors and their campus's athletics department. For example, analysis of two items taken from the Stereotypes about Student-Athletes Questionnaire showed faculty to hold positive sentiments toward student-athletes with regard to student-athletes' determination to succeed and taking course material seriously when compared with the general student population. This finding coincides with the Knight (2007) study, which stated that faculty members believe student-athletes are motivated to earn degrees and keep pace with other students. Faculty within the current study also reported positive sentiments about their campus's athletics department. On the Perceptions about Athletic Departments Questionnaire, overall faculty disagreed with the statement that their campus's athletics department had not run a "clean program". Such findings counter earlier reports that college athletics diverges from the overall mission of higher education (Sack & Staurowsky, 1999).

As stated above, faculty held moderate feelings about both their campus's athletics department as well as male basketball and football student-athletes' academic behaviors. Analyses further confirmed that these two variables are closely related. For instance, the more positive perceptions faculty members have about their campus's athletics department, the more likely they were to endorse positive perceptions (or the less likely to endorse negative stereotypes) about male basketball and football student-athletes' academic behaviors. This finding supports the notion that if faculty members negatively perceive their campus's athletics department with regard to personnel, policies and procedures, then they are more likely to carry negative stereotypes about male basketball and football student-athlete's academic behaviors.

We do know from prior research that some faculty feel athletics undermines the true mission of higher education (Putler & Wolfe, 1999). Although we cannot determine what specific factors cause faculty to carry negative stereotypes about male basketball and football student-athletes, one possible explanation for the formation and maintenance of negative stereotypes could be attributed to faculty perceptions about the athletics department. More specifically, if a faculty member feels his or her campus's athletics department does not adhere to the values of the institution, this could influence negative stereotypical beliefs about student-athletes (Baucom & Lantz, 2001; Bowen & Levin, 2003; Simons, Bosworth, Fujita, & Jensen, 2007).

#### *Departmental Differences in Perceptions*

One area of emphasis in the current study was examining differences in faculty opinions toward college athletics and male basketball and football student-athletes based upon a faculty member's departmental affiliation. When faculty members who were affiliated with departments with presumably fewer student-athlete majors were compared with faculty from departments with higher student-athlete majors, no differences were found between the two groups with regard to their perceptions about their campus's athletics department and stereotypes about male basketball and football student-athletes. Hence, regardless of departmental affiliation and level of interaction with male basketball and football student-athletes, faculty members across academic disciplines held similar perceptions of their campus's athletics departments as well as men's basketball and football student-athletes. This counters previous literature which has suggested that faculty perceptions about college athletics may differ by department (Harrison, 2004; Noble, 2004). It should be noted, however, that when faculty participants were grouped by departmental affiliation, the relationship between faculty perceptions about their campus athletics department

and faculty stereotypes about male basketball and football student-athletes were more pronounced within the departments of history, natural science, and business. Specifically, there was a stronger relationship between having greater negative perceptions toward the campus's athletics department and greater negative stereotypes among faculty members in these departments. Such relationships were not as strong in the departments of sociology, sport science, communication, engineering and English. These findings could be attributed to two factors. First, the number of participants within the departments of history, natural science and business was higher than the number of participants in other departments. Hence, greater faculty departmental participation within this study could be a factor for finding stronger relationships. Another plausible explanation could be that faculty within history and natural science have fewer actual experiences with student-athletes and less athletic department involvement. Analyses showed that faculty within these majors were both less involved with their campus's athletics department and had less contact with male basketball and football student-athletes. Since stereotypes can be described as previously stored knowledge, lacking involvement may decrease the chances of encountering situations that could potentially disconfirm stereotypical information. (Hewston & Brown, 1986; Hilton & von Hippel, 1996)

#### *Departmental Differences in Contact*

Based upon the analyses conducted, faculty differences existed in the amount of contact they had with male basketball and football student-athletes. For instance, collectively faculty in what were labeled high contact majors did in fact have more contact with male basketball and football student-athletes than faculty in low contact majors. Such findings infer that there are greater numbers of male basketball and football student-athletes clustering in such majors.

Similar trends have been reported in previous studies that describe student-athletes as more likely to major in departments such as social sciences, sport related fields, physical education, and business (Brady, 2008; Harrison, 2004; Noble, 2004; Upton & Novak, 2008). Unlike previous research, however, findings from the present study do not suggest that student-athletes are majoring in these fields because faculty in these departments report more positive sentiments toward student-athletes (Bowen & Levin, 2003; Harrison, 2004; Kuga, 1996; Shulman & Bowen, 2001; Upton & Novak, 2008). For example, no significant difference was found in faculty stereotypes about male basketball and football student-athletes when comparing faculty in high versus low contact departments. The findings of this study do suggest, however, that student-athletes may be majoring in certain fields because of reasons unattributed to positive sentiments from faculty.

#### *Contact and Student-Athlete Stereotypes*

Athletic department perceptions are not the only variable related to faculty stereotypes about male basketball and football student-athletes. Analyses indicated that the more contact faculty had with male basketball and football student-athletes, the fewer negative stereotypes faculty carried toward their academic behaviors. However, more contact participants reported with male basketball and football student-athletes was not found to be related to faculty perceptions about their campus's athletics department. Although this relationship was not statistically significant, the relationship between the two variables should not be undervalued. One explanation for this finding may be attributed to how the variable, contact, was measured. Although descriptive data suggested that close to 70% of faculty participants in this study reported having male basketball and football student-athletes in class, overall contact with male



basketball and football student-athletes, as measured by the Student Contact Questionnaire, was low for this sample of faculty. The Student Contact Questionnaire measures not only the frequency of contact with male basketball and football student-athletes but also the reason why the faculty member interacted with them. Therefore, not finding a strong relationship between contact and negative stereotypes could indicate that although faculty may reportedly have had male basketball and football student-athletes in class, they may not have interacted with them.

A second explanation for finding a minimal association between contact and stereotypes could be attributed to the Intergroup Contact Theory and the conditions necessary for effective stereotype reduction. The theory states that under the appropriate conditions greater interaction between groups will result in positive sentiments for others (Allport, 1954). One of the conditions of Intergroup Contact Theory is that groups must be relatively close in proximity and available for interactions to occur (Combs, 2007). Although male basketball and football student-athletes have the opportunity to interact with faculty in class or during office hours (e.g., proximity and availability), they may prefer an alternative form of contact that does not require them to meet with a faculty member in person. For example, across all eight departments, the most frequent mode of contact as reported by faculty was contact via email rather than in person. Intergroup Contact Theory, which was developed during a time frame when technological methods such as email were not available, does not account for such types of interaction. It can be argued that email may not be an effective method for eliminating stereotypes. Therefore, faculty may be forming opinions about student-athletes based upon little factual understanding of each individual student due to the lack of in person contact (Baucom & Lantz, 2001). Contact via technological methods should be included in discussion for future studies.

In sum, analyses indicated that there is an association between faculty contact and negative stereotypes. In addition, it was determined that faculty affiliated with departments labeled as high contact did in fact have more interaction with male basketball and football student-athletes than faculty in low contact departments. While this implies that student-athletes have a tendency to cluster in certain majors, faculty stereotypes about male basketball and football student-athletes' sentiments toward them were similar regardless of departmental affiliation (Brady, 2008; COIA, 2005; Shulman & Bowen, 2001). Contact should be considered an important variable for reducing stereotypes about student-athletes. However, reducing stereotypes could also be a way of increasing contact between faculty and male basketball and football student-athletes. By eliminating negative stereotypes toward student-athletes, student-athletes may feel more comfortable approaching faculty and make it more likely they will have more positive academic experiences (Gaston-Gayles, 2005; Harrison, Comeaux, and Plecha, 2006). In addition, characteristics such as having similar interests and aspirations as faculty and seeking faculty mentorship may be important antecedents for determining the frequency and quality of student contact with faculty (Pascarella, 1980).

#### *Faculty Involvement and Student-Athlete Stereotypes*

The relationship between faculty's negative stereotypes about male football and basketball student-athletes and faculty involvement with their campus's athletics department was also examined. Overall, this sample of faculty can be characterized as having minimal involvement with their campus's athletics departments. This confirms previous studies that have reported college faculty's feelings of disconnect from college athletics (Knight, 2007). Faculty who reported less involvement with their campus's athletics department, had fewer interests in

college basketball and football games, and had less engagement in athletic department activities, reported more negative stereotypes about student-athletes. Being a former student-athlete was associated with greater athletic department involvement and greater contact with student-athletes. Correlation analyses also revealed that faculty who were more involved had more positive perceptions about their campus's athletics department. These findings further substantiate claims from previous studies as to why faculty members feel disconnected from college athletics and, hence, have more stereotypes about student-athletes (Engstrom, Sedlacek, & McEwen, 1995; Knight Commission, 2007).

Although we cannot conclude what types of involvement are more instrumental in maintaining or eliminating negative student-athlete stereotypes, we do know that there were specific types of involvement that faculty were more likely to report. For instance, descriptive data did find that the majority of contact faculty had with their campus's athletics department came in the form of correspondence with athletic department personnel as well as sport related involvement (e.g., having an interest in men's basketball and football games). Other forms of contact such as attending an event that was not sport related, serving as a mentor, or attending a private tour of athletics were more common than serving on a athletics committee, or serving as a consultant to the athletics department. Although faculty participants in high number reportedly followed the sport achievements of student-athletes, they still carried moderately negative stereotypes about their academic behaviors. This finding is especially intriguing because although faculty members support the athletic behaviors of student-athletes, they do not fully support the academic behaviors of student-athletes. This finding provides empirical evidence that negative stereotyping is in part due to a lack of knowledge and understanding and can lead to negative stereotyping (Allport, 1954; Connolly, 2000; Gaertner & Dovidio, 2000; Hewstone &

Brown, 1986; Miller, 2002). Hence, type of involvement which includes engaging in activities that are more academically oriented such as serving as a mentor or attending an academic awards banquet could prove to be instrumental in decreasing negative stereotypes above and beyond attending sport-related events alone.

### *Faculty Characteristics and Involvement*

Overall, we do know that the combination of variables such as contact, involvement, faculty perceptions about their campus's athletics department, and demographic variables (e.g., race, gender, being a former student-athlete) account for the variance in faculty stereotypes about male basketball and football student-athletes. Collectively, the predictor variables accounted for over 30% of the variance in negative stereotypes toward men's basketball and football student-athletes. Being a former student-athlete, perceptions about the athletics department and contact with male basketball and football student-athletes were significant predictors of stereotypes about male basketball and football student-athletes. This study's sample included a greater number of faculty members who designated themselves as White and male, such demographic variables were included in the regression because prior research has shown that faculty opinions about male basketball and football student-athletes may differ based on these variables (Cockley & Roswell, 1995; Comeaux & Harrison, 2007; Engstrom, Sedlacek, & McEwen, 1995). However, demographic variables such as race and gender as well as athletic department involvement were not found to be significant predictors. Being a former student-athlete was found to be a significant predictor for having fewer negative stereotypes about student-athletes in the regression model. This finding supports the notion that faculty who have participated in athletics show more favorable opinions about student-athletes (Knight Commission, 2007; Kuga,

1996). Although faculty contact, involvement, perceptions of their campus's athletics department, and certain demographic variables are related to faculty stereotypes about male basketball and football student-athletes, there are other variables that may not have been included within the realm of this study that could also contribute to faculty stereotypes. One possibility could be faculty members' length of time employed by the present institution, rank or tenure. Demographic data were not collected as to the length of time faculty members had worked at their present institution. Such information could be important because a faculty member who has been at an institution for a longer period of time would be more familiar with the campus culture, which includes the athletic programs. Other variables that could also contribute to stereotype formation are the tenure track or academic rank of a faculty member. For instance, two thirds of participants were tenured faculty. Findings indicated that participants had greater negative stereotypes about male basketball and football student-athletes the higher their academic rank or if they were tenured. Hence, faculty participants who held the title of full or associate tenured professor held greater negative stereotypes than faculty who were non-tenured assistant professors or who were instructors on a non-tenure track. Additionally, participants not yet tenured or on a non-tenure track had greater contact with male basketball and football student-athletes. This finding gives further credence that faculty members have more contact with student-athletes will have fewer negative stereotypes.

### Limitations

This study examined faculty stereotypes about male basketball and football student-athletes as related to faculty perceptions about their campus's athletics departments, faculty contact with male basketball and football student-athletes and faculty involvement with their

campus athletics department. Although significant findings were found, there are several methodological limitations that should be considered for future research studies.

The first limitation of this study is that faculty could be resistant to admitting they hold negative stereotypes toward any student population because faculty members are a part of a system that espouses equity and fairness (Engstrom, Sedlacek, & McEwen, 1995). Future studies can account for this limitation by incorporating questionnaires that include statements that make a comparison between student-athletes and non student-athletes. For instance, some items within the SASQ questionnaire were intentionally constructed to include both positive and negative statements toward student-athletes when in comparison to non-student-athletes. The goal of implementing such items was to minimize the production of socially desirable responses on the part of faculty participants (Sedlacek & Brooks, 1970). Another effective way of accurately measuring self-reported beliefs, especially when they are negative beliefs, is through the use of two forms. Engstrom and Sedlacek's (1991, 1995) studies on faculty perceptions of student-athletes utilized two forms to account for differences in faculty opinions between non-revenue and revenue producing sports. Future research could consider the utilization of two forms, one that designates a non-student-athlete and a second that designates a student-athlete.

A second limitation of this study is that results may only be generalizable to institutions similar in size, type, and division level. The four schools chosen to participate in this study were selected based on their participation in Division I athletics, all from one selected conference. Although the NCAA has outlined standards that are consistent and to be upheld across institutions, within each NCAA Division I conference, differences do exist regarding the academic regulations for eligibility and standards that member institutions in the conference

must uphold. Therefore, it cannot be determined if similar findings would hold true when measuring faculty beliefs at small liberal arts institutions or Division II institutions that operate under different regulations as outlined by their conference or the NCAA. As stated in the literature, faculty have reported being less satisfied with intercollegiate athletics at the Division I level (see Cockley & Roswell, 1995). Therefore, future studies must account for institutional type, division, and conference level and understand the differences.

The response rate for this study can be considered another limitation of this study. A total of 1055 faculty members across four institutions were contacted; however, the total sample size for this study was relatively small,  $n = 260$ . Out of that total, 228 participants returned completed surveys. Although the  $n$  value needed based upon the statistical G-Power analysis was 240, gaining greater faculty participation would have not only increased the number of participants within each of the eight academic departments but also the diversity of the participants. Some departmental sample sizes were low among the eight different departments across all four institutions. For instance, there was a total of 11 respondents within sport science as compared to 51 respondents in business. This disparity could be attributed to the size of each department. In addition, it is plausible that faculty who responded to the survey had extremely positive or negative perceptions about student-athletes or the campus's athletic departments, thus contributing to a bias in the results, which could serve as a possible explanation for finding moderate perceptions of student-athletes and athletic departments.

The small sample size may have also been a contributing factor for the low number of ethnic minorities within the sample. Ethnic minority faculty participation was minimal, as over two thirds of the respondents were non-ethnic minorities. Based upon prior research as well as

the qualitative data from this study, race could play a potential role in developing perceptions about student-athletes, especially in revenue producing sports such as men's basketball and football, which has a large percentage of ethnic minorities. In addition, race can also serve as an important precursor for contact between minority male athletes and faculty (Cole, 2007, Kraft, 1991, Nettles, Theony, & Gosman, 1986). Small sample size and the lack of diversity of participants can be improved in future studies by increasing the total number of institutions asked to participate as well as the mode by which faculty are asked to participate. For example, future studies could include contacting schools from every institution within a particular conference. In addition, contacting faculty through their campus email, and campus department mail could attract participants who fail to respond to the original email.

Another limitation was the use of newly developed instruments that had not been validated or deemed reliable based upon previous research. To account for this limitation, questions were gathered from existing reliable and valid instruments and made applicable to the current study. It is important to note the differences between instrumentation used in prior research and the current study. The current study measured an overarching belief or perception using questions gathered from existing scales. Scales such as the ones used in Engstrom and Sedlacek's studies (1991, 1995) and the Knight Commission study (2007) targeted participants knowledge base and specific areas of concern (e.g., admissions, scholarships, grades, athletic department personnel), which were not the intention of the present study. Although factor analyses and alpha reliability tests were conducted once the data were gathered, a more extensive review of such analyses would have been useful at the onset of this study had there been a greater participation during the two pilot tests.



Finally, gauging the academic and institutional landscape at the time of the study can serve as an indicator for faculty feelings about college athletics at a given institution. For example, one limitation of this study is that the athletics department at one of the four institutions chosen was in the midst of significant personnel change and arguably great public as well as institutional scrutiny at the time of data collection. It should also be noted that after the data were collected, there were significant changes within the conference of which each of the targeted schools was a member. Moreover, one of the targeted institutions within this study changed conference membership at the conclusion of this study. The timing of such events could have affected faculty perceptions about their campus's athletics department. In addition, faculty members were not asked to designate their institutional affiliation as that was not a pertinent variable within the context of the study. However, having such data would have been valuable to see if there were significant differences in participant responses across institutions.

In sum, this study had several methodological limitations that should be considered when analyzing the results. Although such limitations include accurately gauging faculty members' reported stereotypes, generalizability of institutional type, adequate sample size, and instrument validity and reliability, such limitations do not negate the findings presented in the above sections. In most cases attempts were made to address the limitations, however, it was not feasible to control for all of them. Therefore, it is important that such limitations be accounted for in future research.

#### Recommendations for Future Research

There are several recommendations that can be made for future research. First, according to the qualitative data from this study as well as the feedback from the two pilot tests, future

research should consider whether it is appropriate to group revenue producing sports such as men's basketball and football student-athletes together. For instance, some participants within the two pilot studies suggested that their perceptions of male basketball student-athletes were more positive than their perceptions of football student-athletes and vice versa. In the final questionnaires, male basketball and football student-athletes were grouped together since they are both likely to experience greater negative stereotyping (Shulman & Bowen, 2001). However, future research may consider whether to study these two student-athlete groups separately. A closely related recommendation for future studies should be to designate sport affiliation when referring to "coaches" within instrument questions. One rationale behind making such distinctions is because faculty feelings about a team's head coach could differ by sport based upon the coach's philosophy on dealing with the behaviors of their players and the operations surrounding their sports program. Therefore, when constructing instrumentation surveys, it would be beneficial to designate a coach from a specific sports team as well as refer to student-athletes from one particular sport rather than multiple sports teams.

Secondly, examining faculty from more than eight departments should be considered for future research. For example, in the current study engineering only referred to faculty in two departments, mechanical and civil engineering, because data extracted from the male basketball and football media guides from each institution denoted the majority of both male basketball and football student-athletes majoring in those two fields. Additionally, some departments, such as the sports sciences, were small, both within and across institutions. Therefore, future studies may want to consider the variation of faculty perceptions across a wider variety of departments, which could help not only the total  $n$  value but also account for the variability of perceptions across different departments.

Although this study examined faculty perceptions at large research institutions, future research should consider how institutional size influences faculty involvement with their campus's athletics department and contact with student-athletes. The present study found that faculty participants had minimal participation with their campus's athletics department. Previous research has already shown that faculty at institutions competing at the lower division levels felt more favorably about athletics than faculty at higher division levels (Armenta, 1986; Briody, 1996; Norman, 1995). Future research should, therefore, determine whether such positive feelings are related to being at a small institution where involvement with one's athletics department may be more likely.

The vast majority of research on college athletics examines student-athletes from revenue generating sports, and the present study followed this same trend. However, qualitative data from this study did find that faculty may feel more positively toward student-athletes from non-revenue generating sports. For instance, descriptive data on faculty in what were classified as low contact departments reported minimal interactions with male basketball and football student-athletes; however, qualitative findings did suggest greater interaction with student-athletes from non-revenue producing sports. Therefore, future research could expand upon the current study by comparing faculty perceptions of student-athletes from both revenue and non-revenue generating sports.

Future research should carefully consider the variable of contact and how it is applied to faculty and student-athlete interactions as well as the impact of those interactions on faculty perceptions about student-athletes. The results of the Student Contact Questionnaire illustrate this point. The questionnaire was designed to measure the amount of student-faculty contact by

means of faculty self-reported contact with student-athletes, the topics discussed with student-athletes and the mode by which the faculty and students had contact (e.g., phone, email or office hours). Unfortunately, the questionnaire may not have fully captured the degree with which faculty and student-athletes interact. Although the overall mean score for this sample on the Student Contact Questionnaire was low, descriptive data revealed that faculty reportedly had high numbers of male basketball and football student-athletes in class. This finding suggests that just because a faculty member has a student-athlete in class does not mean they had contact with those student-athletes. Future studies should account for the complexity by which variables such as contact are measured and whether these interactions confirm or disconfirm previous beliefs and thoughts about student-athletes. For example, instrumentation in future studies could measure whether faculty had contact with the student-athletes they had in class and if so if they were under positive circumstances (e.g., such as a good grade) or negative circumstances (e.g., such as plagiarism).

Finally, future research should also consider departmental admissions standards. Admissions criteria could be an important variable in accounting for why student-athletes are more or less likely to major in certain fields, which undoubtedly influences the amount of contact faculty have with them. For example, sports science faculty participants in this study were found to have minimal contact with student-athletes. One possible explanation could be that sports science faculty may have little contact with student-athletes due to a competitive admissions process for the department. Although many student-athletes may seek to major in this field, few may be admitted because of admittance criteria.

#### Implications For Practice

Both quantitative and qualitative research findings from the current study lend themselves to facilitating important changes in policy and practice for both faculty and college athletics departments. Variables examined within this study can be manipulated or changed at the institutional and/or departmental level on college campuses and within athletics departments around the country. Therefore, the findings from this study can be applied across campus support systems that directly assist college student-athletes. The first implication for practice comes from the finding that confirms the need for more dialogue, interaction, and involvement between faculty, student-athletes and campus athletics departments (Carodine, Almond, & Gratto 2001; Comeaux, 2005; Comeaux & Harrison, 2007, Milem & Berger 1997; Pascarella *et al.*, 1983). From the findings outlined in Chapter 4, faculty had low involvement with their campus's athletics department and minimal contact with student-athletes. This is supported by faculty feedback taken from the qualitative findings, which suggest that athletic departments need to improve their efforts in "reaching out to professors" above and "beyond sending a letter" each semester. Such sentiments are in reference to athletic department mailings to faculty regarding student-athlete progress reports that request grade and attendance information for designated student-athletes (Hobneck, Mudge & Turchi, 2003). In addition to improved dialogue, faculty suggested that "meeting athletics department academic trackers" and "advisors" about student concerns would be helpful. Faculty also mentioned the importance of collaborating with athletics departments on such ideas as "mentoring programs" and getting "athletes involved with seeking faculty feedback," rather than athletics departments. Athletics departments and college campuses can use the above data for programming and informational forums on their college campus, which will contribute to the ongoing discussions about intercollegiate athletics and the welfare of college student-athletes.

A second implication from this study is the need for improved perceptions of campus athletics departments. Finding ways to improve the image of college athletics can be used as a means of reducing stereotypes about student-athletes. Overall, this sample of faculty held moderately negative perceptions about their campus's athletics departments. Moreover, increased faculty involvement was related to faculty having more positive perceptions of their athletics department. In addition, there was a greater association between faculty stereotypes about male basketball and football student-athletes and perceptions about their campus's athletics department above and beyond involvement or contact. Improving athletic department perceptions needs to specifically address one of the most pervasive concerns shared within the qualitative findings, which was the feeling that athletics departments "exploit" student-athletes and that athletic department personnel are only concerned with "keeping student-athletes eligible." This notion follows similar sentiments reported in the literature that athletics departments as well as student-athletes are more concerned about eligibility than they are graduation (Adelman, 1990; Becker, Sparks, Choi, Sell, 1986). One potential idea for improving athletic department perceptions includes improving the quality of academic support student-athletes receive once they graduate. Faculty participants within this study suggested that "athletic department personnel should better prepare students for life after college" by "ensuring graduation," securing "employment opportunities," and providing "good post-eligibility support" for student-athletes. Therefore, athletic departments need to find effective strategies for enhancing their collaboration with campus support systems such as career services, graduate schools, and other offices that can help support student-athletes once they no longer have eligibility remaining.

A third implication for practice is the need for more integration on the part of athletics departments and student-athletes into the general campus community. Findings from the present study suggested that faculty involvement with the campus athletics department is associated with fewer stereotypes. Finding a relationship between athletic department involvement and stereotypes about male basketball and football student-athletes could also infer that athletic department and student-athlete engagement within the general campus community could have positive benefits for reducing stereotypes about student-athletes as well. Prior research has mentioned the benefits of academic and social activities between student-athletes and faculty members (Carodine & Gratto, 2001; Comeaux, 2005; Comeaux & Harrison, 2007, Milem & Berger 1997; Pascarella *et al.*, 1983). For example, the qualitative data found that faculty reported more positive sentiments about their athletics department when “coaches” and “athletics directors” were visible and showed concern for the greater campus community. One way of integrating athletic departments and student-athletes into the general campus community is by means of incorporating their student-athlete support services offices under the umbrella of student affairs, rather than the athletics department. Some faculty stated in the present study that they agreed with the idea of putting the athletics department and/or units “under the control of the provost or the university, in hopes of gaining more institutional oversight.” Finally, establishing faculty committees could be a useful way for faculty to make recommendations about athletic department policies related to academics (Carodine, Almond, & Gratto, 2001).

The final implication for practice is to help control the professionalized nature of collegiate athletics in the eyes of faculty. The business model of college athletics undoubtedly contributes to the beliefs of some faculty that college athletics has become too commercialized and completely diverges from the overall mission of higher education (Sack & Staurowsky,

1999). Such concerns are substantiated across NCAA Division I institutions as the number of hours student-athletes dedicate to their sport is increasing and the salaries of coaches and athletic department personnel are rising. Despite the limits enforced by the NCAA, it has been reported that Division I student-athletes spend well over 40 hours per week on athletic related activities (Gaston-Gayles & Hu, 2009; Wolverton, 2008). This is reflected among faculty in this study who expressed great concern about “students lacking energy” and reports of student-athletes appearing “fatigued in class.” In addition, professionalization of college athletics is also translated through the amount of money allocated to salaries of athletic department personnel and funds spent on world class facilities. For example, across departments, faculty participants were likely to agree that coaches and athletic department personnel salaries are “excessive.” Several suggestions were discussed within the qualitative findings to help manage this problem. Two of the most intriguing were using athletic funds to help support “scholarships for non-student-athletes” and the utilization of “athletic department facilities for campus wide use.” Also, some faculty members felt strongly that the athletics department should pay players for their competition, which may sound counterintuitive when discussing eliminating the professionalized nature of athletics. However, such suggestions should be kept in careful consideration given that faculty feel strongly about the exploitation of student-athletes by athletic department personnel. Recent dialogue among athletic administrators, coaches and student-athletes has brought to light the many arguments for paying student-athletes to participate in college sports. One of those arguments, as reported by faculty within this study, is that both colleges and athletic departments have greatly benefitted financially because of the hard work and dedication of student-athletes.

### Summary



The above findings contribute to the literature on collegiate athletics by critically examining faculty stereotypes about male basketball and football student-athletes as it relates to the variables of student-athlete contact, athletic department perceptions, and involvement. This study not only highlights key variables that contribute to faculty stereotypes about student-athletes, but also facilitates discussion about their unique interaction. Few existing studies on intercollegiate athletics examine the contextual variables that shape faculty beliefs specific to intercollegiate athletics (Knight Commission, 2007). This study was able to provide three possible variables (e.g., contact, involvement, and athletic department perceptions) that can influence faculty stereotypes about male basketball and football student-athletes.

Collectively, faculty participants were not found to be overly praising or negative toward either student-athletes or their campus athletics department. Although faculty perceptions about their campus's athletics department, contact with male basketball and football student-athletes, and faculty involvement with their athletics department were all shown to be related to stereotypes about male basketball and football student-athletes, their level of association was different. For example, perceptions about one's campus's athletics department had greater association with faculty stereotypes about male basketball and football student-athletes than either contact or involvement. Additionally, departmental affiliation did not account for differences in perception about one's campus's athletics department or carrying negative stereotypes about student-athletes.

Overall, the results of this study strive to support improvements in the academic livelihood of student-athletes. As such, the findings do raise one important question: that of why student-athletes report difficulty with getting professors to view them as serious students if in

fact as this study reports, that faculty members do not hold strong negative resentment toward them as we may believe (Defrancesco & Gropper, 1996)? Therefore, more research is needed to understand faculty beliefs, attitudes, and stereotypes that can affect interactions between faculty and student-athletes in the classroom (Etzel, Ferrante, & Pinkney, 1996). Research efforts should strive to truly understand the complexity with which the above variables influence one another. Such efforts are a necessary step for encouraging collaboration between institutions and their athletics departments as well as more thoroughly understanding faculty concerns about college athletics (Howard-Hamilton & Sina, 2001).

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## Appendix A

## Invitation to Participate

Approved by the Human Subjects Committee University of Kansas, Lawrence Campus (HSCL). Approval expires one year from 9/1/2010. HSCL #18892

The following document serves as an agreement that you, the subject, voluntarily agree to participate in the study outlined below in accordance with the rules as outlined by the Human Subjects Committee at the University of Kansas. The current study examines faculty perceptions of male basketball and football student-athletes as well as faculty perceptions about their campus athletics department. The results of the study will be submitted in the form of a doctoral dissertation of the primary investigator. The questionnaire is expected to take approximately 5-10 minutes to complete and all responses will be anonymous. The content of the questionnaires is designed to measure your overall beliefs, opinions, and perceptions about your campus athletics department and male basketball and football student-athletes. Answers to questions are not intended to measure your actual knowledge base about the intended population in question. Your name, department, or any other identifying information will not be associated with any of the research findings or revealed in any publications. Because responses on the survey are submitted via internet communication, your responses may be accidentally or unintentionally viewed by someone other than the intended recipient because of internet communications. All survey files will be re-coded by number as to conceal subject identity and all information will be destroyed at the completion of the study. If you have questions, concerns, or would like additional information about this study, you may contact the primary investigator, Elizabeth Tovar, by email or phone as listed below. Completion of the survey indicates that you have read the above mentioned agreement and are voluntarily willing to participate in the current study. If you have additional questions about your rights as a research participant, you may contact the Human Subjects Committee Lawrence Campus (HSCL) at the University of Kansas by phone at (785) 864-7429 or by email [mdenning@ku.edu](mailto:mdenning@ku.edu).

Sincerely,

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## Appendix B

## Final Instrument

The following survey should take approximately 5 minutes to complete. **Please complete this survey ONLY if you are a full-time faculty member or lecturer and teach undergraduate courses.** References to student-athletes refer to male basketball and football student-athletes who participate in **intercollegiate athletics**. References to intercollegiate athletics apply only to **your campus athletics department**.

**Perceptions about Athletic Departments Questionnaire (PADQ)**

Questions in this section pertain to your **general perceptions** about **your campus athletics department**. There is not a correct answer to each question. The questions are designed to measure your general beliefs, perceptions, or opinions and **may or may not** be based upon your actual experiences with OR knowledge base about college athletics. Please indicate your level of agreement.

1=Strongly Disagree    2=Disagree    3= Moderately Disagree    4= Moderately Agree    5= Agree  
6= Strongly Agree

1. Coaches are concerned about issues affecting the general campus community
2. Coaches do not care about the academic preparation of student-athletes they recruit
3. The sole purpose of athletic academic advising for student-athletes is to keep them eligible
4. Athletic advisors have a good working relationship with faculty
5. The athletics department has not run a “clean” program (e.g., academic abuses, NCAA violations)
6. The athletics director is concerned about issues affecting the general campus community
7. The athletics director has a poor working relationship with faculty
8. The athletics department influences admissions decisions about student-athletes
9. The athletics department is out of line with my institutions goals
10. The athletics department appropriately disciplines their student-athletes for bad behavior
11. Athletics department officials do not believe they have to follow the rules of the institution
12. The athletics department encourages faculty input and involvement

### Stereotypes about Student-Athletes Questionnaire (SASQ)

Questions in this section pertain to your general perceptions about **male basketball and football student-athletes participating in Division I sports programs**. There is not a correct answer to each question. The questions are designed to measure your general beliefs, perceptions, or opinions and **may or may not** be based upon your actual experiences with or knowledge base about student-athletes. Please indicate your level of agreement based upon the scale below.

1=Strongly Disagree    2=Disagree    3= Moderately Disagree    4= Moderately Agree    5= Agree  
6= Strongly Agree

1. Male basketball and football players are more motivated to earn a college degree than the general student population
2. Male basketball and football players come to college to enhance their sport careers
3. Male basketball and football players maintain the minimum gpa requirements to stay in college and participate in their sport.
4. Male basketball and football players care more about learning course material than the general student population
5. Male basketball and football players are less academically prepared for college than the general student population
6. Male basketball and football players use their athlete status to acquire special treatment (e.g., better grades) from their professors
7. Male basketball and football players are more likely to declare easy departments than the general student population
8. Male basketball and football players are less likely to meet the minimal requirements of admission to this university
9. Male basketball and football players are less likely to graduate than the general student population
10. Male basketball and football players are more respectful to faculty than the general student population
11. Male basketball and football players are more likely to miss class than the general student population
12. Male basketball and football players are less likely to cheat than the general student population

Please answer the questions below as they apply **ONLY** to **male basketball and football student-athletes** at your institution.

### **Contact Questionnaire**

**Over the past 5 years, how often have you had male basketball and football players enroll in your course?**

0= Never    1 = Sometimes    2= Frequently    3= Often

**\*\*If you answered NEVER to the above question, skip this question and proceed to the section about your level of involvement with your campus athletics department.**

**Over the past 5 years when you had male basketball and football student-athletes in class, how often did you speak with them....**

About issues pertaining to your course?

To review for exams or revising their papers for your course?

To talk about a concern in your course?

About missing class?

About academic misconduct issues?

About their grade?

About taking another course in your department?

About declaring their department in your department?

During your office hours?

Via email?

By phone?

### **Involvement Questionnaire**

**How would you classify your overall level of involvement with your campus athletics department? Involvement can include but is not limited to mentoring, committee work, communication with athletics department officials, and volunteer work.**

0= No involvement 1= Infrequent involvement 2 = Moderate involvement 3= Very involved

**How would you describe your interest in football and male basketball games?**

0= No interest 1= Somewhat interested 2= Regularly follow 3=Avid fan

**Below, please check all situations that represent your involvement with your athletics department during your career as a faculty member?**

**(Check all that apply)**

- Served as a mentor for a student-athlete
- Corresponded with athletics department personnel (e.g., athletic advisors, athletic director, staff member, coach)
- Served on a committee where the primary topic of interest was about the athletics department
- Attended an athletics department event that was not a sporting event
- Served as a consultant for an athletics department
- Attended a private tour of the athletics department .

### **BACKGROUND INFORMATION**

**In the course of one full academic year...**

What is the average number of undergraduate courses you taught?

What is the average number of undergraduate students you taught?

What is the average number of many student-athletes you taught?

Approximately how many of those student-athletes were male basketball and football players?

**What is your gender?**

- Male
- Female

**What is your current academic rank?**

- Professor
- Associate Professor
- Assistant Professor
- Instructor or Lecturer
- Other, please specify \_\_\_\_\_

**28. What is your tenure track status?**

- Tenured     Not Yet Tenured     Not on Tenure Track

**Primary Area of Teaching (Please select one):**

- Business  Communication  English  Engineering  History  Natural Science  Sociology  
 Sports Science

**Were you a varsity student-athlete in college?**

- Yes  No

**What is your race/ethnicity? (Check all that apply)**

- Hispanic or Latino  American Indian or Alaska Native  Asian  Black or African American  
 Native Hawaiian or Other Pacific Islander  White  Other

What are your impressions about football and basketball student-athletes at your institution?  
What recommendations do you have for improving the perceptions of football and basketball players on your campus?

What is your general impression about your campus athletics department? If you could make changes within your campus athletics department what would those changes be?

Appendix C  
Pilot Instrument

Faculty Opinions about Athletics Departments

1=Strongly Disagree 2=Disagree 3= Moderately Disagree 4= Moderately Agree 5= Agree 6= Strongly Agree

1. Coaches are poor representatives of my university in their public behavior and statements to the press.
2. Coaches do not care if their players graduate.
3. Coaches are not concerned with the general campus community.
4. Coaches do not care about the academic preparation of student-athletes they recruit.
5. The sole purpose of athletic academic advising for student-athletes is to keep them eligible.
6. Athletic advisors do a poor job of keeping students-athletes on track to graduate.
7. Athletic advisors have a poor working relationship with faculty.
8. Athletic advisors coerce faculty to pass student-athletes.
9. Tutors hired by the athletic department complete assignments for some student-athletes.
10. The athletics department has not run a “clean” program (e.g., department abuses, department violations).
11. The athletics department is driven only by the entertainment industry.
12. The athletics department is driven only by the entertainment industry.
13. The athletic director implements departmental policies that negatively affect faculty involvement with the athletics department.
14. The athletic director is not concerned about issues affecting the general campus community.

15. The athletics director does not care about the opinions of faculty.
16. Construction of state of the art athletic facilities is given higher priority than capital projects needed by the institution.
17. Head football and/or basketball coaches salaries are excessive.
18. The athletic departments influences admissions decisions about student-athletes.
19. The athletics departments is out of line with my institutions goals.
20. The athletics department never considers the general campus when making decisions.
21. This university would be better without the athletics department.
22. The athletics department does not care about disciplining their student-athletes for bad behavior.
23. Athletic department officials do not believe they have to follow the rules of the institution.
24. The athletics department policies discourage faculty input.
25. The athletic departments engages in coercive tactics to admit student-athletes.

#### Opinions about male football and basketball student-athletes

1=Strongly Disagree 2=Disagree 3= Moderately Disagree 4= Moderately Agree 5= Agree 6= Strongly Agree

1. Male basketball and football players are unmotivated to earn their degrees.
2. Male basketball and football players only come to college to enhance their sport careers.
3. Male basketball and football players have excessive class absences.
4. Male basketball and football players only maintain the minimum gpa requirements to stay in college.
5. Male basketball and football players do not care about learning course material.
6. Male basketball and football players are not prepared academically for college.
7. Male basketball and football players represent a disproportionate number of cheaters.



8. Male basketball and football players are more likely to plagiarize their papers.
9. Male basketball and football players use their athlete status to acquire special treatment (e.g., better grades).
10. Male basketball and football players do not take college seriously.
11. Male basketball and football players declare easy departments.
12. Male basketball and football players only take classes that will keep them eligible.
13. Male basketball and football players are always late to class.
14. Male basketball and football players should not be admitted to college.
15. Male basketball and football players have tutors write their papers.
16. Male basketball and football players never graduate from college.
17. Male basketball and football players are a distraction in class.
18. Male basketball and football players do not respect faculty.
19. Male basketball and football players are disrespectful to faculty.
20. Male basketball and football players are incompetent.
21. Male basketball and football players never ask their professors for help.
22. Male basketball and football players are lazy.
23. Male basketball and football players should not receive scholarships.

#### Amount of faculty contact with student-athletes

1. What is the # of undergraduate courses you taught last year?
2. How many undergraduates did you have in those classes last year?
3. How many of those undergraduates were student-athletes?
4. How many of those student-athletes were male basketball and football players?

If you had no student-athletes in your class skip to Involvement Questionnaire

0 = Never 1 = Sometimes 2 = Frequently 3 = Often 4 = All the time

5. How often do you see student-athletes about their grade?
6. How often do you speak with student-athletes about missing class?
7. How often do you see student-athletes about academic misconduct issues?
8. How often do you see student-athletes about a problem in class?
9. How often do you see student-athletes about taking another course in your department?
10. How often do you see student-athletes about declaring their department in your department?
11. How often do you see student-athletes to review for exams or revising their papers?
12. How often do you consult with student-athletes pertaining to out-of class issues?
13. How often to you see student-athletes about advising?
14. How often do student-athletes see you during office hours?
15. How often do student-athletes correspond with you by email?
16. How often do student-athletes contact you by phone?
17. How often do you speak with student-athletes in-class?

Faculty involvement with athletics department

Yes No

1. Have you ever served as a faculty Athletics Representatives?
2. Have you ever served on athletics Advisory Board?
3. Have you ever served on an NCAA Certification Board?
4. Have you ever athletics Committee?
5. How often do you attend sporting events as a spectator?
6. Have you ever attended an athletics departments awards events?

7. Have you ever served as a mentor for student-athletes?
8. Have you ever asked to be a guest at a sporting event on behalf of the athletics department?
9. Have you ever attended a meeting in which athletics was a key topic?
10. How often do you correspond with athletics staff members?
11. Have you ever corresponded with an athletic advisor in the athletics department?
12. Have you ever developed a presentation for student-athletes or athletics staff members?
13. Have you ever been honored by the athletics department for your teaching efforts?
14. How often have you contacted at least one head coach about a player?
15. Have you ever attended a meeting about athletic policies or procedures?
16. Have you ever been asked to speak to a team?
17. Have you ever served as a consultant for an athletics department?
18. Have you ever been given a private tour of the athletics department?
19. Have you ever attended a conference affiliated with the Big 12 athletics?
20. Have you ever attended a dinner hosted by the athletics department?
21. Other, please specify?

#### Demographic questionnaire

What is your gender?

- Male       Female

What is your current academic rank?

- Professor  Associate Professor  Assistant Professor  Instructor or Lecturer

What is your tenure track status

- Tenured  Not Yet Tenured  Not on Tenure Track

4. Primary Area of Teaching

- Business  Communication  English  Engineering  History  Natural Science  
 Sociology  Sports Science

5. Were you a collegiate student-athlete?

- Yes  No

6. What is your race/ethnicity

- Hispanic or Latino  American Indian or Alaska Native  Asian  Black or African American  
 Native Hawaiian or Other Pacific Islander  White

7. Do you have any general comments or questions about the above questionnaire

## APPENDIX D

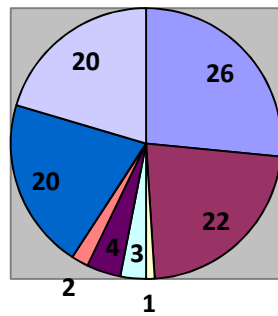
## Measurements and Variables

<u>Questionnaire</u>	<u>Variable</u>	<u>Definition</u>	<u>Measurement</u>
Stereotypes about Student-Athletes Questionnaire	Dependent	Stereotypes will be defined as a negative exaggerated belief associated with the academic behaviors of male basketball and football student-athletes.	Level of agreement with statements regarding male basketball and football student-athletes academic behaviors. Scores are summed then divided by 12.
Faculty Involvement Questionnaire	Independent	Involvement is defined as a faculty member's current or prior affiliation with their athletics department such as serving on athletics related committees, faculty boards, academic mentoring of student-athletes, engagement in athletic department activities, attending athletic events, and self-reported involvement.	Self-reported level of involvement with campus athletics department, involvement with sport, and number of activities a faculty member has participated. Scores of 1 or 2 are recoded by either a 0 meaning no involvement or scores of 3 or 4 are recoded as 1 meaning being involved, then divided by 8
Perceptions about Athletic Departments Questionnaire	Independent	Degree of negative perceptions faculty members have about their campus's athletics departments.	Level of agreement with statements regarding their campus athletics department. Scores are summed then divided by 12.
Student Contact Questionnaire	Independent	Faculty members self-reported interactions with male football and basketball student-athletes as it pertains to the frequency, contact and mode by which these interactions occur with regard to the classroom.	Self-reported level of contact with male basketball and football student-athletes, the circumstances surrounding that contact, and the mode by which they were contacted. Scores are summed then divided by 12.

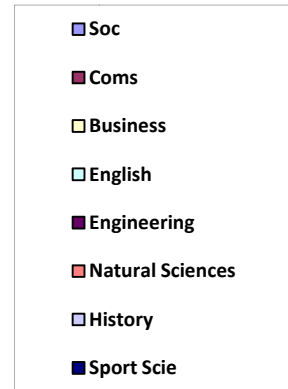
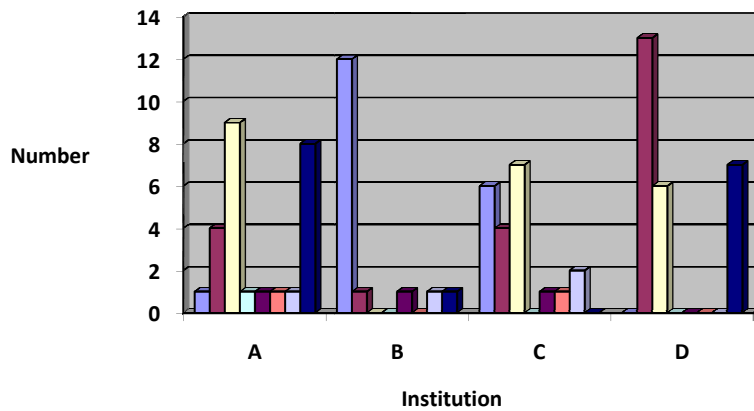
APPENDIX E

Number of Male Football and Basketball Players by Major<sup>7</sup>

% SA's by Major



Number of Students in Majors By Institution



<sup>7</sup> Numbers are based upon data taken from the 2008-2009 academic year from the football and men's basketball media guides at all four institutions.

## APPENDIX F

Number of Potential Faculty Participants by Department<sup>8</sup>

Institution	Sociology	Comm	Business	Sport Science	English	Engineering*	Natural Science**	History	<i>n</i>
A	23	21	41	13	41	43	45	40	267
B	17	18	86	12	35	40	30	46	284
C	20	10	100+	25	50	49	66	30	369
D	64	21	100+	46	100+	100+	100+	100+	631
<i>N</i>	124	70	346	96	226	232	241	216	1551

\* Civil and Mechanical Engineering

\*\* Biology

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<sup>8</sup> Numbers are based upon data taken from the 2008-2009 academic year.

## APPENDIX G

## Qualitative Data

**ENGINEERING**

<u>Positive Student-Athlete Impressions</u>	<u>Negative Student-Athlete Impressions</u>	<u>Positive Athletic Department Impressions</u>	<u>Negative Athletic Department Impressions</u>
Respectful	Limited Interaction	No data available	Salaries
Publicity	High profile don't care		Funding
Good impression	Attendance/Eligibility		Parking
Earn degrees	Admissions Requirements		Separate entity
Committed			Cheating
Motivated			Exploits athletes

**ENGLISH**

<u>Positive Student-Athlete Impressions</u>	<u>Negative Student-Athlete Impressions</u>	<u>Positive Athletic Department Impressions</u>	<u>Negative Athletic Department Impressions</u>
Responsible	Academic priority	Ensures education	Coaching rewards
Work hard	Isolated	Good impression	Relationship with faculty
Admired	Remedial Coursework		Professionalized
	Missing class		Parking
	Too much work		Isolation
	Exploited		Advising



Time restraints/Stress	Entertainment industry
Discipline	Salaries/Accounting
Graduation Rates	

## HISTORY

<u>Positive Student-Athlete Impressions</u>	<u>Negative Student-Athlete Impressions</u>	<u>Positive Athletic Department Impressions</u>	<u>Negative Athletic Department Impressions</u>
Motivation	Degree Completion	Disciplines students	Involvement w/ faculty
Attendance	Athletic commitments	Coach involvement	Salaries
Grades	Exploited	AD	Injuries
	Injury	Academic concern	More faculty input
	No academic interest	Advisors	Give back to university
	Incompatible with HE	Compliance	
	Lack of energy		Supervision over spending
	More Americans		SA graduate school
	Recruited Athletes		Advisors are unresponsive
	Amount of help		Faculty reports
			Exploits athletes

## NATURAL SCIENCE

<u>Positive Student-Athlete Impressions</u>	<u>Negative Student-Athlete Impressions</u>	<u>Positive Athletic Department Impressions</u>	<u>Negative Athletic Department Impressions</u>

Excellent	Better percep of BB	High/AD banquet	Conflicts with mission
FB good students	Unmotivated	Tutoring	Athletic advisors
Academic AA advertised	Easy departments	Academic Progress	Coaches salaries
AD has Ph.D	Don't receive degrees	Graduation	Emphasize winning
Discipline	Athletic interest	Class attendance	Leadership
	Special treatment		Faculty tickets
	Revenue		Accountability to univ.
	Semipro		
	Tutoring		
	Easy classes		
	Admissions Reqs		

**SOCIOLOGY**

<u>Positive Student-Athlete Impressions</u>	<u>Negative Student-Athlete Impressions</u>	<u>Positive Athletic Department Impressions</u>	<u>Negative Athletic Department Impressions</u>
Professional	Unprepared	Class checking	Eligibility
Capable	Fatigue	Faculty reports	Mission of Higher Ed
Interested in Subject	Poor backgrounds	Advisors	Salaries
Similar to Non-SA's	Deserve perception	responsibility	Exploits athletes
	Motivation	Contribute to university.	
	Respect		
	Engagement w/university		

**SPORT SCIENCE**

<u>Positive Student-Athlete Impressions</u>	<u>Negative Student-Athlete Impressions</u>	<u>Positive Athletic Department Impressions</u>	<u>Negative Athletic Department Impressions</u>
Better than non-SA's	Academic preparation	Well run	Separateness
	Responsibility		Transparency
			Entertainment industry
			Academic support

**BUSINESS**

<u>Positive Student-Athlete Impressions</u>	<u>Negative Student-Athlete Impressions</u>	<u>Positive Athletic Department Impressions</u>	<u>Negative Athletic Department Impressions</u>
Similar to Non-SA's	Raw deal	Well Advised	Easy classes
Respectful	Studying	Standards	Tutors
Engagment in class	Athletic pursuits	Graduation Record	Don't promote learning
Preparation	Engagement w/univ	Tutoring	Faculty reports
Attendance	Departments	Self-sufficient	Financial Emphasis
Serious students	BB less serious	AD is visable	Salaries
	Race		Tickets for faculty
			NCAA
			Recruiting
			Traveling

**COMMUNICATION**

<u>Positive Student- Athlete Impressions</u>	<u>Negative Student- Athlete Impressions</u>	<u>Positive Athletic Department Impressions</u>	<u>Negative Athletic Department Impressions</u>
Serious students	Preparation	class attendance	Winning
Motivated	Disadvantaged \$	Advisors	Graduation Rates
Respectful	Larger Social Problem	Coaches	AD follow up on feedback
			Salaries
			Cheating
			Chancellor
			Easy classes