

Report to the Advisory Committee on Intercollegiate Athletics

Survey of SAAS Reporting Structures

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Athletics programs at NCAA Division I Universities have the largest budgets, most media exposure and most competitive programs in the nation. Student-Athlete Academic Support Services (SAAS) at these institutions are responsible for supporting the academic progress of these elite student-athletes through the unique challenges in their academic career. The position of SAAS in the university may have bearing on whether the SAAS staff provides equal opportunities for their student-athletes without giving excessive help.

There are three basic models for SAAS reporting structures:

1. solely to the Athletics department
2. solely to the Academic side of campus, usually to a vice-provost or vice-chancellor
3. to both the Athletic and Academic sides of campus

Objective

This study attempts to answer the following questions:

- What effect does the SAAS reporting structure have on the behavior of SAAS staff?
- What are the perceived strengths and weaknesses of each reporting structure?
- What role does SAAS play in relation to the athletic department on campus? To the academic department(s)?
- What are areas of concern or success that other Universities can build upon when considering their own reporting structure?

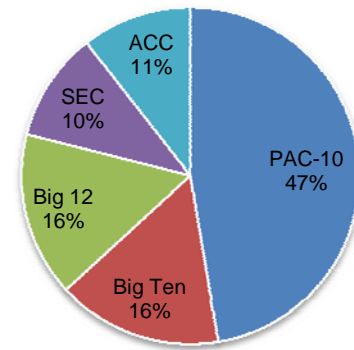
Methods

Our team developed a survey of eight open-ended questions about SAAS practices.

Directors of SAAS at twenty schools comparable to the University of Washington in academics and athletics were approached with the questionnaire. The schools were selected to be representative of the major Division I conferences. Nineteen schools responded (95%) indicating a large amount of interest in the topic.

Participants responded either by email or by phone interview. Their responses were analyzed for cross-cutting themes as well as categorical data about their reporting situation and facilities.

**Participating Schools By Conference
(n=19)**



Overall Findings

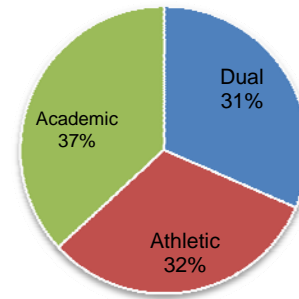
Participating schools were evenly split between athletic, academic and dual reporting structures. No reporting structure was found to be clearly superior to the others. Most schools felt that the reporting structure at their institution was the most appropriate one though their respective strengths and weaknesses were openly discussed (see below).

In terms of budget, most SAAS programs were directly funded by athletics dollars. At the one institution where the budget was reported to come through Academics, the director added that it was ultimately money from the Athletics program that was coming in. Dual funding structures tended to have a higher proportion of the budget come from the athletics department.

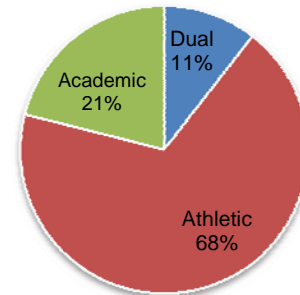
However, whether the source of funding was academic or athletic did not appear to influence SAAS decisions as much as the reporting structures did. Interview responses suggested that budgets are fairly predictable and constant. None of the participants indicated that lack of resources was a major concern at their institution.

A large majority of SAAS programs were located in an Athletic facility. This includes athletic administration buildings, gyms, stadiums and arenas. The SAAS programs which reported stand-alone buildings of their own were located in the athletics part of campus. Two institutions reported being located in a building along with general student advising and support services. Though not the focus of this study, physical location may have implications for the success of SAAS and should be examined further.

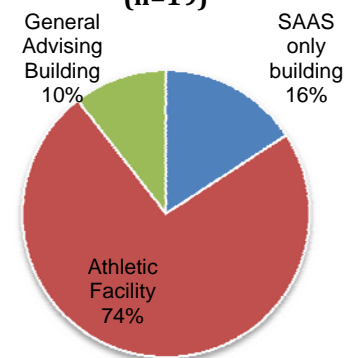
Participating Schools By Reporting Structure (n=19)



Participating Schools By Budget Source (n=19)



Participating Schools By Physical Location (n=19)



Findings by Reporting Structure

Each reporting structure was discussed in terms of its physical location, staffing and perceived strengths and weaknesses. The number in parentheses following each concept is the number of individual interviews it was expressed in.

I. Academic Reporting

Of the 7 institutions where SAAS reports **solely to the academic** institution, the office was most often *located within an athletic building* (5). These include administrative buildings, sports arenas, and university recreation centers. The remaining two were in a *stand-alone building in an athletic complex* (1) and *within a general student services building* (1).

In most of the institutions where SAAS reports **solely to academics**, *budget was described as shared* (3). This tended to occur in schools with significant state funding. These individuals also mentioned that Athletics tended to fund the larger share. One director reported a *budget that was entirely from the Athletic department* (1). Three directors reported getting the *budget through an Academic office* (2). One of these directors noted that at their institution, Athletics dollars funded the Academic Affairs office which in turn funded SAAS. However, the management decisions regarding SAAS' budget remained with the Academic Affairs office.

The majority of SAAS offices reporting **solely to academics** *trained and hired their staff to be student-athlete specific* (5). The other offices were staffed by counselors who were *trained and hired with general student academic support services* (2).

SAAS offices reporting **solely to academics** most commonly cited a *more productive relationship with faculty* as a strength of their system (4). These SAAS directors believed that when faculty and administrators view SAAS as an academic unit and not part of the "Athletic machine" they are less wary of SAAS motives and more likely to accommodate student-athletes' special needs. Second, this model creates *more opportunities for collaboration with faculty and administrators and integration of student-athletes into the general student body* (3). These opportunities arise from SAAS leadership being given seats on academic oversight committees and other campus-wide boards. Third, the *SAAS staff members feel more autonomous and under less pressure to provide undue academic aid to student-athletes* (2). Being accountable only to academics ensures that the SAAS staff is able to prioritize the student's academic integrity over their athletic eligibility. They feel more insulated from coach's pressure about grades and eligibility.

The most mentioned weakness of reporting **solely to academics** was a *difficult relationship with coaches and athletic administrators* (3). Coaches and athletic administrators struggle with their lack of control over their athletes' academic eligibility. Despite being organizationally disconnected, SAAS and athletics departments are often in close physical proximity and may clash through the student-athletes. Several other weaknesses were mentioned. A few SAAS Directors mentioned that some *Provosts and Vice-*

Provosts to whom they reported seemed uninterested in their issues and that the relationship was largely pro-forma (2). The academic side at one institution was said to have a *poor understanding of the resources necessary to keep up with continually shifting NCAA compliance rules and student-athletes' changing needs* (1). More generally, one school said that *academic departments simply have less available financial resources than athletic departments* (1). The director of SAAS at one university reported his staff's feeling *disconnected from student-athletes' needs* (1).

II. Athletic Reporting

Of the 6 institutions where SAAS reports **solely to the athletic** administration, the office was most often *located within an athletic building* (4). These include administrative buildings, sports arenas, and university recreation centers. The remaining two were in a *stand-alone building in an athletic complex* (2).

In the majority of the institutions where SAAS reports **solely to athletics**, *budget came through the Athletics department* (5). Many of these respondents noted the close tie between Athletics and overall campus fundraising campaigns. One SAAS director reported getting the *budget through the Student Affairs/Academic Affairs office* (1). This director felt that having management decisions come from one source and budget decisions come from a different source was a challenge.

All of SAAS offices reporting **solely to athletics** *trained and hired their staff to be student-athlete specific* (6). Further, most of these offices had dedicated full-time counselors to football and/or basketball which are high-profile, high-risk sports.

SAAS offices reporting **solely to athletics** most commonly cited *increased resources and strong administrative support* as a strength of their system (4). The perception that reporting to Athletics led to greater flexibility due to better resources appeared across reporting structures. Second, this model created an *increased feeling of connection between coaching staff and SAAS* (1). Whether the closeness of this relationship is ultimately beneficial to the student-athletes is up for debate. Staff operating in this structure also claimed *a better understanding of student-athletes' unique needs* (1). Third, one director mentioned that this model *holds the AD accountable for the whole student-athlete* (1). An AD who is also accountable for the students' academic performance will be motivated to rein in coaches applying undue pressure. If SAAS were not under his jurisdiction, the AD would not have incentive to use his power to promote the academic component of the student-athletes' success.

The *high potential for coaches and athletic staff to put undue pressure on SAAS to keep an athlete eligible* (4) was the most cited weakness of reporting **solely to athletics**. In cases with academically underperforming star athletes, the coach's mandate to win games is fundamentally at odds with SAAS's mission of providing academic support to student-athletes. A few SAAS Directors mentioned a sense of insecurity in *that SAAS programs and funding were completely dependent on a specific Athletic administration's priorities* (2). Whether or not the AD displays interest and integrity in the issue of student-athlete academic performance bears heavily on SAAS' ability. Another weakness mentioned was

the strained relationship and communication problems with faculty and academic administrators who view special treatment of student-athletes as unfair (2). The support of faculty and academic administrators is essential because athletes often require flexibility in class scheduling, proctoring tests on the road, and other special needs. SAAS directors lament being viewed as part of the “Athletic Machine” and struggle to convey that they are all working for the student-athletes’ academic success.

III. Dual Reporting

Six SAAS offices report to **both Athletics and an Academic** department. In this model, the office was most often *located within an athletic building (4)*. These include administrative buildings, sports arenas, and university recreation centers. The remaining two were in a *stand-alone building in an athletic complex (2)*.

All of the institutions that had a **dual reporting structure** were *funded by the Athletic budgets (6)*. The funding appeared to be largely consistent from year to year and not to have a significant impact on SAAS decisions.

The majority of SAAS offices under **dual reporting** *trained and hired their staff to be student-athlete specific (5)*. The one other office was staffed by counselors who were *trained and hired with overall campus support services (1)*.

SAAS offices under a **dual reporting structure** cited *increased collaboration and a system of checks and balances between the two reports (Athletic and Academic)* as the primary strength of their model (4). SAAS leadership also emphasized that this structure leads faculty and administrators to view SAAS as an academic unit and that they subsequently *are less wary of SAAS motives and more likely to accommodate student-athletes’ special needs (4)*. Other strengths mentioned in interviews were *increased administrative authority for SAAS staff to make course changes and other tasks normally restricted to the registrar (1)*, *less potential for fraud and undue pressure from coaches to keep athletes eligible (1)*, and *increased awareness throughout campus about SAAS’ objectives (1)*. The low frequency of mention may suggest that these strengths were more attributable to the specific situation at that institution rather than the reporting structure.

Practitioners of **dual reporting** did not find many weaknesses in their system. Again, bear in mind that the low frequency of mention may suggest that these weaknesses are specific to that one institution and not characteristic of the dual reporting structure. One SAAS director mentioned that there was *less understanding among SAAS staff about the special needs of student-athletes (1)*. A dual reporting structure in some cases may just mean *two sources of bureaucracy when trying to initiate program changes or problem-solving (1)*. Lastly, a SAAS director expressed concern that, at some institutions, the *relationship with the academic department is just pro-forma rather than a true reporting line (1)*.

Key Elements of SAAS Success

Regardless of reporting structure, several concepts repeatedly emerged as key elements for a successful SAAS program. These elements were:

1. **Key Working Relationships** – SAAS is in a unique position with diverse constituents with sometime divergent needs. Successful work depends on relationships with coaches, AD's, the Faculty Athletic Representative (FAR), vice-chancellors and provosts, and faculty members, in addition to the student-athletes they are mandated to serve. The strength of these key relationships determines SAAS' room to move and balance the demands made on the organization. More integration into the overall university structure has in some cases been a strong source of support for SAAS staff.
2. **Staff Integrity** – Successful SAAS programs hire staff members who are familiar with the demands of being a student-athlete and are able to maneuver under pressure from coaches and athletics. Structural changes may change the degree to which staff members are insulated from these pressures, but ultimately staff integrity will determine how difficult situations play out. Successful SAAS programs provide strong support, training and oversight to create an independent workforce.
3. **Student Integrity** – Many directors expressed the sentiment that the success of their program often hinges upon the character and motivation of certain “at-risk” student-athletes. Creating a sense of accountability and integrity with these individuals can help SAAS' work in the long term. Coaches are an important source of support for developing student-athletes with these characteristics.
4. **Transparency and Oversight** – Several SAAS programs regardless of reporting structure operate under significant faculty, student and administrative oversight. When these oversight committees are empowered and not just perfunctory, they can provide an immediate outlet for SAAS staff to report infractions and serve as a source of constant monitoring. They also increase SAAS' integration with the greater university and may serve to strengthen its academic mission.

Key Working Relationships

I. Faculty

Directors of SAAS units across different reporting structures felt that the **relationship with faculty** was essential for student-athlete success. SAAS staff members have to advocate on behalf of their student-athletes in regards to any number of issues from class absences, un-proctored exams on the road, and course changes. The stronger the relationship is here, the more successful they will be in negotiation. As one director put it, “We want them [the faculty and administration] to see the student-athletes as their population as well.” The SAAS staff needs to be recognized by the faculty as independent professionals.

The **relationship with other university staff** may also open up avenues for collaboration and support ideas. Many directors have been better able to integrate their student-athletes with the greater student body through these conversations. Two venues for this collaboration which were mentioned in interviews are:

- Participation on the academic affairs council (“I sit on the academic affairs council so I can interact with directors of lots of other programs. It opens up avenues for discourse on collaborative work”)
- Proximity to other student service offices (“The academic center, the way it’s structured with all the support services in our building, that’s the way to have a connection with campus.”)

Relationships with faculty are also a key way to insert checks and balances into SAAS’ work. One director said, “You’re having conversations with people who work with traditional students too, so you’re constantly asking and being asked ‘Is this something you do for all students?’” If counselors are only interacting with SAAS personnel, it is easy to envision a scenario where the culture drifts slowly towards one of providing excessive aid to students without an outside perspective to check it.

II. Faculty Athletic Representative (FAR)

Several SAAS directors mentioned **physical proximity to the FAR office**, or **regular meetings with the FAR** to be very beneficial. “That’s a key to success, having a FAR who really wants to understand how this whole huge enterprise works.”

FARs are an important resource because they are able to bring conference-wide and national student-athlete academic issues back to campus for discussion and possibly preventive action. As one director described, “Our FAR has chaired the infractions committee for a number of years and she will come back with the issues, she can’t discuss the specific cases, but with that information we can work to develop safeguards so that has been great.”

All of the schools which employed a specific SAAS oversight committee included their FARs on that committee.

III. Coaches

The success of the SAAS depends largely on the **type of coaches** present in the Athletic department and the state of **the relationship with them**. Descriptions of the coaches by SAAS directors ranged from, “I’m very lucky, the coaches here are fantastic, I think they get it...the coaches are extremely responsive and supportive” all the way down the line to, “I would say the biggest weakness is that coaches don’t feel like they have any control over what we do. They are authoritarian control freaks...that hinders my relationship with working with coaches.” SAAS staff need to feel that they are independent, supported and on equal footing with the coaches for the relationship to work.

A strong collaborative **relationship with the coaches** is necessary to support the student-athlete holistically and support character development. However in cases with athletes who are academically ineligible to play, a conflict arises between the goals of SAAS and the goals of the coaches. As one

director put it, “Coaches want to win games, I’m sure they care a little bit about their kids’ academic success, but they’re hired to win games. For academic support services, too bad, your job is not to win games, it’s to get a good APR and graduate kids.” The best programs strive through hiring, support and oversight to build an independent base for SAAS personnel to deal with coaches.

Due to the potential for coaches to pressure SAAS to provide excessive help to student-athletes or to influence grades, some schools have adopted a very strict **communication model for coaches**. Three methods mentioned were:

- An electronic notes system of every SAAS meeting with a student-athlete that is accessible by the coach. The communication is one-directional and over the network to insulate SAAS staff.
- A ban on certain types of meetings “Coaches don’t talk to faculty, it’s a rule, we don’t want perceptions skewed.”
- Mediated meetings “If we’re meeting with a coach, a coordinator is involved to mediate and make sure everyone’s on the same page.”

IV. Athletic Director

SAAS Directors feel that their **relationship with the AD** is key because the AD also oversees the coaches. One director said, “It works here because my belief is that the AD is a big advocate for growth and he holds coaches accountable.”

Across the board, the link with the AD was emphasized. One director said, “I feel that this is vital...that I can communicate academic issues directly with the AD and the other sport administrators,” and another stated, “There needs to be some sort of reporting/working relationship with the AD whether it is a formal dotted line or a close working relationship.” Both these ideas illustrate the central role of the AD for support and to help hold coaches accountable.

In most cases, the Athletic administration is the most important financial resource. Much of the SAAS’ success hinges upon the ADs willingness to support their work. “The particular people in Athletics at this time happen to prioritize high quality support of the highest ethical standard and are ready to fund such a program.” Again, the people-based nature of the work means that the relationship with the AD is essential and can vary dramatically with who is currently occupying that position.

Staff Integrity

In the interviews, SAAS directors consistently mention the **quality of people they hire and manage** as fundamental to the success of the program.

Many directors accepted that a certain degree of pressure is inherent to the job. “Any individual whose job responsibility it is to provide academic support to high profile student athletes has felt the weight of an underprepared or underconcerned student-athlete struggling to pass enough credits to be eligible.” SAAS directors felt that this struggle is beyond their control and sought to manage what they could control in terms of staffing.

A great deal of **trust is placed in SAAS staff to make ethical decisions**. The hiring process should thoroughly vet candidates because according to two directors, “in any situation, you just have to trust your employees to keep you out of the news” and “academic violations have more to do with the people you hire.” One SAAS director specifically seeks out “staff committed to ethical and limited approaches of support.”

Hiring staff is a critical decision and elemental in building an organizational culture around appropriate levels of support. Several SAAS offices implement internship or assistantship programs to help determine fit with the organizational culture and to develop a pool of high-quality talent to recruit from.

Student Integrity

In an environment where there is immense pressure to stay eligible and where student cheating is epidemic, **the basic character of the student-athletes** whom SAAS serves is largely out of their control. As one director said, “Students cheat – there’s no doubt about it.” Given the constant potential for cheating, some SAAS programs have targeted the recruiting process as one way of increasing the academic integrity among the students. A few schools felt that “I don’t think I could do my job if we didn’t have such a critical admissions office...we know these student-athletes are motivated to succeed,” and that “If you don’t recruit a student-athlete who believe in their academic responsibilities, they are set up for failure.” It is vital that the coaches are committed to developing strong student-athlete character and support their academic commitments.

However some SAAS programs are less directly involved in the recruiting process or are operating at institutions which may prioritize athletic performance when recruiting. In these cases, “We’re admitting kids who are far below the rest of the student body in terms of academics because we want a competitive athletic department...You have to acknowledge who these kids are.”

Some SAAS programs found that holding athletes directly accountable to their teammates was a useful motivator. Bringing the familiar athletic ethos of teamwork and group goal setting into their academics can improve performance and integrity.

Transparency and Oversight

Directors of SAAS overall are aware of a recently elevated need for **campus-wide transparency about their objectives**. “It used to be almost like a little dark secret. No one talked about it, you didn’t want to know. The realities have all changed. There’s too many investigations, too much at stake...the University needs to understand what I’m doing. The N4A [National Association of Academic Advisors for Athletics] calls it ‘sunshining’ – put it out there.” Without transparency, the community tends to assume the worst. Total transparency will put the community at ease and give SAAS something to point to if a problem does arise. There has recently been “extra emphasis placed on creating transparency throughout programming...funding made available to create transparency.”

Additionally, several campuses have set up **SAAS specific faculty oversight committees** in response to cheating scandals. Not only being held accountable to a faculty oversight committee, but receiving professional support from the committee helps SAAS act independently of the “Athletic machine”.

Concluding Remarks

The goal of Student Athlete Academic Services, regardless of the institution, is to develop student-athletes who have the ability to meet their unique day to day academic challenges, the critical thinking to set independent academic goals, and the capacity to succeed in their chosen path. This study began with the premise that the reporting structure has bearing on SAAS’ ability to achieve this goal. **Academic reporting models** can create a SAAS that is independent from potentially dangerous Athletic influence, but can also be more complicated and has the danger of becoming a pro forma relationship without proper enforcement. **Athletic reporting models** may create a SAAS program that is more attuned to student-athlete needs, but success becomes largely dependent on the Athletic Director.

Recommendations for University of Washington Advisory Committee on Intercollegiate Athletics Consideration

Dual reporting models have a lot of potential to instill the degree of independence SAAS needs, while keeping a strong connection to the students’ athletic concerns. SAAS leadership and academic bodies must take care to ensure that a **dual reporting** structure is not just perfunctory on either end. Well implemented, this model can provide a working system of checks and balances as a safeguard against academic infractions while getting the work done.

At this point in time, we believe the appropriate model for the University of Washington to consider implementing is a **dual reporting model**. Implementation of this structure should address the following issues:

1. Clearly define the role of the head of SAAS and the relationship with supervisors

- a. Engage the academic supervisor (Vice-Chancellor/Vice-Provost) and athletic supervisor in co-hiring the head of SAAS
- b. Set up a system of co-evaluation of the head of SAAS by each supervisor
- c. Set up a regular meeting schedule between the head of SAAS and each supervisor
- d. Engage the supervisors by giving them a role in co-developing SAAS programs

2. Create a formal system of credibility and accountability

- a. Select academic and athletic supervisors who have demonstrated active interest in SAAS’ mission and the capacity to engage in supervising its activities
- b. Create a SAAS oversight board with the participation of student-athletes, the FAR, and faculty members
- c. Encourage collaboration and integration with the academic faculty and traditional students through joint services
- d. Increase transparency and visibility of SAAS’ methods and goals. Encourage staff participation on general campus advisory committees.

3. Engineer systems for sufficient SAAS independence from Athletics

- a. Formalize a communication model between coaches, faculty and SAAS staff. Consider mediated meetings, mandated one-way communication, or electronic-only communication
- b. Develop a process by which staff may seek recourse in problem situations. Develop a staff culture where SAAS staff members feel comfortable and safe seeking recourse.
- c. Consider the physical location of SAAS offices and its impact on the relative degree of academic or athletic department influences

4. Plan strategically for creating a SAAS staff of the highest quality and integrity

- a. Determine which specific personality characteristics and hard skills are currently lacking in SAAS and plan to fill those gaps through hiring or training
- b. Consider implementing an evaluative period to determine a candidate's fit with our organizational culture
- c. Undertake efforts to increase retention and motivation of high performing staff. Consider cross-training with other general advising services or investing in continuing education.

Regardless of reporting structure, these key themes of **credibility and accountability, independence from Athletics, and strategic staffing** need to be present. A well-designed and implemented **dual reporting structure** will be able to formally build these concepts into the SAAS framework. Further, it is recommended that the system be evaluated according to the above guiding questions on a periodic basis and changes be made accordingly.

Appendix: Academic Services Structural Survey and Analysis

This report represents the statistical results of the survey of each of the six (6) major NCAA Division I Conferences (ACC, Big East, Big 10, Big 12, PAC 10, SEC) regarding academic support program structure for student athletes. The results are as follows:

1. Does your institution have a special program that provides academic support services for student-athletes, separate from programs available to all students at your college or university.

	ALL		ACC		BIG EAST		BIG 10		BIG 12		PAC 10		SEC	
Yes	62	94%	8	100%	11	79%	11	100%	12	100%	10	100%	10	91%
No	4	6%	0	0%	3	21%	0	0%	0	0%	0	0%	1	9%
Total	66	100%	8	100%	14	100%	11	100%	12	100%	10	100%	11	100%

2. Is the academic program maintained as part of the athletic department?

	ALL		ACC		BIG EAST		BIG 10		BIG 12		PAC 10		SEC	
Yes	48	73%	7	88%	5	36%	10	91%	10	83%	7	70%	9	82%
No	17	26%	1	13%	9	64%	1	9%	2	17%	2	20%	2	18%
NA	1	2%		0%		0%		0%		0%	1	10%		0%
Total	66	100%	8	100%	14	100%	11	100%	12	100%	10	100%	11	100%

3. The academic program funded by:

	ALL		ACC		BIG EAST		BIG 10		BIG 12		PAC 10		SEC	
Athletic Dept	42	64%	7	88%	2	14%	9	82%	12	100%	7	70%	9	82%
University	12	18%	1	13%	9	64%		0%		0%	1	10%		0%
Both	10	15%		0%	2	14%	2	18%		0%	2	20%	1	9%
Other	3	5%		0%	1	7%		0%		0%		0%	2	18%
Total*	67	102%	8	100%	14	100%	11	100%	12	100%	10	100%	12	109%

* Note: All totals do not equal 100% because several institutions indicated multiple answers that included "other".

4. Who is primarily responsible for monitoring individual student-athletes' academic performance?

	ALL		ACC		BIG EAST		BIG 10		BIG 12		PAC 10		SEC	
Campus	16	24%	0	0%	3	21%	1	9%		0%	2	20%		0%
Athletic	60	91%	6	75%	9	64%	5	45%	12	100%	8	80%	8	73%
Faculty/Staff	3	5%		0%	2	14%		0%		0%		0%	1	9%
Campus/Ath	0	0%	2	25%	2	14%	5	45%		0%		0%	3	27%
Total*	79	120%	8	100%	16	114%	11	100%	12	100%	10	100%	12	109%

* Note: All totals do not equal 100% because several institutions indicated multiple answers that included "other".

Appendix: Academic Services Structural Survey and Analysis

This report represents the statistical results of the survey of each of the six (6) major NCAA Division I Conferences (ACC, Big East, Big 10, Big 12, PAC 10, SEC) regarding academic support program structure for student athletes. The results are as follows:

5. Who does the individual(s) in #4 report to?

	ALL		ACC		BIG EAST		BIG 10		BIG 12		PAC 10		SEC	
SASS	54	82%	7	88%	9	64%	10	91%	12	100%	6	60%	10	91%
Compliance	0	0%		0%		0%		0%		0%		0%		0%
Coach	0	0%		0%		0%		0%		0%		0%		0%
FAR	2	3%		0%	2	14%		0%		0%		0%		0%
Athletic Admin	4	6%	1	13%	1	7%	1	9%		0%		0%	1	9%
Other	8	12%		0%	3	21%		0%		0%	5	50%	1	9%
NA	3	5%		0%		0%		0%		0%		0%		0%
Total*	68	103%	8	100%	15	107%	11	100%	12	100%	11	110%	12	109%

* Note: All totals do not equal 100% because several institutions indicated multiple answers that included "other".

6. Who does the director of student-athlete support services report to?

	ALL		ACC		BIG EAST		BIG 10		BIG 12		PAC 10		SEC	
Compliance	3	5%		0%	1	7%		0%		0%		0%	2	18%
Coach	1	2%		0%		0%		0%		0%		0%	1	9%
FAR	2	3%		0%	2	14%		0%		0%		0%		0%
Campus Official	18	27%	2	25%	7	50%	3	27%	2	17%	2	20%	2	18%
Athletic Admin.	33	50%	3	38%	5	36%	6	55%	8	67%	6	60%	4	36%
Ath & Campus	14	21%	3	38%	1	7%	2	18%	2	17%	2	20%	4	36%
Other	1	2%		0%		0%		0%		0%		0%		0%
Total*	72	109%	8	100%	16	114%	11	100%	12	100%	10	100%	13	118%

* Note: All totals do not equal 100% because several institutions indicated multiple answers that included "other".

7. Is there a dedicated space or academic facility specifically for athletes?

	ALL		ACC		BIG EAST		BIG 10		BIG 12		PAC 10		SEC	
Yes	57	86%	8	100%	11	79%	9	82%	12	100%	8	80%	9	82%
No	9	14%		0%	3	21%	2	18%		0%	2	20%	2	18%
Total	66	100%	8	100%	14	100%	11	100%	12	100%	10	100%	11	100%

8. Is the academic space/facility located in proximity to athletic departmental offices?

	ALL		ACC		BIG EAST		BIG 10		BIG 12		PAC 10		SEC	
Yes	44	67%	8	100%	7	50%	6	55%	7	58%	8	80%	8	73%
No	21	32%		0%	6	43%	5	45%	5	42%	3	30%	3	27%
NA	1	2%		0%	1	7%		0%		%		0%		0%
Total	66	100%	8	100%	14	100%	11	100%	12	100%	11	110%	11	100%

Appendix: Academic Services Structural Survey and Analysis

This report represents the statistical results of the survey of each of the six (6) major NCAA Division I Conferences (ACC, Big East, Big 10, Big 12, PAC 10, SEC) regarding academic support program structure for student athletes. The results are as follows:

9. How is tutorial support for athletes managed?

	ALL		ACC		BIG EAST		BIG 10		BIG 12		PAC 10		SEC	
Campus Tutor	10	15%		0%	5	36%		0%	2	17%	3	30%		0%
Athletics Tutors	34	52%	8	100%	6	43%	4	36%	7	58%	3	30%	6	55%
Both	19	29%		0%	2	14%	6	55%	2	17%	4	40%	5	45%
Other	5	8%		0%	1	7%	1	9%	2	17%		0%	1	9%
Total*	68	103%	8	100%	14	100%	11	100%	13	108%	10	100%	12	109%

* Note: All totals do not equal 100% because several institutions indicated multiple answers that included "other".

10. Do any sport teams have individual academic support programs?

	ALL		ACC		BIG EAST		BIG 10		BIG 12		PAC 10		SEC	
Yes	12	18%	1	13%	4	29%	11	100%	2	17%	3	30%	2	18%
No	54	82%	7	88%	10	71%		0%	10	83%	7	70%	9	82%
Total	66	100%	8	100%	14	100%	11	100%	12	100%	10	100%	11	100%

11. Do you think the academic needs of student-athletes are more efficiently met by athletic department services or campus services?

	ALL		ACC		BIG EAST		BIG 10		BIG 12		PAC 10		SEC	
Athletic Dept	46	70%	8	100%	7	50%	9	82%	10	83%	4	40%	9	82%
Campus	13	20%		0%	7	50%	1	9%	2	17%	2	20%		0%
Equal	5	8%		0%		0%		0%		0%	4	40%	1	9%
No Response	2	3%		0%		0%	1	9%		0%		0%	1	9%
Total	66	100%	8	100%	14	100%	11	100%	12	100%	10	100%	11	100%

12. Is there oversight of the academic advising function by someone outside the athletic department?

	ALL		ACC		BIG EAST		BIG 10		BIG 12		PAC 10		SEC	
Yes	60	91%	7	88%	12	86%	10	91%	11	92%	10	100%	10	91%
No	5	8%	1	13%	1	7%	1	9%	1	8%		0%	1	9%
NA	1	2%		0%	1	7%		0%		0%		0%		0%
Total	66	100%	8	100%	14	100%	11	100%	12	100%	10	100%	11	100%