

Student-Athlete Knowledge Community Education Plan

Culture of Athletics

Student Affairs professionals shall pursue an understanding of the impact on student-athletes of athletics time demands, physical injury, rules compliance and other elements of the culture of athletics.

This is a working draft published April 14, 2016. SAKC members are encouraged to submit additional insights and analysis to leah.kareti@gmail.com.

Topics

Environment

- Campus and team environment
- Rules Compliance
- Athletics as an Island or Silo
- Differences in NCAA Divisions

Student-Athlete Experience

- Academic Experience
- Time Demands
- Volunteerism
- Youth Sport Experiences
- College Choice
- Finances
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- Student-Athlete Identity
- Additional Programming Desired

SAKC Priorities

- Career Readiness and Life After Sport
- Mental Health
- LGBTQ
- Alcohol and Other Drug Use
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Environment

Student-Athlete Knowledge Community Education Plan- Culture of Athletics

- Campus and team environment
- Rules Compliance
- Athletics as an Island or Silo
- Differences in NCAA Divisions

Campus and Team Environment

SOURCE: NCAA GOALS STUDY AND SUMMARY PRESENTATION

<http://www.ncaa.org/about/resources/research/ncaa-goals-study>

- Most student-athletes have a strong sense of belonging at their college, feel that their coaches and teammates have created an inclusive team environment, and feel that their coaches and teammates are accepting of people from diverse racial or ethnic backgrounds.
 - However, student-athletes of color (especially women) are slightly less likely to find the campus and team environments inclusive and accepting.
- When asked how comfortable they would feel approaching others about a team issue or problem, student-athletes across division reported feeling most comfortable speaking with their team captains and coaches as opposed to faculty or administrators.
- Student-athletes view other members of the student body as being less supportive of athletics than faculty and school administrators.
- Although most student-athletes said they frequently socialize with nonathletes at their college, increased numbers within each division reported that all of their closest friends are college teammates.

Rules Compliance

SOURCE: NCAA Manuals,
available at ncaa.org

- There are NCAA rules that regulate the benefits and services that student-athletes may receive, including academic and career services, medical expenses, housing and meals.
- There are also rules regulating the amount of time student-athletes may spend on 'athletically related activities', although the GOALS survey data indicate that student-athletes exceed these limits with total athletically related pursuits.
- NCAA academic eligibility requirements impact student-athletes' academic planning and decisions.
- All of these rules differ by NCAA division.
- Check with the athletics compliance officer at your institution if there are any questions about NCAA rules or other compliance matters.
- In addition to NCAA rules, many teams, athletic departments, and even athletics conferences impose additional rules on student-athletes.
- These rules often include codes of conduct, specific alcohol and other drug policies, and additional academic expectations.

Athletics as an Island or Silo

SOURCE: The Knight
Commission on Intercollegiate
Athletics

Faculty Perceptions
of Intercollegiate Athletics
Survey, 2007

[http://
www.knightcommission.org/
images/pdfs/
knight_execsum_final100907.p
df](http://www.knightcommission.org/images/pdfs/knight_execsum_final100907.pdf)

- The Knight Commission (2007) found that while 'a striking number of professors say they don't know about and are disconnected from issues facing college sports', many agree on the following:
 - Athletics decisions on campus are being driven by the demands of the entertainment industry.
 - Faculty members are dissatisfied with their roles in athletics governance on campus, although more of them are satisfied with presidential oversight of athletics on their own campuses.
 - Salaries paid to head football and basketball coaches are excessive, and the financial needs of athletics get higher priority than academic needs. Still, half of the respondents also think athletics success results in financial gains to campus initiatives unrelated to sports.
 - Professors have similar levels of satisfaction with the academic performance of students in general and athletes in sports other than football and basketball. However, they are significantly less satisfied with the academic performance of football and basketball players. They believe athletes are more burdened than other students by demands on their out-of-class time.
 - Faculty members are satisfied with the practice of awarding scholarships based on athletics ability, and believe that scholarships for basketball and football athletes may not compensate them fairly for their services.

Differences in NCAA Divisions

SOURCE: ncaa.org

<http://www.ncaa.org/about/who-we-are/membership/divisional-differences-and-history-multidivision-classification>

- The NCAA is a membership organization with rules and policy established by and voted on by member institutions.
- The three division structure was created in 1973, and the divisions gained legislative (rules) autonomy in 1997.
- Divisions II and III have direct democracies (one-school/one-vote) and Division I has a representative system based on conferences that grants some programs more voting authority than others.
- The biggest differences between the divisions include financial aid (DIII prohibits it, DII offers it with most student-athletes on partial scholarship, DI offers the most, including the most full scholarships) awards and benefits (Division I provides the most athletics-specific support services) and the focus of competition (DI national, DII conference and regional, DIII conference and regional).

Student-Athlete Experience

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Academic Experience

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

<http://www.ncaa.org/about/resources/research/ncaa-goals-study>

- More than three-quarters of NCAA men and women (slightly higher among women and in Division III) reported that their overall academic experience has been positive.
- A majority of student-athletes reported feeling positive about their ability to keep up with their classes while in-season (approximately 60% in DI, 65% in DII, 70% in DIII).
- Over a third of student-athletes said that athletics participation has prevented them from taking desired classes.
- 59% of DI, 54% of DII and 27% of DIII participants reported taking online courses through their college).
- Most student-athletes who indicate athletics has impacted course choices report not having regrets about those choices.
- More than 80% within each division believe their coach cares whether they graduate.
- 10% of Division I and II student-athletes have/will participate in a study abroad program. 33% of Division I student-athletes and 22% of Division II student-athletes say they would like to participate, but cannot because of their athletic commitments.

Academic Experience

SOURCES:

Case, Greer and Brown (1987)

Fountain & Finley, 2009

■ Academic Clustering

- Case, Greer and Brown (1987) define academic clustering as a practice by which institutions and athletic department academic support units funnel student-athletes to specific majors for the purposes of maintaining eligibility.
- This term is operationally defined as having 25% or more student-athletes from one team in a single major (Case et al., 1987).
- This practice often results in the misalignment of major and career aspiration (Fountain & Finley, 2009).

Time Demands

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

■ Time Spent on Athletics

- Current college student-athletes are reporting more time devoted to athletics pursuits than was reported in 2010. This in-season increase occurred across division and for both men and women.
- Change in median time spent on athletics:
 - Division I: 32 hours/week in-season in 2010, 34 hours/week in 2015.
 - Division II: 30 hours/week in 2010, 32 hours/week in 2015.
 - Division III: 27 hours/week in 2010, 28.5 hours/week in 2015.
- FBS football players continue to report the highest weekly in-season time commitments (median=42 hours/week, up from 39 hours/week in 2010).
- FCS football and Division I baseball also reported 40 hours/week or more.
- Among women's sports, Division I softball reported the highest figures (39 hours/week).

Time Demands

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

- Time Spent on Academics
 - Across sport and NCAA division, the typical college student-athlete is also reporting more time spent on academics.
 - Change in median time devoted to academics:
 - Division I: 35.5 hours/week in-season in 2010, 38.5 hours/week in 2015.
 - Division II: 35.5 hours/week in 2010, 38.5 hours/week in 2015.
 - Division III: 38.5 hours/week in 2010, 40.5 hours/week in 2015.
 - Whereas NCAA men and women report spending similar amounts of time on athletics, women in each division report spending several more hours per week on academic pursuits than men.

Time Demands

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

■ Academic- Athletic Balance

- In 2010, it was noted that several Division I and Division II sports were showing a shift (compared to 2006 GOALS figures) toward more time on athletics relative to academics (e.g., Division I baseball players committing 10 hours more to athletics than academics each week). In the 2015 data, we see a shift back toward academics in a number of sports.
- However, there are still several sports in which participants tend to report more time on athletics relative to academics including:
 - FBS/FCS/DII football
 - DI/DII baseball
 - DI/DII men's golf
- Two-thirds of Division I and II student-athletes (half in Division III) said they spend as much or more time on athletics during the off-season as during their competitive season. 75% or more of student-athletes in baseball, football and M/W track in Divisions I and II reported spending as much time on their sport in the off-season as they do in-season.

Time Demands

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

- Missed Class and Time Away from Campus
 - Although time spent on athletics has increased, 2015 reports of missed class were generally low and very similar to those seen in 2010.
 - Sports in which at least one-quarter of participants reported typically missing 4 or more classes each week during their season:
 - DII women's golf (45%)
 - DI women's golf (34%)
 - DII men's golf (32%)
 - DII softball (28%)
 - DI men's golf (27%)
 - DI women's volleyball (25%)
 - The typical NCAA student-athlete reports being away from campus about 1.5 days/week during their season for athletic competitions. Highest:
 - DI softball, DI women's golf (2.7)
 - DI women's volleyball, DII women's golf, DI baseball (2.6)
 - DI men's golf, DII softball, DI women's soccer (2.3)

Time Demands

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

- Satisfaction with Number of Competitions
 - Most student-athletes across division expressed satisfaction with the number of contests in their sport, with approximately one-quarter wanting even more of them (including high percentages in ice hockey, DII/DIII men's golf and DI men's soccer).
 - Sports where student-athletes were most likely to express a desire for fewer competitions included tennis, softball and women's volleyball.

Time Demands

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

■ Time for Other Activities

- Nearly two-thirds of men and three-quarters of women (highest in Division I) expressed a preference for more opportunities to visit home and family.
- Time spent working at a job during the school year varies strongly by division (highest in DIII). Those with a job increased their average hours worked slightly since 2010.
- Half of Division II/III women expressed a preference to spend more time at a job.

Time Demands

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

- Relaxation and Socialization
 - High percentages of study participants expressed a desire to have more time for socialization and relaxation. This was especially true among those student-athletes with high levels of academic and athletic time commitments (e.g., women, Division I student-athletes).
 - The median self-reported weekly time spent socializing/relaxing during the athletic season was 17.1 hours in 2015, down from 19.5 hours in 2010 (difference of about 2 hours and 22 minutes).
 - Shifts in relaxation/social time are generally similar across division and gender.

Time Demands

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

■ Sleep

- Student-athletes in the 2015 GOALS study reported sleeping an average of 6 hours and 16 minutes on a typical in-season weeknight.
- That is down 13 minutes from what student-athletes reported in 2010 (6 hours and 29 minutes).
- Shifts in self-reported sleep duration are generally similar across division and gender.
- One GOALS item on sleep quality, for which we had national comparison data for college students generally, showed that college student-athletes experience very similar sleep quality to other college students.

Volunteerism

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

- Nearly 90% of current student-athletes reported engaging in community service, which is a slight increase from 2010.
- 49% of men and women engage in service a few hours per month or more (up from 44% in 2010).
- Coaches are requiring service at higher rates.
- In 2010, 50% of student-athletes reported being required to participate in service hours by their coach or team. That number rose to 58% in the 2015 survey.

Youth Sport Experiences of NCAA Student-Athletes

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

- Many NCAA student-athletes, especially in sports like ice hockey, tennis (DI and DII only) and soccer, began specializing in their sports at what experts consider a very early age (e.g., before age 12).
- Student-athletes in many sports played that sport year-round growing up and participated in the sport on both club and high school teams.
- Many NCAA athletes think youth in their sport play in too many contests and a number of them (especially men) wish they had spent more time sampling other sports when they were young.
- Many current NCAA student-athletes had high parental/family expectations of playing college and/or professional/Olympic sports that started at a young age. This is especially true among participants in certain DI/DII sports.
- These family expectations appear to carry over to cases of unrealistic pro expectations among the student-athletes themselves.

College Choice

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

- Athletics continues to play a prominent role in college choice across division.
- This includes quality of athletic facilities and presence of a particular coach.
- Although most domestic prospective student-athletes (PSAs) visit campus prior to enrolling, many international PSAs (especially in Division II) do not. This is noteworthy given the large increases in international student-athletes participating in many NCAA sports and the role that fit within a school/team plays in student-athlete retention.
- Most student-athletes across NCAA division expressed satisfaction with their college choice and the athletic experience within their NCAA division. Lowest satisfaction levels were generally seen in high-profile Division I and II sports where unrealistic pro expectations may be highest.
- NCAA student-athletes generally reported that their expectations about college academics and time demands were accurate. Expectations about the athletic and social experience were more often reported as being less accurate.

College Choice

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

- Who is Extremely Important in SA's Decision to Attend Current College?
 - Most SA's (>70%) rate parents as extremely important.
 - Teachers / guidance counselors (>25%) and HS coaches (40%) most important among football players.
 - Outside coaches important among M/W basketball and baseball players (30-45%).

Finances

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

- More than two-thirds of Division II and III student-athletes said college costs were an important consideration in making their college choice.
- These numbers were lower in Division I, particularly among football and M/W basketball participants.
- About one-third of Division I student-athletes and nearly one-half of Division II student-athletes have concerns about how finances will impact their ability to complete their degree.
- More than two-thirds of the student-athletes on athletics aid in Divisions I and II say that quitting their sport would make staying at their current college a problem financially.
- 78% of student-athletes (60% in Division I men's basketball and football) indicated that they usually have enough money to buy the things they need.

Physical Injury

SOURCES:

College Sports-Related Injuries
- United States, 2009-10
Through 2013-14 Academic
Years. (Kerr ZY, Marshall SW,
Dompier TP, Corlette J,
Klossner DA, Gilchrist J)

[http://www.ncbi.nlm.nih.gov/
pubmed/?term=PMID%3A
+26655724](http://www.ncbi.nlm.nih.gov/pubmed/?term=PMID%3A+26655724)

NCAA Publication Mind, Body
and Sport: How being injured
affects mental health

[http://www.ncaa.org/health-
and-safety/sport-science-
institute/mind-body-and-sport-
how-being-injured-affects-
mental-health](http://www.ncaa.org/health-and-safety/sport-science-institute/mind-body-and-sport-how-being-injured-affects-mental-health)

- Sports-related injuries can have a substantial impact on the long-term health of student-athletes.
- Injury rates vary by sport.
- For most sports, more injuries occur in practice than competition.
- Injuries incurred during competition were somewhat more severe.
- Injuries, while hopefully infrequent, are often an unavoidable part of sport participation. While most injuries can be managed with little to no disruption in sport participation and other activities of daily living, some impose a substantial physical and mental burden. For some student-athletes, the psychological response to injury can trigger or unmask serious mental health issues such as depression, anxiety, disordered eating, and substance use or abuse.

Student-Athlete Identity

SOURCES:

Marcia (1966)

Adler & Adler, 1987; Broughton & Neyer, 2001

(Chartrand & Lent, 1987; Petitpas & Champagne, 1988).

(Baillie & Danish, 1992; Petitpas & Champagne, 1988).

- Role Conflict: In today's higher education system, student-athletes often struggle to balance student and athlete roles as they are labeled as athletes first, and students second. (Adler & Adler, 1987; Broughton & Neyer, 2001).
- Identity Foreclosure: Marcia (1966) describes identity foreclosure as a premature commitment to an occupation without engaging in exploratory behavior.
 - In relationship to student-athletes, this term is defined as the unwillingness to explore alternatives outside of careers in professional sport (Chartrand & Lent, 1987; Petitpas & Champagne, 1988).
 - Participation in intercollegiate athletics may hinder student-athletes to explore careers outside of sport, and in turn, promote identity foreclosure or an affinity to prepare only for careers in sport (Baillie & Danish, 1992; Petitpas & Champagne, 1988).

Additional Programming Desired

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

- Student-athletes in the study were presented with a list of topics and asked which ones they wished their coaches and athletics administrators would talk about more frequently.
- Across division and gender, the most requested topics were those related to
 - Academic success and especially preparing to get a job after college;
 - Maximizing athletic performance (e.g., proper nutrition and how to get good/more sleep); and
 - Balancing academics/athletics while keeping sports in perspective.

SAKC Priority Topics

Student-Athlete Knowledge Community Education Plan- Culture of Athletics

- Career Readiness and Life After Sport
- Mental Health
- LGBTQ
- Alcohol and Other Drug Use
- Race and Ethnicity

SAKC Priority Topics

Career Readiness and Life After Sport

Career Readiness and Life After Sport

SOURCE: NCAA GOALS
STUDY AND SUMMARY
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[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

■ Post College Careers

- Across sport, student-athletes generally expect to earn their degree and the vast majority indicate that their families also expect graduation. High numbers of student-athletes anticipate attending graduate school at some point in the future.
- Many student-athletes have completed or expect to undertake an internship of some type during college. These figures are highest in Division III (two-thirds) and lowest in Division I baseball, basketball and FBS football (one-third).
- Relatively high percentages of student-athletes in some Division I sports (e.g., 30% in FBS football) said they would like to do an internship but cannot because of their athletic commitments.
- 43% of all student-athletes believe it is likely that their job after college will involve sports. The numbers are particularly high for Division I men's (75%) and women's (59%) basketball players.

Career Readiness and Life After Sport

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

■ Impact of College Athletics

- 90% of student-athletes credit their college athletic experience with having a positive impact on increasing their personal responsibility, honing their teamwork skills, and enhancing their work ethic.
- High percentages also reported that college sports has had a positive effect on their leadership skills, their values and ethics, self-confidence, time management, understanding of diverse cultures, study skills and commitment to volunteerism.
- About 90% of student-athletes across division said that team success is important to them, but also that they have the opportunity to compete frequently and at a high level. Nearly 80% noted that being viewed as a team leader is important to them.

Career Readiness and Life After Sport

SOURCES:

Kristina Navarro, 2016

Danish, Petitpas, & Hale, 1993

ncaa.org

- A History of Career Development and Intercollegiate Athletics
 - Since the 1890s NCAA DI athletic departments have provided specialized academic support services to student-athletes
 - 1890s to 1990s, services focused primarily on academic assistance to maintain eligibility rather than on holistic personal and career development (Danish, Petitpas, & Hale, 1993)
 - Late 1900s and 2000s, NCAA Division IA intercollegiate athletics emerges as a multimillion dollar business.
 - 1991 NCAA Issues National Mandate
 - Athletic departments are charged with providing student-athletes with meaningful programming that will enable them to successfully explore, choose and prepare for career fields in life after sport
 - 2001 CHAMPS/Life Skills Five Pillar Programming Begins: Academic Excellence, Athletics Excellence, Personal Development, Career Development, Service
 - 2010 NCAA Develops Division of Student-Athlete Welfare
 - 2013 NCAA Supports Creation of Student-Athlete Knowledge Community within NASPA
 - 2015 Administration of NCAA Life Skills Program Transitions to the National Association for Academic Advisors for Athletics (N₄A).

SAKC Priority Topics

Mental Health

Mental Health

SOURCE: NCAA GOALS
STUDY AND SUMMARY
PRESENTATION

[http://www.ncaa.org/about/
resources/research/ncaa-goals-
study](http://www.ncaa.org/about/resources/research/ncaa-goals-study)

- College campuses have generally seen an increase in the number of students experiencing mental health issues such as anxiety and depression.
- The 2015 GOALS data highlights similar concerns among student-athletes, with about 30% self-reporting that they have been intractably overwhelmed during the past month (increases noted across each division versus the 2010 GOALS study).
- Approximately one-third of student-athletes (higher in Division I and in certain sports like football; lower in Division III) noted struggling to find energy for other tasks because of the physical demands of their sport.
- Nearly one-quarter (same divisional and sport pattern as noted above) reported being exhausted from the mental demands of their sport.
- 73% of student-athletes believe that their coach cares about their mental wellbeing.
 - This figure is slightly higher in Division III and lower in some sports (e.g., 55% in Division I women's basketball). Although many student-athletes say they would feel comfortable talking to coaches about mental health issues, such comfort is much lower among women.
- About 40% of student-athletes who sought help for a mental health issue reported high levels of satisfaction with the care they received from team or college personnel.

Mental Health

SOURCE: NCAA.org article.

Ask the expert: Supporting the psychological wellbeing of student-athletes during injury recovery

Emily Kroshus, ScD, MPH Post-Doctoral Research Fellow, Harvard School of Public Health & NCAA Sport Science Institute

<http://www.ncaa.org/health-and-safety/sport-science-institute/ask-expert-supporting-psychological-wellbeing-student-athletes-during-injury-recovery>

- Student-athletes may be hesitant to seek help for mental health issues for a range of reasons. For example, they may see seeking counseling as a sign of weakness, may be accustomed to working through pain, or may not have developed healthy coping mechanisms to deal with failure. Further complicating matters is the fact that many student-athletes have not developed their identity out-side of that as an athlete.
- One of the greatest challenges to student-athlete mental wellness is getting the student-athlete to feel comfortable with asking for help or feeling confident enough to report they are feeling overwhelmed. Another challenge relates to the pressure of trying to be the best. This can lead to fear, lack of confidence, and increased anxiety. When the student-athlete begins to feel consumed with trying to meet everyone's expectations regarding their performance, without a strong a sense of self, they may start to engage in unhealthy activities in an effort to cope that that may in fact end up exacerbating their current concerns and situations. Such activities could include overtraining, alcohol, drugs and/ or poor attention to their mental wellbeing.
- It is important for coaches and athletic departments to sustain a dialogue with student-athletes about keeping a balance as both a person and player. Coaches and athletic departments must build a culture of support that makes the student-athlete feel comfortable with expressing their concerns without feeling they will be labeled or stigmatized as a person with mental problems.

SAKC Priority Topics

LGBTQ

Athletics Traditions

SOURCE: NCAA Publication:

Champions of Respect —
Inclusion of LGBTQ Student-
Athletes and Staff in NCAA
Programs

[http://
www.ncaapublications.com/
productdownloads/
CRLGBTQ.pdf](http://www.ncaapublications.com/productdownloads/CRLGBTQ.pdf)

“We must address LGBTQ issues in sports because some traditions long accepted in athletics do not promote or reflect a culture of inclusion, diversity or respect.

Practices such as LGBTQ or sexist name-calling as a way to taunt opponents or shame poorly performing team members, team hazing rituals, home spectator harassment of visiting teams or older athletes bullying younger team members all encourage student-athletes to view actions that promote humiliation and disrespect as part of the game rather than the divisive and destructive distractions that they are.”

Environment

SOURCE: NCAA Publication:

Champions of Respect —
Inclusion of LGBTQ Student-
Athletes and Staff in NCAA
Programs

[http://
www.ncaapublications.com/
productdownloads/
CRLGBTQ.pdf](http://www.ncaapublications.com/productdownloads/CRLGBTQ.pdf)

“Reflecting changes toward greater visibility and acceptance in the larger culture, more LGBTQ student-athletes are open about their sexual orientations and gender identities.

At the same time, their heterosexual peers are increasingly comfortable with LGBTQ teammates and coaches.

These changes are, in part, the result of more student-athletes having attended high schools in which LGBTQ students, teachers, parents and coaches are visible members of the community.

Consequently, more student-athletes know LGBTQ friends, teachers, coaches and family members.”

Challenges

SOURCE: NCAA Publication:

Champions of Respect —
Inclusion of LGBTQ Student-
Athletes and Staff in NCAA
Programs

[http://
www.ncaapublications.com/
productdownloads/
CRLGBTQ.pdf](http://www.ncaapublications.com/productdownloads/CRLGBTQ.pdf)

“Despite these positive changes, challenges remain.

Many colleges have not addressed LGBTQ inclusion in athletics. This inaction often results in an athletics climate where LGBTQ administrators, student-athletes and coaches hide their identities to avoid discrimination or harassment that can negatively affect athletics and academic achievement.

In addition, when athletics departments are not proactive in addressing LGBTQ issues, many straight members of the athletics department who privately support the inclusion of LGBTQ people remain silent out fear of association or reprisal.

In this silence, negative recruiting based on perceived or actual sexual orientation remains a far too common practice in women’s sports and anti-LGBTQ name-calling or taunting is the norm at far too many intercollegiate competitions, on practice fields and in locker rooms.

A recent study of the athletics climate for student-athletes reports that LGBTQ student-athletes experience a more negative climate than their straight peers do. Moreover, LGBTQ student-athletes report experiencing twice the amount of hostile or exclusionary conduct that their straight peers report.”

SAKC Priority Topics

Alcohol and Other Drug Use

Substance Use

SOURCE: NCAA 2013 Study of Substance Use of College Student-Athletes

<http://www.ncaa.org/about/resources/research/2013-study-substance-use-college-student-athletes>

- Excessive drinking is down significantly among student-athletes. Since 2005, the percentage of male student-athletes who reported drinking excessively (defined as 5 or more drinks in a typical sitting) dropped from 63% to 44%. For females (based on 4+ drinks per sitting), the reported rate dropped from 41% to 33%. Overall, about 80% of student-athletes reported alcohol use in the past year, which is similar to the rate seen in studies of similarly aged non-athletes.
- Alcohol excluded, student-athletes are much less likely to engage in social drug use than other college students. Among student-athletes, self-reported use of social drugs such as tobacco, marijuana and cocaine are much lower than the rates reported in other national studies of college students (e.g., University of Michigan's Monitoring the Future study). For example, 22% of student-athletes claim to have used marijuana in the past year versus about 33% of college students generally.
- Self-reported substance use is highest among Division III student-athletes. Across virtually every social drug (including alcohol, tobacco and marijuana), Division III student-athletes reported higher usage rates than seen among student-athletes in Divisions I and II. In some cases (e.g., marijuana), Division III use has reportedly increased while rates in Divisions I and II have remained stable or dropped.
- Substance use is generally higher among male student-athletes. Although similar percentages of male and female student-athletes report using alcohol, men use other social and ergogenic substances at higher rates than women.

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- Student-athletes in lacrosse report substance use rates that are notably higher than in other sports. Examined across sport, men's lacrosse student-athletes reported the highest or near-highest use of many substances including alcohol, cigarettes, spit tobacco, marijuana, synthetic marijuana and cocaine. Approximately 11% of men's lacrosse players indicated that they have used cocaine in the last 12 months. Among women, lacrosse student-athletes reported high usage rates for alcohol, amphetamines, cigarettes, and marijuana. Men's lacrosse players indicated the highest ADHD medication use, including 20% who reported using without a prescription.
- Men's basketball student-athletes generally report using these substances at much lower rates than other student-athletes. Men's basketball players were among the lowest reported users of alcohol, amphetamines, anabolic steroids, cigarettes, cocaine, ephedrine, marijuana, spit tobacco and synthetic marijuana.
- Nearly one-quarter of student-athletes reported using prescription pain medication. Approximately 23% of student-athletes reported using pain medication in the past year. Most student-athletes that reported use had a prescription for the medication. There were approximately 6% of student-athletes that indicated use without a prescription.
- Student-athletes who reported ADHD medication use were more likely to use without a prescription. Of the student-athletes surveyed, 9% reported using ADHD medication without a prescription. Overall use of ADHD medication, either with or without a prescription, was reported by 16% of student-athletes.

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- While cigarette use has declined, spit tobacco use has remained relatively high among men within certain sports. Reported cigarette use among student-athletes has declined since 2005, primarily due to decreases in use among women (16% used in 2005 versus 6% currently). About one-quarter of all men (2% of women) reported the use of spit tobacco in the past year, which is unchanged since 2005. The most frequent spit tobacco users (between one-third and one-half of sport participants) are men in ice hockey, baseball, lacrosse and wrestling.
- The ergogenic aids and dietary supplements most commonly reported by men were testosterone boosters, creatine and amino acids. Men's ice hockey, football, baseball and men's lacrosse participants reported the highest use of testosterone boosters. Student-athletes in those four sports plus wrestling were the most common users of amino acids and creatine.
- A majority of student-athletes see drug testing as a deterrent. Approximately 60% of student-athletes reported that they believe drug testing among student-athletes should continue and that imposing penalties would be fair and appropriate.
- Student-athletes are more likely to support drug testing for professional and Olympic athletes for student-athletes. Approximately 80 percent of student-athletes believe that Olympic and professional athletes should be drug tested, whereas 60 percent believe college student-athletes should be drug tested.

SAKC Priority Topics

Race and Ethnicity

Database

SOURCE: NCAA.org

- The NCAA compiles and provides statistical information regarding certain demographic characteristics of various groups within our member institutions and conferences. Since the 2010-11 year, data previously compiled as the Student-Athlete Race and Gender Demographics Report has been provided in an online searchable database.
- <http://www.ncaa.org/about/resources/research/diversity-research>