

## RESEARCH HIGHLIGHTS

- Most faculty are generally neutral (i.e. respond with “no opinion”) or are satisfied with intercollegiate athletics on their campus.
- The highest levels of faculty satisfaction are observed for aspects of academics.
- Individual faculty characteristics may offer a better explanation for faculty perceptions of athletics than do differences in the characteristics of their universities, such as size, athletic team records, or students’ academic performance.
- There is a positive relationship between faculty satisfaction with athletics and faculty involvement in the governance of intercollegiate athletics and experience teaching of student-athletes.

*The more meaningful contact faculty have with athletes/athletics, the more satisfied they are with different dimensions of the athletic program*

## QUESTIONS FOR PRACTICE

1. What is the relationship between faculty and the athletic department at my institution?
2. Are faculty neutral or satisfied with intercollegiate athletics at my institution?
3. What opportunities exist at my institution for faculty to participate in the governance and oversight of athletics?
4. How can faculty who otherwise might respond with “no opinion” engage with student-athletes in their classes?
5. Do we have opportunities to engage faculty in fostering academic success of our student- athletes?
6. What strategies would be effective to foster the relationship between academics and athletics at my institution?



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*Additional Resources:*

- [Read the Full Article - Faculty Perceptions of Intercollegiate Athletics](#)
- [NCAA Faculty Athletics Representatives](#)

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