

RESEARCH HIGHLIGHTS

- Graduate and graduated student-athletes reported facing the same time constraints as other college athletes.
- Graduate student-athletes initially struggled with the transition into college. A combination of effective support systems and personal drive enabled their academic achievement and degree attainment.
- The skills that student-athletes developed in college made the transition to graduate school easier.
- Support services that are structured for student-athletes to earn increasing academic autonomy teach all skills and processes needed for post-graduate academic success.

Autonomy should not be viewed as a static individual trait or external incentive, but rather a developmental outcome.

QUESTIONS FOR PRACTICE

1. Are support services structured to encourage increasing control over one's academic decisions? How do these supports scaffold student-athletes so they are capable of handling the increased freedom?
2. Does your department have a culture where earning academic autonomy is viewed positively or negatively?
3. What milestones does your department use to determine student-athlete readiness for increased academic choices and autonomy?
4. How does your department support (or hinder) your most academically successful student athletes? What could you do to ensure they are not disadvantaged vis-à-vis their non-athlete peers?



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Additional Resources:

- [Outcomes for Division I Post-Graduate Student-Athletes](#)
- [NCAA Post-Graduate Scholarship Program](#)

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