

Beyond Beliefs: An Exploratory Study of Division I Athletic Academic Advisors' Social Identity
and Professional Beliefs about Best Practices for Black Male Student-Athletes

by

Ronald A. Moses II

A.S., Georgia Military College, 2008
B.S.Ed., University of Georgia, 2011
M.S., Western Kentucky University, 2013

AN ABSTRACT OF A DISSERTATION

Submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Special Education, Counseling, and Student Affairs
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

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Abstract

This dissertation will examine athletic academic advisors' professional beliefs regarding academic challenges and preferred advising style for supporting the retention and matriculation of Black male student-athletes. Drawing on the key principles of intersectionality as a conceptual framework, I hypothesize that athletic academic advisors with shared social identities and similar past experiences will have also have similar perceptions of which advising style is best when working with Black male student-athletes. A survey will be distributed to athletic academic advisors' professional listservs and social media groups. Multinomial logistic regression test will be used to analyze multiple choice scale items, while open-ended items will be qualitatively coded. One goal is to help determine if differences in perception correspond to social groupings such as race, socioeconomic status or gender. These groupings are popular variables in research on athletic academic advising and athletic center cultures. A second goal is to explore if perceptions correspond to other, less studied group memberships such as political affiliation and athletic identity. A better understanding of athletic academic advisors' identity and perceptions will be useful when developing practices to improve academic outcomes for Black male student-athletes.

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Approved by:
Major Professor
Dr. Lisa Rubin

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Dedication

This dissertation is dedicated to my late father, Ronald Andre Moses. I am appreciative of the time we had, and I blessed to have been around you long enough to understand what it means to be hard working, respectful, and compassionate. The countless number of sacrifices that you made for me will never be forgotten. Your memory served as my strength through tough times and I am forever grateful.

Chapter 1 - Introduction

Early in my career as an athletic academic advisor, I was the only person of color in student athletic services at an in-state public institution. For over a decade and prior to my arrival, the administration there maintained a policy where if a student-athlete did not adhere to an extremely strict student-athlete code of conduct, the student-athlete would remain eligible for competition but lose their athletic scholarship for the following semester. To cover the cost of tuition and housing, student-athletes could pay out-of-pocket or take out loans to replace their scholarships. The financial consequences of this policy were considerable. Though student-athletes from diverse backgrounds were penalized, student-athletes who were Black and from out-of-state, low income neighborhoods often had limited family financial support to navigate a semester without a scholarship. They would take out approximately \$20,000 in loans to continue their education and maintain the potential of future athletic scholarships. After observing the number of Black male football players who felt forced to take on this debt, I raised the issue with administration.

After a departmental review with the athletic director, coaches, dean of students, and faculty athletic representative, it was determined that the policy was unfair. It excessively penalized poor student-athletes, and Black student-athletes were disproportionately affected. New standards were set across athletics, with lowered financial consequences and more opportunities to intervene if a student-athlete struggled to meet the code of conduct. Preventive and support measures were put into place, including on-campus counselors and athletic academic advisors working together to help promote positive behaviors. As I reflect on my role in this process, I know that my firsthand experience with the conditions that many of the Black male student-athletes came from and my understanding of the financial burdens that they carry helped

me to identify this problem. I believe that cultural ties with many of the Black football student-athletes' backgrounds helped me to be attentive to their stories, and how the suspension policy affected their college experiences and post-graduate/post-eligibility outcomes. My cultural knowledge, empathy, experience and interests contributed to my standpoint on the issue. This experience and many others led me to question how differences in identity shape how athletic academic advisors understand their responsibilities, specifically with Black male student-athletes.

Purpose

The purpose of this study is to examine NCAA Division I athletic academic advisors' professional beliefs about best practices for supporting the retention and matriculation of Black male student-athletes. I want to better understand how different intersections of identity (Crenshaw, 1990) might correspond to the assumptions that shape academic advising practice.

Overview of the literature

There is not enough research on athletic academic advisors (Rubin, 2017). The responsibilities of athletic academic advisors are unfamiliar to many people, even to people who spend significant amounts of time on university campuses. This includes many of the other professionals who support student-athletes' academic success, as well as academic advisors who primarily serve non-student-athletes, other student support professionals and university faculty. Formally, the role of the athletic academic advisor is to provide informed advising in a manner that supports student-athletes in establishing an effective academic trajectory (Vaughn & Smith, 2018). Athletic academic advisors are expected to understand and communicate student-athlete eligibility requirements, students' responsibilities, and contribute to the development of successful academic and life skills (N4A, 2017). Informally, athletic academic advisors are

mentors, advocates, tutors, counselors, life coaches, surrogate parents, and older siblings for student-athletes while they are away from home. Athletic academic advisors are an integral part of student-athletes' role-sets, or "the group of individuals with whom a person associates his roles in various situations, who help him define and influence his actions in that role" (Bell, 2009, p. 19). As a result, athletic academic advisors are tremendously influential in the individual lives of student-athletes. In a qualitative study of 41 Division I-Football Bowl Subdivision student-athletes, Bell (2009) found that many student-athletes turn to athletic academic advisors first "with academic questions and issues" (p. 27).

Given the importance of athletic academic advisors to student-athletes' academic success, concerns have been raised about how well these professionals are equipped to support increasingly diverse body of student-athletes. Lapchick (2000) noted, "The reality is that few campuses or athletic departments have the right people to help guide these young men and women into the 21st century" (p. 16). Much of the concern has focused on the needs of Black male student-athletes (Armstrong & Jennings, 2018; Cooper, 2016; Harper, Williams & Blackman, 2013). Black male student-athletes experience racial, sexual and gendered biases that impact their lives prior to college enrollment, and that affect academic and athletic performance on campus (Armstrong & Jennings, 2018; Cooper, 2016). Lapchick (2000) continued, "Black student-athletes arrive on most campuses and see that only seven percent of the student body, three percent of the faculty and less than five percent of top athletics administrators and coaches look like them" (p. 17). Black male student-athletes encounters with athletic academic advisors may often be very similar to this. Rubin (2015) found that 77% of athletic academic advisors self-identify as White/Caucasian. This homogeneity raises the possibility of bias and prejudice, as well as cultural differences in how advising is offered by athletic academic advisors and how

it is interpreted by Black male student-athletes (Benson, 2000; Bimper & Harrison, 2017; Flowers & Cavil, 2016; Singer, 2005). There is a need to understand how athletic academic advisors might intentionally or unintentionally contribute to continued racial disparity in academic outcomes for Black male student-athletes.

Conceptual framework

The conceptual framework for this dissertation is intersectionality (Crenshaw, 1990). Intersectionality focuses on how relationships between social identities shape how individuals and groups experience privilege and oppression. Intersectionality supports the idea that athletic academic advisors with shared social identities and similar past experiences might also have similar professional beliefs about best practices for supporting the retention and matriculation of Black male student-athletes. Intersectionality has been used as a conceptual framework in research that notes racially biased perceptions of Black male student-athletes (Anderson & McCormack, 2010; Comeaux, 2010; Cooper, 2010; Donnor, 2005; Harper & Nichols, 2008).

Cooper (2016) noted the importance of intersectionality to making sense of the “dominant narratives or explanations for Black male student-athletes’ academic outcomes” (p. 268). Even in research on racial bias in athletic academic advising (Benson, 2000; Cooper, 2016; Singer, 2005), the identities of the athletic academic advisors in the athletes’ stories are not often differentiated by race. As a result, we do not know much about possible connections between identity and professional beliefs. With the exception of sexuality (Anderson & McCormack, 2010; Harper & Nichols, 2008), intersectionality has not been used to study much more than race, gender and socioeconomic status in studies on higher education and athletics. While race, gender, or socioeconomic status might be influential in shaping experience and professional belief, other aspects of identity might also be relevant to conversations in athletic center cultures.

Research questions

The research questions guiding this dissertation are:

- 1) What are NCAA Division I athletic academic advisors' professional beliefs and preferred advising style for supporting the retention and matriculation of black male student-athletes?
- 2) What are NCAA Division I athletic academic advisors' perceptions of academic challenges for black male-student athletes?
- 3) Is there a correlation between social identity and the selection of preferred advising style and professional beliefs regarding academic support for black male student-athletes?

Research design

This dissertation used survey methods to examine NCAA Division I athletic academic advisors' professional beliefs concerning academic challenges and the preferred advising styles for supporting the retention and matriculation of Black male student-athletes. The target sample for this dissertation was 200, and there were 212 responses collected. The data was collected through a convenience sample (Creswell, 2014) using an author-developed survey instrument.

Key terms

Academic Performance Rate (APR): A NCAA academic regulation based on the individual sport team's ability to measure and retain academically eligible student-athletes.

Federal Graduation Rate (FGR): An assessment used to measure the percentage of first-time full-time freshmen in a college or university cohort that matriculate to graduation within a six-year period of their initial enrollment.

Football Bowl Subdivision (FBS): NCAA Division I football member institutions at the primary and most competitive level, determines its champion through a series of bowl games.

Football Programs at the FBS level are able to award 85 full athletic scholarships.

Football Championship Subdivision (FCS): NCAA Division I football member institutions at the secondary level, who determines its champion through a 24 team playoff format.

Programs at this level can award 63 full athletic scholarships between 85 roster participants.

Graduation Success Rate (GSR): A NCAA created measure used to measure the amount of students that graduate from their cohort within a six-year period. The GSR accounts for transfer students, midyear enrollees, and non-scholarship students unlike the FGR.

Initial Eligibility: Academic standards set by the NCAA in order to determine eligibility status for high school and junior college prospective student-athletes.

National Collegiate Athletic Association (NCAA): A non-profit member-led organization tasked with regulation and monitoring of its member institutions athletic programs.

NCAA Division I, II, III: The NCAA's three divisions in which members are affiliated.

Divisions are based on sport offerings, facilities, and operating budget.

Progress towards degree (PTD): A NCAA academic measure designed to guide student-athletes toward graduation. The standards help student-athletes take the appropriate steps toward earning their degree. Standards include minimum grade-point average, term-by-term and annual credit hour requirements, and percentage-of-degree requirements. Student-athletes who do not meet the requirements are not eligible for competition.

Significance of the study

Bimper and Harrison (2017) argued that the “social norms, racial beliefs, and subsequent narratives embedded in the modern and escalating industry of intercollegiate athletics also manifest as a microcosm of the American post-civil rights society and deserve ardent attention” (p. 683). Given the racial disparity in academic outcomes for Black male student-athletes, there is a significant need for research on athletic academic advisors’ professional beliefs about supporting Black male student-athletes, and how those professional beliefs might be shaped by social identity. As citizens and stakeholders in public education, athletic academic advisors can continue to advocate for equity in K-12 school systems. In their current professional roles, there is not much else that this group can do to improve student-athletes’ educational experiences prior to arriving on campus. However, athletic academic advisors must confront and address racial and other forms of bias against Black male student-athletes, and work to ensure that Black male student-athletes have college experiences that promote the student-athletes’ long-term interests. This study is significant because findings could be the basis of professional development and targeted interventions that might help improve the higher education outcomes of Black male-student-athletes.

Positionality

I identify as a straight, emerging middle class Black male, a non-denominational Christian with moderate political views, veteran of the United States military and high school dropout. I completed my G.E.D. through a six month boarding school sponsored by the National Guard; earned my Associate’s Degree at Georgia Military College, a junior military college in Milledgeville, GA; earned my Bachelor of Science in Education at the University of Georgia, a public research university in Athens, GA; and completed my Master of Science in Sports

Administration from Western Kentucky University, a public university in Bowling Green, KY. I played football at Georgia Military and the University of Georgia, before an injury ended my college athletics career.

Growing up, athletics was prioritized over academics for many boys in my predominantly Black community. Success in athletics was a primary source of attention and affirmation, more so than success in school or other extracurricular achievements. Some boys only persisted in K-12 to remain eligible for sports. Many of us took school for granted. I was never encouraged to study, and had few examples besides teachers of college graduates. My experiences are encapsulated by a quote by Edwards (1984):

As soon as someone finds that particular Black youngster that can run a little faster, throw a little harder, or jump a little higher than all of his grammar school peers, that kid becomes something “really special”. What this usually means is that, beyond sports excellence, from that point on little else is expected of him. (p. 9)

Military school taught me the importance of discipline. Transformative experiences with mentors inspired me to pursue a career in student services instead of coaching. I am currently an athletic academic advisor at a Division I, Football Bowl Subdivision Power 5 institution. My responsibilities include academic oversight of academic services for the football and women’s golf programs. My professional life is structured by many of the policies that I discuss in the literature review. As a researcher, the lens I bring to the data is greatly shaped by my personal, cultural, and professional experiences.

Organization of the study

In Chapter 2, I summarize the history of academic advisors in higher education, historical development of athletic academic advisors, and the history and formation of the styles of

advising. I also discuss how World War II and Brown V. Board of Education contributed to the diversification of college sports, and the landmark legal cases that helped to define equity and access in the field of athletic academic advising. In Chapter 3, I discuss how intersectionality and my research question address gaps in the literature on athletic academic advising and Black male student-athletes, then I present the methods for the dissertation. Chapter four presents the findings from the targeted survey questions and the open-ended questions.

Chapter 2 - Literature Review

This chapter focuses on the creation and professionalization of the athletic academic advisor profession. The chapter will include the history and background of academic advisors in higher education, on-campus departmental advisors, and the reasoning and creation behind athletic academic advisors. Other focal points include a brief review the limitations of general academic advising for student-athletes and the function of athletic academic advising on campuses today.

Establishing general academic advising services

The practice of academic advising in the United States coincides with the inception of higher education in the United States (Wall, 1988). The earliest known formal system of advising in America was established at Kenyon College, as each student was paired with a faculty member in order to establish systems of accountability for learning outcomes (Cook, 1999). Former President Rutherford B. Hayes was a student at Kenyon College during this time. Hayes described how each student was required to select a faculty member who became both an advisor and friend in all matters, and who would also serve as a medium of communication between the faculty and student (Hardee, 1970).

The first known use of the term advisor in this context occurred at Johns Hopkins University in 1877. These faculty advisers were created to support their enhanced major grouping system as they moved from the classical single-track curriculum (White & Khakpour, 2006). The Hopkins course catalog outlined their system:

Each student who has been admitted either as a Matriculate or as a candidate for Matriculation, will be assigned by the President to the care of some one of the instructors, who will then act as his special adviser. It will be the business of such adviser to give

counsel to the student as to his course of study, to watch his progress in it, and to serve as the channel through which the student may communicate to the Faculty any request he may wish to make. (White & Khakpour, 2006, p. 4)

This system provided guidance to students who may be lost in the university system and may be experiencing emotional issues. The advisers were encouraged to serve as a parent away from home as detailed in the University Circular,

a friend to consult in the perplexities that arise in the progress of an educational course, to whom he will go for advice and assistance, it is expected that every Adviser will make it his business to establish relations of friendliness and confidence with the students assigned to his care (White & Khakpour, 2006, p. 4).

NACADA and professionalization after World War II

New changes to the higher education and advising field occurred after World War II and the implementation of the G.I. Bill. Once the soldiers returned from the war many colleges and universities experienced a major increase in the total number of students, and wanted to be competitive in offering comprehensive programs to profit on the influx of students (Adams, 2000). The student population increase caused institutions to begin hiring and training individuals to specifically assist students in navigating course selection and financial aid. These services then carried over to students not using the G.I. Bill, effectively then leading to the creation of student services divisions (Cook, 1999). It was not until the 1960s as schools began to experience high attrition rates that the Carnegie Commission on Higher Education recommended enhanced reform. The Commission found that many higher education programs needed to focus more on individual student development, with effective academic advising as central to this effort (Shane, 1981). This led to the creation of developmental advising defined as:

a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources. It both stimulates and supports students in their quest for an enriched quality of life. Developmental advising relationships focus on identifying and accomplishing life goals, acquiring skills and attitudes that promote intellectual and personal growth, and sharing concerns for each other and for the academic community. Developmental academic advising reflects the institution's mission of total student development and is most likely to be realized when the academic affairs and student affairs divisions collaborate in its implementation.

(Winston et al., 1984, pp.18-19)

The practice of developmental advising marked a significant milestone for academic advisors as the profession was officially recognized in higher education. The first conference held for academic advising was held in 1977, organized in an effort to identify academic advisers across the country, their job descriptions, and metrics for success (Beatty, 1991). The goal was to provide an opportunity for participants to learn from others, as well as share information which they feel will make academic advising a more viable and accountable system (Beatty, 1991).

The conference led to a task force being formed to develop an organizational structure, bylaws, and plans for future conferences, and a potential membership structure. The proposed organization eventually became the National Academic Advising Association (NACADA) and was established as an association dedicated to advising rather than advisors, the purpose being to emphasize the broader process and function and to view advising as a professional discipline (Beatty, 1991). Throughout the years the as the profession grew, NACADA has tracked the

numbers of registered members who identify themselves as serving in an advising role. Today, NACADA (2006) defined academic advising as:

A series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes (NACADA, 2006).

This definition is supported by Drake (2011), who proposed that the role of the advisor is to “teach students how to negotiate the higher education maze, and to make effective and thoughtful decisions about their futures, to adapt their life skills to the new academic world, and to cultivate the academic skills and knowledge needed to succeed” (p. 11). Currently there are close to 15,000 registered professional advisors, counselors, faculty, and administrators within NACADA and working to enhance the development of students (NACADA, 2018). Although the current role of academic advising differs across institutions, the profession is a widely recognized position on campuses across America.

Creation and implementation of general advising styles

With the emergence of NACADA and the specialization of academic advisors as a viable career path, advising styles began to emerge as practitioners examined the best ways to serve their students. The concept of general advising is a process in which the advisor and the student have a working relationship to address the students' academic and overall wellness concerns (O'Banion, 1972). The general advising concept eventually developed into three principle models for departments to use when meeting with their students depending on preference. The three principle models of advising include developmental advising, prescriptive advising, and intrusive advising (Crookston, 2009; Gibbs, 2017). Developmental advising is a technique that

focuses on a close student-advisor relationship intended to assist students in completing their education, career, and personal goals through the use of college and community resources (Crookston, 1972). Developmental advisors do not make decisions for their students, they are to encourage them to ask open-ended questions and use campus resources to find answers to make an informed student-based decision (Frost, 1994). Intrusive advising is defined as deliberate and structured student intervention at the first indication of academic difficulty in order to convince a student to seek additional help (Earl, 1988). Advisors using this advising concept use intentional contact with the students in order to assist with increased academic motivation and persistence. The third principle model is prescriptive advising, primarily an authoritarian relationship in which the advisor makes a diagnosis and provides a solution for the student's issues (Heisserer & Parette, 2002). This model has the least amount of student autonomy with the advisor knowing the best method to solve any issue. Individual institutions and offices use a combination of these advising styles when serving their students. Regardless of the chosen style, academic advising is shown to be more successful when the advisors are able to hold face-to-face appointments with their students (Halgin & Halgin, 1984). As the traditional learning format continues to change with some degree programs becoming entirely virtual, advising styles should continue to be enhanced to reduce additional attrition and withdrawal rates.

Expansion of collegiate sport and NCAA academic reform

The true era of academic reform for student-athletes did not begin to manifest until the 1980's; it is important to understand the precedence of NCAA academic mandates from the establishment of the association to understand why academic athletic advisors were needed, and how these issues might contribute to advising bias. The NCAA was originally established in order to "espouse the principles of honor, integrity, amateurism, and good sportsmanship,

however the NCAA exercised no central authority or control over the member institutions” (Blackman, 2008, p. 230). This authority was specifically focused on the integrity of sport and creating equality among the member institutions on the field while the teams made their own rules regarding classroom eligibility. The initial academic standards proposed addressed regulating initial eligibility for high school students entering NCAA member institutions, academic integrity, amateurism, and faculty roles within the athletic department (Newman & Miller, 1994). The four factors of that the NCAA focused on regarding eligibility in the early era was making sure that on the field competition was limited to four years, university sponsored participants are required to be full-time undergraduate students, in good academic standing, and actively perusing a degree program (Oriard, 2012). While these factors were put forth for the institutions to follow, an across the board mandate was never put into place because of philosophical differences between university presidents. From this division each individual institution was to govern their own athletic programs as they saw fit, unless their conference office decided to exert their own requirements (Oriard, 2012). The next serious conversation about academic reform came in 1929 when the Carnegie Foundation published a report on the NCAA with a section focused on athletics participation and its results, comparing the student-athlete academic experience to their non-athlete peers. The 1929 report found the following results in regard to the student-athlete comparison to nonstudent-athlete inquiry by examining academic records at 52 NCAA member institutions. An early study found that:

Athletes actually had higher average course loads and graduation rates, but slightly lower grades and “very slightly” higher rates of academic probation; Athletes took a semester longer to graduate; Athletes took more “easy” courses than non-athletes, but

also more “hard” ones; Regarding athletes' marginally lower grades, football players were at the bottom (Savage et al, 1929, p. 8).

The report also examined the student-athletes' entrance examination scores and overall retention rates:

95% of athletes overall progressed to the following semester (compared with 90% of non-athletes); and on intelligence tests, non-athletes scored only slightly higher; on one of the major ones, the Pennsylvania Achievement Test, athletes scored marginally higher than non-athletes (636.37-615.55), though football players (at 609.42) fell slightly below the non-athletes (1929, p. 8).

This results from this study provided justification to university presidents that the current system of self-monitoring for academic progress was sufficient and continued to turn their attention to sport commercialization and level playing fields. However, the public still believed that there were legitimate concerns relating to intercollegiate athletes and their recruitment, athletic subsidies from the institutions overall operating budget, enrollment, and eligibility as students (Wong, Skillman, & Deubert, 2009). As a result the NCAA executive committee to lead an investigation that was termed the “Sanity Code” in 1948. The Sanity Code banned all athletic related scholarships in an effort to control recruiting and financial aid violations. The Sanity Code was repealed by the NCAA three years later, once colleges and universities circumvented the rule by providing secret scholarships or paying them through alternative measures (Waller, 2003).

The next NCAA academic reform was instituted in 1965 with the “1.6 Rule,” a uniform association requirement for each institution (Nwadike et al., 2015). The basis for the rule was created using a predictor matrix that was popular colleges and universities at the time, “The 1.6

Rule relied on a relatively complex forecasting method that attempted to predict an incoming student-athlete's ability to maintain a 1.6 grade-point average (GPA) during his or her first year of college” (Waller, 2003, p. 192). This was the first attempt of creating a minimum standards matrix that predicted college success using their high school GPA and respective SAT score. If institutions failed to follow the 1.6 incoming requirement, the specific teams and athletic departments faced sanctions from the NCAA. The 1.6 rule was repealed and replaced with the “2.0 Rule” in an effort to simplify the complex GPA predictor that was originally instituted. The 2.0 rule abolished the standardized testing requirement and only initial eligibility standards required for a prospective student-athlete was to complete high school with a 2.0 GPA (Hunt, 1999). Even with an increased and establish standard, the 2.0 rule was not well received by all, “though praised for its simplicity, the 2.0 Rule also received criticism for relying solely on high school grades” (Waller, 2003, p. 192). This became an issue among the incoming freshman as many high school districts across the country were vastly different, and some interscholastic agencies colluded to give prospective student-athletes grades in order to gain athletic scholarships.

The beginning of athletic academic advising services

With these evolving rules and the increased time demand that the student-athletes experienced from the commercialization of college athletics (Fram & Frampton, 2012), the need for athletic academic advisors began to be recognized. With an increase in roster sizes, practice times, competition dates, and television appearances, academics quickly became an afterthought for many coaches and athletic departments. Early attention was focused on the incoming academic ability of the student-athletes, but many administrators realized that the students were spending so much time memorizing the playbook and practicing that it became increasingly

difficult to prioritize their studies (Yost, 2009). A public poll of college presidents during the early 1900's the NCAA revealed that most college presidents whose colleges and universities joined the newly created governing body, felt the pressure with building a successful academic program would interfere with the educational mission and values of their institutions (Brownlee & Linnon, 1990). During the early stages of the NCAA (1906-1952), many institutions had autonomy to accept academic eligibility standards already put in place by their college and universities leadership as its own and supported institutional faculty oversight of the academic standards of the athletic department in order to put student-athletes learning first and to preserve fundamental educational standards within athletics (Newman & Miller, 1994). In fact, member institutions were given the task to enforce academic standards for their student-athletes, police themselves for violations, and then provide the NCAA with reports on academic eligibility for both new and continuing student-athletes (Hawes, 1999). Without a proscribed punishment, many institutions failed to comply with the proposed academic amendments, and as students began to struggle with maintaining a balance, some coaches began to notice that many of their athletes were exhausting their eligibility without finishing their degrees (Hawes, 1999).

Faculty athletic committees and faculty athletics representatives

The initial strategy to the emerging problem was faculty control of athletics and the concept of faculty athletic committees (Smith, 1983, 2011). These committees were created during early NCAA era because of "the inability or unwillingness of institutions to control their own athletic programs" (Smith, 1983, p. 372). Faculty and staff members of several universities began to institute study hall and would assign a faculty advisor to the athletic department in order to keep them in compliance with their institutional academic standards (Newman & Miller, 1994). Advising for student-athletes was originally conducted informally by coaches on the

football staff, who picked up an additional duty to justify additional monies and staff members. Eventually, study hall coordinators or academic monitors became a viable option for coaches who decided to retire or move out of coaching into administration (Jennings & Zioiko, 1988).

Elizabeth Kirpius is credited as being one of the first official academic advisors in the country at Indiana University (Indiana University, 2007). Kirpius was the first female football coach at the division I level in 1974 and was also tasked with academic services for the football team (Indiana, 2007). By 1976, she fully transitioned to the administrative staff to counsel all of the male athletes at Indiana University. At this time women's sports still were not under the purview of the NCAA, thus many of the advisors working with the teams were primarily male. The focus of the advisors was solely focused on maintain eligibility standards of the student-athletes at the university they were representing (Brooks, Etzel, & Ostrow, 1987). On the academic side, various institutions decided to use their academic liaisons and faculty athletics representative (FAR) to monitor and enforce the standards of the university (Sievers, 2008). Existing academic advisors, dean of students, and enrollment management specialists were initially tasked with tracking the student-athletes' progress in relation to the university standards. The NCAA regulated that each member institution designated a FAR in order to represent the concerns of the university and keep the athletics department in compliance with the university's academic mission and institutional values (Cooper, 1992).

The establishment of N4A

The athletic academic advising profession was officially recognized when individuals who had advising under their list of responsibilities decided to convene and discuss best practices for advising their respective student-athletes. The National Association of Academic Advisors for Athletics and Student-Athlete Development Professionals (N4A) has been in existence since

1975 (N4A, 2017). During the planning meeting at Michigan State University that summer, Dr. Frank Downing of the University of Kentucky and Dr. Clarence Underwood of Michigan State University created the outline for the development of the National Athletic Counselors Association (NACA) the original name of the proposed organization (N4A, 2017). The National Association of Academic Advisors for Athletics (N4A), was adopted in 1977 at the second national convention in Miami, before the name being changed again in 2017 to N4A: The National Association of Academic and Student-athlete Development professionals after the organization merged with the life skills/student-athlete development membership provided by the NCAA. The purpose of the organization served as a guiding model for athletic departments to create their own academic services divisions and establish internal standards that consistent across divisions and conference affiliation. This structure was critical is assisting universities with complying to the NCAA academic standards once they became required.

Contemporary Scope of Athletic Academic Advising

NCAA Division I institutions are required to at minimum provide academic support services for student-athletes. The NCAA is charged each of these institutions with five commitments to their student-athletes:

1. Academic excellence: providing fair and equitable support for student-athletes' academic progress, intellectual development and graduation.
2. Athletic excellence: building philosophical foundations for athletics program that are broad-based, equitable and dedicated to the well-being of the student-athlete.
3. Career development: encouraging the student-athlete to develop and pursue career and life goals.

4. Personal development; supporting the development of a balanced lifestyle for student-athletes, encouraging well-being, leadership, personal growth and decision-making skills.
5. Commitment to service; engaging the student-athlete in service to their campus and surrounding communities. (Ward, 1999, p. 62-63)

The professional recognition of these commitments motivated the cultivation of formal academic services/student development divisions of athletic departments. To develop the staff and infrastructure to meet these commitments, academic services/student development divisions of athletic departments have rapidly expanded.

As advisors began to create student-athlete development plans for their universities, it was proposed that a national organized body separate from the NCAA provide additional regulation and review. Presently, academic services and student development divisions are governed by the N4A: National Association of Academic and Student-Athlete Development Professionals. The N4A was established in 1975, coinciding with the inception of NCAA academic regulations. The organization was restructured in 2005 to account for the new and impending wave of NCAA academic regulations that took aim at academic integrity violations and graduation success rates (N4A, 2017). Following the restructure, the N4A described the purpose of the organization as to provide support, leadership and direction to its members in order to cultivate and improve the opportunities for academic success and personal development for student-athletes. Members of the association include any person working at or connected to a member institution who assists student-athletes in pursuit of their educational goals. Additionally, the association seeks to offset any educational disadvantages incurred as a result of participation in an intercollegiate athletic program (N4A, 2017).

The non-student-athlete development portion of N4A is comprised of Athletic Academic Advisors (AAA) and learning specialists. The function of learning specialists will not be addressed here because the focus of this study is on individuals with advising responsibilities. The formal role of the AAA is to provide informed advising in a manner that supports student-athletes in making effective academic decisions. AAA are also expected to understand and communicate student-athlete eligibility requirements and student responsibilities, and contribute to the development of successful academic and life skills (N4A, 2017). The AAA work to provide support to their assigned students-athletes during the registration process, and explore various major and career options. N4A lists several additional responsibilities in the areas of counseling, advising, non-discrimination, privacy, objectivity, and professional conduct when working with student-athletes. In their counseling efforts, the AAA is to let the student-athlete retain full freedom to make their own decisions with the central concern always being the integrity and well-being. In the advising realm professionals should always represent program offerings, course offerings, and majors in an honest and appropriate manner. Additionally, the advisor is to inform the students about NCAA regulations while managing their academic and athletic conflicts (N4A, 2017).

Professional responsibilities of athletic academic advisors

Since advising college student-athletes has been a profession, there have been many discussions over the best practices in how to support their learning development. As it is often found in discussions between institutions there are a variety of ways to advise student-athletes depending on college size, public or private designation, academic rigor, and research designation. There are a multitude of opinions of how to effectively develop the student-athletes through advising, though the NCAA standards can only be changed by the NCAA rules

committee, and NCAA compliance rules and regulations are required to be followed across the board depending on the division and conference affiliation (NCAA, 2018). Advisors are required to be knowledgeable about NCAA rules and regulations as a part of their formal duties, and are challenged with maintaining academic standards while trying to simultaneously develop the scholar athlete.

Duties of the advisor

The main duties of student-athlete academic services personnel are to provide academic advising, tutoring, and coordination in compliance with NCAA rules and regulations for their assigned student-athletes (Banbel & Chen, 2014). The athletic academic advisor arranges the academic caseload for their assigned student-athletes including class selection, organizing and assigning tutoring as needed, and connecting the student with the appropriate campus resources. The advisor is there to assure that the student-athlete is able to progress on their intended academic track to remain eligible by institution and NCAA standards, and progress towards graduation (Sloan, 2005). Additional duties of the athletic advisor include coordinating their respective teams' study hall sessions and objective requirements and coordinating with the campus bookstore our outside service to provide textbooks and supplies as required per semester.

In this position, advisors are tasked with providing job and career counseling for their students to make sure they are career ready by the time they matriculate from the university. The training includes sessions for resume and cover letter development, job shadowing, mock interviews, and career fairs. Lastly, the AAA is tasked, at times, with being the additional personal and emotional support for their students as their coordinate their off-field pursuits such as joining on campus clubs and student organizations. The advisors serve as a liaison to on-campus services the students will need to utilize such as the counseling office, learning and

disability services, international services, Title IX office, and to various on-campus administrators.

Collaboration between AAA and the campus advisor is critical when assisting a student during the major selection, academic advising, and graduation plan stages of their academic student development. The advisor is tasked with walking the student through the major selection process discussing any potential careers the student aspires to obtain, while informing their students about how that particular degree can assist them with their journey. Once the major is selected the AAA is tasked with making sure that student-athletes do not have any schedule conflicts with their academic and athletic practice requirements. These meetings occur during the registration and advising periods throughout the student-athlete's academic journey as any small changes to their major, class schedule, or graduation plan can render them ineligible per NCAA standards. The advisor will successfully assist their student-athletes with these plans leading to retention and ultimately, graduation from their university.

NCAA standards

The advisor has to follow several strict standards in relation to the academic rules and regulations from the NCAA rules enforcement committee. The rules enforcement committee is tasked with creating academic reform, policy, and enforces sanctions if any of the rules are violated. Each advisor is required to be well versed in initial and continuing eligibility rules. Initial eligibility refers to the process of learning how to read and interpret transcripts from prospective student-athletes in order to gauge academic readiness and meeting minimum NCAA entrance standards (NCAA, 2018b). Once a student-athlete is admitted and begins taking classes, the advisors are required to begin tracking the student in compliance with the continuing eligibility standards (NCAA, 2018b). After each quarter/semester, the advisor analyzes each

student's academic standing to determine competition eligibility status going forward. If an advisee is not meeting standards set by the NCAA or the institution, the advisor is required to create a performance improvement plan to assist with the retention and academic eligibility efforts of the assigned student.

Campus demands standards

The NCAA standards are set for the institution depending on their respective divisional designation (Division I Football Bowl Subdivision, Division I Football Championship Subdivision, Division I non-football, Division II, Division III), therefore the advisors are required to be knowledgeable about the standards and requirements of their institution (NCAA, 2018b). The athletic academic advisors are tasked with maintaining relationships with their campus counterparts, "to be credible, advisors need to know their campus and the demands and pressures it places on student-athletes so that they can give advice that makes sense in their students' situation" (Martin & James, 2012, p. 1). As an advisor, the connections and constant communication with campus administrators, faculty, and staff will become an invaluable resource when serving the student-athletes. Therefore, meeting with the students, connecting them with their major specific advisor, connecting them with their financial aid representative, and ensuring that they are actively communicating with their professors and attending office hours is critical to their success considering their time demands.

Identities of athletic academic advisors

The background of the AAA has evolved over time from retired coaches tasked with supervising study hall, to a specialized industry where individuals are constantly finding ways to advance the profession. The earliest national survey of the profession was conducted by Brooks, Etzel, and Ostrow (1987) who collected data on the job responsibilities and backgrounds of

athletic advisors and counselors. This study found that AAA were predominantly male, held a master's degree, were former athletes, and had been out of school an average of 10 years (p. 205) (see Table 1).

Table 1: Demographic Characteristics of NCAA Division I Athletic Advisors

Table 1 Demographic Characteristics of NCAA Division I Athletic Advisors (N = 134)				
Characteristic	N	%	M	SD
Age	133		38.98	8.39
Sex				
Male	93	69.40		
Female	41	30.60		
Former athlete				
Yes	83	61.90		
No	51	38.10		
Sport background				
Football	32	23.90		
Basketball	19	14.20		
Baseball	10	7.50		
Soccer	3	2.20		
Track	3	2.20		
Wrestling	3	2.20		
Other	13	9.20		
Highest academic degree				
Baccalaureate	16	12.10		
Master's	73	55.30		
Doctoral	43	32.60		
Area of academic preparation				
Business	4	3.00		
Counseling/psychology	33	24.60		
Education	39	29.10		
Physical education	33	24.60		
Other	25	18.70		
Years since last degree	132		10.46	7.35

These individuals were primarily employed by athletic departments in comparison to advising services that are offered on campus and supervised by the deans of student's office. They largely provided academic assistance services to male college athletes involved in revenue-producing sports, such as football and men's basketball (Brooks, Etzel, & Ostrow, 1987). These counseling services focused primarily on academic matters, with considerably less attention

devoted to personal-social or vocational counseling. This study provided insight into the typical AAA in early stages of the profession before many NCAA regulations and mandates were established.

A study by Rubin (2017) focused on the current state of athletic advisors, breaking down the differences in advisors' demographics and advising philosophies. The study found that the majority of respondents have been in the profession for 0-3 years (29%) or more than 10 years (27%), with the majority of the advisors being new practitioners their perceptions of student-athletes would vary greatly over seasoned professionals. Thirty-nine percent of respondents received at least two years of training prior to securing their first full-time position, most likely in the form of a graduate assistantship which 41% of respondents received prior to their first full-time position. Their experience within the graduate assistantships provides pre-service training for future professionals unlike the retired coaches from the Brooks, Etzel and Ostrow study. The overwhelming majority of respondents (87%) received a master's degree, as the majority of entry level full time athletic advisor jobs require post-graduate education. Fifty-one percent of the respondents were not former student-athletes at the college level, a figure which could contribute to bias among the advisors when working with their student-athletes. In terms of national conference education 75% of respondents have been to the national convention, and 62% of respondents attended the conference at least one to three times. From a demographical standpoint the majority of the advisors self-identify as White/Caucasian (77%), and female (65%) with 27% of the respondents falling between 30-34 years of age (Rubin, 2015). From the athletic advising perspectives question three response themes emerged, helping student-athletes, rewarding career, and challenging work/lack of respect for the position/profession (Rubin, 2017).

Research on identity, bias and professional beliefs

The identities of athletic academic advisors are important to consider due to racial disparities in graduation rates for Division I student-athletes. Sports sociologist Harry Edwards (2000) argued that “black athletes’ academic problems are in large part rooted in and intertwined with black youths’ societal circumstances more generally” (p. 10). Cooper (2016) agreed that there are many “structural factors and institutional/environmental influences” that affect Black male student-athletes’ success in academics and athletics (p. 268). There is data to suggest that Black male student-athletes face significant racial bias on higher education campuses. Comeaux (2010) designed a study where 464 faculty members received a photo of either “a White male student-athlete participating in football, Black male student-athlete participating in football, White female student-athlete participating in basketball, or Black female student-athlete participating in basketball” (p. 398). Each photo was accompanied by an identical vignette describing the student-athletes’ academic and athletic success. Comeaux (2010) found that overall “faculty viewed Black student-athletes’ accomplishments less favorable than White student-athletes” (p. 405).

Though research suggests that Black male student-athletes perceive more discrimination with on-campus staff than with athletics staff (Fuller, 2013), there is evidence that Black male student-athletes still face racial and gender bias when they interact with athletic academic advisors. Black male student-athletes often report that they are treated differently than white student-athletes when it comes to course scheduling and academic expectations (Benson, 2000; Cooper, 2016; Singer, 2005). Athletic academic advisors often “come from backgrounds that differ from each other and the athletes they advise” (Rubin, 2017, p. 38). Flowers and Cavil (2016) expressed a similar concern with “the lack of cultural competence” among athletic

academic advisors and administrators, who might unintentionally express prejudice against Black student-athletes, and how individual prejudice and acts of discrimination contribute to athletic center cultures that perpetuate racial disparities (p. 131). Overall, there is much more research to be done on black male student-athletes graduation disparities, and inherent bias. While Edwards (2000) argued that many of the academic problems of black male student-athletes on cultural and societal issues, Harper (2006) argued that the disenfranchisement of black male students occurs at the university level. This gives way to the argument that the mission of higher learning for Black male student-athletes students should assist with breaking poor academic habits and establishing and reinforcing a positive culture of academic expectation (Cooper, 2016).

Summary of the Section

In this section, I reviewed the establishment of general academic advising services in the United States. I followed the trajectory of these services through the development of NACADA, and the continued professionalization of the profession. I detailed how the expansion of college sport and emerging prominence of the NCAA resulted in formal athletic academic services and the founding of N4A. I then outlined the contemporary scope of the profession, including the contemporary scope of the field, general best practices, and the demographics of the athletic academic advising force. Then, I reviewed research on identity related bias in athletic academic advising and student services for student-athletes, particularly Black male student-athletes.

Black Male Student-athletes and Proposed Advising Styles

At the Division I level, Black males represent 44.2% of the football student-athletes and 53.0% of the men's basketball student-athletes (Lapchick & Matthews, 2017). In this section, I discuss how World War II and Brown v. Board of Education (1954) contributed to the

diversification of college sports, and the landmark legal cases that helped to define equity and access in the field of athletic academic advising.

Desegregation and advising for Black male student-athletes

Prior to the beginning of World War II (WWII), nearly all Black student-athletes participated in intercollegiate athletics at historically Black colleges and universities (Martin, 1993). I was unable to identify any research on how Black student-athletes were advised at these institutions, before the emergence of the profession became mandated. World War II served as a shift in higher education across the country, as the athletic teams did not have enough athletes to participate as a result of the military draft (Edwards, 1998). Black athletes emerged as a new focus for college and professional coaches looking to replace players from their depleted rosters. Davis (1995) noted that “the chaotic athletic situation of World War II was a vital factor in the assault on the color-line in sports” (p. 634). The chaotic situation referenced the major industrial and cultural shift in America, as Blacks began to move to the north to fulfil wartime industrial jobs as segregation in the military led to mostly white men being drafted for combat positions. This left a greater ratio of Black men behind that were able to not only gain industrial employment but maintained the integrity and competitiveness of the all Black athletic leagues (Edwards, 1998).

The National Football League (NFL) was forced to cut its roster considerably during this time, and with the shrinking numbers in Major League Baseball (MLB) some fans chose to watch The Negro League (Edwards, 1998). As WWII ended in September 1945 the exposure that the Black athletes received during the previous years led directly to the integration of pro sports starting with the NFL in 1946, and the MLB in 1947 (Edwards, 1998). As the athletic establishment began to change its views towards integration at the professional levels, many

major predominantly White institutions (PWI) were hesitant to make any wholesale changes. While there had been Black athletes attending PWI's who participated in sports such as track and field at previous to the war, major college sports such as basketball and football were still resistant to any integration efforts, particularly in the south (Spivey, 1993).

The post WWII era led directly into civil rights reforms for athletics and education at all levels. In 1954 the United States Supreme Court ruled that racially segregated public education was inherently unequal therefore unconstitutional in *Brown v. Board of Education of Topeka, Kansas* (1954). Desegregation is the practice or formally ending a policy of racial segregation in several aspects of society. This case also formally led to the desegregation of football and basketball locker rooms, specifically in instances where Black schools began to close or integrate with all white institutions (Edwards, 1998). Therefore, white high school coaches began to tap into a pool of Black athletic talent that had not been previously accessible, and this shifted into intercollegiate athletics as PWI recruiters gained additional access and exposure to the interscholastic black student-athlete (Edwards, 1998). As the integration of sports at the professional level became prevalent, many NCAA member institutions began to look deeper into their academic standards and regulations. With initial eligibility standards being put into place, Black male student-athletes from low income communities and educational backgrounds needed additional support to close the gap between themselves and their White male counterparts particularly in the areas of math and science (Spigner, 1993). Former Michigan State University athletic director Clarence Underwood (1984) stated,

We probably graduated more Black athletes in the 10 years after I became assistant A.D. than in the history of MSU, they were forced to go to class. And we organized the first

tutorial program. It was just me and the athletes. Most of the coaches would rather have had those programs abolished. (para. 18)

Clarence Underwood is a Black male who was integral to the organization and implementation of academic advisors in college athletics. Underwood (1984) noted that the development of athletic academic advisor positions was critical to the success of the new wave of Black student-athletes that were coming on to college campuses as many teams began to integrate their rosters during the late 1960's and early 1970's.

Edwards (2011) argued that desegregation positioned predominantly White college athletic programs “to take advantage of the newly accessible Black athlete pool—principally in the revenue producing sports of basketball and football” (p. 19). According to Edwards (2000), the desegregation of college athletics was not based on a concern for equity or “brotherhood” (p. 19). As a result, Black student-athletes were not treated equitably or as full brothers. Throughout the early stages of NCAA existence, the Black athletes who played at predominately White institutions participated as track athletes infrequently disposed of academically once they served their athletic purpose (Cooper & Dougherty, 2015). In relation to the academic equity for the Black student-athlete, Davis (1995) noted,

these attitudes also contributed to the academic neglect increasingly suffered by Black athlete during the 1920s and 1930's. Black athletes were counseled to take courses that offered them little in the way of intellectual value, but which would keep them eligible to play sports. (p. 631)

Davis (1995) found that the Black male student-athletes of the era experienced discrimination and isolation from the general campus community, leading them to perform poorly in the classroom from their treatment and lack of resources provided to them by professors. There have

been several high-profile instances of Black male student-athletes drawing attention to systemic bias in ways that led to significant reforms or amended policy. Davis (1995) noted that since the integration of Black student-athletes into major college sport, the NCAA regulatory structure has been subjected to harsh criticism as they have been accused as racially and culturally insensitive to ethnic minorities.

A number of studies have been published on how Black male student-athletes, specifically those in football and basketball, have been impacted by these disparities (Armstrong & Jennings, 2018; Harper, Williams & Blackman, 2013). Historically for some Black male student-athletes, participating in team sports has provided “a vehicle and conduit for economic and social mobility” (Hackett, 2013, p. 62). Athletic scholarships have provided increased access to colleges and universities for marginalized populations, including Black males (Coakley, 2015). For example, from 2007-2010, Black male students comprised 2.8% of all full-time, degree-seeking undergraduate students, while they comprised 57% of football teams and 64% of basketball team players (Harper, Williams & Blackman, 2013). Many Black male student-athletes would not have pathways to higher education without athletic scholarships and the support provided by athletic academic support centers (Coakley, 2015). The increased access provided by college sports is complicated by the fact that even when they arrive at college and university campuses, Black male student-athletes are not reaping the benefits of higher education consistently.

In a study of 76 institutions from six different NCAA Division I athletic conferences, Harper, Williams, and Blackman (2013) found that Black male student-athletes graduate at rates lower than the other demographic comparison groups of student-athletes at approximately 96% of NCAA Division I colleges and universities, and at rates lower than undergraduate students

overall at approximately 97% of institutions. This study found that 50.2% of Black male student-athletes graduated within 6 years while 66.9% of all students-athletes, 72.8% of all undergraduate students, and 55.5% of Black undergraduate male students completed their degrees during this time (Harper et al., 2013).

With increased cultural diversity, the need for advisors strengthened during the era of desegregation in intercollegiate athletics. Black student-athletes often face racial discrimination and social isolation on higher education campuses (Cooper, 2012). Recognizing poverty and poor schools as structural aspects that often intersect in Black male experiences, Cooper (2012) used intersectionality to recommend programs that address the individual traits as well as “structural factors and institutional/environmental influences that affect Black boys’ and Black male student-athletes’ success in academics and athletics” (p. 268). A participant in Benson’s (2000) study of Black athletes’ perceptions of their school experiences, described how an athletic academic advisor routinely encouraged him to only do the minimum amount of work required to remain eligible. It can be argued by many sports sociologist that the history of NCAA policy and regulations play a part in advisors’ perceptions about the academic ability of Black male student-athletes.

Factors that led to desegregation in college athletics and college choice

Before desegregation became official, many of the top Black male student-athletes enrolled at HBCUs and colleges and universities in the west and the north. The Black athletes in the southern region that wanted to play intercollegiate athletics could only choose to play at an HBCU and often thrive in these settings (La Noue & Bennett, 2014). Athletic integration began to change over time as teams with all Black players started to beat powerhouse teams with all white players (Martin, 1997). In the sport of men's basketball, two transformational cases started

conversations of integration. The North Carolina College for Negroes handily beat Duke University during a "secret" exhibition in 1944. While this game was kept under wraps by some, the world was able to view the 1966 national championship that pitted Texas Western University against the University of Kentucky. The Texas Western starting lineup consisted of five Black male student-athletes against the all-White roster from the University of Kentucky. Texas Western won the game, and many athletic departments immediately began to integrate their programs with Black male student-athletes. La Noue and Bennett (2014) expressed,

When college basketball fans saw this game and its unmistakable lesson, coaches enthusiastically began to integrate their programs to incorporate the exceptionally talented black athletes. According to ESPN Classic, Don Haskin's win "accelerated the advancement of black athletes in the South...All-white leagues like the Atlantic Coast Conference, Southwestern Conference and Southeastern Conference became integrated within the next two years". (p. 145)

They also found that between 1966 and 1985, the average number of Black student-athletes on college athletic roster jumped from 2.9 to 5.7 changing the landscape of college athletics. (La Noue & Bennett, 2014).

College football also experienced a similar outcome during a significant showdown between Southern California and the University of Alabama. Southern California and its integrated roster handily beat Alabama at its home field mainly because of Black fullback Sam Cunningham. Legendary coach Bear Bryant noted that Sam Cunningham did more for integration in sixty minutes than Martin Luther King did in twenty years (La Noue & Bennett, 2014). This statement proved how powerful sport was in the fight for equal access to higher education and integration overall.

As a result, this led to a monumental shift regarding college choice for many Black male student-athletes. The larger institutions with grand facilities that received an enormous amount of publicity and exposure began to be the focal point for the top athletes regardless of race. While the HBCUs were institutions of comfort for many Black male student-athletes, the PWIs did not provide them with the same level of cultural comfort and support that they would have received at an HBCU. Since there is not an HBCU at the NCAA Division I FBS level, the schools that are predominately White in population are tasked with confronting the specific academic and cultural challenges for Black male student-athletes.

Landmark Cases and Controversies on Equity and Access

As the NCAA rules and regulations continue to evolve, there are often a few key cases and controversies that lead directly to the implementation of enhanced support for student-athletes. Included in this section are the landmark cases that led directly to changes and enhancements to the NCAA academic support structure. These controversies include access to equitable education, and the institutions' responsibility educate their student-athletes while maintaining academic integrity. The establishment and increased responsibilities of athletic academic advisors at NCAA member institutions can be directly linked to the outcome of several past mishaps. What makes the cases even more important is the fact that all of the controversies featured Black male student-athletes.

Ross v. Creighton

From the inception of the NCAA until the 1980's, there was not much of a focus on academic reform for the student-athletes (Oriard, 2012). The standards implemented were geared towards initial eligibility and not continuing eligibility as it relates to student-athletes and graduating. The beginning of the current era of academic reform came in the wake of the

landmark case, *Kevin Ross v. Creighton University* (1992) concerning a Black men's basketball player. Ross was a former college basketball player who filed a suit against Creighton University, a Jesuit Catholic University, for negligence and breach of contract due to his allegations that Creighton failed to educate him (Sherman, 1991). As a prospective student-athlete, Ross scored nine points out of 36 on the ACT, while the average ACT score for students admitted into Creighton University was 23.2 points (Donnor, 2005). Ross was admitted into Creighton despite his low-test scores, because he met the 2.0 rule that was in place when he matriculated in 1978. Ross attended Creighton from 1978 until 1982 as a men's basketball student-athlete, however he only earned 96 of the 128 hours needed to graduate with a D average (Sherman, 1991). Ross' curriculum at Creighton included such courses as "ceramics, marksmanship, and the respective theories of basketball, track and field, and football" (Sherman, 1991, p. 659).

Upon completing his eligibility, Creighton paid for Ross to attend Westside Preparatory School in an effort to assist him with his reading and overall language ability. Upon graduating from Westside Preparatory, Creighton refused to pay for any additional educational endeavors and he was not able to finish his undergraduate degree (Sherman, 1991). Ross sued Creighton on the basis of "negligent admission" as a hybrid of negligent infliction of emotional distress and educational malpractice. The court dismissed his case ruling that the student is integral to the education process, and that Creighton was not liable for Ross' failing to receive an education during his time at the university. This case started a conversation within the NCAA over the member institutions' role in making sure that their student-athletes receive a proper education before they leave the university. This case completely changed the ways that the institutions

were required to educate their student-athletes in relation to providing a quality and equitable chance at completing their degree.

Kemp v. Ervin

While the *Kevin Ross v. Creighton University* (1992) case shed light into the insight from the student-athlete perspective, the ruling did not influence and establish widespread academic reform for the NCAA. Another widely known case, *Kemp v. Ervin* (1986), became widely known as one of the critical controversies that eventually influenced amended initial eligibility standards (Overly, 2005). Jan Kemp was a coordinator of English for the University of Georgia's Development studies program, and she decided to sue her former supervisors Leroy Ervin and Virginia Trotter for retaliating against her for not complying with their policies relating to student-athletes within their academic program (Stokes, 1987). During this time, the students at the University of Georgia were required to complete noncredit remedial reading and math courses within the Developmental Studies Program, if their standardized test scores were below the average admission standards (Stokes, 1987).

Kemp was fired in 1983 after expressing concern in regard nine men's football scholarship student-athletes who were allowed to transfer from the Developmental Studies Program to the universities designated University College without completing their required remedial courses. Additionally, Kemp decided to prepare a formal letter protesting the unjust promotion of the student-athletes for athletic reasons but ultimately decided against sending it. Once her supervisor Ervin caught wind of her plans, Kemp was demoted from coordinator of the program to instructor (Nack, 1986). Kemp decided to file a civil claim against Ervin and Trotter for violating her First and Fourteenth Amendment rights (Singleton, 2013). The major theme of the trial was the fact that the University of Georgia incurred pressure not to increase their initial

eligibility standards. This was due to their competing institutions' continuing to take student-athletes who were not academically prepared in order to gain a competitive athletic advantage. Kemp eventually won a large settlement during the case for compensatory damages, mental distress, and the harm of professional reputation, though the biggest win for many was the NCAA universities' evaluating their academic policies relating to student-athletes (Singleton, 2013).

After the landmark ruling in the Kemp case, the NCAA and its member institutions began to evaluate their entrance standards for prospective student-athletes. Major NCAA conference offices worked with the institutions to create an academic reform system that would eliminate the academic improprieties of the previous decades. Eventually, the NCAA established Proposition 48 in 1986 in order to add a minimum SAT requirement again along with the 2.0 GPA standard (Waller, 2003). This new standard had an impact on Black student-athletes, as Proposition 48 had indeed succeeded in raising the graduation rates for Black student-athletes, the proposition received harsh criticism for declaring large amounts of Black student's ineligible to compete therefore lowering the total number of Black student-athletes (Waller, 2003).

After the large amount of criticism of Proposition 48, the NCAA instituted Proposition 42 in 1989. Proposition 42 defined by Edwards (1998) as being designed to bolster Proposition 48 by denying additional students who would normally qualify under the Proposition 48 regulations. Proposition 42 effectively prevented prospective students' athletes that did not meet the NCAA academic standards from attending a member institution all together (Edwards, 2000). With the overwhelming concern and outrage from the black community about of how these propositions affected Black student-athletes, the NCAA amended Proposition 16, establishing the NCAA sliding scale for initial eligibility (Singleton, 2013). In addition to initial eligibility standards, the

NCAA adopted continuing eligibility standards such as Progress towards Degree (PTD), and the Academic Progress Rate (APR) to hold the member institutions accountable for satisfactory academic progress of their student-athletes. As defined previously these additional standards were added in 2004 as the NCAAs new academic reform package, with the intention of leveling the playing field for student-athletes from all backgrounds (Harrison, 2012).

Academic integrity scandal at Florida State University

Several scandals have rocked the NCAA landscape recently in relation to academic integrity issues involving AAA. In 2007, Florida State University (FSU) conducted a private academic investigation based on information they received about student-athletes sharing answers from a quiz. FSU's Office of Audit Services found that a student-athlete took an online quiz for another student-athlete then proceeded to share the answers with other student-athletes before they took the same quiz (Gayles & Faison, 2017). Once the transgression was discovered, university officials interviewed 75 student-athletes regarding the academic integrity violation. Thirty-nine out of the 75 students interviewed admitted that they received impermissible assistance from an academic learning specialist, academic advisor, and tutor for a class at FSU (Gayles & Faison, 2017). The athletic academic service professionals were reported as providing inappropriate academic assistance to the student-athletes, sometimes writing the papers for their students. FSU's athletic department was handed down severe sanctions as university administrators were complicit with the academic integrity violations, showing a lack of institutional control and monitoring. The NCAA eventually concluded that the committee was concerned with the number of student-athletes that participated in the fraud, in addition to the advisors within their Athletic Academic Support Services unit (Zinser, 2009).

Controversy at University of North Carolina – Chapel Hill

Another academic athletic scandal occurred at the University of North Carolina-Chapel Hill (UNC), with the use of fake paper-based courses to maintain academic and NCAA eligibility. A professor in the Afro and African American Studies Department (AFAM) began to design independent studies courses that required little to no work to earn a passing grade (Zimmer & Harper, 2017). Zimmer and Harper (2017) also found that “counselors in the Academic Support Program for Student-athletes (ASPSA) directed their athletes towards Crowder’s classes in efforts to maintain NCAA and UNC academic eligibility. Seen as GPA Boosters at least two counselors, one in football, went as far as to suggest what grades their athletes need in order to remain eligible” (p. 98). The tutors in ASPSA were also directed by their AAA to write portions of the assignments for the student-athletes, and in some cases even complete whole courses. Once the professor retired and her classes were not offered, the UNC football team GPA dropped to 2.10 without the grade inflation (Zimmer & Harper, 2017). Many argue that the reason the AAA were at the center of these issues is because of the increased pressures from the NCAA and athletic departments to keep student-athletes in academic good standing. Advisers are under severe pressure to do whatever coaches believe is necessary to keep students academically eligible for play (Stripling, 2014). This has led to questions about the role of AAA, their reporting lines, and ways to take the remove the pressure from their everyday duties.

The controversies at FSU and UNC occurred after the most recent wave of academic reform in 2004, and deal directly with the potential impropriety between AAA and their university counterparts. As the athletic academic services units began to increase in size and

manpower, the NCAA expected the AAA to maintain the integrity of the student-athlete experience.

Conceptual Framework

The conceptual framework for this study is intersectionality (Crenshaw, 1990; Hill Collins, 2002). One goal is to help determine if possible differences in perception correspond to social categories such as race, socioeconomic status, or gender. These categories are popular variables in research on Black male student-athlete success, athletic academic advising, and athletic department cultures (Cooper, 2016; Harper & Nichols, 2008; Rubin, 2016). A second goal is to explore if perceptions correspond to other, less studied group memberships such as political affiliation and athletic identity. In this section, I describe intersectionality and the idea of group-based, collective standpoints, both of which developed and are grounded from Black feminist theory in the 1990s. Then, I summarize how intersectionality has been used to study the impact of race, socioeconomic status and gender in research on Black male student-athletes. I conclude this section by discussing how intersectionality and my research question address gaps in the literature on athletic academic advising and Black male student-athletes.

Intersectionality is used to describe the ways that multiple social systems interact to shape individuals' access to equal representation in law and policy reference here. Crenshaw (1990) is credited for coining the term intersectionality in her research that examined how the legal system overlooks the needs of poor women of color who were survivors of domestic violence. Crenshaw (1990) argued, "The intersection of racism and sexism factors into Black women's lives in ways that cannot be captured wholly by looking at the race or gender dimensions of those experiences separately" (p. 1244). For example, all women are concerned with issues of domestic violence. Due to male privilege, all women might fear retaliation or

repercussions from their intimate partner if they report domestic violence. Black women have an additional set of concerns. For example, Black women who are abused by Black men are taught not to “air dirty laundry” and to “keep their collective mouths shut in deference to racial solidarity” (Hill Collins, 2002, p. 126). Black women might be hesitant to call the police “due to a general unwillingness among people of color to subject their private lives to the scrutiny and control of a police force that is frequently hostile” (Crenshaw, 1990, p. 1257). A Black woman who is also an immigrant has an additional burden. She might also be reluctant to report “even the most abusive of partners for fear of being deported” (p. 1247). As a result, people who research domestic violence must consider how all of the identities of an individual connect to social systems of oppression, and how these systems work together to shape how members of a particular group understand their options for self-advocacy (Crenshaw, 1990; Hill Collins, 2002).

Since Crenshaw (1990) introduced the term intersectionality, the idea has been expanded to examine how many other forms of identity work together to shape experience. Hill Collins (2002) noted that intersectional identities and connecting experiences shape how individuals and groups make sense of society. She concluded that there is a connection between patterns of experience and beliefs. Hill Collins (2002) argued,

U.S. Black women as a group live in a different world from that of people who are not Black and female. For individual women, the particular experiences that accrue to living as a Black woman in the United States can stimulate a distinctive consciousness concerning our own experiences and society overall. (p. 23)

Though Hill Collins (2002) made this argument about Black women specifically, many scholars who use intersectionality argue that people make decisions about social systems in large part based on how they are positioned in those systems. These are called “group-based, collective

standpoints” (Hill Collins, 2002, p. 24). The idea of collective standpoints has been expanded to include intersections of any combination of race, gender, sexuality, socioeconomic status, citizenship status, ability, religion, language ability, education, and multiple other aspects of identity. Group-based collective standpoints are not permanent, and individuals within different groups might hold different perceptions.

George and Leonard (2016) noted that intersectionality “is specifically rooted in the histories of black feminist intellectual, activist, and creative labor” (p. 3). They argued that “effective scholarship” on football and sports cultures “needs a framework that speaks to connective tissue and embraces an intersectional framework” (p. 3). In addition to Black feminist scholarship, intersectionality is also used by critical race theorists to produce “a more sensitive theorizing of social issues” related to race and racism in sports (Hylton, 2008, p. 32). Intersectionality has been used in research on collegiate athletics and athletic cultures as well as studies on student-athletes of color (Anderson & McCormack, 2010). Bimper and Harrison (2017) argued for the importance of intersectionality in addressing “inequities linked to race” and understanding societal beliefs in research on intercollegiate athletics (p. 683).

EBA as a Guiding Framework:

Proposed Best Practices for Black Male Student-Athletes

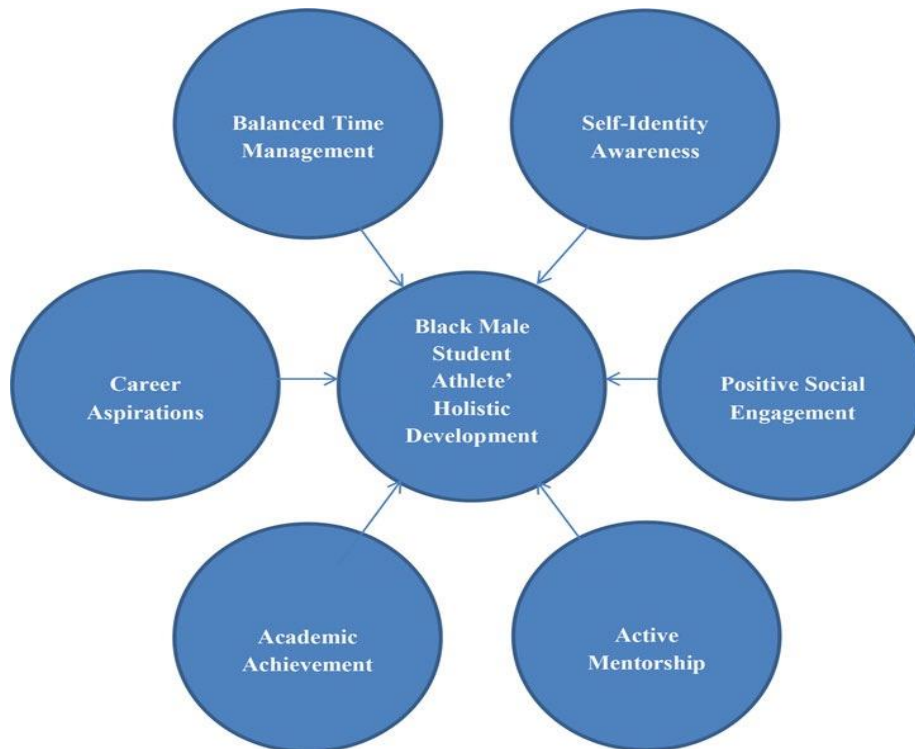
The athletic academic services profession is in a constant state of innovation when it comes to strategies relating to increasing the graduation rates and retention of their student-athletes. Unlike traditional advisors, athletic academic advisors are required to schedule classes, schedule tutoring, and assist with learning services with the most academically vulnerable population on campus. Within their additional duties as an athletic academic advisor many professionals that work with Black male student-athletes have additional challenges when trying

to increase the overall academic progress of this population. While most of the literature is focused on the disparity between Black male student-athlete graduation rates and their white counterparts, Cooper (2016) introduced a new theory specifically for Black male student-athletes off the field endeavors.

According to Cooper (2016), successful programming for Black male student-athletes requires support “related to their race, ethnicity, sociocultural background, gender, family background, geographical location, and any and all other significant identity categories” (p. 274). When using a model of best practice for this study for Black male student-athletes, the review of literature found the Excellence Beyond Athletics approach as an important framework to use. The Excellence Beyond Athletics (EBA) approach is a document that lists best practices for enhancing academic achievement and holistic development of Black male student-athletes at postsecondary institutions in the United States (Cooper, 2016). Cooper (2016) also stated, “Specifically, the purpose of the EBA approach is to empower, educate, and inspire students of color (including athletes and non-athletes) to maximize their full potential as holistic individuals both within and beyond athletic contexts” (p. 271). The EBA approach was created by using several models and literature on college student development, student-athlete academic success, and research on Black male student-athletes in an effort to encourage intercollegiate reform. The author also employed the anti-deficit approach which empowered students of color and black male student-athletes specifically (Harper, 2012). Cooper (2016) also found that “centralizing holistic development and empowerment of Black male student-athletes instead of prioritizing their athletic abilities, the EBA approach enables them to attain a heightened level of consciousness” (p. 271). The EBA assumes that Black male student-athletes’ experiences and outcomes are predicated on three factors, conditions, relationships, and expectations (CRE). The

EBA approach includes the following six components for holistic development of Black male student-athletes: self-identity awareness, positive social engagement, active mentorship, academic achievement, career aspirations, and balanced time management.

Figure 1: EBA Approach Holistic Development Concept Map



The first concept is *Self-Identity Awareness-Holistic Consciousness and Internalized Empowerment*. When looking at the tools for practice, Cooper (2016) recommends that athletic departments include several assessments and discussions for the student-athlete to reflect on their identity. Self-identify assessments are suggested to identify important personality traits; the athletic department and career services professionals will be able to use the assessments to foster the development of their academic and career interests. An additional self-identity awareness measure is to implement a reflexive, self-identity group session as a collaborative effort between campus and athletic department professionals. Additionally, Cooper (2016) suggested that photo

elicitation activities to address self-stereotyping and to begin dialogue on ways to combat negative stereotypes were useful approaches for increasing self-identity awareness.

The second engagement concept is *Positive Social Engagement-Social Integration, Internalized Empowerment, and Engagement in Counter Actions*. The aim of this concept is for Black male students-athletes to have active participation in educationally purposeful activities separate from their athletic endeavors. This includes community service involvement such as tutoring, mentoring, and speaking engagements in an effort to build relationships with the community outside of athletics. The third principle is called *Active Mentorship-Holistic Consciousness, Academic Integration, Social Integration, and Institutional commitment*; this principle establishes active mentoring as a tool of support for the Black male student-athletes.

The fourth principle is *Academic Achievement*—Academic integration, Internalized Empowerment, Goal Commitment, and Engagement in counter-actions. In this principle, it is explained that a comprehensive committee of administrators in the athletic department and on campus should form committees in order to stay in constant communication regarding student-athlete retention.

The fifth principle is titled *Career Aspirations-Goal Commitments, Holistic Consciousness, Internalized Empowerment, Engagement in Counter-Actions, and Social Integration*. This principle explores the creation of a formal career development program beyond their professional athletic desires. The final principle is titled *Balanced Time Management-Internalized Empowerment, Social Integration, and Goal Commitment*. This principle focuses on the athletics department's role to ensure the student-athletes have an adequate amount of time to dedicate to academics and personal development in lieu of their practice time.

Summary of the Chapter

In this section, I reviewed the history of Black male student-athletes' arrival on predominantly White university campuses in the United States, including World War II and *Brown v. Board of Education* as contributing factors to the desegregation of college sports. I then discussed some of the major social and cultural factors that researchers believe contribute to lower rates of graduation for Black male student-athletes. Then, I summarized major court cases and controversies that have drawn attention to the need for revised and innovated best practices in service of Black male student-athletes. I concluded this chapter reviewing one such proposed model, the Excellence Beyond Athletics framework as articulated by Cooper (2016). This framework helped to organize and shape my development of a survey for athletic academic advisors, as explained in the next chapter.

Chapter 3 - Methods

The purpose of this research is to examine NCAA Division I athletic academic advisors' professional beliefs about their perceived academic challenges and preferred advising styles for supporting the retention and matriculation of Black male student-athletes. One goal is to determine if differences in perception correspond to social categories such as race, socioeconomic status, or gender. These categories are popular variables in research on Black male student-athlete success, athletic academic advising, and athletic center cultures (Cooper, 2016; Harper & Nichols, 2008; Rubin, 2016). A second goal is to explain if perceptions correspond to other, less studied group memberships such as political affiliation and athletic identity. In this section, I describe intersectionality and the idea of group-based, collective standpoints, both of which developed in Black feminist theory in the 1990s.

Research questions

This dissertation will use survey methods to examine NCAA Division I athletic academic advisors' professional beliefs about their perceived academic challenges and preferred advising style for supporting the retention and matriculation of Black male student-athletes. The research questions are:

- 1) What are NCAA Division I athletic academic advisors' professional beliefs and preferred advising style for supporting the retention and matriculation of Black male student-athletes?
- 2) What are NCAA Division I athletic academic advisors' perceptions of academic challenges for Black male-student athletes?
- 3) Is there a correlation between social identity and the selection of preferred advising style and professional beliefs regarding academic support for Black male student-athletes?

Using intersectionality as a framework, I hypothesize that athletic academic advisors with shared social identities and similar past experiences will have also have similar advising styles, and beliefs about academic challenges for Black male-student athletes. I also hypothesize that race, gender, and past athletic identity will be most salient when identifying distinct standpoint epistemologies.

Research design

This study used survey methods to examine NCAA Division I athletic academic advisors' preferred advising styles for supporting the retention and matriculation of Black male student-athletes. Additionally, within the survey I asked for the advisors' thoughts on the main academic challenges for the Black male student-athlete. The survey was comprised of multiple choice questions and one open ended text box. I found questions to include on the survey from research on Black male student-athletes and advising styles.

Participants

The sample size for this dissertation is 212 respondents. Prospective research participants were athletic employees who are assigned one of the following NCAA Division I titles or classifications at their institution: Athletic Student Services Professional, Athletic Academic Advisor, Academic Coordinator, Academic Coach, Life Skills Advisor, Student-Athlete Development Coordinator, Tutor Coordinator, Assistant Academic Advisor, SAAC Advisor, Learning Specialist, Eligibility Specialist, Athletics Compliance Professional, Student Services Graduate Assistant, and Assistant Learning Specialist. Athletic professionals who have previously served in these roles were eligible to complete the study as well. Within the differing of titles, the main qualification question was related to advising male student-athletes specifically.

Recruitment

Data was collected through a convenience sample (Creswell, 2014). In a convenience sample, “respondents are chosen based on their convenience and availability” and membership in the group or organization of research interest (Creswell, 2014, p .150). A request to complete the survey was distributed through the N4A professional’s listserv. In addition, the survey link was posted in relevant Facebook, Twitter, LinkedIn, and Group Me groups that target athletic academic advisors.

Survey instrument

Survey items were developed by the author from a literature review on the job descriptions of athletic academic advisors and effective strategies for supporting Black male student-athletes’ academic success. The survey asked individuals responsible for athletic academic advising at NCAA Division I institutions to provide responses on their professional beliefs about advising styles and best practices for supporting the retention and matriculation of Black male student-athletes. I utilized open coding (Corbin & Strauss, 2008) to create categories that emerged from book chapters and peer-reviewed articles on best practices (see Appendix B). This included categories from the Excellence beyond Athletics approach (EBA) (Cooper, 2016), which focuses on the academic achievement and holistic development of Black male student-athletes at post-secondary institutions in the United States. The open-ended survey item was used to elicit narrative responses on questions about Black male student-athletes academic challenges at the college and university level. Likert scale items were used to assess how participants understand and value best practices for auxiliary academic services, development life skills and academic clustering. Multiple choice survey items were used to assess which styles of advising participants believe are effective. The survey was formatted using Qualtrics.

The survey has seven subsections. The full instrument is presented in Appendix B.

1. *Survey eligibility items* (1-5) assess if the respondent meets the eligibility criteria for the study (athletic academic advisors who serve male students). These questions are multiple choice questions.

Example: Do you identify as an intercollegiate athletics student-athlete support professional (academic services; student-athlete development)?

2. *Social identity items* (6-19) are intended to elicit participants' descriptions of the personal, cultural and professional groups that they belong to. These questions include open-ended questions and multiple-choice questions.

Example: How many times per week do you see your male student-athletes in person for advising related task?

Example: How Many years have you worked in student-athlete support services?

3. *Black male specific academic advising questions* (20-25) assess how respondents relate to three styles of academic advising: prescriptive, developmental and intrusive/proactive. These questions were created specifically to ask how the advisors would respond to their Black male student-athletes in the scenario. These questions serve as the quantitative focus for analysis. These items were created as multiple-choice questions, with each response relating to a specific advising style.
 - a. Prescriptive advising refers to a style of advising where conduct, classes and major selection are primarily prescribed or directed by the advisor (Fieldstein, 1994; Harris, 2018).
 - b. Developmental advising refers to a style of advising where the advisor develops rapport with the advisee in order to aid students in achieving their

academic and personal goals (Winston & Sandor, 1984; Brown & Rivas, 1994; Harris, 2018).

- c. Intrusive or proactive advising refers to a style of advising where the advisor preemptively offers suggestions and recommendations for students' stated or perceived needs (Garing, 1993; Glennen & Baxley, 1985; Varney, 2007). It is a willingness to assist students in exploring services and programs to improve skills and increase academic motivation.

Example: When supporting Black male student-athletes, and advisor should devote most of their professional time towards:

- 4. *Perceptions of Black male student-athletes* (26-28) assess how respondents perceive NCAA and institutional rules and regulations and how they affect Black male student-athletes. These questions are five item Likert scale questions. Strongly agree indicates that the respondent believes that formal, structured and documented supports positively impact student-athlete academic development. Additionally, there is one open-ended question within this block asking for the advisors' perceptions of academic challengers for the Black male student-athlete. This question will be analyzed through open-coding to find themes within the responses.

Example: Increasing the minimum GPA standards for continuing eligibility would encourage higher levels of academic persistence in Black male student-athletes>

Example: In your own words (brief), please describe the academic challengers for the Black male student-athlete.

- 5. *Styles of academic advising items* (29-34) assess how respondents relate to three styles of academic advising: prescriptive, developmental and intrusive/proactive.

These items were created as multiple-choice questions. These choices are of the same block as the Black male specific academic advising questions, but removed the word Black within the question. The goal is to replicate the questions to elicit a different response or perception based on the lack of Black identifier.

- a. Prescriptive advising refers to a style of advising where conduct, classes and major selection are primarily prescribed or directed by the advisor (Fieldstein, 1994; Harris, 2018).
 - b. Developmental advising refers to a style of advising where the advisor develops rapport with the advisee in order to aid students in achieving their academic and personal goals (Winston & Sandor, 1984; Brown & Rivas, 1994; Harris, 2018).
 - c. Intrusive or proactive advising refers to a style of advising where the advisor preemptively offers suggestions and recommendations for students' stated or perceived needs (Garing, 1993; Glennen & Baxley, 1985; Varney, 2007).
6. *Auxiliary academic services* (35-52) focus on advisors' professional beliefs regarding services for male and Black male student-athletes. This includes perceptions on learning disabilities, academic redshirts, tutoring, and academic skill building. These questions are five item Likert scale questions. Strongly agree indicates that the participant believes that there are positive benefits to life skills development.

Pilot survey

The survey questionnaire was piloted with approximately 15 academic graduate assistants recruited from a regional Division I academics and student-athlete development department. The academic graduate assistants represent the model population of the participants for this study; these pilot participants all have had extensive training in the field in addition to an advanced education level. These pilot participants are working specifically in the fields of academic advising and learning support programs. Pilot survey participants were informed that the results of the pilot will only be used to edit the questionnaire for final distribution. They were also informed that completion of the pilot is completely voluntary and anonymous, and would not affect their professional standing with their department. Institutional review board approval for the pilot survey was obtained from the institution involved in the pilot study. Each question was piloted for clarity, accuracy, validity and variability of response, while the full instrument was piloted for flow, length, and comprehensiveness. An open-ended question was added to the end of the pilot survey to collect additional feedback. Results of the pilot were used to revise the survey instrument for clarity and validity.

Data collection

Following IRB approval, the data was collected from December 2018 to January 2019. The link was distributed through the recruitment platforms using an approved recruitment email on a weekly basis. Survey responses were monitored weekly throughout the data collection process. The cover page of the questionnaire informed participants that results from the survey will be used as part of a research project to understand NCAA Division I athletic academic advisors' perceptions of best practices for supporting the retention and matriculation of Black male student-athletes. Participants were also informed that their answers are completely

anonymous and voluntary, and that research results will be released as summaries in which no individual's answers could be identified.

Data analysis

I used descriptive statistics to report the sociodemographic variables from the social identity items. Multinomial logistic regression was used to analyze any possible correlation between social identity and the advising styles, with focus given to the intersection of race, gender, and past athletic identity. As there is no natural and inherent ranking of the answers, the model of choice in the regressions is the multinomial logit model, analyzed using the Stata statistics software. Using Stata, the researcher has the option to choose the referent group; however, if no choice is provided, Stata will pick the most frequent group. The multinomial logit in Stata (mlogit command) can output the parameter estimates per se (in terms of the probability), the parameters in terms of the log odds, or the parameters in terms of the relative risk ratios. This section will provide an interpretation of the parameter estimates in terms of the relative risk ratios (rrr) to find significant findings within the survey (Pforr, 2014).

The open-ended question was qualitatively analyzed. Open coding was used to categorize responses to open-ended question based on themes that emerged from participants' answers. Tables developed from the multinomial logistic regression were used to organize data across statistically significant intersections of identity. Open-ended data was then reviewed and analyzed by hand then organized using theme nodes. Once themes were developed, they were reported with a supporting narrative analysis.

Summary of the Chapter

In this chapter, I outlined the research questions for the study and explained my research design. Drawing on intersectionality and guided by core principles of the EBA framework, I

developed a survey to assess athletic academic advisors' professional beliefs of best practices for supporting the retention and matriculation of Black male student-athletes. There were approximately 212 respondents for this study in which the analyzed results will be shared in chapter four.

Chapter 4 - Results

The purpose of the survey was to determine athletic academic advisors' professional beliefs regarding academic challenges and best practices for supporting the retention and matriculation of Black male student-athletes. These professional beliefs are primarily focused on the three primary styles of advising (intrusive, developmental, and prescriptive) that the athletic academic advisors prefer to use when working with black male student-athletes. Additionally, the study also examined the differences of the advisors' professional beliefs based on their social identity factors (race, gender, past athletic identity). The advising preferences based on the advisors' social identity will shed light on the types of academic support Black male student-athletes experience based on the background of their advisor. The insight from this study will lead to additional implications for practice for advisors understanding their personal bias, and how to use their advising positionality to serve this population of students. The research questions relating to the quantitative sections of the study are:

- 1) What are NCAA Division I athletic academic advisors' professional beliefs and preferred advising style for supporting the retention and matriculation of Black male student-athletes?
- 2) What are NCAA Division I athletic academic advisors' perceptions of academic challenges for Black male-student athletes?
- 3) Is there correlation between social identity and the selection of preferred advising style and professional beliefs regarding academic support for Black male student-athletes?

These questions were developed based on a gap in the literature that lacked direct correlations between athletic academic advisors though process on Black male student-athletes, who are often at the bottom of the academic metrics for student-athletes (Meekins, 2018). While there has been

ample research on the academic challenges for the Black male student-athletes from the students and researcher lenses, there has not been enough insight into the feelings of the full-time staff members that are primarily tasked with making sure they are academically successful (Hodge, Burden, Robinson, & Bennett, 2008). The same researchers also found that coaches and academic advisors should be encouraged to participate in “thoughtful self-reflective examination of their own race-sport stereotypic beliefs. This is necessary to better understand in what ways their beliefs have been influenced by the social construct of race and what affect that has on their interactions with Black student-athletes” (Hodge et al., 2008, p. 218). The advisors’ experience with Black male student-athletes within these specific areas were key when gathering responses.

Survey participants

The primary and intended respondents in this study were NCAA Division I athletic academic advisors, learning specialists, academic graduate assistants, academic mentors, academic interns, and student-athlete development professionals with advising responsibilities and males in their caseload. Although there are coaches and on-campus staff members who are also tasked with ensuring students’ academic success, this particular population of professionals were created in response to the NCAA mandate for each member institution to monitor the academic progress of their student-athletes. After each era of NCAA academic reform, the student-athlete academic services departments continue to grow in size and scope (Sloan, 2005). As athletic departments and coaches continue to bring in student-athletes from all over the world and with a range in academic ability and education impacting disability, the student-athlete academic services field will continue to grow to serve the ever-changing needs of student-athletes.

Survey development

The survey is an original survey created from literature on styles of advising, Black male student-athletes, and athletic academic advisors. The demographic and background section were expansive in order to find additional themes in the responses, but was focused primarily on race, gender, and past athletic identity. Additionally, there were qualifying control measures instituted to ensure that only members of the student-athlete academic services committee who had male student-athletes on their caseload were allowed to respond. Since advising styles were the focus of the professional beliefs portion of the study, the advising style questions were developed from the literature on prescriptive, developmental, and intrusive styles of academic advising. Since the creation and theories behind each style varied, each answer directly connected to one of the three styles to give a direct link between social identity and advising preference for Black male student-athletes. Additionally, there were specific questions related to Black male student-athletes framed by Dr. Joseph Coopers EBA approach. The EBA approach consist of six holistic development principles that were crafted specifically for enhancing Black male student-athletes educational experiences and outcomes (Cooper, 2016). The six principles; self-identity awareness, positive social engagement, active mentorship, academic achievement, career aspirations, and balanced time management served as the conceptual framework for any questions relating to this student population.

Survey variables

For the survey, three variables (see Tables 2, 3, and 4) focused on the demographic differences between the athletic academic advisors who participated. I hypothesized that the advisors advising styles would differ based on race, gender, and their past athletic identity as a student-athlete.

Table 2: Race Demographics

Race	Freq	Percent
White	112	52.09%
Black	96	44.65%
Total	208	96.74%

The categories within the race variable was American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Pacific Islander, White, and other. For this variable 208 of the 212 respondents identified as Black or African-American (44.56%), or White (52.09%) making this variable dichotomous when analyzing their responses.

Table 3: Gender Demographics

Gender	Freq	Percent
Female	137	64.62%
Male	75	35.38%
Total	212	100%

For the gender variable (See Table 4) the categories were Female, Male, Transgender, and other. For this variable, 64.62% (n=137) identified as female and 35.38% (n=75) of the respondents identified as male making this variable dichotomous.

Table 4: Former Athletic Identity

Athletic Ident	Freq	Percent
Yes	120	56.6%
No	92	43.4%
Total	212	100%

The final variable asked the advisors if they identified as a former student-athlete. For this variable 56.6% (n=120) identified as a former student-athlete regardless of level of competition, and 43.4% (n=92) did not identify as a former student-athlete. If the respondent identified as a former student-athlete, a secondary question was asked at which level they competed.

Additionally, 39.07% (n=84) of the respondents identified as a former NCAA Division I student-athlete, although this category was not included in the analysis it is a noted observation that such a high number of advisors participated in athletics in the highest classification.

The additional variables ran for observation analysis included political affiliation, level of education, and the number of staff under their supervision. The categories within political affiliation include liberal 48.04% (n=98), moderate 33.82% (n=69), conservative 10.78% (n=22), and other 7.35% (n=15). Level of education included masters 85.85% (n=182), and the additional categories only had 30 total identifiers, therefore the category was identified as other and was run as a dichotomous variable. These variables were kept in the analysis over the additional secondary variables as they had results that were significant for specific questions, and contribute to additional findings.

Styles of advising

For the survey development the three primary styles of academic advising were used to present the professional beliefs of athletic academic advisors. Prescriptive, intrusive, and developmental advising are the most popular advising styles, although there are several approaches to advising, each with its own purposes and goals (Banta, Hansen, Black, & Jackson, 2002). The prescriptive advising approach “is highly structured, with the advisor controlling the amount of information and the way it’s presented” (Banta et al., 2002, p. 5). With this approach the advisor tells the student what to do, and the student is expected to do what they are told. It is a straightforward and linear approach where the advisor assumes responsibility for the academic plan, and retention efforts of their students. Intrusive advising is a proactive approach where the advisor takes an active role in connecting with their students and give them solutions before they face any potential academic challenges or issues (Drake, Jordan, & Miller, 2013). Intrusive advising has often been referred to as a proactive approach to student success, as many students may be unaware of their next steps in their academic journey. The developmental advising approach is “concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision-making and evaluation skills” (Crookston, 1972, p. 5). Advisors who use the developmental approach are interested in developing their students holistically in an effort to increase their academic outcomes.

There is little to no research on how athletic academic advisors feel about the advising styles and their preferences. Although the styles were made primarily with the traditional students in mind, many of the principles are a direct fit for working with student-athletes. Most on campus advisors meet with their students only once a semester, and for some advisors they

may never see a large amount of their students at all depending on their university's requirements for academic advising (Cueso, 2005).

Table 5: Advising Frequency

Meeting with students	Freq.	Percent
Daily	109	51.42%
3-4 Days per week	51	24.06%
1-2 Days per week	42	19.81%
Minimal	10	4.72%
Total	212	100%

According to the study, 109 athletic academic advisors reported working with their male student-athletes on a daily basis, 51 advisors reported meeting with their male student-athletes three to four times a week, 42 advisors reported meeting with their male student-athletes one to two days a week, and only 10 advisors reported that their contact with male student-athletes for advising is minimal. With the vast majority of athletic academic advisors' reporting at least weekly contact with their student-athletes it is important for them to have a style for advising and theories that back the way they advise and work with their student-athletes. Research also shows that there are sports specific needs and concerns that come into play when advising student-athletes (Gruber, 2003). Knowing the team's culture and climate is extremely important, as some teams have students who are academically prepared for college level academics. Even within team specification, working with black male student-athletes requires knowledge and background into the academic challenges for the population.

Developmental advising preferred

Several studies conclude that developmental advising is the preferred advising style for traditional advisors and their students (Davis & Cooper, 2001; Harris, 2018). This was found by several studies that used the Academic Advising Inventory (AAI), the AAI was developed as an inventory to evaluate advising programs (Winston & Sandor, 2002). This inventory evaluates the nature of advising relationships, the frequency of activity taking place during advising sessions, and overall satisfaction with advising. The AAI in scope is limited to prescriptive and developmental advising, therefore does not take into account the students and advisors' thoughts on intrusive or any alternative advising style.

Table 6: Participant Advising Preference BMSAAQ 1-6

Advising Style	Freq.
Prescriptive	150
Developmental	915
Intrusive	205

Prior to this survey there was not any published information concerning preferred advising styles for athletic academic advisors. This research study found that development advising was overwhelmingly preferred across all variables and identifying categories. There were a few interesting significant factors that led some respondents to choose an alternative answer (see Table 6) that will be discussed further during the in-depth analysis of the questions. For the questions analyzed specifically relating to Black male student-athletes and advising styles for BMSAAQ #1-6 developmental advising was received 915 (72%) selections out of 1,270 possible options for the 212 respondents. For each question option #2 (developmental advising) received at the very least 56% of the selections, proving that athletic academic

advisors' professional beliefs are in line with on campus advisors' thoughts of not only overall advising, but advising Black male students.

Regression Results

Multinomial logistic regression was used to analyze the block of questions titled Black male specific academic advising questions (BMSAAQ), a total of six questions from the survey. In each of these multiple choice questions, respondents chose one of the three items that corresponded to one of the three advising styles introduced in chapter (prescriptive, developmental, or intrusive). In this section, I report the aspects of identity that increased the probability of choosing a particular style. In the next chapter, I analyze these findings as possible profiles for athletic academic advisors, and the possible implications of these patterns in preferred advising styles.

As there is no natural and inherent ranking of the answers, the model of choice in the six regressions is the multinomial logit model, analyzed using the Stata statistics software. Using Stata, the researcher has the option to choose the referent group; however, if no choice is provided, Stata will pick the most frequent group. For this study, answer #2 (developmental advising) was the most frequently occurring choice and was therefore left out as the reference group. The multinomial logit in Stata (mlogit command) can output the parameter estimates per se (in terms of the probability), the parameters in terms of the log odds, or the parameters in terms of the relative risk ratios. This section will provide an interpretation of the parameter estimates in terms of the relative risk ratios (rrr) to find significant findings within the survey (Pforr, 2014).

Question #1: “When supporting Black male student-athletes, the primary responsibility of the advisor is to ...

Item 1 ... ensure a positive academic experience for the male student-athlete.

Item 2 ... empower male student-athletes to take responsibility for their academic decisions.

Item 3 ... anticipate possible challenges to success for male student-athletes.”

Overall, the explanatory variables included in the model are jointly statistically significant as evidenced by high value of the chi-square statistic, corresponding to the likelihood ratio test. This tested whether the model as a whole (within the seven explanatory variables) is better than including just the constant. The results indicate the model is significant at the 10% level (p-value = 0.0781). In terms of the goodness of fit, the multinomial logit model uses the McFadden’s pseudo R-squared. For discrete choice models, such as multinomial logit model, the goodness of fit is usually low (Verbeek, 2004). The model goodness of fit measure indicates that adding the explanatory variables to the model will provide 7% improvement over the model with just the constant.

Table 7: BMSAAQ #1 Output

bmsaaq_1	Rel Risk R	Std.	Err.	z	P>z 95%	Conf.
1.race	0.658032	0.2914816	-0.94	0.345	0.2761844	1.567815
1.gender	1.069696	0.4632808	0.16	0.876	0.4577294	2.49984
1.ed_level_b	1.887391	0.967066	1.24	0.215	0.6913868	5.152317
1.num_super	0.7687808	0.3051915	-0.66	0.508	0.353095	1.673838
*1.pol_aff_b	0.4456802	0.1809476	-1.99	0.047	0.2011096	0.9876746
1.relig_b	1.800858	0.7620347	1.39	0.164	0.7857652	4.127301
1.id_athlete	0.4734664	0.2004527	-1.77	0.077	0.206497	1.085587
cons	0.4587615	0.2244969	-1.59	0.111	0.1758117	1.197088

*Indicates significance

As indicated in Table 7, conservative political affiliation of athletic academic advisors negatively affected the probability of advisors choosing developmental advising. This correlation was statistically significant at the 5% level. If the advisor views themselves as conservative, the probability that they perceive the responsibility of the advisor to “empower male students-athletes to take responsibility for their academic decisions” (developmental) is higher than the probability that they would perceive the responsibility of the advisor to “ensure a positive academic experience for the male student-athlete” (prescriptive). In terms of relative risk, the results indicate that, when the other variables are held constant, if an advisor identifies as conservative, the relative risk of choosing developmental advising over prescriptive advising will decrease by a factor of 0.4457. For the probability of perceiving the responsibility of the advisor to “anticipate possible challenges to success for male student-athletes” (intrusive), the athletic academic advisors’ political affiliation is positive but not statistically significant.

Table 8: BMSAAQ #1 Output 2

bmsaaq_1	Rel Risk R	Std.	Err.	z	P>z 95%	Conf.
1.ofcolor	1.418266	0.748268	0.66	0.508	0.5042771	3.988835
*1.gender	3.135751	1.582808	2.26	0.024	1.16597	8.433267
1.ed_level_b	0.5852181	0.4688442	-0.67	0.504	0.1217257	2.81354
1.num_super	1.239115	0.6068077	0.44	0.662	0.4745364	3.235594
1.pol_aff_b	0.592808	0.295835	-1.05	0.295	0.2229103	1.576514
1.relig_b	0.77102	0.456391	-0.44	0.66	0.2416644	2.459907
1.id_athlete	2.348694	1.194642	1.68	0.093	0.8667035	6.364763
_cons	0.0636959	0.0444533	-3.95	0	0.0162203	0.2501294

*Indicates significance

For the probability of perceiving the responsibility of the advisor to “anticipate possible challenges to success for male student-athletes,” the gender variable (see Table 8) has a positive and a statistically significant effect at the 5% level. When all the variables are held constant,

male athletic academic advisors have a higher probability to see their role as someone who “anticipates possible challenges to success for male student-athletes” than female advisors. In fact, the relative risk of choosing prescriptive advising over developmental advising increase by more than three when the advisor identifies as female as when the advisor identifies as male. However, the gender variable is not statistically significant in explaining the variation in the probability of perceiving the responsibility of the advisor to “ensure a positive academic experience for the male student-athlete,” all else being the same.

The past athletic identity variable is negative and statistically significant at the 10% level for the equation related to the probability of perceiving the responsibility of the advisor to “ensure a positive academic experience for the male student-athlete.” In contrast, the effect of this variable is positive and statistically significant at the 10% level for the probability to see the academic advisor as someone who anticipates possible challenges to success for male student-athletes. The variables ethnicity, and level of education are not statistically significant in explaining the variation in neither of the probabilities (probability of choosing item 1 or item 3).

Question #2: “When working to make the ‘right choices’, the primary responsibility of the advisor is to ...

Item 1 ... rely on their own experience and discretion when making decisions for male student-athletes.

Item 2 ... draw insights for intervention from dialogue with male student-athletes about academic and personal issues.

Item 3 ... collaborate with the male student-athletes’ academic support network (ex. Professors, tutors, mentors) to develop suggestions.”

Overall, the results indicate that this model fits poorly with the data. In addition to a small pseudo R-squared, the likelihood ratio test result shows that the seven explanatory variables do not bring any improvement over the model that would include just the constant. This is corroborated by the parameter estimates results, which show that none of three main variables and covariates is statistically significant in explain the probability of the respondent perception that when working to make the “right choices,” the primary responsibility of the advisor is to rely on their own experience and discretion when making decisions for male student-athletes (prescriptive advising), nor the probability of the respondent perception that when working to make the “right choices,” the primary responsibility of the advisor is to collaborate with the male student-athletes’ academic support network (e.g., professors, tutors, mentors) to develop suggestions (developmental advising).

Question #3: “When supporting Black male student-athletes, the primary goal of the advisor is to ...

Item 1 ... ensure that their male student-athletes meet requirements for graduation in an efficient and expeditious manner.

Item 2 ... ensure that their male student-athletes’ holistic development.

Item 3 ... ensure that the male student-athlete has the fewest interpersonal/academic challenges on the path to degree completion.”

The results related to this question show that the model is not statistically significant as indicated by the high p-value of the likelihood ratio test. This means that the three variables and covariates independent variables do not add any explanatory power to a model with just the intercept. In addition, the parameter estimates of the equations corresponding to prescriptive and intrusive advising are not statistically significant at any level.

Question #4: “When supporting Black male student-athletes, an advisor should devote most of their professional time toward:

Item 1... developing and presenting detailed academic plans and recommendations.

Item 2... investing in student-athletes’ overall quality-of-life.

Item 3... maintaining weekly communication (ex. In person meeting, emails, texts, calls) with all of their advisees.”

Table 9: BMSAAQ #4 Output

bmsaaq_4	Rel Risk R	Std.	Err.	z	P>z95%	Conf.
1.ofcolor	0.8808394	0.3534171	-0.32	0.752	0.4012095	1.933848
1.gender	1.442445	0.5442364	0.97	0.332	0.6885573	3.021752
*1.ed_level_	0.2648417	0.1747619	-2.01	0.044	0.072661	0.9653202
1.num_super	1.853668	0.6680946	1.71	0.087	0.9146264	3.756816
1.pol_aff_b	1.484873	0.5507819	1.07	0.287	0.717719	3.072022
1.relig_b	1.654798	0.6612763	1.26	0.208	0.7561275	3.621554
1.id_athlete	1.053182	0.3846589	0.14	0.887	0.5147721	2.154726
_cons	0.2204997	0.1112627	-3	0.003	0.0820158	0.5928141

*Indicates significance

Overall, this model (see Table 9) is not statistically significant compared to the model with just the intercept. The equation corresponding to the probability of choosing prescriptive advising does not have any of the main variables statistically significant at any level. However, for the equation corresponding to the probability of choosing intrusive advising, the variables level of education and number of staff supervised have positive and statistically significant effects at the 5% and 10% levels, respectively. Specifically, the results indicate that as the level of advisors’ education increases, the relative risk of choosing intrusive advising for this question to choosing developmental advising is expected to decrease by 0.2648. For the number of staff supervised variable, the relative risk ratio result indicates that, holding all the variables constant,

the relative risk of the probability of perceiving the primary goal of the advisor “is to ensure that the male student-athlete has the fewest interpersonal/academic challenges on the path to degree completion increases” by a factor of 1.8537 compared to the probability of choosing developmental advising. However, given the lack of significance of the overall model, one has to be cautious in making in subsequent inference from these results.

Question #5: “When supporting Black male student-athletes, the advisor should mainly serve as a:

Item 1... lead problem solver and decision maker for any questions and issues a male student-athlete will have.

Item 2... mentor to male student-athletes, and emphasize guidance and motivation over instruction.

Item 3... monitor for their male student-athletes’ academic progress”

The results related to this question show that the model is not statistically significant as indicated by the high p-value of the likelihood ratio test. This means that the three main variables and covariates do not add any explanatory power to a model with just the intercept. In addition, the parameter estimates of the equations corresponding to prescriptive advising and intrusive advising are not statistically significant at any level.

Question #6): “Black male student-athletes should view their advisors as:

Item 1... the best source of knowledge for any academic question that they might have.

Item 2... a model of behavior that supports growth and accountability.

Item 3...a monitor who watches their academic progress and provides unprompted solutions.”

Table 10: BMSAAQ #6 Output

bmsaaq_6	Rel Risk R	Std.	Err.	z	P>z [95%	Conf.
1.ofcolor	0.9045363	0.5325083	-0.17	0.865	0.2853096	2.867713
*1.gender	5.008515	2.881874	2.8	0.005	1.621556	15.46984
*1.ed_level_	5.147817	3.144036	2.68	0.007	1.555073	17.04102
1.num_super	0.4572251	0.2659085	-1.35	0.178	0.1462503	1.429432
1.pol_aff_b	0.7969896	0.4386643	-0.41	0.68	0.270988	2.343987
1.relig_b	1.50592	0.9118548	0.68	0.499	0.4596085	4.93419
1.id_athlete	0.9652765	0.543776	-0.06	0.95	0.3199915	2.911824
_cons	0.0501207	0.0376468	-3.99	0	0.011499	0.2184613

*Indicates Significance

Overall, the results indicate (see Table 10) that the regression is statistically significant at the 10% level. In fact, the p-value of the likelihood ratio test is 0.0788, implying the model with explanatory variables statistically outperforms the model with just the intercept. In addition, the pseudo R squared shows that the model with explanatory variables improves the fit by more than 8% over the model with only the intercept included.

The results also show that the parameter estimates of the equation corresponding to the probability of choosing prescriptive advising are not statistically significant. For the equation corresponding to the probability of choosing intrusive advising, the variables gender and education level have positive and statistically significant effects on the probability that the athletic academic advisors view themselves in relation to advising Black male student-athletes as “a monitor who watches their academic progress and provides unprompted solutions” (intrusive advising). For the gender, the results indicate when all the variables are held constant, male advisors have higher probability to view themselves as a “monitor who watches their academic progress and provides unprompted solutions” (intrusive advising). This effect is more accentuated for intrusive advising as for developmental advising as is indicated by the relative

risk ratio, which indicates male advisors are five times more likely to choose intrusive advising than female student. Furthermore, as the education level increases, holding all the other variables constant, the relative risk of choosing intrusive advising over developmental advising increases by 5.1478.

Black Male Specific Academic Advising Questions Concluded

Table 11: BMSAAQ Comp Output

bmsaaq_comp	Rel Risk R	Std.	Err.	z	P>z95%	Conf.
1.ofcolor	1.807826	1.321084	0.81	0.418	0.4316521	7.571456
1.gender	1.171184	0.8162045	0.23	0.821	0.2988259	4.590205
*1.ed_level_b	5.707978	3.897005	2.55	0.011	1.497414	21.75819
1.num_super_ b	1.86484	1.26223	0.92	0.357	0.4948798	7.027216
1.pol_aff_b	0.4556451	0.3149833	-1.14	0.256	0.1175436	1.766259
1.relig_b	1.691261	1.276606	0.7	0.486	0.3852143	7.425381
1.id_athlete	1.55343	1.068982	0.64	0.522	0.403221	5.984669
_cons	0.0191624	0.0182493	-4.15	0	0.0029635	0.1239059

*Indicates Significance

For this model, the results indicate (see Table 11) that the independent variables included do not have any explanatory power over the model that includes only the intercept; this is indicated by the likelihood ratio test p-value, which is more than 42%. In terms of the parameter estimates, only the variable level of education is statistically significant at the 5% level and has a positive impact on the probability of advisors choosing prescriptive advising for this question. The result for this variable indicates that as the education level increases, the relative risk of advisors' choosing prescriptive advising over developmental advising increases by more than 5.7079.

Open-Ended Results

During the creation of the study and the survey, it was important to add in an open-ended question to gauge the athletic academic advisors' perceptions regarding the academic challenges for black male student-athletes. The open-ended question asked, "In your own words (brief), describe the academic challenges for the Black male student-athlete?" This question was created after reviewing the literature concerning of styles and solutions to advising issues. Many athletic academic advisors' approach about how they advise Black male student-athletes changed based on their feelings about what they believed was their advisees' primary academic challenges. The single open-ended question elicited over 200 responses, which were separated and coded by race, gender, and past athletic-identity. From the 200 plus responses three major themes emerged from the study that are closely related previous literature. In this section I will give a synopsis of the results and introduces the three emerging themes.

The first theme is college capital. The college capital theme was created from the respondents' concentrated concerns relating to the academic backgrounds, time management, and status as a first generation college student in regards to the Black male student-athlete. These respondents found that black male student-athletes were not equipped with the specific skills needed to navigate academics. The second theme is inflated athletic identity. This theme was developed from the respondents' concerns that athletic privilege, academic expectations, and postgraduate plans served as the biggest academic challenges for the Black male student-athlete. Their concern was related to the Black male student-athletes' developing such a strong attachment to their athletic identity that they often let their academic pursuits fall by the wayside. The third theme is stereotype threat. This theme was created in relation to their advisors' concerns over how the Black male student-athletes perceive themselves as students.

College Capital

The first theme that emerged from the open-ended responses is college capital. College capital refers to the skills, attitudes, and behaviors that contribute to college student success. This term is derived from academic capital, which is defined as a set of social processes that aid students in acquiring the knowledge and support necessary to access and navigate higher education (Winkler & Siram, 2015). A study by the National Science Foundation (2017) found that there were three competencies that showed evidence of supporting student success. Students should feel a sense of belonging, especially for underserved minorities and first-generation college students feel that they belong in college, fit in well, and are socially integrated. The additional competencies included having a growth mindset, and having personal goals and values.

Specifically, when referring to Black male student-athletes many of the respondents considered lack of college capital to be one of the main challenges in pursuing their undergraduate degree. Factors leading to a lack of college capital for many Black male students include prior achievement, precollege programs, socioeconomic status, and parental expectations (Strayhorn, 2010). For the Black male student pre college socialization and readiness include familiar factors, K-12 school forces, and out of school college prep resources (Harper, 2012). In relation to family and academic accountability, Harper (2012) noted that it is important for their families to nurture and sustain their interest in school, and it is important for them to help shape their college aspirations. How Black males negotiate academic achievement alongside peer acceptance was also another major correlation between the Harper (2012) study and the respondents' answers. Respondents described similar factors such as time management, prior college knowledge, being a first generation college student, K-12 background, and academic

accountability as barriers to success for Black male student-athletes. These combined factors contributed to the creation of the college capital category, and were similar along racial and past athletic identity categories.

Time management

Black and White advisors responded that Black male student-athletes overall seemed to have limited access to forms of college capital needed to support matriculation when relating to time management. It is well known that increased time demands and constraints within sport culture can persuade a student-athlete to put more of a focus on their athletic roles than their roles as a student (Bimper, Harrison, & Clark, 2013). One of the first categories included was the lack of time management and students being aware of due dates. For example, a White female participant with three years of experience with no prior athletic identity described the academic challenges for black male student-athletes as:

From what I can see, and from the experiences shared with me, by my students, they view their biggest challenges as time management, high athletic expectations, stereotypes that place them as "less than," and trouble transitioning from schools that they feel left them underprepared to be in college.

The respondent included challenges with time management as a major barrier to academic success for students within this demographic. Research shows that overall students are spending considerably less time studying and more time working (Nonis & Hudson, 2006). Time spent on various activities outside of classroom instruction and studying has always been viewed negatively in the pursuit of academic success. As a demographic many Black males are required to work in order to financially support their academic endeavors (Harper & Griffin, 2011); in comparison the Black male student-athlete participating in a full scholarship sport has to spend a

considerable amount of time practicing for their sport. Many studies concluded that many Black male student athletes felt torn in relation to their time they were allocated to peruse their degrees with the time they were required to spend with their coaches and within athletic facilities (Beamon, 2010; Meekins, 2018). Additionally, Singer (2008) noted for Black male student athletes, “the inordinate amount of time that they were expected to devote to football served as a detriment to their overall educational development” (p. 402). While many Black male student athletes recognize that intercollegiate athletic participation is important to them, there seems to be a negative feeling concerning the time demands and heavy performance expectations required of them (Singer, 2008).

When examining the results further by race, the majority of respondents who identified time management as a challenge for Black male student athletes were identified as White, with no major differentiation in past athletic identity. A white female participant who identifies as a former student athlete shared:

Being underprepared compared their peers for what they will encounter when they get to school. As well as when they get to school not having adequate time management skills to be able to adjust to the heightened academic, life, and athletic demands.

The respondent comments align with the literature concerning time management with increased academic and athletic demands. Although the student-athletes were required to maintain this balance in high school, the mandatory demands of college athletics and the increased standards of instructors cause many students to abandon certain daily duties all together (Saffci & Pellegrino, 2012). An additional example supporting time management as a challenge for Black male student-athletes was described by a White male respondent with a prior student-athlete background:

Navigation of higher education with coaches who are hired to win games. Lack of access to adequate support resources and the time necessary to benefit from those resources. The fact that academics is conditioned to take a back seat to athletics. Also, false promises.

In comparison, a number of Black respondents of mixed athletic backgrounds viewed time management as a challenge for non-student-athlete related reasons. A Black female with no prior experience as a student-athlete described time management challenges for Black male student-athletes as:

The academic challenges for the Black male student-athlete include but are not limited to: under preparedness, acclimation (being around and communicating with students and professors of different backgrounds or socioeconomic status), financial concerns (affording course materials, paying for tuition, food insecurity, etc.), outside events preventing class attendance (court dates, family emergencies, etc., cultural stigmas preventing them from asking for help.

While the respondent agreed that there were time management constraints, they attributed it to outside events that students from first generation and low socioeconomic backgrounds tend to have to navigate (Falcon, 2015). Issues relating to personal time management factors has plagued students of color leading to lower retention and graduation rates. It is natural that members that share the same background believed that the time management challenges related to family and economic factors.

K-12 preparation and accountability

The second academic challenge relating to college capital was identified as academic preparation and accountability at the kindergarten to 12th grade (K-12) education level. Studies have shown that student participation in interscholastic athletics can attribute to increased grade

point average, attendance, and graduation rates (Whitley, 1999). Many attribute the increased values to the interscholastic student athletes wanting to remain eligible, a heightened sense of self-worth that spills over into their academic performance, and the hope and expectation that participating in athletics will lead to athletic opportunities at the college level (Whitley, 1999). Although athletics participation has increased school expectations for many students, some black male student athletes have developed adverse academic behaviors once their school age teachers and peers realize their athletic prowess (Bimper et al., 2013). A White male who did not participate in college athletic shared:

A society that in some cases has taught them that their only worth is through the path of professional athletics. Primarily coming from areas that have weaker K-12 systems. A country that has given up on K-12 education and emphasizes the completion of exams, and not critical thinking.

The respondent expressed his strong feelings concerning the academic preparedness and educational background of black male student-athletes. A recent study showed, “In about half of the largest 100 cities, most African American and Latino students attend schools where at least 75 percent of all students qualify as poor or low-income under federal guidelines” (Bochima & Brownstein, 2016, para. 4). The educational racial isolation leads to a noticeable difference in the quality of education that many Black male student-athletes receive.

The low-income and predominately Black communities that many student-athletes come from have been noted to have an elevated level of sports socialization. One respondent declared:

I believe our black student-athletes struggle academically because they were passed/push through high school because of their athletic ability. They were done a disservice in high school and it crossing over into college.

This is not only an issue within the low performing high schools, but in the expectation of Black male student-athletes in any system that overemphasizes their role as a student-athlete:

The consequences of overemphasizing athletic participation that have been identified in the literature are lower levels of academic achievement, higher expectations for professional sports careers as a means to upward mobility and economic viability, highly salient athletic identities, and lower levels of career maturity. (Beamon, 2010, p. 282)

This view of the prior college preparedness was shared by many Black respondents. A Black female without any prior experience as a college student-athlete expressed:

I believe for the Black male student-athletes that do struggle once they enter college, often times starts when they are in high school. Sometimes they are used to doing the bare minimum to get by and when they enter college they may have a hard time realizing that their bare minimum no longer suffices for the current situation.

This respondent focused particularly on the Black male student-athletes potential lack of academic motivation and effort that carried over from their high school habits. The mixture of sports socialization, academic preparedness, and academic accountability at the pre-college level is a concerning contributor to the lack of college capital.

First generation college student

The results show that the third academic challenge leading to the lack of college capital for black male student-athletes related strongly to them being classified as first generation students. The first generation (first-gen) status is designated for students whose parents haven't perused or haven't earned a degree after their high school studies (Sharpe, 2017). Studies have shown that almost 50% of Black college athletes identify as first-gen, and from the lower socioeconomic range (Person & LeNior, 1997). The NCAA 2015 GOALS study showed,

football (25%) and wrestling (23%) have the highest percentages of such students in the NCAA. Twelve percent of white student-athletes and 26% of student-athletes from a racial/ethnic minority group report being first-generation college students (NCAA, 2016). This report showed that the highest number of first-gen students are concentrated in football, one of the major revenue sports made up primarily of black male student-athletes. Student who are classified as first-gen typically have less knowledge in the areas of college admission, financial aid, familiarity with the higher education structure, degree requirements, and expectations of professors. The majority of respondents that identified students coming from a first-gen background as a potential academic challenge for Black male student-athletes, identified as White with a variety of past athletic experience. One respondent who identified as a White female who did not participate in college athletics noted:

Arriving to college academically underprepared, being first-generation college students, not having the necessary academic and life skills, caring more about sport than school, being on a team where sport is put before school, being at college just for the opportunity to play, racism and cultural backgrounds that keep them from wanting to succeed or thinking they can succeed academically.

Her response aligns with the literature on the lack of educational soft skills that many first-gen college students have developed. A black female respondent who identified as a former student-athlete expressed:

Working with primarily African-American black males, I found that self-efficacy, concerning academics, was a common theme. Many of the students are first-generation students. Sports provide them with a platform for educational attainment, but their

academic capability is not realized until it's closer to graduation. And then sometimes, they still are shocked of their accomplishment.

This response is centered on the students being first-gen and self-efficacy. With a higher number of Black male student-athletes coming from households where they would not develop college capital because of the background of their parents or family unit. Overall, many of the first-gen black male student-athletes are having to rapidly adjust to a new setting and structure that they were not prepared for, and this can lead to serious academic challenges for the student.

Inflated Athletic Identity

The second major theme that emerged from the open-ended responses related to academic challenges caused by the Black male students inflated identity as a student-athlete. Athletic identity can be defined in a number of ways, but Griffith and Johnson (2002) suggested, "Athletic identity may be defined as the degree with which an individual identifies with the athlete role" (p. 226). Moreso for organized team and individual sports, a person that decides to participate in sport is making a social statement about who they are and how they want other people to perceive them. Athletic identity impacts the cognitive, affective, behavioral, and social development of the athlete in several ways (Murphy, Petitpas, & Brewer, 1996). Socially many high profile student-athletes see themselves as athletes first and structure their entire social life around sport, reinforced by community and parental sport socialization. While a strong athlete identity leads to self-confidence, positive self-esteem, and for many can provide a built-in friend and family structure (Merkel, 2013). It can also lead to career transition issues, a lack of a backup plan, and failing to take care of any responsibilities outside of sport. Cognitively student-athletes receive and interpret information consistently with those who see themselves primarily as an athlete, which can lead to making decisions that will preserve their role and athletic status.

Many studies have found that the majority of Black students' overall goal is to be a professional athlete, seemingly due to sports and entertainment being the first professional realms where Black participants were accepted (Harrison, Sailes, Rotich, & Bimper, 2011; Hoberman, 1997). At the time that Black males were integrating the sports landscape, many colleges and avenues of education continued to operate in segregated spaces. Harris (2015) stated

This overwhelming draw to specific sports is due in part to many contemporary African American athletes being the most prominent images that the Black youth see and therefore serve as role models. While on the surface this appears mostly beneficial, it can also contribute to the legacy of African American disenfranchisement being passed down from one generation to the next as it limits the possible options that African American males envision as paths for a successful future. (p.4)

This led to generations of African American males buying into the idea that sport is their only way to climb the socioeconomic ladder, and at one point this was true. Cognitively and socially, Black males use sport and sport performance as an avenue to express their masculinity and shape their friend groups (Harrison et al., 2013). Additionally, sport and developing a strong athletic identity can shield the elite Black male student-athlete from discrimination, and negative connotations reserved for the average Black male student. While many Black males experience extreme highs associated with having a strong athletic identity, there are many negative consequences relating to transition and socialization with this particular demographic. Potential negative issues for Black male student athletes include but are not limited to increased social isolation, decreased social activity, difficulties when disengaging from sport participation, and neglecting other sources of self-fulfillment and identity (Harrison et al., 2011). Once the Black male student athlete lock himself into the athletic identity, particularly once they reach the

intercollegiate level, they fail to foresee any other opportunities to be successful outside of sport. Bimper and Harrison (2011) noted, “A strong athletic identity may cause an athlete to be less vested in their education pursuits, which may in turn limit career options and create a difficult process for student athletes to move beyond their role as an athlete” (p. 278). This ties directly into the open-ended responses in relation to the major academic challenge for Black male student-athletes being high athletic identity and low academic motivation. One example relating to having an inflated athletic identity was given by a Black male former student-athlete:

Most black male student-athletes are concentrated in the sports of football and basketball. The incentive structure for those sports leads black male student-athletes towards valuing athletics over academics. After all, their athletic ability has proven to get them admitted into the institution. As a result, the challenge becomes assisting these students in understanding who they are as individuals outside of their sport. Many of their peers have an idea of what they want to do with themselves professionally after college, while many black male student-athletes are primarily focused on playing professional sports. The challenge becomes preparing these students for life outside of sports.

His response gives insight into the areas of athletic privilege, post graduate plans, and college accountability all of which are major threats and challenges to the learning process for Black male student athletes.

Athletic privilege and accountability

One of the original components of the inflated athletic identity theme is centered on student-athlete privilege and college accountability. Misconception or not, it has been highly publicized that intercollegiate student-athletes are held to a different standard and disciplinary structure when it comes to academics and the justice system. There are significant advantages

and privileges bestowed upon the intercollegiate student-athlete that separate their experience from the traditional college student. Athletic privilege and accountability start with the college admission process for student athletes. The current NCAA standards for an incoming student athlete at a Division I college or university consist of a sliding scale standard where the student's GPA is matched with a minimum test score (Harrison, 2012). Each NCAA member institution is allowed the autonomy to admit incoming student-athletes based on their own methods as long as the students meet the minimum NCAA standards. Athletic privilege comes into play when member institutions admit student-athletes using a special or conditional admission process, in lieu of the students meeting the standard admission requirements for that college or university. In relation to admission standards Gatmen (2011) added, "African Americans are typically admitted to college with less impressive pre-collegiate academic credentials than their peers. Studies show once enrolled, African American student-athletes generally do not achieve the same level of academic success as white student-athletes" (p. 519). These relaxed initial eligibility standards for the privileged population becomes an academic challenge for Black male student-athletes as they are not required to meet the same pre-college academic rigors. This causes them to be underprepared when they have to take the same classes as traditional students who met the institutions initial admission standards. A Black female former student-athlete expressed:

Black Male Student athletes at Division I institutions are often admitted below the academic standards at their university. At my university they do not have remedial courses. Black men come to these institutions behind their classmates because their high education was not good. When they get to a PWI in many cases, they are not prepared for the curriculum and many schools do not put these students in remedial education. Many of these students need it but they also have to meet NCAA requirements. Another

challenge is feeling like they do not belong and the academic community stereotyping them.

This response made specific note of the relaxed admission standards for student-athletes, and how they led to severe academic challenges for Black males who received this athletic privilege. Each institution is charged with admitting prospective student-athletes under the principle that their standards should be properly aligned with the educational mission of the institution, yet student-athletes who lack adequate college preparation benefit from the flexible eligibility standards set by the NCAA (Gatmen, 2011).

Athletic privilege and the lack of college accountability continues once the student-athletes gain admission to their intended college or university. Student-athletes are required to meet minimum GPA standards and progress towards degree in order to continue participating in NCAA sanctioned competition. For example, a student-athlete would only need to complete 48 hours of degree applicable coursework by the start of his third year, whereas the traditional student should have completed at least 60 hours, based on 15 credit hour semesters. One response from a Black male former student-athlete expressed his thoughts on Black male student-athletes and their privilege and accountability at the college level:

I believe that the system is meant to coaches and administrators to get academic bonuses off of the students who are in revenue sports. The student-athletes tend to listen to the people with the whistle around their neck (most are white) and the folks who have a genuine interest in the well-being of the student gets ignored. Coaches only care about students' eligibility.

While each individual institution has different standards for student-athlete continuing education, it is still perceived that their coaches are the ones that set the standards for how the student-

athletes perform socially, academically, and in the community (Jensen, Ervin, & Dittmore, 2014). With the coaches being the highest paid and often times the most powerful figure at the university, the Black male student-athletes will adhere to the culture and standards that their coaches set. It is no secret that coaches are looking for the best ways to bring in game changing players who can also remain, at minimum academically eligible at their respective college or university (Lang, Dunham, & Alpert, 1988). The relaxed standards are due to coaches' looking for a competitive advantage, and keeping up with rival member institutions who are operating with the same standards. With the large amount of money being given to athletic departments, many admissions offices began to comply with the coaches' request for relaxed standards and athlete friendly degree programs, which are almost exclusively filled with Black male student-athletes.

Postgraduate plans

The next contributing category to the inflated athletic identity theme, is the postgraduate plans of black male student-athletes. In relation to professional identity and the Black male student-athlete, Beamon and Bell (2002) stated, "The link between the image of the professional athlete and the aspirations of young African-American males is one that is well-established. The association between these two phenomena is believed to be a contributing factor in the academic destruction of a generation of African-American males" (p. 180). While going pro is an aspiration that is realized for many student-athletes, the majority of Black male student-athletes will not reach the professional levels of their sport. The Black male student-athlete views his professional endeavors as required to assist with changing the fortunes of his existing family, and to lead the life they have always desired. A Black male former student-athlete described their viewpoint as:

Many come from under prepared backgrounds and/or families that have never attend college. School has never been important as they are always told they will go professional in their sport but nobody gives them a realistic viewpoint.

This response also ties into the previous responses relating to sport socialization, and the extremes that their families and communities push the professional athlete agenda. Additionally, for the ones that do make it the life span for many of their careers is about 3.3 years. A White male that did not identify as a former student-athlete expressed:

Most black male student-athletes are concentrated in the sports of football and basketball. The incentive structure for those sports leads black male student-athletes towards valuing athletics over academics. After all, their athletic ability has proven to get them admitted into the institution. As a result, the challenge becomes assisting these students in understanding who they are as individuals outside of their sport. Many of their peers have an idea of what they want to do with themselves professionally after college, while many black male student-athletes are primarily focused on playing professional sports. The challenge becomes preparing these students for life outside of sports.

The respondent noted the professional sports incentive structure serves as a distraction for many of the black male student-athletes needing to focus on academics and life outside of sport. Even as some of the Black male student-athletes realize that their athletic careers are coming to an end, their athletic identity leads them to make decisions as if they were still going to peruse professional sport.

Stereotype Threat

The third theme that emerged from the open-ended responses concerning academic challenges for Black male student-athletes was stereotype threat. Stereotype threat is being at

risk of confirming, as self-characteristic, a negative stereotype about ones classified or assigned group (Steele & Aronson, 1995). The stereotype threat theory was developed by Dr. Claude Steele who determined that a negative inherent feeling about self could be self-threatening enough to have disruptive effects when completing specific task. Specifically, he examined Black students and their confirming a negative stereotype concerning their test taking skills and abilities. This is especially true for Black male student-athletes who are not comfortable in the classroom and are hyper aware of the student-athlete stereotype, Beasley and Fischer (2012) described phenomenon: “The results of these types of experiments indicate that simple awareness of a stereotype is sufficient to reduce women and minority’s intellectual performance” (p. 428). In some cases the advisors named stereotype threat specifically, and many described the traits and triggers of an athlete who is doubting himself because of this condition. Stereotype threat can be triggered by a variety of factors:

Stereotype threat is caused by a cognitive imbalance that occurs when cues in a social context activate three links: first, the salience of the stereotype that one’s social group typically underperforms in a domain; second, the salience of one’s positive membership in the target group; and third, the salience of one’s personal goals to perform well in the domain. (Stone, Harrison, & Mottley, 2012, p. 99)

Researchers found that self-threat interfered with the intellectual functioning of these students during standardized testing, further causing the students to dis-identify with achievement in school and related intellectual functions (Steele & Aronson, 1995; Steele, 2003). With the research grounded in relating to Black students and their academic experience, making the connection to academic challenges for Black male student-athletes is a natural connection.

Exploring stereotype threat processes of minority groups, particularly Black males in previous research has indicated the salience of negative stereotypes on academic performance. Black male student-athletes have been aware of how their racial identity could negatively impact their experience as a student at predominately white institutions. The term “dumb jock” is often used to refer to student-athlete, but is almost exclusively reserved for the Black male student-athletes on most college campuses. This stereotype threat has been strengthened from systematic years of assumed athletic superiority and assumed lack of academic competency (Engstrom, Sedlacek, & McEwen, 1995). In addition to feeling academically inadequate, Black male student-athletes reported feeling more pressure to prove that they belong on the academic side of campus, that they can perform equally to their traditional peers, and that they can contribute to classroom discussions and projects (Stone, Harrison, & Mottley, 2012). With Black male student-athletes being attached to their status as an athlete the high athletic identity counteracts in relation to low academic motivation, especially in students who did not enter their institution academically prepared.

Any feelings of academic inadequacy when it comes to Black male student-athletes is only strengthened at the college level once they enter classrooms with coursework far to advanced, and with professors who have already applied the dumb jock label to their being. Furthermore, stereotype threat can impact Black male student-athletes who highly identify with school, but believe that their status will create an additional obstacle to becoming the type of student that they want to become (Taylor & Antony, 2000). This is also contributed to the athletics admission process, where many Black male student-athletes are told even before they step foot on their respective campuses that they were only admitted for their athletic prowess. How black male student-athletes think of themselves as students is an important and critical

academic challenge to overcome without assistance from their advisors, coaches, and support staffs.

Stereotype threat is developed in Black male student-athletes far before many of them reach their institution, yet the athletic academic advisor plays a key role in their students' positive or negative development. A Black female former student athlete stated:

I think the narrative they've been told their whole lives is that they are good at their sport and bad at school so they put all their effort into their sport. One major thing i try to impress upon the student-athletes I work with is that they can be successful in the classroom. When they are, I try to excessively celebrate it so that they will grow in their academic confidence. I think they're stereotyped as well and told they're not smart enough because they may struggle in the classroom but again, I try to just prove to them that they can learn.

The positive reinforcement is critical to assisting in developing academic confidence for many Black male student-athletes. The respondent also acknowledged the existence of stereotype threat with this population and how that can potential impact their classroom performance. From the responses I found two areas within the stereotype threat theme that concerned academic challenges. Academic ability, and alternate identities were the most salient points from the responses compiled.

Academic ability

The strongest academic doubt that many Black male student-athletes face is their personal perceptions about their natural academic ability. Stereotype threat has well known to severely impact several aspects of performance once a student has to face a domain where they are inherently reminded of their perceived deficit (Harley & Sutton, 2013). Even when the Black

male student-athletes lack a specific trigger of academic doubt, stereotype schemas are buried subconsciously in memory and may be retrieved automatically (Harrison, 2001). From the open-ended responses many of the respondents who identified as black strongly perceived stereotype threat based on academic ability was a major obstacle for Black male student-athletes to overcome. A mixed race (Black & White) female who did not identify as a former student-athlete expressed:

Lack of academic preparation, low level of self-esteem in regards to academic performance, advisors enabling the "just get by" attitude, lack of mentorship.

As the lack of academic preparation was previously noted, the response ties directly into the effects of stereotype threat in this population. Self-esteem refers to the confidence one has in their own self-worth or abilities, black male students-athletes with low self-esteem towards their academic abilities and a natural internal stereotype presence face an uphill battle when attempting to complete academic task. A Black female former collegiate student-athlete noted:

The imposter syndrome is a huge component. A lot of male student-athletes feel as though they do not belong or cannot compete in the classroom. Also, the ego dynamic is pretty fragile because they do not feel comfortable speaking to a professor who doesn't identify as they do.

In this response the term imposter syndrome was used specifically to refer to the black male student-athletes and their feelings of academic inadequacy. These students do not feel like they belong because they do not feel confident in their academic ability, and see themselves as imposters in the academic realm. In the Black male student-athlete collegiate experience the students experience in their academic and athletic spaces is perceived differently. A Black

female former student athlete describes how academic motivation, preparedness, and acceptance impacts the students' abilities:

Black male athletes are often stereotyped as not being hard workers or trying to cheat the system. I also feel in higher education, many feel that "they shouldn't be here" because they are undeserving or not adequately prepared for college learning.

In this response perceptions about academic ability is tied directly to being a "hard worker" an expression that is used to describe academic motivation in black male student-athletes. Many Black male student-athletes who do feel confident and successful in the academic realm attribute going above and beyond to be seen as academic equals (Martin, Harrison, Stone, & Lawrence, 2010). The response also concluded that many of the Black male student-athletes feel like "they shouldn't be here," specifically referring to their existence within the academic classrooms and spaces on campus. This is a direct result of stereotype threat referring to alternate identities within their college campus.

Alternate identity

The second factor within the stereotype threat theme is the Black male student-athletes' feelings about their standing on campus from a student perspective. Many students in this population have an inherent feeling that they do not belong, or are not smart enough to be at their university. Additional research into this area found, "One pressure facing college athletes on a college campus relates to the negative stereotypes that faculty, traditional students, and administrative personnel hold about them" (Harrison, Stone, Shapiro, Yee, Boyd, & Rullan, 2009, p. 79). Black male student-athletes feeling like outsiders on their own campus is a major challenge to perusing and maintaining a positive academic experience, as noted by the respondents. College athletes in general represent a "nontraditional" population on every

campus, within this nontraditional population the Black male student-athlete is subjected and scrutinized academically at levels unparalleled to their peers (Stone, Harrison, & Mottley, 2012). Within the pressure to assimilate to their institutions' academic environment many black male student-athletes struggle with their alternate identity as a student, strengthening their internal biases, and leads them to increase their identify as an athlete. An Asian female who did not participate in college athletics described her perspective on their reservations in the classroom:

Some of the academic challenges my black male students have faced are not feeling like they belong in the classroom at our institution. We are a predominately white institution so they don't tend to see many students that look like them. They don't feel academically confident to speak up or express their own opinions. They are worried about sounding dumb.

The assumption that Black male student-athletes worry about appearing or sounding "dumb," impacts their ability to perform or participate in classroom discussion out of fear. The fear is established in part, because of the student's discomfort in a population where they don't feel socially accepted. For a group whose entire social and cognitive structure was based on athletics, transitioning into spaces where their status as an athlete is not celebrated represents an academic blind spot.

Many Black male student-athletes describe the classroom as a racially hostile environment, especially at predominately white institution where these students are often the only minority in their class (Beamon, 2014). Even for Black male student-athletes that identified strongly as academically capable reported that professors and other students assume that they are just on campus for athletic reasons and not academic (Beamon, 2014). This separation of their campus identity is even more prevalent as Black male student-athletes also struggle with

isolation from other traditional Black male students on campus. The intersection of their athletic identity and as a black male on a college campus serves as a major distraction when the students are trying to form a sense of community within the academic setting. This feeling of racial isolation for this population was identified by a White female who did not identify as a former student-athlete:

One of the biggest challenges is undoing years of what they've been told as far as being "smart", "capable", whatever the case in the classroom. They're programmed to believe that sport is their only way out and the only way to make a good life for themselves (generally speaking not in all cases). Getting them to care about their own education and see the purpose in it while coming in severely unprepared academically is a challenge.

Also being black males at a predominately white institution presents more challenges as they have to learn to navigate that, often while combatting negative stereotypes both from professors and other students.

The respondent noted navigating the social and academic space while combatting negative stereotypes as an academic challenge that concerns them. A major trend that developed within the responses was the notion of the students struggling at predominately white institutions. Many of the white respondents identified this as a major issue for the black male student-athletes in their pursuit of a college degree. Recognizing the impact that the population's social, racial, and scholastic environment has on one's alternate identity may assist with the feelings of belonging.

A White female former student-athlete stated:

It's tough to put all of these students in one category, but I think that one of the things they struggle with is life at a PWI, and how that impacts their overall ability to perform in all areas. I think stereotypes can feed into a sense of identity that takes them away from

academics, even though I have found they generally come in with a desire to succeed academically despite what people think of them. But I have also found that they really come in with a diverse set of challenges based on other social identities they hold, how well prepared they are athletically, and their educational and economic background. It really is hard to put all of this demographic in one box.

In conclusion there was a general consensus that stereotype threat was a major factor contributing to the academic challenges for the Black male student-athletes. The advisors are concerned with the students' level of academic confidence, and sense of belonging in the classroom.

Conclusion

Overall the results provided a wealth of information and knowledge relating to athletic academic advisors' and their perceptions regarding academic challenges for Black male student-athletes, and their preferred advising style when working with this population. The original research hypothesis was rejected in that there was not a major significance in preferred advising styles and views regarding academic challenges for Black male student-athletes based on the social identity of the athletic academic advisors. Developmental advising was confirmed to be the preferred advising style of the athletic academic advisors in the study as predicted in the literature. In the next chapter a breakdown of the findings and what they mean will reveal implications for practice, and directions for future research.

Chapter 5 - Discussion

The purpose of this study was to determine athletic academic advisors' professional beliefs regarding academic challenges and preferred advising style for supporting the retention and matriculation of Black male student-athletes. This chapter includes a summary of the findings related to the Black male-specific academic advising questions (BMSAAQ) and the advisors' perceptions of academic challenges for black male student-athletes. The chapter concludes with a discussion of the limitations of the study, implications for practice, and directions for future research.

This chapter contains discussion and future research possibilities to help answer the following research questions:

- 1) What are NCAA Division I athletic academic advisors' professional beliefs and preferred advising style for supporting the retention and matriculation of Black male student-athletes?
- 2) What are NCAA Division I athletic academic advisors' perceptions of academic challenges for Black male-student athletes?
- 3) Is there a correlation between social identity and the selection of preferred advising style and professional beliefs regarding academic support for Black male student-athletes?

Athletic academic advising is a somewhat new and complex profession that must balance three areas to accomplish their primary goals. The advisors are required to comply with all of the NCAA rules, regulations, institutional policy and procedures, and advising student-athletes

(Pope & Miller, 1996). While there has been ample and exhaustive research on the traditional campus advisor and Black male student-athletes, there is a gap when understanding advising styles and professional beliefs when it comes to athletic academic advisors' supporting Black male student-athletes. This study found that the athletic academic advisors' preferred advising style aligns with the preferred advising style for campus advisors and traditional students. Additionally, the advisors' perceptions of this specified student population academic challenges were coded into the following themes: college capital, inflated athletic identity, and stereotype threat. All of these factors contribute to the literature and give guidance to diagnose and improve retention and graduation rates for Black male student-athletes.

Summary of the BMSAAQ Findings

The BMSAAQ questions were used to gauge and analyze which specific advising style (prescriptive, developmental, intrusive) athletic academic advisors preferred when working with Black male student-athletes. While the survey was expansive and asked for feedback on many professional areas, the BMSAAQ questions and guided responses were specifically chosen and designed to answer the first and third research question. The questions were developed using information from an exhaustive literature review on each of the three styles. The questions and guided responses were enhanced and framed using the Excellence Beyond Athletics (EBA) approach, which was created specifically to present a series of strategies and recommendations for strengthening Black male student-athletes' educational experiences (Cooper, 2016). The items are as follows:

- 1) When supporting Black male student-athletes, the primary responsibility of the advisor is to...

- 2) When working to make the ‘right choices’ for Black male student-athletes, advisors should primarily:
- 3) When supporting Black male student-athletes, the primary goal of the advisor is to...
- 4) When supporting Black male student-athletes, an advisor should devote most of their professional time toward:
- 5) When supporting Black male student-athletes, the advisor should mainly serve as:
- 6) Black male student-athletes should view their advisors as:

Each item has three advising style options, the first option is prescriptive advising, the second option is developmental advising, and the third option is prescriptive advising. Each of the three advising styles has clear and outlined differences between them and based on the advisors' culmination of answers the advisors' style for Black male student-athletes will emerge.

Across all six questions, the majority of the respondents chose option #2 (developmental advising). Relative to the other questions, BMSAAQ questions #2 and #4 had the most distribution in responses, with 57% and 58% of the advisors choosing developmental advising as their preferred advising style for those specific questions. At least 71% of the respondents selected the developmental advising options across the remaining four questions. There was some correlation between BMSAAQ questions #1 & #6 and #3 & #5.

Specifically, when examining the correlation between the advisors' social identity and their chosen advising preferences for Black male student-athletes, some interesting trends emerged. The survey looked at the three main variables (race, gender, athletic identity) primarily, but also found significance in some of the covariates. In general, there was little statistical significance between the racial/ethnic, gender, and former athletic identity of the advisors and the responses to the BMSAAQ questions. Also, given the distribution of the answers, the

confidence intervals for the few significant findings are relatively large. The significant responses for the gender variable found that men were 3.13 times as likely to choose intrusive advising instead of developmental advising for BMSAAQ #1. Men were also 5.14 times as likely to select intrusive advising over developmental advising for BMSAAQ #6. The past athletic identity variable found that the athletic academic advisors who identified as former student-athletes preferred prescriptive advising to developmental for BMSAAQ #1. Overall, when looking at the composite BMSAAQ variables race/ethnicity, gender, and athletic identity were not statistically significant predictors.

While there was not a statistical significance found within the composite BMSAAQ, there were a few of the covariates that emerged as significant, for BMSAAQ #1 political affiliation emerged as a predictor for BMSAAQ #1. Advisors who identified as conservative chose the prescriptive advising option over developmental advising. Additionally, the conservatives' selecting the intrusive advising option in comparison to developmental advising is positive but not statistically significant. For BMSAAQ #4, as the level of education increases, there is a significant predictor that the advisors will choose intrusive advising. When the advisors' level of education increases, intrusive advising is significant for BMSAAQ #6, and was the only variable that was significant in the composite for the BMSAAQ.

Interpretation of the BMSAAQ Findings

The BMSAAQ responses adequately answered the first research question concerning which advising style advisors preferred when advising black male student-athletes. Developmental advising was the overwhelming preference across all variables with a few outliers. Looking further into the survey, developmental advising also overwhelmingly favored for the general styles of academic advising block (SOAA) of questions unrelated to advising for

black male-student athletes. The styles of academic Advising (SOAA) questions were direct replications of the BMSAAQ questions without the term Black male student-athletes included in the structure. The goal of this was to gauge if the advisors would answer questions differently when the term Black male was added and if they advised this population differently than their other students. There has been adequate research on the need to enhance and innovate advisors' and educators' approaches when working with Black male student-athletes (Brown, 2009).

According to the 2018 NCAA report, the Black male student-athlete graduation rate for the six-year cohort was 58%, and 54% for the four-year cohort (NCAA, 2018a). These scores are far below their female counterparts and many other statistical categories. These statistics and experience significantly shape how the advisors would view Black male student-athletes in comparison to their respective counterparts. The average of the response selections for the BMSAAQ sections was 2.04, almost precisely to the number for developmental advising with a lean towards intrusive advising. For the SOAA sections, the response selection average was 2.02, .02 points off of the comparison group. With such little significance between the numbers, we can place that the majority of the advisors in this study prefer developmental advising regardless of variable group and background of their student-athletes. Each advising style has specific reasoning, and in the following sections, the themes and trends within the style will be described in detail.

Developmental advising

The BMSAAQ and SOAA questions overwhelmingly showed that developmental advising is the preferred advising style for athletes' academic advisors regardless of the student demographic that they are serving. This finding is significant because no previous data has measured or analyzed advising styles in comparison to athletic advisors and student-athletes.

When advisors practice developmental advising, they are setting career and life goals, building insight and self-esteem, broadening interest, establishing meaningful personal relationships, and enhancing critical thinking and reasoning (Creamer & Creamer, 1994).

With the advising style clearly defined it is important to interpret the data and how it will assist with the development of Black male student-athletes, given the academic challenges outlined by the advisors in their open-ended question. The athletic academic advisors found that college capital, inflated athletic identity, and stereotype threat were the main academic challenges for black male student-athletes. Based on these perceived challenges it can be inferred that the advisors picked developmental advising as their preferred style to working with this population for their retention and graduation efforts.

Developmental advising seems to be the preferred advising style when working with students that are unsure of their academic journey and leads to holistic development. When comparing Cooper's (2016) EBA approach to the three advising styles, it seems that the developmental approach would be the most similar to the recommendations for advisors and athletic departments for Black male student-athletes. The EBA principles Balanced Time Management, Self-Identity Awareness, and Positive Social Engagement can be linked directly to developmental advising and its principles.

The first two BMSAAQ answers related to developmental advising were to empower male student-athletes to take responsibility for their academic decisions and to draw insights for intervention from dialogue with student-athletes about academic and personal issues. Having these conversations can be interpreted in the same background of self-identity awareness and academic achievement for Black male student-athletes. BMSAAQ question three and four related directly to holistic development and improving the student-athletes quality of life. While

the final two answers related to motivation over instruction and encouraging behaviors that support academic growth and self-accountability. The athletic academic advisors were in general agreeance that to improve the Black male student-athletes academic standing that holistic development with student input and involvement are key factors.

Intrusive advising

Intrusive advising was the second most popular choice among the athletic academic advisors. Albeit a distant second, intrusive advising as a model in practice may be one of the best advising styles based on the perceived issues for black male student-athletes. Intrusive advising involves advisors' connecting with at-risk students before they begin to struggle and mandating advising for students who would not normally seek help on their own (Glennen, 1975). As a model intrusive advising was crafted for advisors to meet with the most academically and socially at-risk students at their respective college or university. This model of advising is often used in working when working with special populations of students who have high attrition rates, students of color, and students with disabilities (Gales, 2003).

From the findings, it is clear that the initial eligibility process is a contributor to the academic challenges for black male student-athletes. With the number of at-risk students coming in, it is of the belief that although the athletic academic advisors preferred developmental advising when answering questions, they in actuality practice intrusive advising on a daily basis. Of the target groups, men and conservatives for certain questions preferred intrusive advising to developmental advising. With this model, the athletic academic advisors anticipate challenges for Black male student-athletes, watch their academic challenges, and provide unprompted solutions, and ensure that they have the fewest interpersonal and academic challenges on their path to degree completion. Additionally, "intrusive advising utilizes the systematic skills of

prescriptive advising while helping to solve the major problem of developmental advising which is a student's reluctance to self-refer" (Earl, 1988, p. 28). Although it may not be the most popular in name or theory, this model is one that has been the most effective when combatting academic challenges for Black male student-athletes.

Prescriptive advising

Prescriptive advising was the third choice among athletic academic advisors who answered the BMSAAQ. The prescriptive model of academic advising is authoritarian, as the advisors are assumed to be the expert when it comes to academic endeavors in this exchange. It can be considered that many of the athletic academic advisors that use this model are concerned with conveying and interpreting information about rules, requirements, and policies of their respective universities and the NCAA (Lyons, Jackson, & Livingston, 2015). The advisors that subscribe to this model feels that telling the Black male student-athlete what class schedule is best for them to balance with athletics, and what major is best based on eligibility and ease and is not generally concerned with the student's academic or career interest. With this approach, the athletic academic advisor would essentially take over the students' educational career while many of the student-athletes would take a passive role in the process and do what they are told. This model is widely used as some student-athletes with strong athletic identities who may not care about what happens with their academic endeavors. When a Black male student-athlete prescribes to this type of advising, "it lessens the opportunity of the student-athlete to take ownership of their academic career. As a result. The student-athlete is conditioned to accept any, and all information that is given to them and they become academically dependent on their advisor" (Lyons, Jackson, & Livingston, 2015, para. 3).

Summary of the Open-Ended Findings

For the findings section, the BMSAAQ findings are presented before the open-ended results regarding academic challenges for Black male student-athletes. For the summary and interpretation sections, it is essential to understand the advisors' perceptions about the academic challenges, before their advising styles are interpreted to combat these very challenges. The open-ended item asked:

- 1) In your own words (brief), describe the academic challenges for the Black male student-athlete.

This item was intended to gain additional insight to serve as a prompt for future research. There were over 200 responses all differing in nature with the same demographic results as the BMSAAQ section as the occurred in the same survey. While the respondents were asked to be brief in their responses, the vast majority of them wrote more than a sentence. This then expectantly uncovered a wealth of knowledge into the advisors' perceptions and concerns relating to the research question. These questions were separated into separate category themes and then recoded several times to get to a consensus of emerging themes and trends within the responses. The breakdown of the factors within the themes is described thoroughly in the findings. The themes college capital, inflated athletic identity, and stereotype threat arose from the data with a wealth of knowledge included in each category. In the following section, each theme is described in detail.

Interpretation of the Open-Ended Findings

This question gave great insight into the perceptions of academic challenges for Black male student-athletes for the people who work with them the closest in their academic endeavors. Prior research on this subject mainly came from the student-athletes themselves or researchers' observations and interviews. While academic challenges are not unique for traditional college students, Black males' graduation rates have been extremely low in comparison to any gender or racial group (Harper, 2016). Additionally, at many NCAA Division I institutions, student-athletes are given admissions exceptions making them at risk in academic environments from the start (Martin & Harris, 2007). Many of the special admissions exceptions are given to the revenue sports such as football and men's basketball that are primarily comprised of Black male student-athletes. This initial eligibility process is the main creator of many of these academic challenges, but with the competitiveness of major college athletics, many universities consider these exceptions a necessary evil. These factors led to the responses of the advisors to create three major themes of this study. College capital is a theme that emerged based on advisors' responses to the overall college readiness and self-efficacy of Black male student-athletes. The second theme was titled inflated athletic identity, and it was derived from the advisors' beliefs of this population experiencing athletic privilege, lack of accountability, and their post-graduate career plans. The final theme is stereotype threat; this theme comprised of the black male student-athletes doubts of their academic ability and belonging within educational settings at their respective campuses. Additionally, when looking at social identity intersectionality and the responses from the athletic academic advisors, there was not a significant enough different in the responses to infer that the academic challenges differed by advisors' backgrounds.

College capital

The first theme that emerged is college capital, created in part by similar titles relation to capital within the academic setting. Academic capital is the potential of an individual's education and other academic experience to be used to gain place in society (Prejmerean & Vasilache, 2008). As with any other title relation to capital (academic, cultural, social), the understanding of the students' acquiring knowledge and the support to navigate the higher education structure lacks in this population according to the athletic academic advisors.

Time management is a significant component within this theme as many athletic academic advisors recognized that the black male student-athlete did not manage their time well or have enough time to devote to their studies. Cooper (2016) found that despite the benefits associated with being a student-athlete, the levels of commitment required for their academic and athletic pursuits can lead to physical and mental exhaustion. This is especially true for the Black male student-athlete who prioritizes athletics before their academic studies. The advisors found that because of the time demands many students shy away from difficult majors or do not have the time required to be successful in challenging courses. From the data compiled on non-Black male student-athletes one can infer that even with additional time to complete their academic studies, students with a lack of college capital would struggle to complete their assignments as well. Therefore time management is an educational challenge for Black male student-athletes when prioritizing their duties and responsibilities for that day. For this population, if academic motivation is not adequate when time becomes compressed, dedication to their studies becomes nil.

K-12 preparation and accountability were other components within this theme as many advisors recognized that a number of their Black male student-athletes came into their

universities underprepared regardless of their level of academic motivation. This is best summed up by Edwards (1984) who described the change in accountability for Black male student-athletes once they become proficient in sport:

As soon as someone finds that a particular Black youngster can run a little faster, throw a little harder, or jump a little higher than all of his grammar school peers, that kid becomes something “really special”. What this usually means is that, beyond sports excellence, from that point on little else is expected of him. (p. 9)

This statement is the summation of the advisors' responses about the prior academic experiences of black male student-athletes before they reach the college level. With sports socialization starting at a younger age, Black males start their athletic identity association as early as kindergarten (Spreitzer, 1994). Not only does participation in youth sports affect academic development, but a large number of Black male student-athletes associate themselves as coming from lower socioeconomic communities where some schools lack adequate resources (Hodge, Harrison, Burden, & Dixson, 2008). Given the advisors' responses in addition to the literature, the Black male student-athletes in many cases have not been well prepared and held accountable in their prior college academic pursuits.

In addition to the factors mentioned above, being a first-generation college student is not only an issue for the traditional college students but black male student-athletes as well. Black male students who identify as first generation often need extensive support due to their lack of information and exposure to college environments (Owens, Lacey, Rawls, & Holbert-Quince, 2010). Often the only college influences these students have is their teachers and friends who leave to attend their respective colleges and universities. The advisors noticed that the lack of

parental information significantly contributed to the Black male student-athletes academic capital at the college level.

Overall it is clear that many athletic academic advisors perceive that the lack of educational and college capital as a major roadblock to assisting Black male student-athletes with their academic endeavors. When an advisor has to work with a student-athlete who is unprepared or underprepared, they are required to start from square one to establish an adequate academic foundation. For many of the Black male student-athletes merely being aware of their academic surroundings and resources at their disposal could elicit an internal response that would be positive for their future studies.

Inflated athletic identity

Inflated athletic identity was the second theme that emerged from findings as a potential academic challenge for Black male student-athletes. The advisors found that this particular population felt so strongly about their association with their sport and making it to the pros that their academic pursuits inherently fall by the wayside. As touched upon in the previous section, this starts with sports socialization that begins at an earlier age for Black male student-athletes encouraged by youth sports, parents, and their communities. Many Black male student-athletes heroes growing up are related to sports or entertainment figures (Beamon, 2010). This is not typical of many young boys growing up regardless of race as most of America has favorite sports teams and heroes, but instead of just idolizing them many Black male-student athletes create a plan to reach that pinnacle at all cost. In actuality, only a small percentage of high school student-athletes make it to the college level. This process actually bolsters the strengthens Black male student-athletes views about themselves as they know that they are the select few to make it to that level, and their professional dreams are three to four years away (King & Springwood,

2001). This is what causes the athletic identity to inflate as sporting websites, coaches, families, and friends are constantly reminding them of their status as a high-profile athlete. The athletic academic advisors considered the black male student-athletes athletic privilege, lack of sport accountability, and post-graduate plans as additional contributing factors to this theme.

It's no secret that being a college student-athlete affords privileges that the traditional college student cannot and will not experience. Once a student-athlete in a revenue sport step on a college campus they are immediately recognized as pseudo-celebrities by the staff and student body. The athletic academic advisors identified the initial eligibility process as a serious academic challenge for the Black male student-athlete. Admitting students that are not academically prepared for the rigors of that particular university automatically makes them a retention and graduation risk regardless of student classification. Once the Black male student-athletes are admitted, they do not have enough time to catch up academically by taking remedial or bridge courses if they do not contribute to their overall progress towards degree. The athletic department has worked to combat this inequality by employing athletic academic advisors and building special academic centers specifically for this student-athletes, but this ends up contributing to their overall athletic privilege.

Additionally, the athletic academic advisors expressed that by the time the Black male student-athletes step on campus they have to deal with varying levels of accountability from students, faculty, staff, coaches, and athletic administrators. With such a high athletic identity, Black male student-athletes consider their athletic coaches as the ultimate authority when it comes to their college experience. The advisors recognized that if the coaches and athletic department did not set a strong message relating to attending classes and study hall, the Black

male student-athletes would view these requirements as a secondary priority or not a priority at all.

The final coded factor that contributed to the inflated athletic identity theme related to the black male student-athletes' postgraduate plans. Black male student-athletes are the most densely populated in the two largest revenue-producing sports (football, men's basketball). By the time this population reaches the intercollegiate level, they are one step away from being able to obtain their professional career in one of the respective professional organizations. Also, many of these student-athletes are beginning to see their teammates, peers, and members of their friend groups make it to the professional level giving them an even stronger association with wanting to become a professional athlete. The advisors recognized this as a major roadblock to academic success for these students, as many students adopt professional sports as their plan A, with any plan B far within their rearview. Satterfield and Croft (2015) noted

For Black males, the ability to achieve athletic success is an opportunity to attain a level of social mobility that is not readily available. The Black males focus on athletics within the current context of American society and the educational woes begs to question if many of them will develop the competencies that are necessary to lead successful lives once their athletic careers are over. (p.31)

This causes many Black male student-athletes to do just enough work to remain eligible for competition, but not enough for some of them to be successful in their intended degrees and persisting until graduation. None of this is more prevalent than when the student-athletes exhaust their eligibility, and if they have not previously graduated, many of them leave school entirely to begin training and pursuing their professional goals.

Stereotype threat

The final theme that emerged from the findings concerning academic challenges for Black male student-athletes was stereotype threat. Out of the athletic academic advisors' responses, challenges relating to stereotype threat was the most prevalent. The advisors were extremely concerned with the students' lack of academic confidence and motivation and how it hindered them when making decisions relating to their academic pursuits. With a population so strongly associated with a high athletic identity, it is natural to assume that some of the Black male student-athlete may be apprehensive or unsure how to be a productive academic student. Many college student-athletes will express that they feel the most comfortable when they are with their sporting programs and around their teammates. When many Black male student-athletes go to class, they are surrounded by students who may not be from the same backgrounds and had the same cultural experiences. This can cause a great deal of anxiety in individuals when confronted with an unfamiliar and challenging environment. Within the uneasiness of navigating this new culture is a lack of confidence relating to their academic ability and the lack of being able to establish an alternate identity when on campus and within their classroom spaces.

The lack of inherent confidence relating to Black male student-athletes' academic ability is one of the main factors within this theme. Students who deal with stereotype threat concerning their academic skills are almost paralyzed by fear when trying to confront or overcome an area of their life they are unfamiliar or uncomfortable. If the Black male student-athlete did not attend a high school where a culture of academic expectation was required, his advisors and professors might be the first individuals that he has to work with that will push him outside of his educational comfort zone. Particularly, in the classroom where a number of professors have negative perceptions of student-athletes from past experiences or negative perceptions from the

media (Parsons, 2013; Simons, Bosworth, Fujita, & Jensen, 2007; Wininger & White, 2008).

This is a strong feeling for Black male student-athletes as they stick out in predominately white classrooms because of their size or athletic clothing that they wear when walking on campus. As a result, the athletic academic advisors understand how the students' and professors' expectations of black male student-athletes become a self-fulfilling prophecy. This makes the advisors' job extremely difficult as they can teach a lot of basic skills, but cannot give a student-athlete self-confidence without time and positive affirmations.

Alternate identity was an additional factor that the athletic academic advisors identify as an academic challenge within this theme. As mentioned previously the Black male student-athletes struggle with acceptance and belonging on campus that inherently causes them to reject that space and isolate themselves to their sport groups. This athlete isolation causes great angst within the athletes anytime they are not in their student-athlete academic center, practicing, or competing (Rubin & Moses, 2017). Notably, for Black male student-athletes participation in on-campus clubs and organizations is minimal as a whole because of time and sense of belonging. There are many Black male student-athletes specifically at Historically Black Colleges and Universities (HBCUs) that participate in fraternities. This has been noted to assist with giving the student-athletes a strong sense of identity outside of sport and will assist with academic persistence when their sporting endeavors are not going as planned (Gragg, 2015). Overall the advisors noticed that it is imperative for the Black male student-athletes to feel a sense of belonging in their settings to succeed in the academic environment.

Stereotype threat is a severe and valid concern for Black male student-athletes on college campuses. Similar to any traditional student in a new environment there will be an initial struggle with identity transition. The difference comes in the academic motivation and confidence in each

student. For the traditional student who is at their institution purely to earn a degree, their transition occurs out of necessity as they may not have a referent group to fall back. For the Black male student-athletes, they can find comfort within their athletic identity, causing them to put up self-imposed academic roadblocks.

The athletic academic advisors in this study provided descriptive and insightful comments relating to the academic challenges for black male student-athletes. Based on the social identity factors (race, gender, & past athletic identity) there was a lack of major significances in the types of academic challenges the advisors identified. Many of the advisors across the social identity boundaries had a similar number of responses in each category relative to the number of respondents. The most significant amount of responses were coded in the area of college capital, as the academic preparedness and general awareness was a significant concern for Black male student-athletes. Additionally, the educational backgrounds of the Black male student-athletes contributed a major cause for concern as many of these students are assumed to come from primarily Black and Brown neighborhoods. Answers relating to stereotype threat were prevalent in many responses as the advisors were aware of their Black male student-athletes' feelings towards their status as an athlete in an environment created for traditional students. There was also a strong underlying concern that the inflated athletic academic identity served as a distinct and primary cause for the black male student-athlete academic pursuits. This feeling is summed up correctly in the literature by Beamon and Bell (2002):

In fact, popular culture and organized sports have been credited as major contributors to many of the social problems that exist among African-American males. Those social problems are characterized in the oppositional relationship that has formed between

athletic and academic achievement, and the high aspirations and expectations that African-American student-athletes hold concerning professional sports. (p. 179)

Although the advisors' overwhelmingly responding similarly could be attributed to a native athletic culture within the profession, there were still exciting trends within the responses.

The subtle differences for race occurred in the advisors' perceptions of the source of angst that caused stereotype threat in Black male student-athletes. Concerning past athletic identity, the issue of time management was viewed differently among respondents who identify as former student-athletes. The perception that the students were not able to dedicate enough time to their studies is a direct link to the experiences of the past student-athletes. When referring to gender, many of the males perceived the coaching staffs and their lack of accountability and win at all cost attitude as a major contributor to the population's academic challenges.

The themes and findings from the open-ended responses respond to the study's research questions and assist with identifying specific academic challenges for the Black male student-athletes. The findings resulted in strong implications for practice for the athletic academic advisors concerning academic assessment, building a culture of academic expectation, and identity development. The need for additional forms of academic assessment for the Black male student-athletes is prevalent in the literature and within the responses from the advisors. There is an essential need to create specific testing that covers past academic experience, cultural backgrounds, and interpersonal skills. The second implication for practice relates to creating a culture of academic expectation for Black male student-athletes. The responses make it clear that sport socialization and the big man on campus treatment is a direct link to a lack of academic accountability from coaches, parents, and peers. Creating distinct programming and unwavering expectation while providing a sense of support is key to changing the mentality of the students

and their feelings towards their pursuit of a degree. The third and possibly most salient implication for practice comes in the area of identity development. Failure to develop additional personal layers and an alternate identity is not only a threat to the academic progress of Black male student-athletes but could potentially hinder them for life. Specific programming is needed in the areas of career development, life skills, and mental health awareness. In the majority of departments, there is a lack of programming for any group outside of the high academic functioning groups who participate in leadership and personal enhancement programs. Overall there is a need for specific and intentional programming for black male student-athletes as the numbers and headlines show that they are the most vulnerable population in college athletics.

Implications for Practice

From the results of the academic challenges and the preferred advising styles, there are several implications for practice for athletic academic advisors concerning advising black male student-athletes. The first perceptions were issues relating to the students' prior college knowledge, identity, academic ability, and academic motivation. When looking at the three major themes relating to the academic challenges and the preferred advising styles that correspond, with the EBA approach as a framework there are potential solutions for the advisors' perceived challenges. In the section to follow there will be implications for practice relating to the three academic challenges, preferred advising styles, and programming for Black male student-athletes.

Academic challenges

The advisors' perceptions of academic challenges for Black male student-athletes in the college capital category included time management, prior college knowledge, and accountability, and being a first-generation college student. For this particular theme, targeted programming is

needed to educate Black male student-athletes about their new environment, policies, procedures, and how to take advantage of their resources. For many advisors it is hard to designate which students need additional transition assistance and who will be fine on their own. This often leads to the students' being thrown directly into college classes and an environment that they are not ready for. This is where setting a culture of academic accountability is essential as the Black male student-athletes learn how to adjust to their new expectations and why it is needed.

Programming related to inflated athletic identity as an academic challenge will require more than just baseline programming and information sessions for Black male student-athletes. Identity diffusion is not something that can happen overnight, but challenging the student-athletes to find themselves and develop additional identities to being a student-athlete is very important. One of the most impactful ways to start the process is to have a mentoring program, specifically with former student-athletes who can shed light on the professional process and the transition to life after sport. As identified in the demographics, many of the advisors were former student-athletes themselves, having that serious conversation with Black male student-athletes about who they are outside of sport and their non-athletic postgraduate plans will assist with academic identity and motivation.

Academic challenges relating to stereotype threat can be addressed with programming, mentoring, and referring the Black male student-athletes to counseling services. Many of these students may have unintended pretenses relating to their educational experience that needs to be unpacked by a professional. In addition to assessing and addressing their issues, many of the students have not been tested for education impacting learning disabilities. Some of the Black male student-athletes walk into the classroom with a defeated attitude, and when the students can recognize the presence of stereotype threat, it can assist them with overcoming their stigma.

Some of the suggestions for advisors are to create a safe and welcoming space for the student-athletes to talk about their apprehensions in a manner where they feel comfortable. Giving them positive reinforcement and affirming actions when the student completes an assignment or receives a positive score on an exam. Lastly, talking to them about their apprehensions in the classroom and how they can potentially overcome it by engaging with their peers and professors.

Preferred advising style

Athletic academic advisors are required to work with their student-athletes on a daily basis, and this makes sticking to one particular advising style difficult. Realistically the advisors would need to implore multiple advising styles with the number of student-athletes and the differing levels that they enter their respective institutions. For Black male student-athletes, developmental advising is a process that can directly assist with empowering them academically and unpacking their academic challenges. Mixing in intrusive advising is also very much preferred as with at-risk and special populations who may not have the self-efficacy to stay in touch with their advisor. Since one advising style may not fit all using emotional intelligence as an approach may serve as the most effective when switching in between advising styles. The emotional intelligence competencies include self-awareness, self-management, social awareness, and relationship management (Dearborn, 2002). Since college athletes are considered to be a unique population group and are growing in scope and their number of at-risk student-athletes, combining existing advising styles or creating a new one entirely may be an endeavor to look into further.

Constellation mentoring

As the results have indicated Black male student-athletes undergo multiple transitions as they enter their respective institutions from an academic, social, and cultural perspective. While

other groups of students and student-athletes are in need of quality programming that would assist their retention and matriculation efforts, there is a need to explore culturally relevant programming for Black male student-athletes. One innovative approach to assist with student-athlete transitions is active and intentional mentoring. Kelly and Dixon (2014) noted that mentoring may provide an effective method for addressing the specific needs and barriers facing Black male student-athletes. By having the students-athletes meet with professional and community mentors the athletic department is able to have an outside voice that may resonate with the students.

The constellation mentoring model provides promise for building theory and practice in the area of aiding AAMSAs in successfully navigating life transitions, because it focuses on the integration and use of multiple developers that not only address multiple needs but also may evolve and adapt over time as developmental needs change. (Kelly & Dixon, 2014, p. 509)

The best way to implement this model would be to survey incoming Black male student-athletes, and their counterparts that are graduating and ask them about their personal struggles coming into school and leaving in order to get a good idea about the types of mentors that should be connected with.

Limitations

The limitations of the study concerning the open-ended question first start with the fact that the study is limited in scope. While there were over 200 recorded responses, the survey asked a single question where the respondents were asked to be brief in their answers. The purpose of the question was to get a general and broad feel for the perception of the athletic academic advisors. Asking the advisors to write specifically on a particular topic relating to the

academic challenges of Black male student-athletes would elicit more profound responses that could provide additional breath that this study was not able to provide. Adding additional text response answers may have allowed for even more depth and insight. Concerning the data analysis and coding efforts, using a coding software may have assisted with finding and creating new themes compared to coding by hand. The findings relating to open coding for such a large group is time-consuming and labor-intensive. Additionally, some of the responses did not contribute enough detail to add to a theme.

The limitations concerning the survey and the quantitative portion of the study began with the creation and implementation of the survey itself. Survey research is limited to the single instrument for data collection, and once the survey is approved and distributed it is hard to make widespread changes to adjust the question per person as with a one on one interview. The respondents can become easily confused by the wording of the questioning, even if the researcher corrected potential issues during the pilot study, the block of questions may not test well with the entire group. Establishing survey validity is extremely difficult for surveys that have not already been implemented and tested over time. Since the survey asks standard questions not tailored for each individual, it can be difficult to ask anything other than very general questions that a broad range of people will understand (Blackstone, 2012). As a result, survey responses may not be as valid as results obtained using alternative methods of data collection that allow the researcher to ask detailed and follow up questions. There are no statistical measures to establish validity, it is based off the researchers' design, and fact checking with experts in the area. Establishing reliability also becomes a difficult task in survey research as the researcher cannot properly measure the consistency of the survey without preforming

multiple test-retest to establish consistency. An attempt at reliability was established in this study by replicating questions to check for internal consistency.

There are also limitations and disadvantages within the choice of data analysis, logistic regression. Logistic regression is designed to predict outcomes per a set of independent variables; if the wrong independent variables are chosen, the model can have little to no significance in the results. Logistic regression is also not suited to analyze any data that can potentially contain continuous outcomes and scales. The method of analysis is also prone to overconfidence, and the model can have the appearance of having more predicative power due to sampling bias. While there were some significant predictors, the model as a whole may not be the best fit for this analysis.

Directions for Future Research

The survey was designed to collect more data and information than what was needed to answer the research question. This was done purposely to add to the existing gaps and the literature and to find interesting trends to explore. From the results, there are a few implications for future research that should be looked into. The first is the athletic academic advisors' perceptions of Black male student-athletes and their academic challenges. While there is ample literature that exists concerning the student-athletes' views of the services they are offered, their universities, and their experiences as a student-athlete. There have not been many contributions outside of a few studies relating to athletic administrators views of the issues and possible solutions for the student-athlete experience. The three major themes of this study all have implications for further research and can be studied in a variety of ways. The themes that emerged contain a wealth of information surrounding the academic challenges for Black male student-athletes. In particular, what stood out was the responses relating to identity and

stereotype threat. It is well known that Black male student-athletes have an extremely strong athletic identity, but more research into why they identify so strongly compared to other populations, and what impact their identity has not only on their college career but in their post-playing life personally and professionally.

Advising style preferences for athletic academic advisors as a whole have never been investigated. While there are a few instruments including the academic advising inventory (AAI), there are not any published studies concerning the AAI for athletic academic advisors and their student-athletes. Since this is an established and tested model, it would be easy for a department or researcher to send out this assessment to the control groups and analyze the research. Although there are limitations within the AAI as it only assesses developmental and intrusive advising, the assessment would serve as a good baseline for the thoughts and potential preferences within the athletic advising community. The instrument used for this study will be tested through Exploratory Factor Analysis to validate the instrument and understand how the construct is studied through the survey items.

Conclusion

In conclusion, this chapter provides insight into the summary of the findings, interpretation of the findings, implications for practice, limitations, and directions for future research. The findings provided three major themes relating to the academic challenges for Black male-student athletes. College capital, inflated athletic identity, and stereotype threat were the coded themes based on the responses from the advisors, and all provided broad but detailed insight into the challenges for athletic academic advisors. These responses will contribute to the literature on Black male student-athletes and the mission to improve their retention and graduation rates. The BMSAAQ questions provided an insight into the preferred advising style

for athletic academic advisors for Black male student-athletes and student-athletes overall.

Developmental advising was the overwhelming choice for athletic academic advisors regardless of student demographic. This confirms the notion that developmental advising is preferred advising style overall regardless of the department and population that the advisor is working with. These findings are significant contributions to the literature and should be investigated further, as the athletic academic advising profession continues to grow, and NCAA institutions continue to admit academically at-risk student athletes there will be a need for additional insight into diagnosing the problem and providing solutions.

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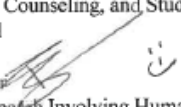
Appendix A - IRB Approval



University Research Compliance Office

TO: Dr. Lisa Rubin
Special Education, Counseling, and Student Affairs
328 Bluemont Hall

Proposal Number: 9559

FROM: Rick Scheidt, Chair 
Committee on Research Involving Human Subjects

DATE: 12/05/2018

RE: Proposal Entitled, "Exploratory Study of Division I Athletic Academic Advisors' Social Identity and Professional Beliefs about Best Practices"

The Committee on Research Involving Human Subjects / Institutional Review Board (IRB) for Kansas State University has reviewed the proposal identified above and has determined that it is EXEMPT from further IRB review. This exemption applies only to the proposal - as written - and currently on file with the IRB. Any change potentially affecting human subjects must be approved by the IRB prior to implementation and may disqualify the proposal from exemption.

Based upon information provided to the IRB, this activity is exempt under the criteria set forth in the Federal Policy for the Protection of Human Subjects, **45 CFR §46.101, paragraph b, category: 2, subsection: ii.**

Certain research is exempt from the requirements of HHS/OHRP regulations. A determination that research is exempt does not imply that investigators have no ethical responsibilities to subjects in such research; it means only that the regulatory requirements related to IRB review, informed consent, and assurance of compliance do not apply to the research.

Any unanticipated problems involving risk to subjects or to others must be reported immediately to the Chair of the Committee on Research Involving Human Subjects, the University Research Compliance Office, and if the subjects are KSU students, to the Director of the Student Health Center.

Appendix B - Survey Creation References

Advisor Item	Activity Type	Item References
Q	Informed Consent	
Q	Exclusion Question	
Q	Exclusion Question	
Q	What NCAA program level are you affiliated with:	Profession Qualifier
Q	Do you identify as Hispanic or Latinx/Latin@:	Demographic Question
Q	With which ethic category or categories do you identify (more than one box can be selected)?	Demographic Question
Q	What words do you use to describe your gender identity?	Demographic Question
Q	What is the highest level of education that you've completed?	Demographic Question

Q	How many personnel are under your supervision?	Demographic Question
Q	How much do you earn in your current position (Gross)?	Demographic Question
Q	Describe your political affiliation:	Demographic Question
Q	How many times per week do you see your male-student athletes in person for advising related task?	Demographic Question
Q	Describe your religious affiliation:	Demographic Question
Q	Do you identify as a former student-athlete?	Demographic Question
Q	If, so at what level (s) did you compete?	Demographic Question

Q	Your current age:	Demographic Question
Q	How many years have you worked in student-athlete support services?	Demographic Question
Q	Enter your current student-athlete support services title (ex. advisor, coordinator, director):	Demographic Question
Q	When supporting Black male student-athletes, the primary responsibility of the advisor is to:	Brown & Rivas (1994) Cooper (2006) Earl (1998) Fielstein (1994) Winston & Sandor (1984)
Q	When working to make the 'right choices' for Black male student-athletes, the primary responsibility of the advisor is to:	Brown & Rivas (1994) Cooper (2006) Earl (1998) Fielstein (1994) Winston & Sandor (1984)
Q	When supporting Black male student-athletes, the primary goal of the advisor is to:	Brown, T & Rivas (1994) Cooper (2006) Earl (1998) Fielstein (1994) Winston & Sandor (1984)
Q	When supporting Black male student-athletes, and advisor should devote most of their professional time toward:	Brown & Rivas (1994) Cooper (2006) Earl (1998) Fielstein (1994) Winston & Sandor (1984)
Q	When supporting Black Male student-athletes, the advisor should mainly serve as a:	Brown & Rivas (1994) Cooper (2006) Earl (1998) Fielstein (1994) Winston & Sandor (1984)
Q	Black male student-athletes should view their advisors as:	Brown & Rivas (1994) Cooper (2006) Earl (1998) Fielstein (1994) Winston & Sandor (1984)
Q	Increasing the minimum GPA standards for continuing eligibility would encourage higher levels of academic	Cooper (2006) Carroll (2014) Edwards (1998) Harper et al. (2013)

	persistence in Black male student-athletes:	
Q	Increasing the minimum GPA standards for continuing eligibility would encourage higher levels of academic persistence in male student-athletes:	Lang et al. (1988) Pope & Miller (1996)
Q	In your own words (brief), describe the academic challenges for the Black male student athlete.	Beamon (2014) Bimper & Harrison (2011) Blackman (2008) Cooper (2016) Ferguson (2009) Harper et al. (2013)
Q	The primary goal of the advisor is to	Earl (1998) Fielstein (1994) NACADA (2006) Winston & Sandor (1984)
Q	When working to make the 'right choices' the advisors should primarily:	Earl (1998) Fielstein (1994) NACADA (2006) Winston & Sandor (1984)
Q	The primary responsibility of the advisor is to:	Earl (1998) Fielstein (1994) NACADA (2006) Winston & Sandor (1984)
Q	An advisor should devote most of their professional time toward:	Earl (1998) Fielstein (1994) NACADA (2006) Winston & Sandor (1984)
Q	Student-athletes should view their advisor as:	Earl (1998) Fielstein (1994) NACADA (2006) Rubin (2015) Winston & Sandor (1984)
Q	The advisor should mainly serve as:	Earl (1998) Fielstein (1994) NACADA (2006) Rubin (2015) Winston & Sandor (1984)
Q	All male student athletes should be tested for learning disabilities:	Comeaux & Harrison (2011) Gaston Gayles (2003)

Q	Is it beneficial for male student-athletes with learning disabilities to use designated accommodations:	Comeaux & Harrison (2011) Gaston Gayles (2003) Lang et al. (1998)
Q	Male student-athletes who are special or conditional admits benefit from a redshirt year:	Comeaux & Harrison (2011) Cooper (2016) Martin, et al (2010)
Q	Academic skill building is important for male student-athletes' success:	Cooper (2016) Parsons (2013)
Q	Tutors should focus on assignment completion for Black male student-athletes:	Cooper (2016) Rubin (2016) Sievers (2008)
Q	Tutors should focus on making sure Black male student-athletes understand the content:	Brown (2009) Cooper (2016)
Q	Learning specialist are integral to the academic success of male student-athletes:	Cooper (2016) Rubin (2015)
Q	Black male student-athletes tend to hide their academic challenges or struggles:	Beamon (2014) Bimper et al. (2013) Cooper (2016) Rubin (2016)
Q	All Black male student-athletes should be tested for learning disabilities:	Beamon (2014) Bimper et al. (2013) Cooper (2016) Rubin (2016)
Q	Is it beneficial for Black male student-athletes with learning disabilities to use their designated accommodations	Cooper (2016) Rubin (2015)
Q	Black male student-athletes who are special or conditional admits benefit from a redshirt year:	Beamon (2014) Bimper et al. (2013) Cooper (2016) Rubin (2016)
Q	Academic skill building is important for Black male student-athletes' success:	Beamon (2014) Bimper et al. (2013) Cooper (2016) Rubin (2016)

Q	Tutors should focus on assignment completion for male student-athletes:	Sievers (2008)
Q	Tutors should focus on making sure the male student-athlete understands content:	Comeaux & Harrison (2011)
Q	Learning specialist are integral to the academic cusses of Black male student-athletes:	Beamon (2014) Bimper et al. (2013) Cooper (2016) Rubin (2016)
Q	Black male student-athletes should be required to attend tutoring if they are not preforming well in a course:	Beamon (2014) Bimper et al. (2013) Comeaux & Harrison (2011) Cooper (2016) Rubin (2016)
Q	Male student-athletes tend to hide their academic struggles:	Beamon (2010)
Q	Please include your email if you are interested in entering the Amazon gift card drawing:	Incentive Question

Appendix C - Athletic Academic Advisor Survey

The purpose of this web-based survey is to examine NCAA Division I athletic academic advisors' professional beliefs about ways to support Black male student-athletes. It is part of a research project being conducted by Ronald Moses, a doctoral candidate at Kansas State University. It should take approximately 10 minutes to complete.

Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time and without penalty. You are free to decline to answer any particular question you do not wish to answer for any reason.

You will receive no direct benefits from participating in this research study. There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life.

Your survey answers will be stored by Qualtrics where data will be stored in a password protected electronic format. Qualtrics does not collect identifying information such as your name, email address, or IP address. Therefore, your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study. Only the primary investigator and members of the dissertation committee will have access to the data for this study.

Eligible participants who complete the survey will be asked if they are interested in entering a raffle for one of four \$200 gift cards. If you choose to enter the raffle, you will follow a separate link to provide your email address. Your email address will not be associated with your survey

response.

If you have questions at any time about the study or the procedures, you may contact my research supervisor, Professor Dr. Lisa Rubin via phone at 785-532-5583 or via email at rubin@ksu.edu.

If you feel you have not been treated according to the descriptions in this form, or that your rights as a participant in research have not been honored during the course of this project, or you have any questions, concerns, or complaints that you wish to address to someone other than the investigator, you may contact the Kansas State University Research Compliance Office at 785-532-3224 or comply@k-state.edu.

Please select your choice below. You may print a copy of this consent form for your records.

Clicking on the “Agree” button indicates that: · You have read the above information · You voluntarily agree to participate · You are 18 years of age or older

Sincerely, Ron A. Moses Graduate Student Special Education, Counseling and Student Affairs 328 Bluemont Hall 1114 Mid-Campus Drive North Kansas State University
Manhattan, KS 66506 Rmoses4@ksu.edu Dr. Lisa Rubin Assistant Professor 328 Bluemont Hall Special Education, Counseling and Student Affairs 1114 Mid-Campus Drive North
Kansas State University Manhattan, KS 66506

☐ Agree (1)

☐ Disagree (2)

Skip To: End of Survey If The purpose of this web-based survey is to examine NCAA Division I athletic academic advisors'... = Disagree

The following questions are about your professional roles and responsibilities. Select the option that best describes you.

Do you identify as an intercollegiate athletics student-athlete support professional (academic services; student-athlete development)?

☐ Yes (1)

☐ No (2)

Skip To: End of Survey If Do you identify as an intercollegiate athletics student-athlete support professional (academic se... = No

Do you currently, or have you in the past, had male student-athletes on your caseload?

☐ Yes (1)

☐ No (2)

Skip To: End of Survey If Do you currently, or have you in the past, had male student-athletes on your caseload? = No

What NCAA program level are you affiliated with:

▼ Division I (1) ... Division III (3)

End of Block: Survey Eligibility

Start of Block: Social Identity Items

The following questions are about your demographics. Select or enter the option that best describes you.

Do you identify as Hispanic or Latinx/Latin@:

- ☐ Yes (1)
- ☐ No (2)
-

With which ethnic category or categories do you identify (more than one box can be selected)?

- ☐ American Indian or Alaska Native (1)
- ☐ Asian (2)
- ☐ Black or African American (3)
- ☐ Native Hawaiian or Pacific Islander (4)
- ☐ White (5)
- ☐ Other (Please enter) (6) _____
-

What words do you use to describe your gender identity?

- ☐ Female (1)
- ☐ Male (2)
- ☐ Transgender (3)
- ☐ Other (4)
-

How would you describe your sexuality?

- ☐ Straight/Heterosexual (1)
 - ☐ Gay/Lesbian/Homosexual (2)
 - ☐ Other (3)
-

What is the highest level of education that you've completed?

- ☐ High School Diploma/GED (1)
 - ☐ Some College (2)
 - ☐ Associate Degree (3)
 - ☐ Bachelor Degree (4)
 - ☐ Masters Degree (5)
 - ☐ Doctorate/Professional Degree (6)
-

How many personnel are under your direct supervision?

- ☐ 0-2 (1)
 - ☐ 2-10 (2)
 - ☐ 10-20 (3)
 - ☐ 20 or more. (4)
-



How much do you earn in your current position(Gross)?

Describe your political affiliation:

☐ Liberal (1)

☐ Moderate (2)

☐ Conservative (3)

☐ Other (4) _____

How many times per week do you see your male student-athletes in person for advising related tasks?

☐ Daily. (1)

☐ On average, 3-4 days of the week. (2)

☐ On average, 1-2 days of the week. (3)

☐ On average, in-person contact with student-athletes for advising is minimal. (4)

Describe your religious affiliation:

- ☐ Atheist, agnostic or non-religious (1)
 - ☐ Catholic (2)
 - ☐ Christian (any denomination) (3)
 - ☐ Jewish (4)
 - ☐ Muslim (5)
 - ☐ Other (6) _____
-

Do you identify as a former student athlete?

- ☐ Yes (1)
- ☐ No (2)

Skip To: Q17 If Do you identify as a former student athlete? = No

If so, at what level(s) did you compete?

- ☐ High School (1)
 - ☐ Junior College (2)
 - ☐ NAIA (3)
 - ☐ NCAA DIII (4)
 - ☐ NCAA DII (5)
 - ☐ NCAADI (6)
-

Your current age:

How many years have you worked in student-athlete support services?

Enter your current student-athlete support services title (ex. advisor, coordinator, director):

End of Block: Social Identity Items

Start of Block: Black male specific academic advising questions

When supporting Black male student-athletes, the primary responsibility of the advisor is to...

- ☐ ...ensure a positive academic experience for the male student-athlete. (1)
- ☐ ...empower male student-athletes to take responsibility for their academic decisions. (2)
- ☐ ...anticipate possible challenges to success for male student-athletes. (3)

When working to make the 'right choices' for Black male student-athletes, advisors should primarily:

- ☐ rely on their own experience and discretion when making decisions for male student-athletes. (1)
 - ☐ draw insights for intervention from dialogue with male student-athletes about academic and personal issues. (2)
 - ☐ collaborate with the male student-athletes' academic support network (ex. professors, tutors, mentors) to develop suggestions. (3)
-

When supporting Black male student-athletes, the primary goal of the advisor is to...

- ☐ ...ensure that their male student-athletes meet requirements for graduation in an efficient and expeditious manner. (1)
 - ☐ ...ensure that their male student-athletes' holistic development. (2)
 - ☐ ...ensure that the male student-athlete has the fewest interpersonal/academic challenges on the path to degree completion. (3)
-

When supporting Black male student-athletes, an advisor should devote most of their professional time toward:

- ☐ developing and presenting detailed academic plans and recommendations. (1)
 - ☐ investing in the student-athletes' overall quality-of-life. (2)
 - ☐ maintaining weekly communication (ex. in person meetings, emails, texts, calls) with all of their advisees. (3)
-

When supporting Black male student-athletes, the advisor should mainly serve as a:

- ☐ lead problem solver and decision maker for any questions and issues a male student-athlete will have. (1)
 - ☐ mentor to male student-athletes, and emphasize guidance and motivation over instruction. (2)
 - ☐ monitor for their male student-athletes' academic progress. (3)
-

Black male student-athletes should view their advisors as:

- ☐ the best source of knowledge for any academic question that they might have. (1)
- ☐ a model for behaviors that support growth and accountability. (2)
- ☐ a monitor who watches their academic progress and provides unprompted solutions (3)

End of Block: Black male specific academic advising questions

Start of Block: Perceptions of Black Male Student-Athletes

The following questions ask you to identify professional beliefs and perspectives on best practice. Read each statement, then select the option that best describes how much you agree or disagree with the statement.

Increasing the minimum GPA standards for continuing eligibility would encourage higher levels of academic persistence in Black male student-athletes.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Increasing the minimum GPA standards for continuing eligibility would encourage higher levels of academic persistence in male student-athletes.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

The next questions are open-ended. Please describe your thoughts or experiences in detail. There is no maximum word limit.

In your own words (brief), describe the academic challenges for the Black male student-athlete.

End of Block: Perceptions of Black Male Student-Athletes

Start of Block: Styles of Academic Advising

The following questions ask you to identify the most important responsibilities of athletic academic advisors. Read each prompt, then select the option that best completes the sentence in your opinion.

The primary goal of the advisor is to...

- ☐ ...ensure that their male student-athletes meet requirements for graduation in an efficient and expeditious manner. (1)
 - ☐ ...ensure their male student-athletes' holistic development. (2)
 - ☐ ...ensure that the male student-athlete has the fewest interpersonal/academic challenges on the path to degree completion. (3)
-

When working to make the 'right choices', advisors should primarily:

- ☐ rely on their own experience and discretion when making decisions for male student-athletes. (1)
 - ☐ draw insights for intervention from dialogue with male student-athletes about academic and personal issues. (2)
 - ☐ collaborate with the male student-athletes' academic support network (ex. professors, tutors, mentors) to develop suggestions. (3)
-

The primary responsibility of the advisor is to...

- ☐ ...ensure a positive academic experience for the male student-athlete. (1)
- ☐ ...empower male student-athletes to take responsibility for their academic decisions. (2)
- ☐ ...anticipate possible challenges to success for male student-athletes. (3)

An advisor should devote most of their professional time toward:

- ☐ developing and presenting detailed academic plans and recommendations for male student-athletes. (1)
 - ☐ investing in their male student-athletes' overall quality-of-life. (2)
 - ☐ maintaining weekly communication (ex. in person meetings, emails, texts, calls) with all of their advisees. (3)
-

Student-athletes should view their advisors as:

- ☐ the best source of knowledge for any academic question that they might have. (1)
 - ☐ a model for behaviors that support growth and accountability. (2)
 - ☐ a monitor who watches their academic progress and provides unprompted solutions (3)
-

The advisor should mainly serve as a:

- ☐ lead problem solver and decision maker for any questions and issues a male student-athlete will have. (1)
- ☐ mentor to male student-athletes, and emphasize guidance and motivation over instruction. (2)
- ☐ monitor for their male student-athletes' academic progress. (3)

End of Block: Styles of Academic Advising

Start of Block: Auxiliary Academic Services

The following questions ask you to identify professional beliefs and perspectives on best practice. Read each statement, then select the option that best describes how much you agree or disagree with the statement.

All male student-athletes should be tested for learning disabilities.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

It is beneficial for male student-athletes with learning disabilities to use designated accommodations.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Male student-athletes who are special or conditional admits benefit from a redshirt year.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Academic skill building is important for male student-athletes' success.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Tutors should focus on assignment completion for Black male student-athletes.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Tutors should focus on making sure Black male student-athletes understand the content.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Learning specialists are integral to the academic success of male student-athletes.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Male student-athletes should be required to attend tutoring if they are not performing well in a course.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Black male student-athletes tend to hide their academic challenges or struggles.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

All Black male student-athletes should be tested for learning disabilities.

- ☐ Strongly agree (1)
- ☐ Agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Disagree (4)
- ☐ Strongly disagree (5)

It is beneficial for Black male student-athletes with learning disabilities to use their designated accommodations.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Black male student-athletes who are special or conditional admits benefit from a redshirt year.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

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- ☐ Strongly agree (1)
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-

Tutors should focus on assignment completion for male student-athletes.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Tutors should focus on making sure the male student-athlete understands content.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Learning specialists are integral to the academic success of Black male student-athletes.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Black male student-athletes should be required to attend tutoring if they are not performing well in a course.

- ☐ Strongly agree (1)
 - ☐ Agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Disagree (4)
 - ☐ Strongly disagree (5)
-

Male student-athletes tend to hide their academic challenges or struggles.

- ☐ Strongly agree (1)
- ☐ Agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Disagree (4)
- ☐ Strongly disagree (5)

End of Block: Auxiliary Academic Services

Start of Block: Follow-up Items

Please include your email if you are interested in entering the Amazon gift card drawing:

End of Block: Follow-up Items
