

Faculty Athletics Committee
March 20, 2018

Present: **Committee Members:** Lissa Broome, Jaye Cable, Melissa Geil, Daryhl Johnson, David Guilkey, Steve Knotek, Layna Mosley, Darin Padua, Andrew Perrin, Jeff Spang, Kim Strom-Gottfried, William Sturkey, Erika Wilson

Advisors: Michelle Brown (ASPSA), Bubba Cunningham (Athletics), Vince Ille (Athletics)

Liaison from the Student-Athlete Advisory Council: Morgan Lane

Guests: Martina Ballen (Athletics), Andrew Carter (N&O), Debbi Clarke (Office of the Provost), Christine Dequito (DTH), Robbi Pickeral Evans (Athletics), Chris Faison (CSSAC – Minority Mentoring & Engagement), Lorcan Farrell (DTH), Anna Rose Medley (Chancellor's Office), Carly Swain (Media Relations)

I. Welcome, Introductions, and Preliminary Matters

Following introductions of those present, the minutes from the February meeting were approved. Jaye Coble will be assigned teams for which she will be the FAC liaison. Morgan Lane reported on mental health workshops that she and Dr. Jeff Spang had been working on for student-athletes this spring. Steve Farmer will come to future FAC meeting to respond to the committee's request for some additional information.

The resolution adopted at the February FAC meeting will be forwarded to the History Task Force. The subject is a very important one and the History Task Force is the appropriate body to consider it. William Sturkey expressed his preference for the resolution to remain with the Department of Athletics. Sturkey was encouraged to share his research on the matter with the History Task Force.

The Committee talked about its desire to have meeting materials posted at least 24 hours (and ideally 72 hours) in advance of a meeting, especially in the case of any action items, which should also be accompanied by appropriate written materials. The committee needs to balance being nimble with providing appropriate notice of subjects to be addressed to its members. Lissa Broome offered to draft some language for the committee to consider that could be included in the FAC Onboarding document. Kim Strom-Gottfried noted that it was important to shift the committee's norms on this process matter to allow everyone notice and sufficient time to prepare for the meeting.

II. Faculty Athletics Representative's Remarks

Lissa Broome's Update to FAC is attached. The NCAA Division I Council will be voting on a number of proposals in April. The ACC receives one (weighted) vote in the Council and is formulating its legislative positions now. The ACC schools will discuss the proposals on which there is a lack of consensus at a legislative webinar on March 29. Later in the meeting, Andy

Perrin asked how FAC could weigh in on the academic-athletic balance of some of the legislation that would be considered. Broome's reports to FAC are intended to provide the opportunity for that discussion, although she acknowledged that this year there has been a large volume of legislation to consider, with some of it not finalized until just prior to the time to vote. She will continue to highlight items in her written report to FAC in which she believes faculty will have an interest. Broome will also try to provide links to additional detail about the legislation being considered in her written report so that those interested may delve deeper in advance of the FAC meeting. Cunningham noted that many of these items are also discussed with the Process Review Group and also with the Chancellor and that there is always a discussion about the academic impact of proposed legislation.

The NCAA's Transfer Working Group is expected to propose legislation soon that would allow a student-athlete to transfer to another school without first seeking a release from the student's first school. The new model would be a "notification of transfer" model and would be accompanied by a nationwide database of those who provide a notification of transfer. The Autonomy Conferences (ACC, Big 10, Big 12, PAC12, and SEC) will then consider issues about when a school may cancel, reduce, or not renew athletic financial aid for a student who has provided a notification of transfer. In addition, a transfer would be allowed to play in the next academic year for the new institution if the student's cumulative GPA exceed some threshold that is likely to be set somewhere in the 3.0-3.3 range. Right now, student-athletes in some sports (baseball, football, and basketball) must sit out a year prior to competing and students in other sports may compete immediately if they are granted a one-time transfer exception. The proposal would treat students the same regarding the ability to compete immediately at the new school no matter their sport.

Broome reported that she has been appointed to the NCAA's Postgraduate Scholarship Committee, with her service to begin next fall. She will also be one of the two FARs representing the ACC at the Autonomy Forum on April 3 to discuss potential Autonomy legislation to be considered at the January 2019 NCAA meeting. One area of focus will be issues related to the transition of student-athletes to a career as a professional athlete.

ACC Postgraduate Scholarship winners have been announced and include from our campus: Emily Godwin, Track & Field; Morgan Lane, Gymnastics; David October, Men's Soccer; and Ben Griffin (honorary) (Men's Golf). In addition, at the ACC Basketball Tournament, Luke Maye received the Skip Prosser Award (60% academic achievement and 40% athletic achievement) recognizing the ACC's top scholar-athlete in men's basketball. Other recent UNC recipients of this conference award are Tyler Zeller and Marcus Paige.

Broome also referred to the informational items linked at the bottom of her report.

III. Athletic Director's Remarks

Bubba Cunningham noted that the NCAA's Commission on College Basketball Report would be released near the end of April. Cunningham is on the board of a group that provided thoughts to the Commission focusing on three areas:

- Allowing students access to a professional league opportunity after high school;
- Providing student-athletes representation or advice relating to their aspirations to compete athletically as a professional; and

- Improving youth basketball and moving it to USA Basketball or back into the high schools.

There has also been discussion by the Commission about modifying the enforcement process. Responding to a comment made later in the meeting, Cunningham noted that there will likely be a short window following release of the Commission's recommendations before action is taken by NCAA member schools so FAC should read the newspaper reports and any documents we are able to post in advance of the May 1 meeting about the content of those recommendations.

Cunningham was asked about the academic impact of a recent baseball game's start time being moved from 4:00 to 2:30. Cunningham responded that the start time move was related to weather and that it likely would not adversely impact the class attendance of baseball players since most had that time already blocked off for practice.

IV. Chancellor's Remarks

Chancellor Carol Folt reported that the ACC Presidents recently met. She noted the prominent role that ACC representatives, including the presidents and others, are playing in the College Basketball Commission and in the NCAA governance structure. The ACC Presidents spent time discussing the academic excellence of conference schools. The presidents voted to add \$200,000 of additional funding to the ACC Academic Collaborative (for a total of \$1,000,000 per year), funded from the ACC Football Championship.

Chancellor Folt noted with pride, UNC's commitment to a broad-based athletics program. Cunningham reported that UNC sponsors the second most sports in the ACC (after Boston College) and that on average ACC schools sponsor more sports than any conference other than the BIG 10. UNC has more sports (28) than the average BIG 10 school, however. Ivy League institutions sponsor on average more than 30 sports. One of the tensions inherent in collegiate athletics is whether the money generated by the revenue sports should be used exclusively to support those programs or, as is done in our athletic department and in many others, be used to support a broad-based, nonrevenue-generating sports program. He noted that the number one fund-raising goal for Athletics in the University campaign is to add to the scholarship budget to support scholarships across all the sports offered by UNC.

Chancellor Folt discussed University efforts to provide training and education around issues of sexual assault and sexual harassment in all parts of the University, including athletics. She is in discussion at the ACC, the AAU, and with other presidents about how Universities are providing that training and education.

V. Athletic Budget Presentation

Martina Ballen, Senior Associate Athletic Director in charge of business and finance for the Athletics Department presented the PowerPoint presentation that is attached. The department's budget is \$92 million. Other Power 5 Conference schools have average budgets higher than ours, yet those schools often sponsor fewer sports than we do. The NCAA minimum sports sponsorship number is 16.

At UNC, the three main sources of revenue are multimedia (the ACC's TV contract and UNC's Learfield contract), ticket sales, and scholarships (a transfer from the Educational Foundation/Ram's Club to cover the annual cost of athletic scholarships). Since 2005, all logo

licensing revenue at UNC has gone to fund scholarships for non-student-athletes. The largest expense item is salaries and benefits. Ballen discussed the challenges and the opportunities created by the budget and these are noted on the attached PowerPoint slides.

VI. Committee on College Sport Update

Dr. Jeff Spang reported that Dr. Brian Hainline, the Chief Medical Officer for the NCAA, will be coming to UNC on October 18 over the University's fall break, when hopefully faculty will more easily be able to meet with him than during a class day. In addition, as Morgan Lane previously reported, two student-focused sessions on mental health will be offered to student-athletes this spring. Michelle Brown cautioned that the 6:30 – 8:00 time period anticipated for these student sessions would conflict with student tutor appointments that might be difficult to reschedule this late in the semester.

VII. FAC/SAAC Focus Groups

Kim Strom-Gottfried reported that the FAC/SAAC focus group discussions are set to take place on March 21. She asked those FAC members able to attend to follow the outline of discussion topics and provide their notes from their table's discussion to her and she would compile the results. Strom-Gottfried, Wilson, Guilkey, Knotek, Sturkey, Spang, and Johnson all indicated that they planned to attend.

VIII. FAC/PRG Update

Debbi Clarke reported that the Process Review Group (PRG) was a continuation of efforts begun in 2013 as the Student-Athlete Academic Initiative Working Group. The group includes administrators, faculty, and students. It documented all academic processes related to student-athletes and they are now catalogued at <https://apsa.unc.edu/>. There was discussion last fall about the functions of the PRG being folded into FAC, but the Provost asked that we continue to separate the functions for at least a year. Andy Perrin said overlap and redundancy could be good things to be sure that we are not overlooking anything. Kim Strom-Gottfried hoped that any change in structure could be discussed in a FAC retreat before Perrin and Layna Mosley come to the end of their terms so FAC would have the benefit of their perspective on any restructuring.

Clarke also referred to a spreadsheet of items that are of interest to both the PRG and the FAC. This lead to discussion of the report recently released by the USC Race and Equity Center on Black Male Student-Athletes and Racial Inequities in Division I College Sports (attached). Erika Wilson noted that the report ranked UNC 56 out of 65 schools on the black male student-athlete graduation rate for the four classes that entered in 2007, 2008, 2009, and 2010. Although, as we heard in a prior FAC meeting, admissions practices have changed substantially since that time, these numbers are troubling and we must do better. A vigorous discussion ensued with many suggestions made by the group, some focused specifically on black student-athletes and some focused more broadly on populations that are underrepresented at UNC:

- Learn what happens to our student-athletes who do not graduate
- Examine the reasons student-athletes did not graduate
- Ask black student-athletes what they think are the obstacles to black students not graduating at a higher rate. They need to be involved and in the room to discuss these issues.

- Examine what peer institutions, particularly public peers, who have higher graduation rates than ours, are doing
- Look at any information that may be relevant on this issue from the student-athlete exit survey and consider addressing this in the FAC/SAAC focus group discussions
- Identify and coordinate with other groups that are working on the performance of underrepresented populations, which could include:
 - Thrive at Carolina, <https://thrive.unc.edu/about-thrive/>
 - The group put together by trustees Bill Keyes and Chuck Duckett
- Examine the campus climate and consider how to help students navigate the climate differently

Andy Perrin asked whether Chris Faison in his role regarding minority mentoring and engagement could provide FAC with a more formal presentation about his work in this area.

The meeting adjourned at 5:33PM. The next meeting is on April 17th at 3:30 p.m. in 105 South.

Respectfully submitted by Lissa Broome (with assistance from Anna Rose Medley).

Attachments:

Update to FAC from the Faculty Athletics Representative
 Athletic Department Budget Presentation
 Black Male Student-Athletes and Racial Inequities in NCAA Division I College Sports

Update to FAC from the Faculty Athletics Representative
March 2018

NCAA

1. NCAA Division I Council Legislation
 - a. UNC will submit its positions to the ACC by this Friday
 - b. ACC schools will discuss proposals where there is lack of agreement among the schools at a Legislative Webinar on March 29
 - c. ACC casts one vote (weighted) on each proposal at the Division I Council meeting in April
 - d. Potentially significant proposals
 - i. 2017-17: In football, to specify that a student-athlete may participate in up to four contests in a season without using a season of competition
 1. NCAA Legislative Committee recommends that the Council table the proposal and refer it to the NCAA Division I Football Oversight Committee and the NCAA Student-Athlete Experience Committee
 - ii. 2017-68 & 2017-69: In baseball, to specify the limit of 56 contest during the playing season and two (or four) contests (games or scrimmages) during the nonchampionship segment
 1. NCAA Legislative Committee opposes based on increased time demands from additional contests
 - iii. 2017-76 – In MBB, to exempt one conference challenge event from an institution's maximum number of contests
 1. NCAA Legislative Committee opposed based on concerns with increased time demands from additional contests
 - iv. 2017-112 – In sports other than basketball and football to specify that an unofficial visit with athletics department involvement shall not occur with a PSA or relatives before September 1 at the beginning of the PSA's junior year of high school
 1. NCAA Legislative Committee supports but suggests amending to move the first date to June and to exempt lacrosse which recently adopted its own early recruiting legislation
2. Transfer Working Group
 - a. Notification of transfer versus release by institution
 - b. May not play immediately at the new school unless meet a GPA threshold (could be 3.0-3.3 and could be accompanied by other requirements)
 - c. National transfer database
 - d. Issues around cancelling financial aid
3. Appointed to NCAA Postgraduate Scholarship Committee. Service to begin next fall.

ACC

1. Selected as one of the 2 FARs and one of the ACC's 10 representatives to the Autonomy Forum on April 3 to discuss potential autonomy legislation by the 5 autonomy conferences to be voted on next January
 - a. Agent/professional career transition issues
 - i. May be impacted by recommendations of the Rice Commission
 - b. May also discuss Transfer Working Group proposals
2. ACC Postgraduate Scholarships announced and celebrated at luncheon in Greensboro on April 11
 - a. Emily Godwin, Track & Field (heptathlon) – Hoping to earn an MPH. 9 time All ACC
 - b. Morgan Lane, Gymnastics – Hoping to go to med school. EAGL Gymnast of the year. See this report from Morgan's last home meet,
<http://goheels.com/news/2018/3/17/womens-gymnastics-carolina-sends-off-seniors-with-record-meet.aspx?path=wgym>
 - c. David October, Soccer – Hoping to earn an MBA. Academic All American.
 - d. Ben Griffin, Golf (Honorary) – Lowest stroke average in UNC history
3. Luke Maye received the ACC's Skip Prosser Award – MBB Award recognizing the ACC's top scholar-athlete in MBB (60% academic and 40% athletic achievement)
4. Council of Presidents met on February 28 – discussion topics
 - a. Sexual assault issues involving student-athletes, coaches, athletics administrators, staff, or faculty
 - b. Next steps for advancing diversity (gender and racial) in senior leadership positions in athletics

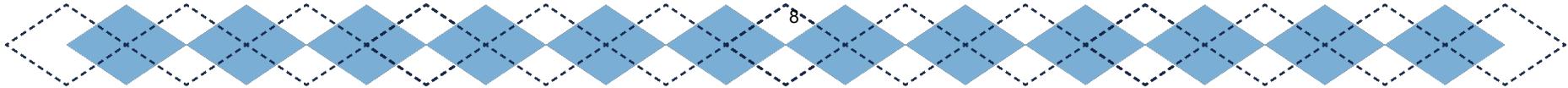
Informational Items

1. USC Race and Equity Center, Shaun R. Harper, Black Male Student-Athletes and Racial Inequities in NCAA Division I College Sports, https://race.usc.edu/wp-content/uploads/2018/03/2018_Sports_Report.pdf
2. Media report re Georgia Tech, <https://www.myajc.com/sports/college/study-affirms-tech-graduation-rate-black-male-athletes/S9WGVCVUhAScR3OGRkWJFL/>
3. UNC Admissions Report including report on Enrolling Student-Athletes, <https://facultygov.unc.edu/files/2018/02/UAD2017.pdf> (pages 14-end)
4. Southern Poverty Law Center, Teaching Hard History, <https://www.splcenter.org/20180131/teaching-hard-history>



ATHLETICS BUDGET AND FINANCE Q & A

MARCH 20, 2018

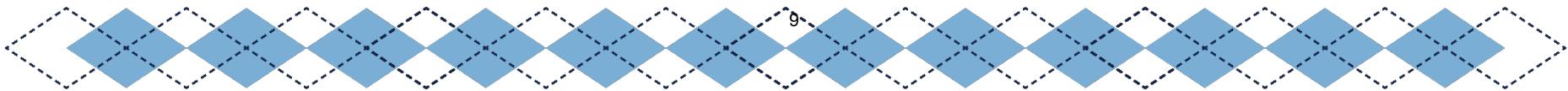




Business Office Snap Shot



- Provide Oversight to a \$92 Million Dollar Budget; Over \$1M in both Endowment and Special Account Funds
- Lead Development and Overall Management of Annual Budget Process
- Track and Analyze Budget to Actual Variances of Revenue and Expenses
- Develop Short and Long Range Financial Plans in Support of the Strategic Objectives of the Athletics Department
- Process and Approve Vouchers, Travel Reimbursements, Purchasing Transactions, Epro, P-cards, and Journals
- Preparation of NCAA and EADA (Equity in Athletics Disclosure Act) Report
- Full Audit Review from External and Internal Auditors
- 7 Full time employees (1 or 2 Graduate interns)





Audit Information

- What was the purpose of this expense?
- Is this purchase necessary for the mission of the unit and department?
- Does this purchase meet department, UNC, State, ACC and NCAA regulations?
- Multiple layers of approval
 - Coach -> Sport Admin -> Compliance -> Business Office (more than 1)
- Does this purchase pass the “sniff” test





Athletic Department Budget 17-18



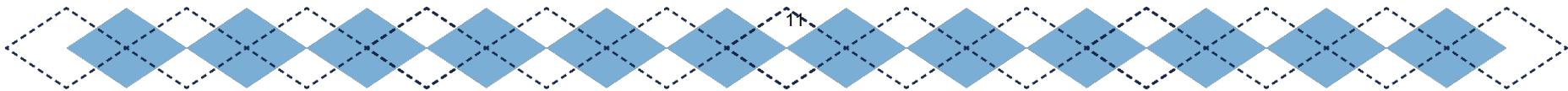
Revenue

REVENUES	FY 17-18 BUDGET
Ticket Sales	\$23,997,044
Multimedia	\$28,010,055
Athletic Fees	\$7,344,396
Game Guarantees	\$665,000
Concessions	\$1,716,000
Post Season/Conference Distributions	\$9,070,452
Scholarships	\$18,156,542
Smith Center/Koury	\$242,500
Finley Golf Course	\$1,729,000
Contracts	\$900,000
Contributions	\$0
Other	\$787,000
TOTAL REVENUES	\$92,617,989

Expenses

EXPENSES	FY 17-18 BUDGET
Direct Sport Expenses	\$32,673,785
Salaries/Benefits	\$31,945,455
Debt Service	\$2,800,815
Administrative Expenses	\$5,210,756
Facilities	\$5,145,972
Smith Center/Koury	\$2,908,401
Finley Golf Course	\$1,863,000
ACC Budget	\$2,002,386
Intra-University Transfers	\$5,622,377
Other	\$2,220,042
TOTAL EXPENSES	\$92,392,989

NET OPERATING SURPLUS (\$225,000)

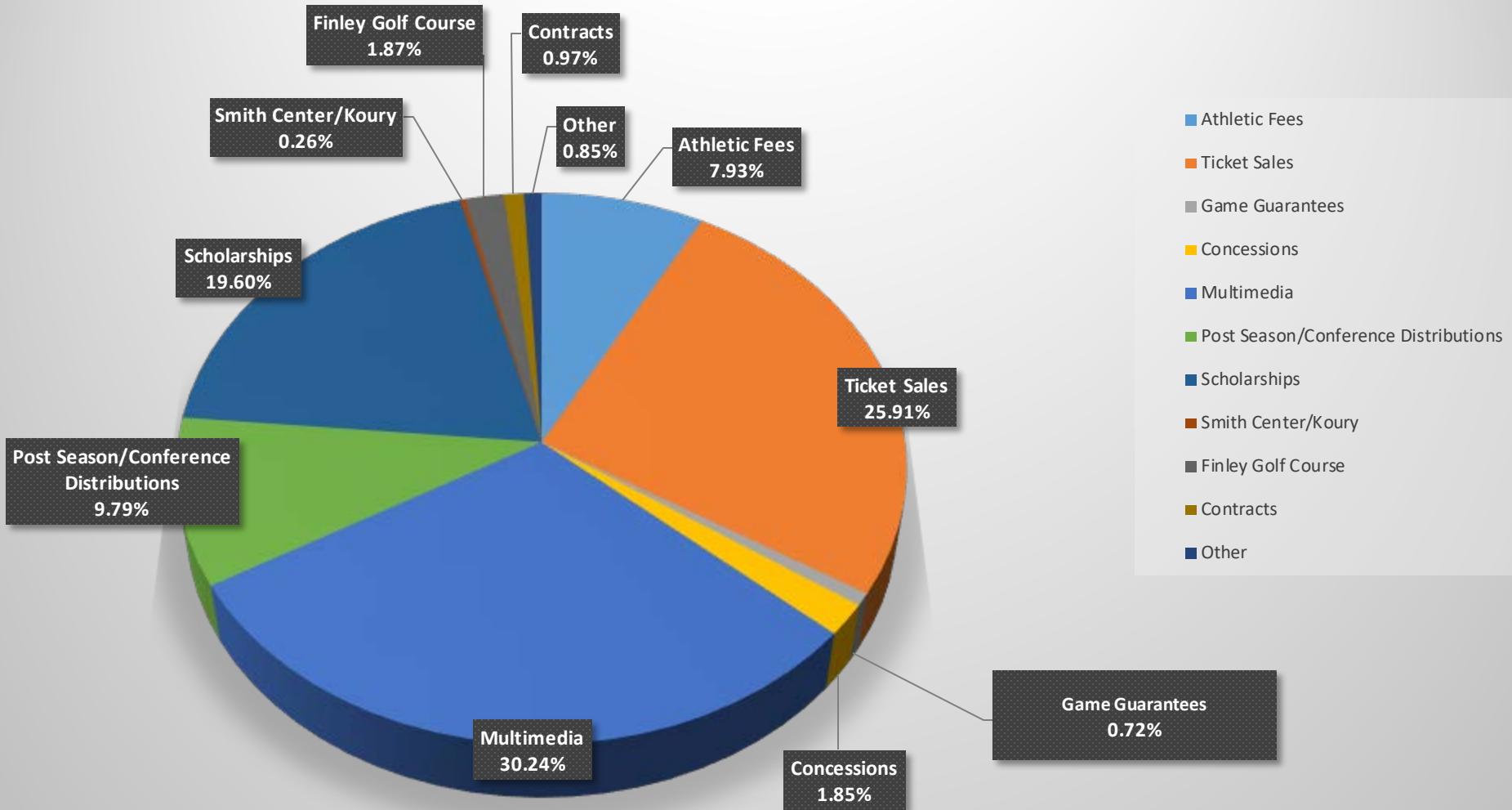




Revenue Breakdown 17-18



Fiscal Year Revenues 2017-18

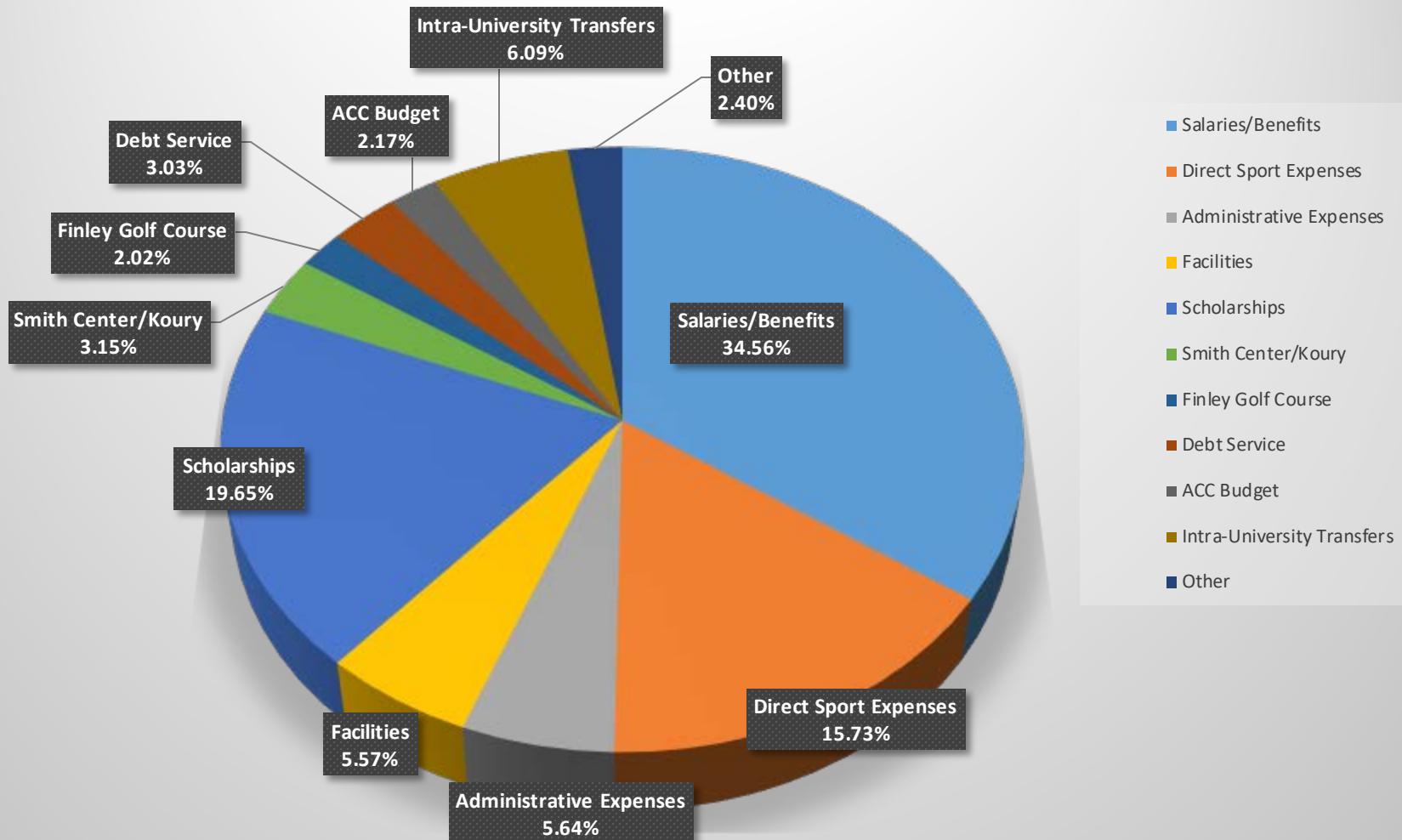




Expense Breakdown 17-18



Fiscal Year Expenses 2017-18





Five Year Budget History

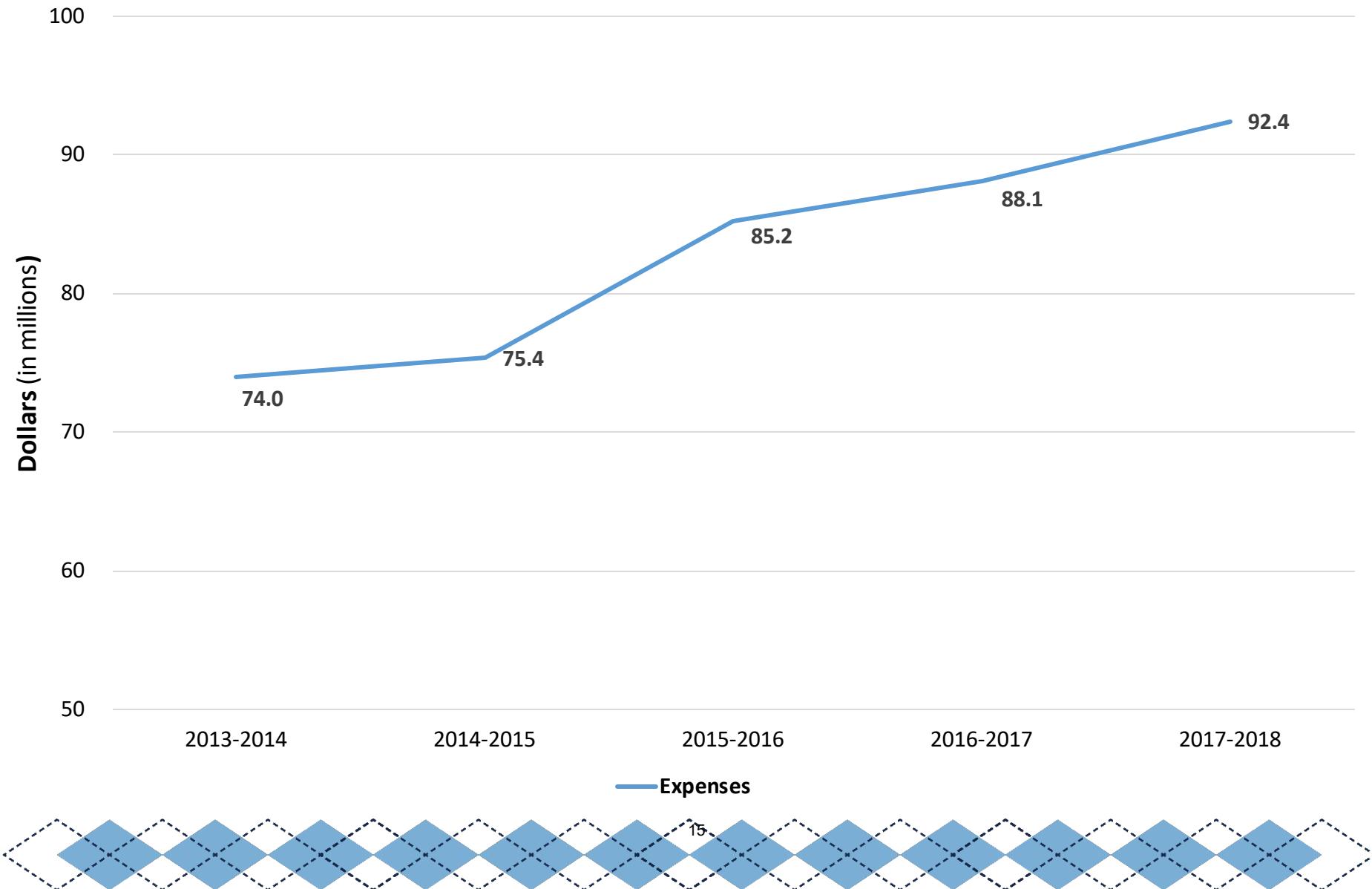


Revenue and Expense Budget Comparison

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Revenue	\$74,118,285	\$75,400,156	\$85,237,480	\$88,085,152	\$92,617,989
Expenses	\$74,018,285	\$75,360,156	\$85,237,480	\$88,085,152	\$92,392,989
Net	\$100,000	\$40,000	\$0	\$0	\$225,000



Five Year Expense Budget History

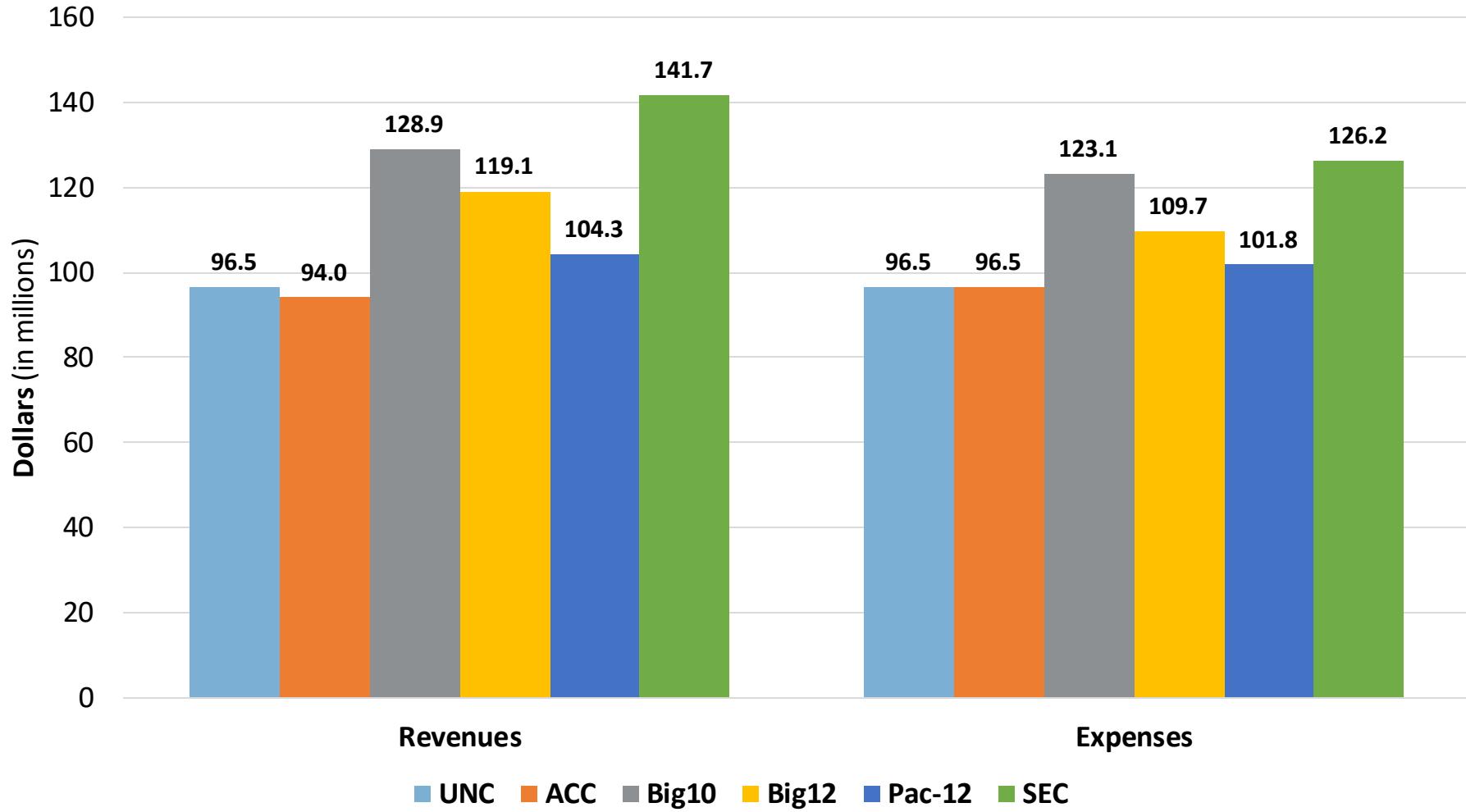




Comparisons FY 2017



Revenue and Expenses Comparison:
UNC vs. Power Five Conference Averages FY 2017

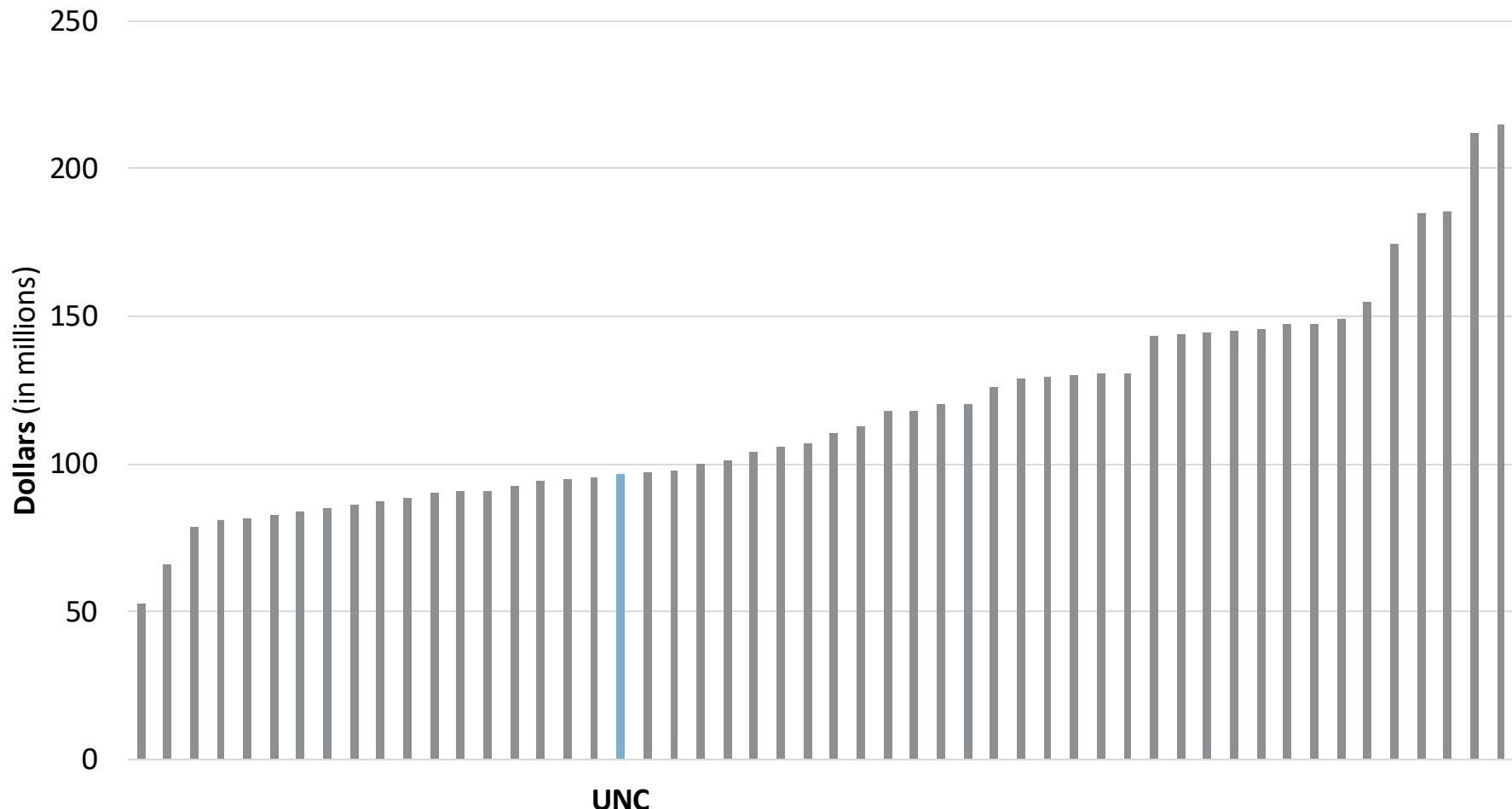




Comparisons FY 2017



Revenue Comparison:
UNC vs. Available Data from Power Five Institutions FY 2017

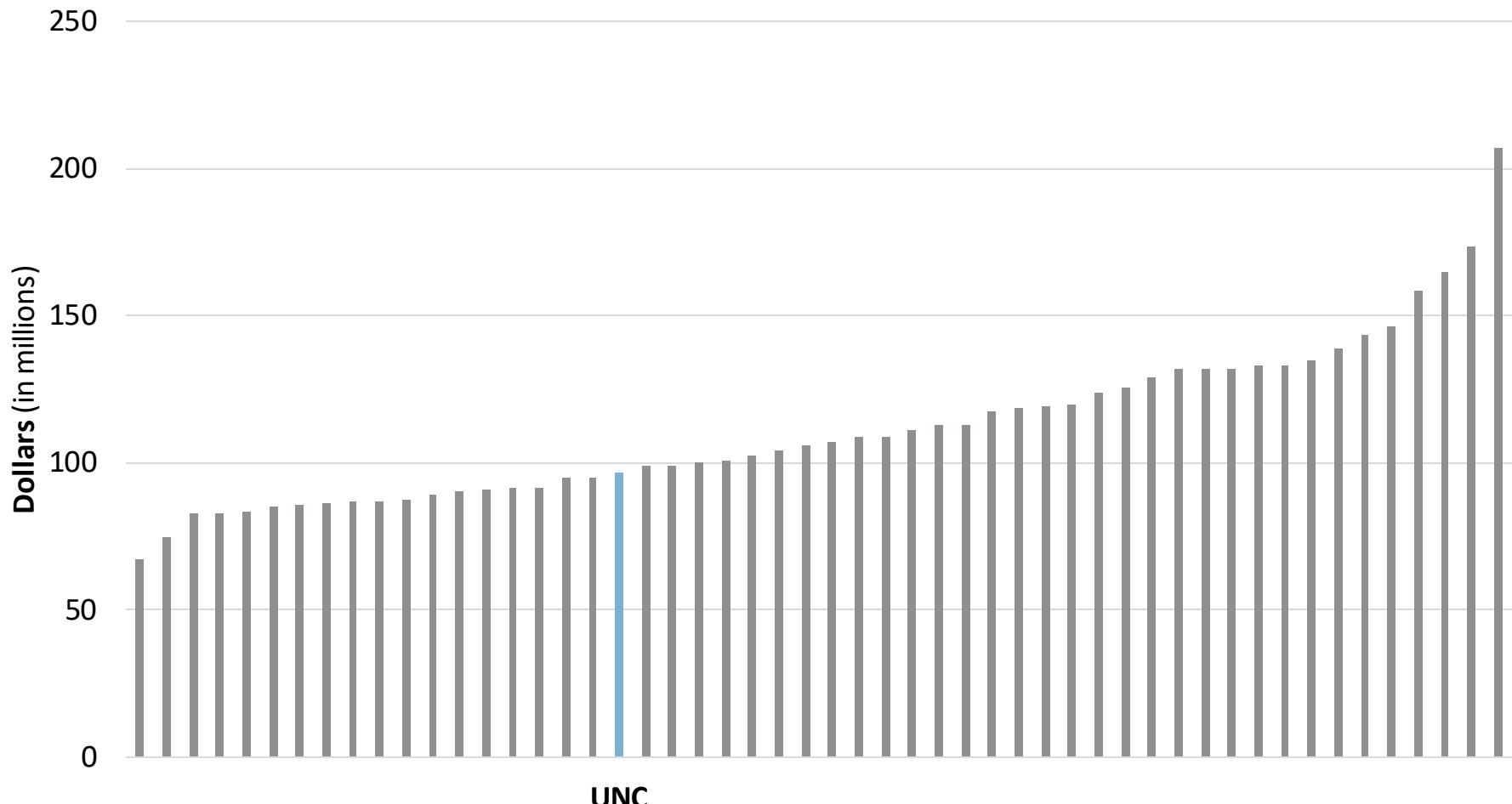




Comparisons FY 2017



Expenses Comparison:
UNC vs. Available Data from Power Five Institutions FY 2017



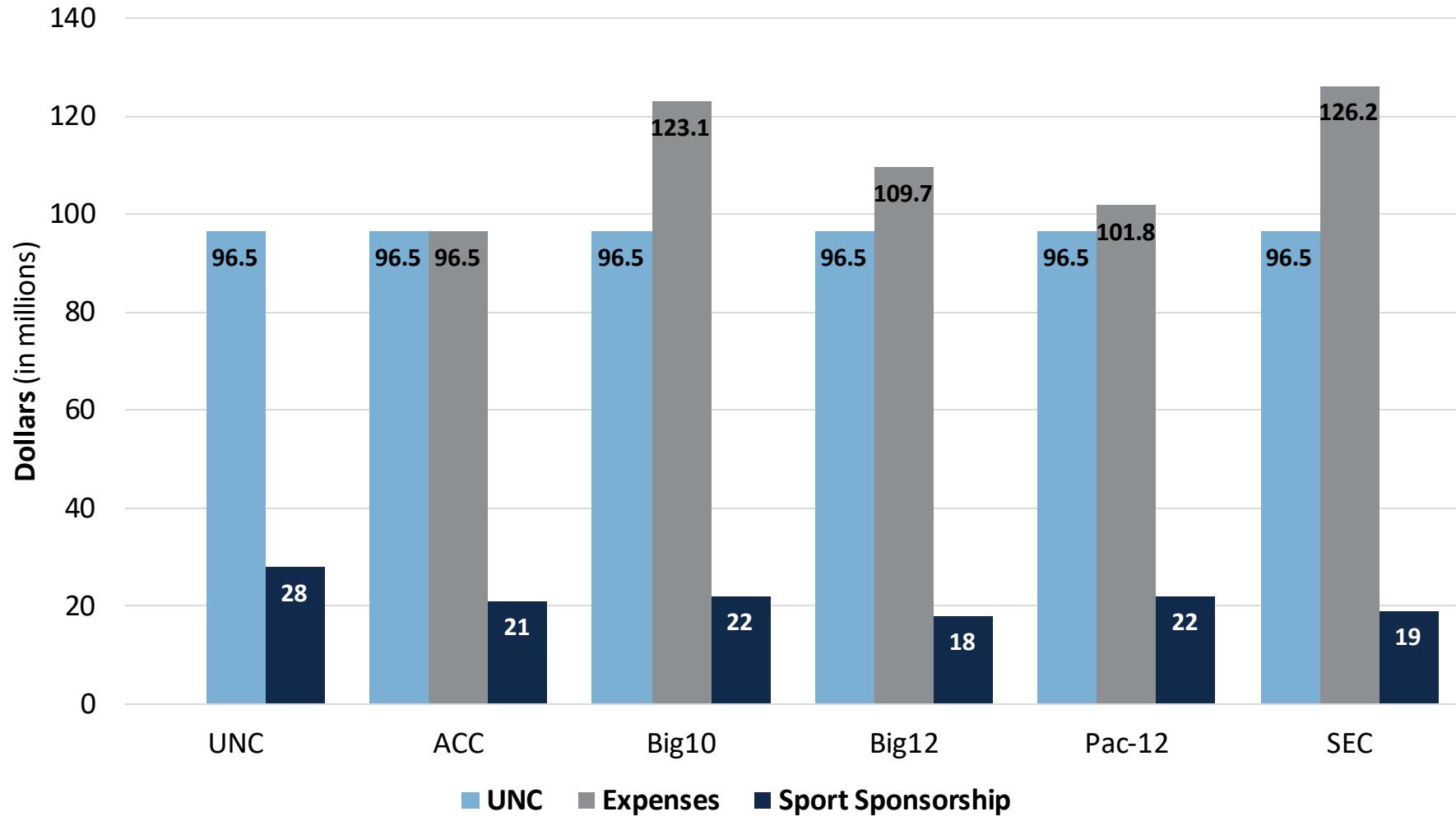
18



Comparisons FY 2017



Expenses and Sports Sponsorship Comparison:
UNC vs. Power Five Conference Averages FY 2017



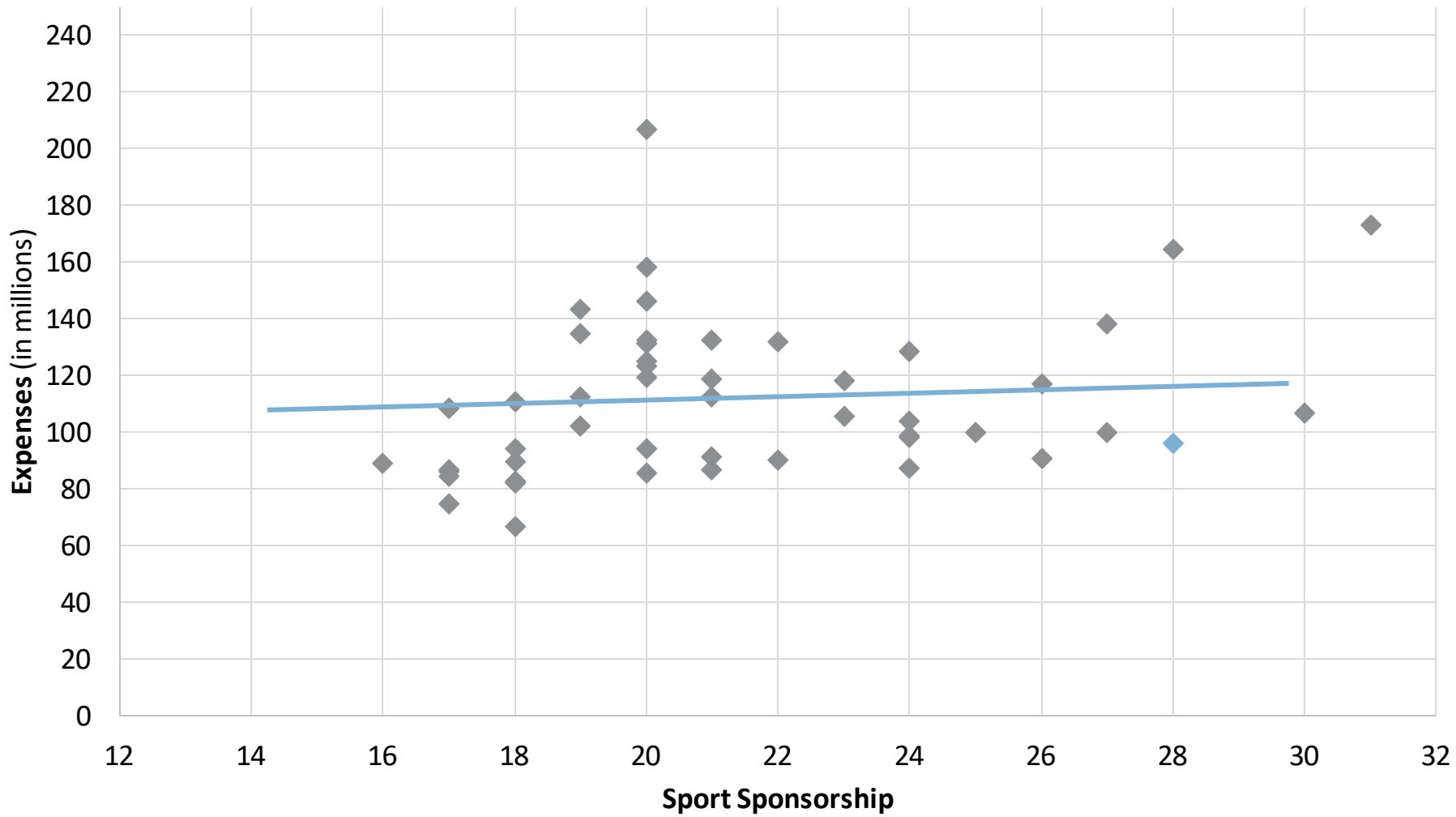
■ UNC ■ Expenses ■ Sport Sponsorship



Comparisons FY 2017



Expenses and Sport Sponsorship Comparison FY 2017



Sport Sponsorship

20



Challenges



Resource Allocation

- Identifying new sources of revenue
- Increasing football ticket sales - IMGL
- Allocating funds for critical/mission based initiatives
- Addressing Federal and NCAA legislative changes
- Competitive Budgets – Funding a broad-based program of 28 sports
- Coaches Compensation – Competitive salaries for head and assistant coaches
- Staff Compensation – Defined nature of the compensation structure specified by University/State policies and mandates
- Athletic Accident Insurance – Increases in premium; direct costs for sports-related injuries
- Reporting – Change in financial system, confidence in and consistency of data



Facility Expansions



Facilities Upgrades/Improvements

- Soccer/Lacrosse Stadium
- Indoor Practice Facility
- Improvement of practice spaces at Finley Fields
- Relocation of Outdoor Track/ Field Hockey
- Go Heels production studio



Potential Impact to Budget

- Increased overhead costs
- Increased staffing and maintenance
- Additional debt





Solutions / Opportunities



- Conference
 - Broadcast Rights
 - College Football Playoff
 - ACC TV Network
- Updating the Strategic Plan – Continued Focus on getting better
- Strong partners – Rams Club; Sponsorships, including Nike and Learfield
- Campaign for Carolina (University wide capital campaign)
- IMG Learfield – Ticket Sales solutions
- Data Analytics (Business Intelligence)
- Tailgate Guys
- Student-Athlete Opportunity Fund
- Continuing success of the Blue Zone
- Maximize utilization of existing personnel; leverage relationships on campus
- Winning



A black male student-athlete in a green jersey and shorts, looking down at a basketball.

2018 Edition

BLACK MALE STUDENT-ATHLETES AND RACIAL INEQUITIES IN NCAA DIVISION I COLLEGE SPORTS

By Shaun R. Harper, Ph.D.

USC Race and Equity Center

**“PERHAPS NOWHERE
IN HIGHER EDUCATION IS
THE DISENFRANCHISEMENT OF
BLACK MALE STUDENTS MORE
INSIDIOUS THAN IN
COLLEGE ATHLETICS.”**

Harper, 2006

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Opinions expressed herein belong entirely to the author and do not necessarily represent viewpoints of the Trustees, leaders, or other faculty members of the University of Southern California.

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Harper, S. R. (2018). *Black male student-athletes and racial inequities in NCAA Division I college sports: 2018 edition*. Los Angeles: University of Southern California, Race and Equity Center.

EXECUTIVE SUMMARY

In 2012 and 2016, the research center I founded at the University of Pennsylvania released reports on Black male student-athletes and racial inequities in National Collegiate Athletic Association (NCAA) Division I sports. Previous editions of this study received extensive coverage on ESPN as well as in The Washington Post, Sports Illustrated, USA Today, and over 500 other media outlets. This 2018 edition, published from the Race and Equity Center's new home at the University of Southern California, includes updated statistics from the 65 universities that comprise the Power Five conferences. Transparency continues to be the primary aim of this biennial publication. Data presented herein concerning the overrepresentation of Black male student-athletes are unlikely to surprise anyone who has watched a college football or men's basketball game over the past three decades. Likewise, scholars who study race in inter-collegiate athletics will probably deem unsurprising my updated findings on racial inequities in six-year graduation rates. What I still find shocking is that these trends are so pervasive, yet institutional leaders, the NCAA, and athletics conference commissioners have not done more in response to them. Also astonishing to me is that it seems the American public (including current and former

Black student-athletes, sports enthusiasts, journalists, and leaders in Black communities) accepts as normal the widespread racial inequities that are cyclically reproduced in most revenue-generating college sports programs.

Perhaps more outrage and calls for accountability would ensue if there were greater awareness of the actual extent to which college sports persistently disadvantage Black male student-athletes. Hence, the purpose of this report is to make transparent racial inequities in the Atlantic Coast Conference (ACC), Big Ten Conference, Big 12 Conference, Pac 12 Conference, and Southeastern Conference (SEC). Data from the NCAA and the U.S. Department of Education are presented for the 65 institutional members of these five athletic conferences. Specifically, I offer an analysis of Black men's representation on football and basketball teams versus their representation in the undergraduate student body on each campus. I also compare Black male student-athletes' six-year graduation rates (across four cohorts) to student-athletes overall, Black undergraduate men overall, and undergraduate students overall at each institution.

In the pages that follow, I summarize previously published studies on Black male student-athletes and provide details about my research methods. I then present lists of high- and low-performing institutions. Statistics are also furnished for each individual university in the Power Five conferences. The report concludes with implications for college and university presidents, athletics directors, conference commissioners, the NCAA, journalists, and Black male student-athletes and their families.

Here are some major results of this year's study:

Black men were 2.4% of undergraduate students enrolled at the 65 universities, but comprised 55% of football teams and 56% of men's basketball teams on those campuses.

Across four cohorts, 55.2% of Black male student-athletes graduated within six years, compared to 69.3% of student-athletes overall, 60.1% of Black undergraduate men overall, and 76.3% of undergraduate students overall.

Only the University of Miami, Georgia Tech, University of Arizona, and Vanderbilt University graduated Black male student-athletes at rates higher than or equal to student athletes overall.

59% of the universities graduated Black male student-athletes at rates lower than Black undergraduate men who were not members of intercollegiate sports teams.

Only the University of Louisville, Mississippi State University, and University of Utah graduated Black male student-athletes at rates higher than or equal to undergraduate students overall.

Over the past two years, graduation rates for Black male student-athletes in the Power Five conferences have increased by an average of 2.5 percentage points, compared to 0.8 percentage points for student-athletes overall, 1.8 percentage points for Black undergraduate men overall, and 0.9 percentage points for undergraduate students overall.

At 40% of the universities, Black male student-athlete graduation rates have declined over the past two years. By an average of 6.5 percentage points, rates increased at 36 institutions in the Power Five conferences. Rates remained unchanged for Black male student-athletes at the University of Illinois and Clemson University.

University of Louisville, Kansas State University, and Vanderbilt University had the largest percentage point *increases* in Black male student-athlete graduation rates over the past two years.

University of Georgia, Ohio State University, and Louisiana State University had the most significant percentage point *drops* in Black male student-athlete graduation rates over the past two years.

BACKGROUND AND RESEARCH METHODS

This publication is an update to reports released by the research center I founded at the University of Pennsylvania in December 2012 and March 2016 (see Harper, Williams, & Blackman, 2013; Harper, 2016). Similar to the pair of prior studies, I provide data herein on racial representation and six-year graduation rates. This 2018 edition includes updated statistics from the 65 universities that comprise the “Power 5” conferences: ACC, Big Ten, Big 12, Pac 12, and SEC.

These five conferences were chosen because every NCAA Division I football champion since 1989 and each Division I men’s basketball championship team since 1991 (except the University of Connecticut and Villanova University) has come from them. They were also selected because football teams at their member schools routinely play in post-season bowl games. Since its launch in 2014, only teams from these five conferences have played in the College Football Playoff. Millions are paid to conferences when football teams at member institutions reach the football playoffs and men’s basketball teams advance in the NCAA Division I tournament. Above all, I focus on universities in these five conferences because they are likely sites at which trends reported in published research on Black male student-athletes are most problematic.

EVERY HEISMAN TROPHY
WINNER OVER THE PAST 25
YEARS ATTENDED ONE OF
THE UNIVERSITIES ANALYZED
IN THIS REPORT.

BLACK MALE STUDENT-ATHLETES: A RESEARCH OVERVIEW
Much has been written over the past four decades about Black male student participation in intercollegiate athletics. Numerous studies highlight a range of inequities at Division I institutions, the NCAA’s highest and most financially lucrative competition level. Most emphasis in the literature has been on members of revenue-generating sports teams, namely football and men’s basketball. Harper (2006) explains that these are the two sports that garner the most media attention (which also generates television contracts and

corporate sponsorships), attract the most fans (who pay to attend games), and yield the most revenue from merchandise sales (e.g., jerseys and other apparel).

Scholars have recently examined how Black men are socialized to value sports over academics at a young age (e.g., Beamon & Bell, 2006; Benson, 2000); the ways in which colleges and universities reap enormous financial benefits at the expense of Black male student-athlete success (e.g., Beamon, 2008; Donnor, 2005; Harper, 2009a); and the long-term effects of sports participation on Black men’s psychological wellness and post-college career transitions (e.g., Beamon & Bell, 2011; Harrison & Lawrence, 2003). Considerable effort has also been devoted to exploring racial differences between Black men and their White male teammates. For example, Harrison, Comeaux, and Plecha (2006) found disparities in the academic preparation of Black and White student-athletes. Specifically, Blacks were recruited from less prestigious high schools with insufficient resources, which likely underprepared them for the rigors of college-level academic work.

More than 30 years ago, renowned scholar-activist Harry Edwards wrote, “They must contend, of course, with the connotations and social reverberations of the traditional ‘dumb jock’ caricature. But Black student-athletes are burdened also with the insidiously racist implications of the myth of ‘innate Black athletic superiority,’ and the more blatantly racist stereotype of the ‘dumb Negro,’ condemned by racial heritage to intellectual inferiority” (1984, p. 8). This caricature and other racial stereotypes continue to plague Black male student-athletes at many predominantly white colleges and universities (Hodge, Burden, Robinson, & Bennett, 2008; Hughes, Satterfield, & Giles, 2007; Osegueda, 2010). Because Black men are so overrepresented in college athletics, Harper (2009b) contends the myth also negatively affects those who are not student-athletes, as their White peers and others (e.g., faculty, alumni, and administrators) often erroneously presume they are members of intercollegiate sports teams and stereotype them accordingly.

The importance of engaging student-athletes in educationally purposeful activities and enriching educational experiences, both inside and outside the classroom, has been well established in the

literature (Comeaux, Speer, Taustine, & Harrison, 2011; Gayles, 2014; Gayles & Hu, 2009). Notwithstanding, Black male student-athletes rarely accrue benefits and developmental outcomes associated with high levels of purposeful engagement beyond athletics. This has serious implications for faculty-student interaction, an important form of engagement. Comeaux and Harrison (2007) found that engagement with faculty was essential to academic achievement for Black and White male student-athletes, yet professors spent significantly more out-of-class time with Whites. Furthermore, high-achieving Black male student-athletes in Martin, Harrison, and Bukstein's (2010) study reported that coaches prioritized athletic accomplishment over academic engagement and discouraged participation in activities beyond their sport.

Studies cited in this section illuminate only a handful of longstanding and pervasive problems, especially in big-time college sports programs. They advance a sociocultural understanding of the status of Black male student-athletes, one of the most stereotyped populations on college campuses. My report complements this literature by furnishing a statistical portrait of these students and highlighting racial inequities that disadvantage them in the five conferences that routinely win NCAA Division I football and men's basketball championships.

DATA SOURCES AND ANALYSIS

This report is based on statistics from the NCAA Federal Graduation Rates Database. I first calculated Black men's share of undergraduate student enrollments at each university in Power 5 conferences during the 2016-17 academic school year. These percentages were juxtaposed with Black men's share of scholarship student-athletes on football and basketball teams at each institution that same year.

I also analyzed each institution's federal graduation rates and compared Black male student-athletes to three groups: [1] student-athletes overall, [2] Black undergraduate men overall, and [3] undergraduate students overall. These graduation rates were averages across four cohorts, as opposed to a single year. These undergraduate students entered college in 2007, 2008, 2009, and 2010 and graduated by 2013, 2014, 2015, and 2016. Graduation rates reported herein are for Black male scholarship athletes on all sports teams, not just football and basketball.

Highlighted on Page 8 of this report are racial demographics of coaches and athletics department administrators during the 2016-17 academic school year. Those data were retrieved from the NCAA Sport Sponsorship, Participation and Demographics database. Salary data for Power 5 coaches, athletics directors, and conference commissioners were retrieved from a publicly available USA Today database.

LIMITATIONS

This study has two noteworthy limitations. First, the NCAA federal graduation rates database is inclusive of only scholarship student-athletes. It is possible (but not likely) that a team had significantly more or substantially fewer Black male members who were not athletic scholarship recipients.

Second, federal graduation rates do not account for undergraduates who transferred from one institution to another. Transfer students are counted as dropouts. In response to this limitation, the NCAA calculates a Graduation Success Rate (GSR). The NCAA explains on its website that the GSR "adds to the first-time freshmen, those students who entered midyear, as well as student-athletes who transferred into an institution and received athletics aid. In addition, the GSR will subtract students from the entering cohort who are considered allowable exclusions (i.e., those who either die or become permanently disabled, those who leave the school to join the armed forces, foreign services or attend a church mission), as well as those who left the institution prior to graduation, had athletics eligibility remaining and would have been academically eligible to compete had they returned to the institution." GSRs do not provide a consistent set of conditions by which to compare student-athletes to undergraduates who do not participate in inter-collegiate athletics. Put differently, there is no GSR calculation for other groups; I therefore relied on federal graduation rates that treat student-athletes the same as all other collegians in my analyses for this report. Besides, no published evidence or anecdotal reports suggest that Black male student-athletes are any more or less likely than other racial groups or non-athletes to transfer.

RACIAL EQUITY WINNERS AND LOSERS

Highlighted in this section are universities with exceptionally high and low statistical indicators of equity for Black male student-athletes.

Winners are institutions that graduate Black male student-athletes at the highest rates, as well as those that have improved since the publication of the 2016 edition of this report. On the one hand, I think it is important to call attention to universities that outperform others on benchmarks chosen for this study, hence the rank-ordered lists on these two pages. But on the other hand, I think it problematic to offer kudos to institutions that sustain any version of inequity. Put differently, just because a university performs well in comparison to others of similar size or schools within the same athletic conference, does not necessarily render it a national model that is exempt from recommendations offered at the end of this report. For example, Duke is ranked fifth on my list of institutions with the highest graduation rates for Black male student-athletes. But it is important to note that this rate is 14 percentage points lower than the University's six-year rate for all undergraduates. While they deserve praise for graduating 81% of Black men who play on the University's intercollegiate sports teams, Duke administrators and coaches must assume greater responsibility for closing this 14-point gap.

Losers are institutions in the Power 5 conferences that graduate Black male student-athletes at the absolute lowest rates, those at which graduation rates for this population have declined over the past two years, and those at which these men are most overrepresented on revenue-generating sports teams.

Regarding the latter, my concern is not that there are so many Black men on football and basketball teams. Nowhere in this report (including in the recommendations section) do I suggest that athletics departments

should award fewer scholarships to talented Black male student-athletes. What I deem troubling, however, is the disgracefully small number of Black male students in the undergraduate population versus their large representation on revenue-generating sports teams. These are campuses on which admissions officers and others often maintain that academically qualified Black men cannot be found; yet their football and basketball teams are overwhelmingly comprised of Black male student-athletes.

Data presented on the lowest graduation rates list, as well as statistics presented on the individual conference pages that follow, do not signal victory for the NCAA. The Association has claimed in television commercials that Black male student-athletes at Division I institutions graduate at rates higher than Black men in the general student body. This is true across the entire division, but not for the five conferences whose member institutions routinely win football and basketball championships, play in multimillion-dollar bowl games and the annual basketball championship tournament, and produce the largest share of Heisman trophy winners. Across these 65 universities, Black male student-athletes graduate at nearly five percentage points lower than their same-race peers who are not on intercollegiate sports teams. That an average of 44.8% of Black male student-athletes on these campuses do not graduate within six years is a major loss.

25 UNIVERSITIES WHERE BLACK MALE STUDENT-ATHLETES ARE MOST OVERREPRESENTED

University	Percentage Point Difference*
1. University of Florida	75.5
2. Auburn University	74.3
3. Mississippi State University	74.2
4. Louisiana State University	73.0
5. University of Louisville	71.1
6. University of Georgia	69.9
7. University of South Carolina	69.5
8. University of Alabama	68.9
9. University of Missouri	67.4
10. North Carolina State University	66.9
11. Texas A&M University	66.8
11. University of Texas	66.8
13. Florida State University	66.4
14. Texas Christian University	66.2
15. Ohio State University	64.7
16. University of Miami	64.2
17. University of Kentucky	62.2
18. University of Kansas	61.7
19. University of Tennessee	61.3
19. Virginia Tech	61.3
21. Duke University	60.7
22. University of Arkansas	60.2
23. Oklahoma State University	60.1
24. University of Virginia	58.6
25. Wake Forest University	58.4

*Numbers represent percentage point differences between Black men's enrollments in the undergraduate student body versus their representation on revenue-generating sports teams. For example, Black men were 2.2% of undergraduates at the University of Florida, but comprised 77.7% of football and men's basketball teams (thus, the percentage point difference is 75.5).

UNIVERSITIES WITH HIGHEST BLACK MALE STUDENT-ATHLETE GRADUATION RATES

University	Grad Rate %*	2016 Rate %*	2018 Rate %*	Percentage Point Difference
1. Northwestern University	88	26	44	18
2. Vanderbilt University	86	47	65	18
2. University of Notre Dame	86	69	86	17
4. Stanford University	82	33	46	13
5. Duke University	81	33	45	12
6. Georgia Institute of Technology	70	41	52	11
7. University of Michigan	67	47	58	11
7. Wake Forest University	67	62	62	11
9. University of Louisville	65	48	57	9
9. University of Virginia	65	49	57	8
9. Clemson University	65	50	58	8
10. University of Utah	64	59	67	8
10. University of Miami	64	51	58	7
10. University of Virginia	64	58	65	7

UNIVERSITIES WITH HIGHEST PERCENTAGE POINT INCREASES IN BLACK MALE STUDENT-ATHLETE GRADUATION RATES

University	Grad Rate %*	2016 Rate %*	2018 Rate %*	Percentage Point Difference
1. Kansas State University	88	26	44	18
1. University of Louisville	86	47	65	18
3. Vanderbilt University	86	69	86	17
4. Michigan State University	82	33	46	13
5. University of Mississippi	82	33	45	12
6. University of Southern California	81	41	52	11
6. University of Wisconsin	70	47	58	11
6. Mississippi State University	67	51	62	11
8. University of Minnesota	67	48	57	9
9. Auburn University	65	49	57	8
9. Indiana University	65	50	58	8
9. University of Michigan	65	59	67	8
10. University of Arizona	64	51	58	7
10. University of Virginia	64	58	65	7

UNIVERSITIES WITH LOWEST BLACK MALE STUDENT-ATHLETE GRADUATION RATES

University	Grad Rate %*	2016 Rate %*	2018 Rate %*	Percentage Point Difference
65. Louisiana State University	34	51	36	-15
64. University of Georgia	36	45	34	-11
63. University of Florida	37	52	41	-11
62. Oklahoma State University	38	60	51	-9
61. University of California, Berkeley	39	64	56	-8
60. University of Iowa	40	57	50	-7
60. University of Arkansas	40	62	55	-7
58. University of Kentucky	41	62	55	-7
58. Ohio State University	41	89	82	-7
56. University of North Carolina	43	43	37	-6
55. Kansas State University	44	47	41	-6
55. Iowa State University	44	94	88	-6
53. University of Mississippi	45	54	49	-5

UNIVERSITIES WITH HIGHEST PERCENTAGE POINT DROPS IN BLACK MALE STUDENT-ATHLETE GRADUATION RATES

University	Grad Rate %*	2016 Rate %*	2018 Rate %*	Percentage Point Difference
1. University of Georgia	34	51	36	-15
2. Louisiana State University	36	45	34	-11
2. Ohio State University	37	52	41	-11
4. North Carolina State University	38	60	51	-9
5. University of Nebraska	39	64	56	-8
6. Oregon State University	40	57	50	-7
6. University of Maryland	40	62	55	-7
6. Baylor University	41	62	55	-7
6. Stanford University	41	89	82	-7
8. University of Florida	43	43	37	-6
8. University of Kentucky	44	47	41	-6
8. Northwestern University	44	94	88	-6
9. Rutgers University	44	54	49	-5
10. Texas A&M University	45	50	46	-4
10. West Virginia University	45	55	51	-4
10. UCLA	45	61	57	-4
10. University of Alabama	45	63	59	-4

*Across four cohorts

WHITE MEN CALLING THE SHOTS

On average, Power 5 football coaches earn \$3.7 million annual salaries. Head coaches of men's basketball teams at the 65 universities earn an average of \$2.7 Million. Black men are 11.9% of these head coaches. Power 5 athletics directors earn, on average, \$707,418 annually. Black men are 15.2% of these athletics directors. The five conference commissioners earn, on average, salaries that exceed \$2.5 Million. None are Black.

ATLANTIC COAST CONFERENCE

REPRESENTATION

University	Undergraduates	% of Undergraduates & Football Teams	% Difference	University	Black Athletes %	All Black Men %	% Difference
Boston College	1.7	37.0	-35.2	Boston College	60	79	-19.0
Clemson University	3.6	59.6	-56.1	Clemson University	65	57	8.0
Duke University	4.1	64.8	-60.7	Duke University	81	89	-8.0
Florida State University	2.9	69.2	-66.4	Florida State University	55	69	-14.0
Georgia Institute of Technology	4.0	57.4	-53.4	Georgia Institute of Technology	70	73	-3.0
University of Louisville	4.5	75.6	-71.1	University of Louisville	65	47	18.0
University of Miami	3.3	67.5	-64.2	University of Miami	64	73	-9.0
University of North Carolina	2.7	56.1	-53.4	University of North Carolina	43	75	-32.0
North Carolina State University	2.7	69.6	-66.9	North Carolina State University	51	64	-13.0
University of Notre Dame	1.9	55.2	-53.3	University of Notre Dame	86	89	-3.0
University of Pittsburgh	2.2	47.8	-45.6	University of Pittsburgh	56	63	-7.0
Syracuse University	2.9	61.3	-58.3	Syracuse University	47	68	-21.0
University of Virginia	2.6	61.2	-58.6	University of Virginia	65	83	-18.0
Virginia Tech	2.3	63.6	-61.3	Virginia Tech	57	69	-12.0
Wake Forest University	3.2	61.6	-58.4	Wake Forest University	67	82	-15.0

GRADUATION RATES - BLACK ATHLETES VS. ALL ATHLETES

University	Black Athletes %	All Athletes %	% Difference	University	Black Athletes %	All Students %	% Difference
Boston College	60	80	-20.0	Boston College	60	92	-32.0
Clemson University	65	67	-2.0	Clemson University	65	82	-17.0
Duke University	81	86	-5.0	Duke University	81	95	-14.0
Florida State University	55	64	-9.0	Florida State University	55	79	-24.0
Georgia Institute of Technology	70	70	0.0	Georgia Institute of Technology	70	84	-14.0
University of Louisville	65	67	-2.0	University of Louisville	65	53	12.0
University of Miami	64	62	2.0	University of Miami	64	81	-17.0
University of North Carolina	43	69	-26.0	University of North Carolina	43	90	-47.0
North Carolina State University	51	66	-15.0	North Carolina State University	51	76	-25.0
University of Notre Dame	86	93	-7.0	University of Notre Dame	86	96	-10.0
University of Pittsburgh	56	66	-10.0	University of Pittsburgh	56	81	-25.0
Syracuse University	47	72	-25.0	Syracuse University	47	81	-34.0
University of Virginia	65	80	-15.0	University of Virginia	65	94	-29.0
Virginia Tech	57	67	-10.0	Virginia Tech	57	83	-26.0
Wake Forest University	67	78	-11.0	Wake Forest University	67	88	-21.0

GRADUATION RATES - BLACK ATHLETES VS. ALL BLACK MEN

GRADUATION RATES - BLACK ATHLETES VS. ALL STUDENTS

BIG TEN CONFERENCE

REPRESENTATION

GRADUATION RATES - BLACK ATHLETES VS. ALL BLACK MEN

University	Undergraduates	% of Undergraduates	% of & Football Teams	% Difference			
University of Illinois	2.4	57.6	-55.2	University of Illinois	4.8	67	-19.0
Indiana University	1.9	59.3	-57.4	Indiana University	5.8	58	0.0
University of Iowa	1.6	38.5	-37.0	University of Iowa	4.0	52	-12.0
University of Maryland	5.8	57.1	-51.4	University of Maryland	5.5	72	-17.0
University of Michigan	1.8	49.5	-47.7	University of Michigan	6.7	73	-6.0
Michigan State University	2.7	52.6	-49.9	Michigan State University	4.6	55	-9.0
University of Minnesota	1.8	53.4	-51.6	University of Minnesota	5.7	55	2.0
University of Nebraska	1.4	52.3	-50.9	University of Nebraska	5.6	46	10.0
Northwestern University	2.3	29.5	-27.2	Northwestern University	8.8	90	-2.0
Ohio State University	2.3	67.0	-64.7	Ohio State University	4.1	66	-25.0
Penn State University	1.8	54.7	-52.9	Penn State University	5.9	63	-4.0
Purdue University	1.5	55.1	-53.6	Purdue University	6.1	57	4.0
Rutgers University	3.0	55.6	-52.5	Rutgers University	4.9	66	-17.0
University of Wisconsin	1.0	34.9	-34.0	University of Wisconsin	5.8	66	-8.0

GRADUATION RATES - BLACK ATHLETES VS. ALL ATHLETES

University	Black Athletes %	All Athletes %	% Difference	University	Black Athletes %	All Students %	% Difference
University of Illinois	48	74	-26.0	University of Illinois	4.8	85	-37.0
Indiana University	58	68	-10.0	Indiana University	5.8	77	-19.0
University of Iowa	40	77	-37.0	University of Iowa	4.0	71	-31.0
University of Maryland	55	66	-11.0	University of Maryland	5.5	85	-30.0
University of Michigan	67	81	-14.0	University of Michigan	6.7	91	-24.0
Michigan State University	46	71	-25.0	Michigan State University	4.6	78	-32.0
University of Minnesota	57	77	-20.0	University of Minnesota	5.7	77	-20.0
University of Nebraska	56	73	-17.0	University of Nebraska	5.6	67	-11.0
Northwestern University	88	91	-3.0	Northwestern University	8.8	93	-5.0
Ohio State University	41	73	-32.0	Ohio State University	4.1	83	-42.0
Penn State University	59	78	-19.0	Penn State University	5.9	86	-27.0
Purdue University	61	71	-10.0	Purdue University	6.1	74	-13.0
Rutgers University	49	70	-21.0	Rutgers University	4.9	80	-31.0
University of Wisconsin	58	70	-12.0	University of Wisconsin	5.8	85	-27.0

BIG 12 CONFERENCE

REPRESENTATION

University	% of Undergraduates	% of Basketball & Football Teams	% Difference
Baylor University	2.4	58.1	-55.7
Iowa State University	1.6	30.1	-28.6
University of Kansas	2.2	63.9	-61.7
Kansas State University	1.7	36.0	-34.2
University of Oklahoma	1.7	31.5	-29.8
Oklahoma State University	2.3	62.4	-60.1
University of Texas	1.6	68.3	-66.8
Texas Christian University	2.3	68.4	-66.2
Texas Tech University	3.6	59.8	-56.2
West Virginia University	3.0	61.2	-58.1

GRADUATION RATES - BLACK ATHLETES VS. ALL BLACK MEN

University	Black Athletes %	All Black Men %	% Difference
Baylor University	5.5	53	2.0
Iowa State University	6.6	43	1.0
University of Kansas	68	46	7.0
Kansas State University	67	28	16.0
University of Oklahoma	58	49	5.0
Oklahoma State University	46	35	3.0
University of Texas	46	60	-11.0
Texas Christian University	59	56	3.0
Texas Tech University	52	49	3.0
West Virginia University	51	37	14.0

GRADUATION RATES - BLACK ATHLETES VS. ALL ATHLETES

University	Black Athletes %	All Athletes %	% Difference
Baylor University	5.5	68	-13.0
Iowa State University	4.4	66	-22.0
University of Kansas	5.3	68	-15.0
Kansas State University	4.4	67	-23.0
University of Oklahoma	5.4	58	-4.0
Oklahoma State University	3.8	46	-8.0
University of Texas	4.9	69	-20.0
Texas Christian University	5.9	69	-10.0
Texas Tech University	5.2	60	-8.0
West Virginia University	5.1	64	-13.0

GRADUATION RATES - BLACK ATHLETES VS. ALL STUDENTS

University	Black Athletes %	All Students %	% Difference
Baylor University	5.5	73	-18.0
Iowa State University	4.4	71	-27.0
University of Kansas	5.3	61	-8.0
Kansas State University	4.4	61	-17.0
University of Oklahoma	5.4	67	-13.0
Oklahoma State University	3.8	61	-23.0
University of Texas	4.9	80	-31.0
Texas Christian University	5.9	76	-17.0
Texas Tech University	5.2	60	-8.0
West Virginia University	5.1	57	-6.0

PAC 12 CONFERENCE

REPRESENTATION

GRADUATION RATES - BLACK ATHLETES VS. ALL BLACK MEN

University	Undergraduates	% of Basketball & Football Teams	% Difference
University of Arizona	1.8	43.0	-41.2
Arizona State University	2.2	58.3	-56.1
University of California, Berkeley	1.4	56.9	-55.5
UCLA	1.2	54.6	-53.5
University of Colorado	0.9	42.4	-41.5
University of Oregon	1.1	39.8	-38.7
Oregon State University	0.8	34.0	-33.2
University of Southern California	2.0	38.1	-36.1
Stanford University	3.1	30.6	-27.5
University of Utah	0.8	45.9	-45.2
University of Washington	1.1	43.3	-42.2
Washington State University	1.7	39.8	-38.1

REPRESENTATION

GRADUATION RATES

- BLACK ATHLETES VS. ALL BLACK MEN

University	Black Athletes %	All Athletes %	% Difference
University of Arizona	58	58	0.0
Arizona State University	58	66	-8.0
University of California, Berkeley	39	70	-31.0
UCLA	57	72	-15.0
University of Colorado	50	67	-17.0
University of Oregon	52	66	-14.0
Oregon State University	50	54	-4.0
University of Southern California	52	74	-22.0
Stanford University	82	94	-12.0
University of Utah	64	68	-4.0
University of Washington	57	71	-14.0
Washington State University	48	60	-12.0

GRADUATION RATES - BLACK ATHLETES VS. ALL ATHLETES

University	Black Athletes %	All Athletes %	% Difference
University of Arizona	58	58	0.0
Arizona State University	58	63	-5.0
University of California, Berkeley	39	91	-52.0
UCLA	57	91	-34.0
University of Colorado	50	70	-20.0
University of Oregon	52	70	-18.0
Oregon State University	50	63	-13.0
University of Southern California	52	92	-40.0
Stanford University	82	95	-13.0
University of Utah	64	59	5.0
University of Washington	57	84	-27.0
Washington State University	48	66	-18.0

GRADUATION RATES - BLACK ATHLETES VS. ALL STUDENTS

University	Black Athletes %	All Students %	% Difference
University of Arizona	58	61	-3.0
Arizona State University	58	63	-5.0
University of California, Berkeley	39	91	-52.0
UCLA	57	91	-34.0
University of Colorado	50	70	-20.0
University of Oregon	52	70	-18.0
Oregon State University	50	63	-13.0
University of Southern California	52	92	-40.0
Stanford University	82	95	-13.0
University of Utah	64	59	5.0
University of Washington	57	84	-27.0
Washington State University	48	66	-18.0

SOUTHEASTERN CONFERENCE

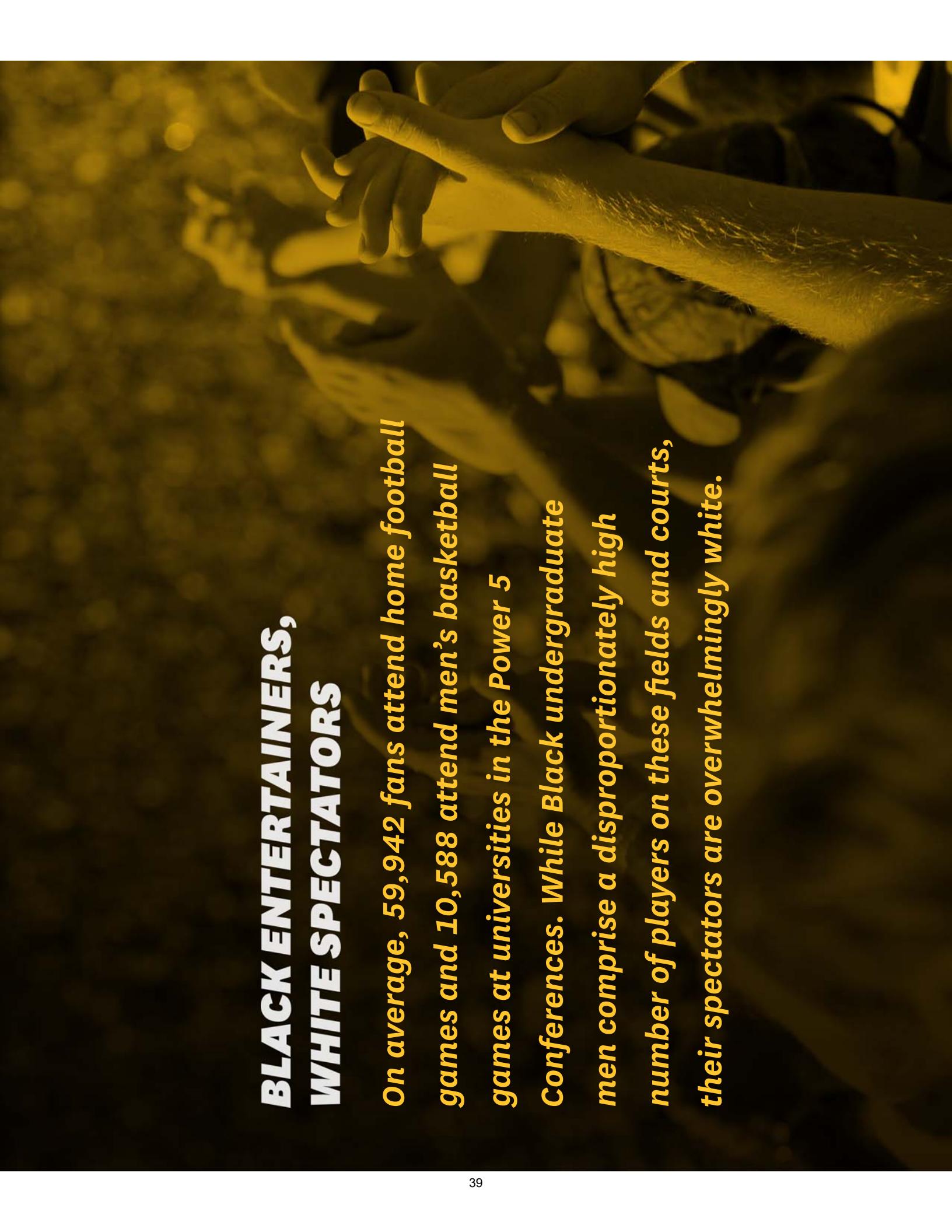
REPRESENTATION

GRADUATION RATES - BLACK ATHLETES VS. ALL BLACK MEN

University	Undergraduates	% of Undergraduates	% of & Football Teams	% of Basketball	% Difference	University	Black Athletes %	All Black Men %	% Difference
University of Alabama	3.6	72.5		-68.9	University of Alabama	5.9	47	12.0	
University of Arkansas	2.3	62.5		-60.2	University of Arkansas	4.0	44	-4.0	
Auburn University	3.2	77.5		-74.3	Auburn University	5.7	50	7.0	
University of Florida	2.2	77.7		-75.5	University of Florida	3.7	71	-34.0	
University of Georgia	2.7	72.6		-69.9	University of Georgia	3.6	72	-36.0	
University of Kentucky	3.5	65.7		-62.2	University of Kentucky	4.1	38	3.0	
Louisiana State University	4.6	77.6		-73.0	Louisiana State University	3.4	50	-16.0	
University of Mississippi	5.0	37.0		-32.1	University of Mississippi	4.5	41	4.0	
Mississippi State University	9.0	83.2		-74.2	Mississippi State University	6.2	40	22.0	
University of Missouri	3.0	70.5		-67.4	University of Missouri	6.2	51	11.0	
University of South Carolina	3.6	73.1		-69.5	University of South Carolina	5.6	65	-9.0	
University of Tennessee	3.0	64.4		-61.3	University of Tennessee	4.9	52	-3.0	
Texas A&M University	1.5	68.3		-66.8	Texas A&M University	4.6	63	-17.0	
Vanderbilt University	4.1	58.1		-54.0	Vanderbilt University	8.6	88	-2.0	

GRADUATION RATES - BLACK ATHLETES VS. ALL ATHLETES

University	Black Athletes %	All Athletes %	% Difference	University	Black Athletes %	All Students %	% Difference
University of Alabama	5.9	71	-12.0	University of Alabama	5.9	67	-8.0
University of Arkansas	4.0	55	-15.0	University of Arkansas	4.0	62	-22.0
Auburn University	5.7	67	-10.0	Auburn University	5.7	72	-15.0
University of Florida	3.7	60	-23.0	University of Florida	3.7	87	-50.0
University of Georgia	3.6	68	-32.0	University of Georgia	3.6	84	-48.0
University of Kentucky	4.1	59	-18.0	University of Kentucky	4.1	61	-20.0
Louisiana State University	3.4	62	-28.0	Louisiana State University	3.4	66	-32.0
University of Mississippi	4.5	57	-12.0	University of Mississippi	4.5	60	-15.0
Mississippi State University	6.2	65	-3.0	Mississippi State University	6.2	60	2.0
University of Missouri	6.2	72	-10.0	University of Missouri	6.2	69	-7.0
University of South Carolina	5.6	65	-9.0	University of South Carolina	5.6	72	-16.0
University of Tennessee	4.9	64	-15.0	University of Tennessee	4.9	69	-20.0
Texas A&M University	4.6	70	-24.0	Texas A&M University	4.6	81	-35.0
Vanderbilt University	8.6	86	0.0	Vanderbilt University	8.6	92	-6.0



BLACK ENTERTAINERS, WHITE SPECTATORS

On average, 59,942 fans attend home football games and 10,588 attend men's basketball games at universities in the Power 5 Conferences. While Black undergraduate men comprise a disproportionately high number of players on these fields and courts, their spectators are overwhelmingly white.

RECOMMENDATIONS FOR IMPROVING RACIAL EQUITY IN COLLEGE SPORTS

Problems as pervasive as the underrepresentation of Black men in the undergraduate student population at predominantly white universities, their overrepresentation on revenue-generating NCAA Division I sports teams, and their comparatively lower six-year graduation rates warrant a multidimensional response from various stakeholders. I provide recommendations in this section for five groups, including Black male student-athletes and their families.

THE NCAA AND SPORTS CONFERENCE COMMISSIONERS

Two NCAA databases were used for this study. I commend the Association for gathering and making statistics publicly available. A necessary next step would be to produce a series of NCAA research reports that disaggregate data by race, sex, sport, division, and particular subsets of institutions within a division (for example, the five conferences that routinely win Division I football and men's basketball championships). Data in the aggregate allows the NCAA to make claims such as “Black male student-athletes at Division I institutions graduate at higher rates than Black men who do not play college sports.” While this may be true across the entire Division I, it is not the case at the overwhelming majority of universities in Power 5 conferences.

I also recommend that the NCAA Office of Inclusion establish a commission on racial equity that routinely calls for and responds to disaggregated data reports,

raises consciousness within and beyond the Association about the persistence and pervasiveness of racial inequities, and partners with athletic conferences and institutions to develop policies and programs that help narrow racial gaps. Each athletic conference should create its own commission that is charged with overseeing racial equity at member institutions.

In March 2010, former U.S. Secretary of Education Arne Duncan suggested that any sports team failing to graduate at least 40% of its players should be ineligible for participation in post-season play and championship contests. Eight years later, I still support this recommendation. A policy intervention such as this is important and should be racialized. That is, the NCAA and conference leaders must pay attention not only to overall team rates, but also racial trends within teams. For instance, the overall graduation rate for a football team may be 49% – but Black men, the population that comprises two-thirds of that team, may graduate at a rate far below 40%. One response from the NCAA to the Duncan proposal was that it would unfairly punish current student-athletes for graduation rates based on previous cohorts. I do not see the difference here between this and other sanctions the NCAA imposes. As noted in my newest book, *Scandals in College Sports*, the NCAA often renders colleges and universities ineligible for post-season play because of policy violations committed in prior years.

Furthermore, while the release of data from the federal government and the NCAA tend to lag by 2-3 years, my four-cohort analysis of six-year graduation rates showed very little variation from one year to the next. Teams that sustain racial inequities should not be rewarded with opportunities to play for NCAA championships.

I ADVISE BLACK MALE STUDENT-ATHLETES AND THEIR FAMILIES TO RESIST THE SEDUCTIVE LURE OF CHOOSING A UNIVERSITY BECAUSE IT APPEARS TO BE A PROMISING GATEWAY TO CAREERS IN PROFESSIONAL SPORTS.

I believe conferences should commit a portion of proceeds earned from championships and other revenue sources back to member institutions for programming and other interventions that aim to improve racial equity within and beyond sports. For example, admissions offices typically do not have enough staff to do what I propose in the next section – money from athletic conferences would help. These funds also could be used to support the work of the commission on racial equity that I proposed earlier.

RECOMMENDATIONS FOR IMPROVING RACIAL EQUITY IN COLLEGE SPORTS

COLLEGE AND UNIVERSITY LEADERS

Accountability is practically impossible in the absence of transparency. Thus, college and university presidents, trustees, provosts, and faculty senate committees that oversee athletics must demand disaggregated data reports from athletics departments and offices of institutional

employment in one's major field of study, etc.). Presidents must hold themselves and athletics directors and coaches accountable for narrowing racial gaps documented in these reports.

The underrepresentation of Black male undergraduates is an issue that many campus leaders (especially admissions officers) view as difficult to address.

Perceivably, there are too few young Black men who meet admissions standards and are sufficiently prepared for the rigors of college-level academic work. Despite these arguments, colleges and universities somehow manage to find academically qualified Black male student-athletes to play on revenue-generating sports teams. Perhaps admissions officers can learn from some practices that coaches employ. For instance, a coach does not wait for high school students to express interest in playing for the university – he and his staff scout talent, establish collaborative partnerships with high school coaches, spend time cultivating one-on-one relationships with recruits, visit homes to talk with parents and families, host special visit days for student-athletes whom they wish to recruit, and search far and wide for the most talented prospects (as opposed to recruiting from a small number of high schools). I am convinced that if admissions officers expended as much effort as coaches, they would successfully recruit more Black male students who are not athletes. Some would likely argue that affirmative action policies might not

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permit such targeted recruitment of one specific racial group. Somehow, there is considerably less institutional anxiety about potential affirmative action backlash when coaches do all that is necessary to recruit Black men for participation on revenue-generating sports teams.

Black undergraduate men elsewhere on campus could benefit from the centralized resources and institutionalized support offered to student-athletes. If targeted academic advising, tutoring, clubs and activities, life skills development resources, structured study spaces, alumni networks, and committed institutional agents were made available to Black men who are not student-athletes, their academic success and college completion rates would improve. Likewise, Black undergraduate men who receive scholarships comparable to those awarded to student-athletes are far more likely to persist through baccalaureate degree attainment than are those who encounter financial stressors or work more than 20 hours each week to support themselves. Postsecondary administrators should commit more financial and human resources to replicating the best features of athletics departments for populations that graduate at the lowest rates. This would surely include Black undergraduate men.

Racism and routine encounters with racial stereotypes are among many factors that undermine Black students' persistence rates and sense of belonging on predominantly white campuses. Several scholars (e.g., Edwards, 1984; Hodge et al., 2008;

Hughes, Satterfield, & Giles, 2007; Oseguedra, 2010) have noted that Black male student-athletes are often stereotyped as dumb jocks. “One could easily summarize their status as Niggers with balls who enroll to advance their sports careers and generate considerable revenue for the institution without learning much or seriously endeavoring to earn their college degrees” (Harper, 2009b, p. 701). Any effort to improve rates of completion and academic success among Black male student-athletes must include some emphasis on their confrontations with low expectations and stereotypes in classrooms and elsewhere on campus. Provosts, deans, and department chairs should engage faculty colleagues in substantive conversations and developmental exercises that raise consciousness about implicit biases and racist/sexist stereotypes they possess about students of color and student-athletes in general, and Black men in particular.

in graduation rates, academic success indicators (e.g., GPAs and timely progress toward degree completion), and assorted student-athlete outcomes. In the absence of a comprehensive and actionable strategy document, inequities are likely to persist or worsen over time. The plan must be constructed

in response to data that are disaggregated by race, sex, and sport. Racial equity goals, efforts that will enable the department to actualize those goals, key persons who will be chiefly responsible for particular dimensions of the strategy, and methods of assessment should be included in the plan. The implementation of any strategy is unlikely to be successful without compliance from coaches. Hence, they must be involved in all phases of the process and view themselves as departmental agents who are rewarded both for winning games and for achieving equity in student-athlete success. Black male student-athletes should also be involved in this strategic planning process.

COACHES AND ATHLETICS DEPARTMENTS

In preparation for athletic competitions, coaches develop strategies for defeating opposing teams. This usually entails watching their opponents’ films, making necessary adjustments to the playbook, strategizing with the coaching staff, and a range of other preparatory activities. This same degree of strategy and intentionality is necessary for tackling racial inequities in intercollegiate athletics. The director of athletics must collaborate with coaches and other staff in the department to devise a strategy for narrowing racial gaps

colleagues from their respective areas of the institution in the athletics department’s strategic efforts to improve racial equity. For instance, professors could help their colleagues understand how they are complicit in conveying low expectations and racial stereotypes to Black male

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student-athletes who take their courses. Moreover, these particular faculty members could assume leadership for crafting an institutional strategy to disrupt classroom practices that sustain racial inequities for student-athletes and other students of color.

Martin, Harrison, and Bulkstein (2010) studied Black male student-athletes who had good grades, records of athletic accomplishment, and impressive résumés

RECOMMENDATIONS FOR IMPROVING RACIAL EQUITY IN COLLEGE SPORTS (continued)

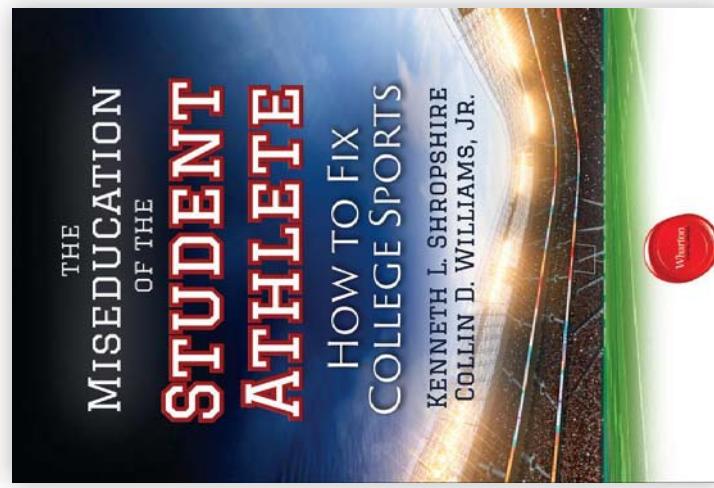
that included leadership roles within and beyond athletics. More student-athletes like these can be found at colleges and universities across the country. Athletics departments that wish to improve Black male student-athletes' academic success can learn much from Black male student-athletes who are academically successful. There are Black men on NCAA Division I football and basketball teams who graduate with higher than average GPAs and transition into rewarding careers and productive post-college lives that no longer include participation in organized sports.

Understanding how these men managed to succeed in college would be useful to coaches and others who endeavor to help lower-performing student-athletes thrive personally, academically, and athletically.

Similarly, athletics departments can learn from other NCAA Division I institutions at which Black male student-athletes graduate at rates comparable to or higher than student-athletes overall, undergraduate students overall, and Black undergraduate men overall. What is it about these institutions that enable them to achieve racial equity? Inspiration can be derived from effective programs and practices implemented elsewhere to improve Black male student-athlete success. One example is the University of Wisconsin's Beyond the Game initiative, which prepares Black male student-athletes for post-college options beyond professional sports. The initiative is led by a cross-sector team that includes senior administrators from the athletics department as well as Black male student-athletes, graduate students, alumni, full-time professionals from the UW Career Services Office, tenured faculty, and a vice provost.

to the university. These pressures explain, at least in part, why coaches discourage student-athlete engagement in activities and experiences beyond athletics that lead to academic and personal success (Martin, Harrison, & Bukstein, 2010).

Most Division I institutions offer centralized resources and support services for student-athletes, which I think is praiseworthy. However, I agree with other scholars (e.g., Comeaux et al., 2011; Gayles, 2014; Gayles & Hu, 2009) that coaches and staff in athletics departments should encourage student engagement with faculty outside the classroom, a diverse cadre of peers who are not members of sports teams, and professionals in other offices on campus (the counseling center, career services office, etc.). Moreover, student leadership skills can be enhanced through campus clubs beyond athletics; perspectives can be broadened through spending a semester overseas; and essential knowledge that is necessary for admission to graduate school or success in one's future career can be gained through doing research with professors or an internship related to one's field of study. Student-athletes are unlikely to be engaged in these ways unless their coaches are supportive; coaches are unlikely to be supportive of anything that threatens their own career stability. If racial equity and student-athlete engagement are to improve, college presidents and athletics directors must expand the reward structure for coaches to include metrics related to student-athlete engagement.



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JOURNALISTS AND SPORTS MEDIA

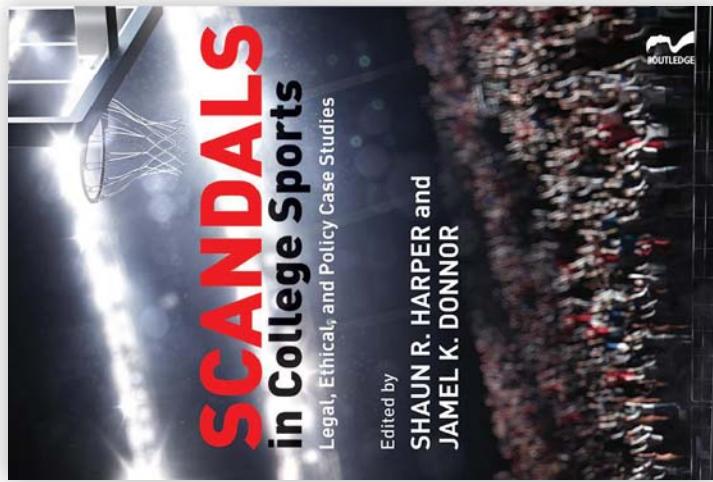
Young Black men's aspirations to play professional sports are shaped largely, though not entirely, by television and other forms of media (Benson, 2000). I believe it important for journalists to highlight other aspects of Black male student-athletes beyond their athletic prowess. More reporting must be done on those who simultaneously perform well in classrooms and on the field or court, similar to participants in Martin, Harrison, and Bukstein's (2010) study. An ESPN film or some other documentary on former Black male student-athletes who attended college, achieved academic and athletic success, were engaged campus leaders within and beyond athletics, graduated in 4-6 years, and took assorted post-college pathways (meaning, some enrolled in graduate school, some began full-time jobs in their fields of study, and others embarked on professional sports careers) would advance a more complete understanding and realistic depiction of this population. The film could highlight strategies these men employed to balance academic commitments and sports, as well as how some crafted post-college aspirations beyond playing for the NBA or NFL. Stories such as these also can be told through a series of newspaper articles and sports magazine features. I deem irresponsible (and racist) journalistic practices that continually yield single narrative, one-sided portrayals of Black male student-athletes.

BLACK MALE STUDENT-ATHLETES AND THEIR FAMILIES

The NFL and NBA draft fewer than two percent of college student-athletes each year. Put differently, over 98% of these students will be required to pursue other options. Given this, I advise Black male student-athletes and their families to resist the seductive lure of choosing a university because it appears to be a promising gateway to careers in professional sports. It can be for a very small number of student-athletes, but not for the overwhelming majority. In addition to asking, "how many of your former players have gone to the League," it is important for prospective student-athletes and those who support them to pose a more expansive set of questions to coaches during the college recruitment process: What is the graduation rate for Black men on your team? Besides the few who got drafted, what are other recent Black male graduates doing? Will you support my interest in spending a semester abroad and doing a summer internship in my field? How many players on your team studied abroad or did internships in their fields this past school year? What will happen to me if I don't get drafted? How prepared will I be for a career in my field? Give me specific examples of ways you encourage academic success and the holistic development of your players. Students who are highly engaged inside and outside the classroom are considerably more likely than are their disengaged peers

to graduate from college and compete successfully for highly-coveted jobs and admission to graduate school. They also learn more, earn higher GPAs, and develop a wider array of skills that will be useful in their lives and careers after college. Thus, I strongly encourage Black male student-athletes to take advantage of clubs, activities, and experiences outside of sports.

Spending all their time on athletics-related activities is unlikely to yield a portfolio of educational experiences that make them competitive for rewarding post-college options beyond the NFL or NBA.



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