

University of Washington
Faculty Council on Student Affairs
Tuesday, March 1, 2011
1:30 p.m. - 3:00 p.m.
36 Gerberding

Meeting Synopsis:

- 1) A discussion of issues related to student-athletes:
 - Professor Pat Dobel
 - Kim Durand, Associate Athletic Director for Student Development
 - Dr. Jim Bauman, Sports Psychologist
 - 2) Approval of minutes from the February meeting
 - 3) ASUW/GPSS report.
 - 4) Report from the chair.
 - 5) New business.
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Call to Order

The meeting was called to order at 1:30 PM.

1) A discussion of issues related to student-athletes:

Professor Pat Dobel
Kim Durand, Associate Athletic Director for Student Development
Dr. Jim Bauman, Sports Psychologist

Sports Psychology

Kim Durand, Associate Athletic Director for Student Development, presented the 2010 student-athlete exit survey [Attached – Appendix A], noting that one issue that had gotten attention was mental health affecting individuals and teams. Jim Bauman, Sports Psychologist, was brought in to the athletic department as a result.

Bauman discussed the role of mental health in sports psychology, noting the main issues he worked with [Appendix B]. He handed out a number of other documents, including a “menu” of services [Appendix C], current networking of UW sport psychology in coordinating amongst the university on students that are at risk [Appendix D], and information on individual athlete sessions [Appendix E]. He said that his first year, he saw almost 25% of the student-athlete population, mostly as walk-ins referred by their peers. He explained that there are fewer crisis situations happening, because the idea is to get involved at a grassroots level and do preventative work.

The council then held a discussion on these topics. Fabien brought up the issue of character development, pointing out that sometimes UW lets in students who are considered “at risk” due to not being prepared academically, but often students are not prepared socially. Bauman said he doesn’t see a big difference between student-athletes and the general student population, but with media attention any issues with athletes are brought to the forefront. He noted that character development is needed along all fronts, and progress is being made in compliance and recruiting.

Dobel brought up the self-image or stigma that can hold people back from seeking help, and asked if there were special ways to get different groups in. Bauman said that all sports have their own culture, and the sports psychologist or academic staff have to be welcomed in to be effective. The easiest way to accomplish this is to spend time with the programs.

The group then discussed the culture of high standards and expectations, the methods by which medications and monitoring are handled for student-athletes, the importance of confidentiality in the system, the ways in which the athletic department and other health and wellness units are working together, the way the culture around seeking consultation with a sports psychologist has changed for the better, and the current procedures for dealing with alcohol and substance abuse.

Missed Class Time

Durand presented a spreadsheet detailing missed class time across all sports [Appendix F]. She said that with the expansion of the Pac-10 conference to become the Pac-12, adding Colorado and Utah, it would likely get worse. She presented an example of how scheduling affects class time: in basketball, road trips are generally taken every other week, with Thursday and Saturday games. Teams will take the last flight on Wednesday, so players miss Thursday and Friday every other week of winter quarter.

Durand said that golf and tennis players miss the most, because they have to get to venues at the beginning of weeks. The NCAA is looking at the issue, but those team GPAs and graduation rates tend to be the highest, so from a data standpoint the NCAA may not see a problem. Durand noted that a benefit of the quarter system is greater opportunity for athletes to take a class fully out of their season and not miss it for travel reasons. She also said that students have to take a full load of at least 12 credits per quarter, even in season, and so they often look to take fewer lab-based classes in season. More and more student-athletes are graduating in 3.5 or 4 years because they bring in credits and also load up in the summer, so this helps with scheduling flexibility.

In response to questions, Durand also said that athletic department advisers and students work directly with departmental advisers. She also said that student-athletes are asked to sign a release in order for the department to gain information that allows them to compete. Professors log in and provide grade information and attendance if applicable. The athletic department then gathers that information to gage students and see if there are any red flags, and add tutoring if warranted. This process also helps predict if there is somebody that should consult with the sports psychologist.

Fabien said the guests would be invited back to talk about further topics relating to student-athletes.

2) Approval of minutes from the February meeting

The minutes of the February 1, 2011 meeting were approved as written.

3) ASUW/GPSS report.

ASUW

Bradley discussed U-Pass negotiations with UW Transportation. He said they'd worked to get the price down and were also negotiating with the state to get a commercial parking tax exemption. A memorandum of understanding will be signed to establish a universal U-Pass fee for students.

Bradley also said that he was working with Eric Godfrey to establish a way to establish new mandatory student fees on campus, as well as creating a memorandum of understanding with Intercollegiate Athletics about the football Dawg Pack on pricing structure.

Finally, he is moving forward with efforts to reform the course evaluation system, which is more paper based and contains more questions than other schools he's looked at. He said that a focus group could look at mandating it with certain changes to reduce the number of questions and have comments available to department chairs and deans.

GPSS

New GPSS representative Mallory Martin said that the organization is continuing to work with budget cuts and lobbying in Olympia. She also noted that SAF (Services and Activities Fee) is taking budget proposals from units on campus.

4) Report from the chair.

Fabien discussed revisions to the student conduct code. He said he's been added to a committee that was formed in November 2010, and there are three things that people are looking at: (1) fixing the student conduct code and making it easier to understand, (2) looking at a policy for leave with regard to mental health issues, and (3) evaluation of the 2007 student conduct code revision to expand scope to things off campus.

Adjournment

The meeting ended at 2:58 p.m.

Minutes by Craig Bosman, Faculty Council Support Analyst. cbosman@uw.edu

Present: **Faculty:** Fabien (Chair), Burke
President's Designee: Godfrey
Ex-Officio Reps: Bradley, Martin, Perrin
Guests: Pat Dobel, Kim Durand, Jim Bauman

Absent: **Faculty:** Berninger, Poovendran, Bailkin, Schwartz, LeVeque
Ex-Officio Reps: McKinstry

2010 STUDENT-ATHLETE EXIT SURVEY EXECUTIVE SUMMARY FCS A 3/1/2011

BACKGROUND

Since 1999, Intercollegiate Athletics and Office of Educational Assessment have collaborated on a Student-Athlete Exit Survey. The survey instrument was extensively redesigned in 2005, with input from both departments as well as stakeholder groups.

METHODS

- Athletic department personnel administer survey in last season of competition; coaches not present

- Current survey instrument used 2006-2010

Survey includes:

- About You
- About your sport
- NCAA, Pac10 and UW regulations
- General Athletics
- Your UW Experience

Confidential but not anonymous

Student number used to extract demographic information from the UW Student Database: Gender, Ethnicity, Residency status, Previous school type, UW special program status, Cumulative UW GPA, Major

RESPONSE RATE

	2007	2008	2009	2010
Response Rate	49% (50/102)	76% (84/111)	88% (94/107)	88% (70/80)
Participation of Teams	79% (15/19)	89% (17/19)	94% (17/18)	100% (16/16)

LIMITATIONS

Current data collection: Focused on seniors with exhausted NCAA eligibility or graduating and not returning to compete.

Future Goals: Capture respondents who quit, are cut, or transfer; Develop sophomore survey

ANALYSIS

•Performed by UW Office of Educational Assessment (OEA)

Appendix B: Detailed descriptive statistics

Appendix C: Comparisons by:

Gender: Female (n=38) vs. Male (n=33)

Ethnicity: Caucasian (n=38) vs. other racial/ethnic categories (n=33)

Sport: Teams put into categories

RESULTS

ACADEMIC PREPAREDNESS (1, “Not at all” to 5, “Very well”)

How well informed were you about academic requirements at UW prior to arrival?

Year	“Well” to “Very well”	“Somewhat”	“Not much” to “Not at all.”	M
2009	36.2%	42.6%	21.3%	3.22
2010	55%	34.3%	15.5%	3.59

. How well did your high school prepare you for academic s at UW?

Year	“Well” to “Very well”	“Somewhat”	“Not much” to “Not at all.”	M
2009	52.1	27.7%	20.2	3.49
2010	58.6	34.3%	7.1	3.84

RATINGS OF SERVICES

(1, “VERY POOR” TO 5, “VERY GOOD”)

QUALITY OF UW ACADEMIC SERVICES AND SUPPORT

•Advising in academic departments rated “Ok” to “Good”

Year	“Very good” or “Good”	“Ok”	“Poor” or “Very Poor.”	M
2009	59.6%	24.5%	9.6%	3.83
2010	57.8%	18.3%	14.1%	3.77

•Support from Professors and TAs rated “Ok” to “Good”

Year	“Very good” or “Good”	“Ok”	“Poor” or “Very Poor.”	M
2009	45.7%	42.6%	10.6%	3.49
2010	56.1%	25.4%	7%	3.84

ATHLETIC DEPARTMENT SUPPORT

Student-athletes rated overall Athletic Department support of their sport as:

	<i>“Very good” or “Good”</i>	<i>“Ok”</i>	<i>“poor” to “very poor”</i>
2008	71%	20%	5%
2009	65%	26%	9%
2010	77%	16%	7%

ATHLETIC DEPARTMENT SERVICES

Majority of Athletic Department services rated *“Good”* to *“Very good.”*

<i>“Good” to “Very good”</i>	2008	2009	2010	<i>“Ok” to “Good”</i>	2008	2009	2010
Travel	4.3	4.22	4.38	Nutritional Counseling	3.79	3.41	3.70
Athletic Trainers	4.2	4.19	4.32	Promotions/Marketing	3.88	3.39	3.86
Equipment	4.2	4.15	4.42	Sports Information	4.09	3.70	3.96
Facilities/Operations	4.2	4.07	4.36	Conibear Dining	3.31	3.68	3.96
Team Doctors	4.1	3.94	4.40				
Strength/conditioning	4.0	3.65	4.15				
Sports Psychologists	4.1	3.17	4.21				

STUDENT-ATHLETE ACADEMIC SERVICES

•Most SAAS services rated *“Good.”*

Academic year	2008	2009	2010
Eligibility/compliance	4.1	4.1	4.1
Financial aid	3.8	4.0	3.9
Academic counseling	4.3	3.9	4.1
Tutorial support	3.9	3.8	3.8
Learning specialists	4.1	3.7	4.0
Academic coordination	4.1	3.7	4.0
Career development	3.9	3.6	3.8
Personal development	3.7	3.6	4.0
Community service	3.9	3.5	3.9

2010 Note:
 44% did not use Learning Specialists
 19% did not use Academic Coordination
 27% did not use Career Development
 35% did not use Personal Development

USE OF ACADEMIC SUPPORT SERVICES (1, *“Not at all”* to 5, *“Frequently”*)

- Average freshman need for tutoring in 2009-2010 was \underline{M} = 3.02.
- 24.2 % of freshmen needed tutoring *“Frequently.”*
- Steady and significant decline in use of tutoring to \underline{M} = 1.65 for seniors
- Slightly increased use of tutoring OUTSIDE the department from \underline{M} = 2.1 freshman year to \underline{M} = 2.2 senior year.

Ratings of UW Experience

- Athletes rated the quality of their UW experience very highly:

Student-Athlete Development	2008	2009	2010
Overall experience	4.2	4.2	4.6
Social Experience	4.0	4.1	4.4
Athletic experience	3.9	4.0	4.1
Academic Experience	4.0	3.9	4.1

“Not at all” to 5, “A Lot”)

Student Development (Q35); TABLE B25, PG.33

- Participation in UW athletics enhanced personal growth in these areas: (1,

Student-Athlete Development	2008	2009	2010
Social growth	4.1	4.3	4.1
Physical growth	4.4	4.3	4.4
Emotional growth	4.1	4.3	4.2
Academic growth	3.5	3.5	3.6

Acheivement of Goals at UW (Q35); TABLE B26, PG.33

(1, “Not at all” to 5, “A Lot”)

- Percentage figures indicate students who ranked their goal attainment with ratings 4 to 5 on the scale.

Student-Athlete Goal Achievement at UW	2008	2009	2010
Achieved academic goals	3.8 (66%)	3.7 (58%)	3.8 (65%)
Achieved athletic goals	3.2 (43%)	3.5 (60%)	3.3 (45%)
Achieved career goals	3.5 (46%)	3.5 (50%)	3.6 (54%)

IMPACT OF BEING AN ATHLETE UPON UW EXPERIENCE

- 87% of participants able to meet “Most” or “Nearly all” of their academic responsibilities.
- Missing class (M= 1.79), missing tests (M= 1.83) and missing quiz sections (M= 2.05) had slightly negative impact on overall experience as a student-athlete.

Women (M=2.1) significantly more likely than men (M=1.5) to indicate missing exams had negative impact on their overall experience

Track /X-country students indicated significantly more negative impact of practice/competition on academic performance (M=2.06) than other sports but effect was still slight.

	None/Slightly Negative %		Somewhat/Very Negative %	
	2009	2010	2009	2010
Missing class	87	79	16	14
Missing tests	75	68	18	17
Missing labs/quiz sections	80	69	14	21

•More than 50% reported that practice and competition had at least a slightly negative effect on:
(1, “Very Negative” to 5, “Very Positive”)

	2009	2010
Academic performance	2.55 (very negative= 7.4%)	2.46 (very negative = 4.3%)
Classes/majors available	2.55 (very negative= 7.4%)	2.34 (very negative = 14.3%)
Extracurricular activities	2.43 (very negative= 19.1%)	2.43 (very negative = 14.3%)

IDENTIFICATION WITH ATHLETIC AND UW COMMUNITIES: (Q37); Figure11, pg.34

(5, “I have felt very much a part of this community” to 1, “I often have felt isolated from this community.”)

To what extent do you feel you have been a part of the...

Athletic Community

•76% felt a part of the athletic community (ratings of 4 or 5).

UW Community

•61% felt a part of the UW community (ratings of 4 or 5).

•16% felt “neutral or unsure” about being part of the UW community.

•10% “sometimes felt isolated” from the UW community.

• 3% “often felt isolated” from the UW community.

	“Very much/More than not” part of UW community	“Very much/ More than not “ part of athletic community	“Unsure” UW community	“Unsure” athletic community	“Somewhat/often isolated” from UW community	“Somewhat/often isolated” from athletic community
2008	50	80	31	12	19	8
2009	41	83	36	14	23	3
2010	61	76	26	16	13	8

OTHER EXPERIENCES

Alcohol/Drugs, Eating Disorders, Mental Health Issues

Degree to which the following affected members of your team's performance (academic or athletic):

(1, "Not at all" to 5, "Very Much")

• **Alcohol and drug use** (M= 2.01) 35 % reported effect of 3, "Somewhat" to 5, "Very much"

• **Eating disorders** (M= 1.79) 27 % reported effect of 3, "Somewhat" to 5, "Very much"

Women more likely to report than men (M = 2.1 vs. M = 1.5)

• **Mental health issues** (M = 2.00) 35 % reported effect of 3, "Somewhat" to 5, "Very Much"

Interactions Within Your Sport (Q17); Table B14, pg. 26

Within your sport have you seen or experienced interactions that you would describe as: (1, "Not at all" to 5, "Frequently")

• **Racist** (M = 1.42)

• **Sexist** (M= 1.45)

• **Homophobic** (M= 1.41)

• **Hazing/Initiation** (M= 1.23)

• **Gambling** (M = 1.14)

Coaching Support (1, "No" to 5, "Yes")

Coaches treated you honestly and fairly (M= 3.8).

- Women showed more satisfaction with treatment by coaches (M=4.1) than did men (M=3.5)

Coaches were available to you when you needed them. (M= 4.2)

NCAA, PAC10 Conference, and UW Regulations (1, "Not at all" to 5, "Very Much")

- High levels of familiarity with regulations (4 or 5); ranging from \underline{M} = 4.1 to \underline{M} = 4.4.

HUSKY AFFILIATION

(1, “Definitely Not” to 5, “Definitely Yes”)

- Percentage figures indicate students who ranked their decision *to attend UW again* or *to recommend other student-athletes to attend UW* with ratings of 4 to 5 (“yes” to “definitely yes” on the scale).

	Attend UW again?	Encourage other SAs to attend UW?
2008	4.1 (76%)	4.1 (72%)
2009	4.1 (75%)	4.3 (84%)
2010	4.3 (85%)	4.5 (89%)

Sport Psychology at UW

In March of 2009, a new service was implemented within the Athletic Department. This service was created in response to a growing awareness of “mental health issues” found in the general student population on campuses, as well as with student-athletes in athletic departments across the nation. Sport Psychology Services were expanded to address 4 general areas:



- 1) For our student-athletes, **“MENTAL HEALTH”** covers a broad range of concerns that can include anxiety, depression, daily pressure, daily expectations to perform at your best, feeling like you don’t have enough time to do all you have to do, recovering from injury, playing and studying when you are physically and emotionally tired, relationships, family, money issues, specific sport related issues, making academic progress, roommates, value conflicts, possible substance or alcohol use/abuse, and all kinds of other life circumstances that directly affect your adjustment to life away from home at the UW. Sport psychology services can assist with all of these.
- 2) A second area is working with **“SPORT SPECIFIC PERFORMANCE”** issues applying principles, theories, research, and lots of experience in the field of psychology. For example, assisting athletes with how to get ready to compete, working with the performance differences we often see in practice versus competition (“losing a gear” on competition day...what happened?), routines, working with “slumps”, managing the physiological and psychological energy associated with competing, helping with individual mental skill training programs, increasing the likelihood of having an “in the zone” experience during competitions, and much more...
- 3) A third area of importance is **“CHARACTER DEVELOPMENT”**. The business of college athletics is directed at being “profitable” (successful) and ensuring that our student-athletes leave with an education – in academia and in life. These years that you spend with us are important years for developing a solid “launching pad” for your future...wherever that may take you.
- 4) And lastly, **“EDUCATION”**. Sport psychology has been around in the US since the 1930s. Only recently have we observed more NCAA Colleges and Universities providing full-time sport psychologists within athletic departments. Part of that presence includes educating student-athletes, coaches, support staff, and administrators about removing the “stigma” that our social system has attached to getting treatment for mental health issues, implementing sport performance enhancing strategies, and developing the basic character that is associated with success in school, sport, and life. A variety of electronic media modalities, seminars, team contacts, and individual contacts will provide the initial the initial educational outreach.

The Sport Psychologist (Dr. Jim Bauman) is located in Conibear Boathouse, room 140. He can be reached at jbauman@u.washington.edu or 206-450-7840.



”The SportPsych Inn”



Not to be confused with our competitor “The SportPsych Out”, which is going out of business!

MENU

Welcome to a unique dining experience! This menu is the result of gathering **PERFORMANCE RECIPES** over many years of experience, traveling the globe, and bringing an international cuisine to your table. As with all menus, and depending upon what stimulates your taste buds, there will be items that will appeal to you today, others that could be more inviting on other occasions, and still others you have not tried...but you may find right up your alley. Menus come in many languages...some you may be familiar with and some you may not. We have all experienced attempts at making the “educated guess” using the “point and mumble” or simply choosing a number on the menu...when we have no clue what we are really ordering. These dining tactics are all accompanied with guarded...but, optimistic hopes...that what we have just ordered will be eatable and tasty, rather than an expensive and unpalatable surprise. In order to minimize the mystery and remove the surprise, I have attempted to use terms that are universally understood. *BON APPETITE!*

APPETIZERS

Motivation (perspective)	Relaxation/Imagery	“Confidence”	Composure	Stress
Self-Talk	Energy Management	“Slumps”	Injury Rehab.	Calm
Competition Routines	Managing pressure	Resilience	Responsibility	Focus
Developmental Issues	Values Conflicts	Values	Fans & Family	Mentoring
Dealing with success/or not		Retooling for Post-Season Competition		
Gearing up for the new season		Issues Arising at International Competitions		

ENTREES

Family Issues	Team Cohesion	Goal Planning	Expectations	Mood Issues
“Big Game” Pressures	Team Mate Issues	Sport Tactics	Coach: Athlete	“Burn Out”
Arousal Regulation	Performance Routines	Crisis Issues	Sport Transition	Recovery
Goal Achievement	Program Compliance	Personal Issues	Focused Winning	Gender Issues
Behavioral Concerns	Distracter Management	1:1 Consults	Mental Skills Training Programs	

DESSERTS

- Dealing with “**FEAR**” *hot!*
- Tracking pressure/stress/anxiety *hot!*
- Healthy perspectives (a John Wooden approach) *hot!*
- Transitioning from High School Athletics to the collegiate level *hot!*
- Transitioning from being a Student-Athlete to the next phase of life after graduation *hot!*
- Transitioning from collegiate athlete to the Olympic/Professional levels of sport *hot!*
- Transitioning from Olympic/Professional sport to next phase of life after sport *hot!*
- Neuro sport psychology (**Brain anatomy & how it works in competition**)...coming soon! *hot!*

This is a growing menu. If you don’t see what you want/need...just ask. All items are available “to go!”
Mixing, matching, substitutions are okay!

RESERVATIONS - Jim Bauman, PhD – “*head*” cook, server, and clean-up since 1989
jbauman@u.washington.edu 206-450-7840

Current Networking

UW Sport Psychology

Football
Wellness
Group

**UW Psychology
Training Center
– LD, Special
Cases,**

UW Counseling
Center

UW Hall
Health -
psychiatry

UW Health &
Wellness-
Substance
Abuse

UW
Psychology
Department –
Graduate

UW Medical
Center – Inpatient
Psychiatric Unit

Harborview
Medical Center
Substance
Use/Abuse

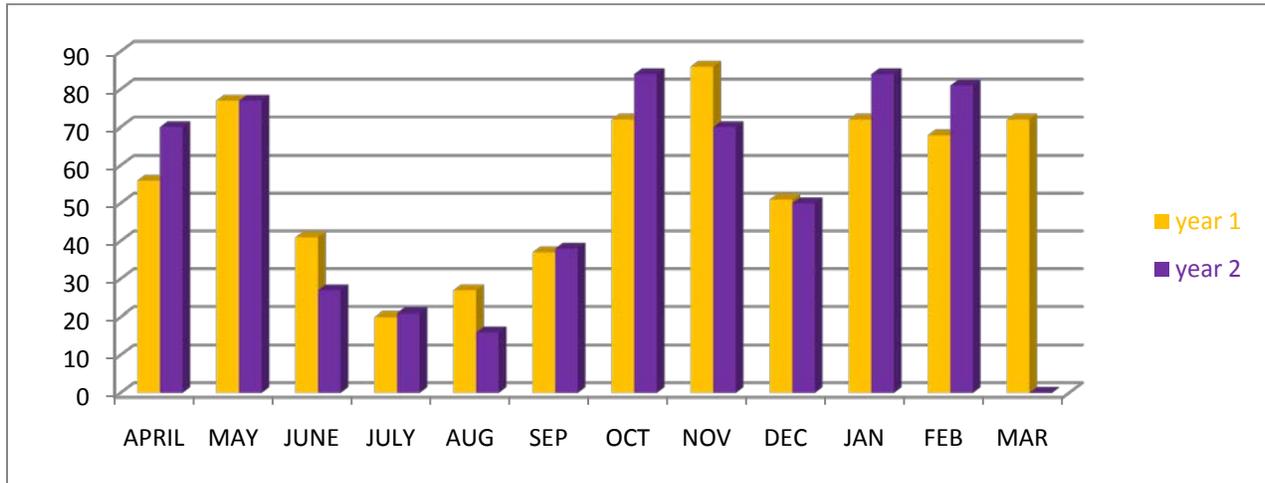
**Dr. David Coppel
Harborview
Neuropsychology
Evaluations**

**Dr. Patricia
Wright
Private Practice
Eating Disorders**

SPORT PSYCHOLOGY

INDIVIDUAL ATHLETE SESSIONS

Session = a scheduled minimum 30-minute appointment with a specific topic



The graph compares and illustrates the monthly totals of individual sessions with athletes, since the beginning of the sport psychology program services (April 1, 2009). Gold illustrates the numbers from last year and purple illustrates the numbers, so far, for this year.

2009-2010

679 scheduled appointments

About 23% of the Student-Athlete population (52 females and 48 % males)

2010-2011

618 (with March yet to go...expected to approach 700)

Appendix F –

Sport	Missed Class	Missed Class	Projected/	Main Travel	Team GPA (last 3 quarters)		
	Regular Season	Post-season/Championships	Actual Total	Quarters	Fall	Spring	Winter
	2010-11	2010-11	Missed Days		2010	2010	2010
Baseball	17	up to 7	max of 24	Winter/Spring	2.62	2.64	2.57
Men's Basketball	11	5 plus NCAAs (3 rounds)		Fall/Winter	2.74	2.65	2.25
Women's Basketball	10	5 plus NCAAs (3 rounds)		Fall/Winter	2.75	2.83	2.62
Men's Crew	6	up to 9	max of 15	Spring	3.09	2.97	3.03
Women's Crew	6	up to 9	max of 15	Spring	3.08	3.06	3.15
Men's Cross Country	5	4	9	Fall	2.95	3.15	2.88
Women 's Cross Country	5	4	9	Fall	3.26	3.26	3.4
Football	4	0	4	Fall	2.73	2.7	2.64
Men's Golf	23	up to 10	max of 33	Fall/Winter/Spr	3	2.88	3.02
Women's Golf	15	up to 10	max of 25	Fall/Winter/Spr	3.21	2.98	3.02
Gymnastics	3	up to 6	max of 9	Winter	3.34	3.13	3.27

Appendix F –

Men's Soccer	5	0	5	Fall	3.03	3.11	3.12
Women's Soccer	6	3	9	Fall	3.35	3.19	3.27
Softball	18.5	up to 11	max of 29.5	Winter/Spring	3.35	3.15	3.05
Men's Tennis	13.5	up to 11	max of 24.5	Fall/Winter/Spr	3.33	2.76	3.13
Women's Tennis	22	up to 11	max of 33	Fall/Winter/Spr	3.24	3.34	3.27
M Indoor Track & Field	1	up to 3	max of 4	Winter	2.9	2.99	2.98
W Indoor Track & Field	1	up to 3	max of 4	Winter	3.14	3.08	3.1
M Outdoor Track & Field	4.5	up to 13	max of 17.5	Spring	2.9	2.99	2.98
W Outdoor Track & Field	4.5	up to 13	max of 17.5	Spring	3.14	3.08	3.1
Volleyball	4	1	5	Fall	3.08	3.21	3.07