

# University Sports Administration

## THE GAP

### Part 1

*The Chronicle of Higher Education* ran a story entitled, [Big Graduation-Rate Gap Looms Between Football Players and Full-Time Male Students](#) on September 1, 2011.

“A sizable and pervasive gap between the average graduation rates of NCAA Division I football players and full-time male students over all at several conferences persisted in the years from 2000 to 2003, according to the 2011 Adjusted Graduation Gap Report from the University of North Carolina at Chapel Hill’s College Sport Research Institute. In the Pacific-12 and Big Ten Conferences, regarded as among the most prestigious college-sports leagues, full-time male students graduated at a higher rate than football players by 26 and 21 percentage points, respectively. The numbers are not much changed from the period of 1999 to 2002.”

Improvement of graduation rates of football and basketball players is easy but potentially corrupt. Put most of the “student athletes” in courses especially designed for them, *e.g.*, Sports Management 101, 102, 103, etc., and post sympathetic faculty to teach them and assign the grades.

In areas of influence, administrators and their ally faculty are often adept at doing what’s necessary to advance the sports program and image of their school to the “next level.” And it is not graduating football and basketball players through rigorous university courses in established disciplines. In other words, put administrators’ “skin” at risk—“skin in the game,” if you like—and you’ll observe that their modus operandi will be what has been observed in studies time and again. They will pervert the system and punish anyone who interferes in their corruption. If you don’t believe it, run the tests for yourself. I’ve provided a blueprint, *i.e.*, rigorous methodology, to conduct tests for yourself -- call them experiments, if you like. I’ve also provided tests for you to see how actual experiments are conducted and proof is established. *See*, “A General Theory to Test Social Reality,” “Is Accreditation A Reliable Authority On Academic Quality?” and “University and AACSB Diversity (diversity of ideas, free speech, academic freedom, etc)” free online at the Social Science Research Network. <http://ssrn.com/author=397169>

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