DIVISION I
FOOTBALL CHAMPIONSHIP
SUBDIVISION ATHLETICS
DIRECTORS ASSOCIATION

DIVISION
I-AAA
ATHLETICS DIRECTORS
ASSOCIATION

Division I Next Generation Educational and Student-Athlete Centric Model

The PICTOR Group

FINAL WORKING DRAFT
JUNE 9, 2024

Division I Next Generation
Educational and Student-Athlete Centric Model

Executive Summary

The Football Championship Subdivision (FCS) and the DI-AAA, representing the non-football playing subdivision (NFS) Athletics Directors Associations collaborated through NACDA to chart a path forward for Division I athletics. As the divide between the Power conferences grew with no reasonable plan for the future, the athletics director associations initiated this collaboration to create a defensible model of college sports. Since then, the House vs NCAA case settlement has opened the potential for an even greater financial and philosophical divide. The goal of this collaboration is to establish a sustainable model that is both philosophically sound and legally defensible, ensuring these subdivisions can compete at the highest levels of college sports while maintaining access to broad-based championships and shared athletics revenues.

The ADAs hired The PICTOR Group, an intercollegiate athletics consulting firm, to facilitate their efforts. In January 2024, an oversight group composed of NFS and FCS athletics directors, commissioners, and student-athletes oversaw the development of a position paper and foundational principles. These documents were socialized through webinars, emails, surveys, and presentations with NFS and FCS Division I members, including administrators, student-athletes, coaches, and faculty.

From that initial feedback, working groups studied two key distinguishing factors:

1. **Primacy of Education**: The core of intercollegiate athletics is education, not a commercial activity. Directly linking the student athlete's athletics experience with educational outcomes is central to building a new model for college sports that grounds the athlete as a student.

2. **Social Sector Enterprise**: Intercollegiate athletics is part of the social sector, not a sports business enterprise, and fundamentally serves a public purpose. Athletics uniquely prepares citizens, provides educational access and athletics opportunities, develops leaders, empowers underrepresented minorities, advances holistic health, and catalyzes the US and global sports ecosystem.

The working groups produced a new model for college sports based on the primacy of education and a set of framework principles needed to support the new model grounded in the public purpose of intercollegiate athletics.

The new model, **Division I Next Generation Educational and Student-Athlete Centric Model** (working draft), includes three fundamental elements based on a philosophical and legal foundation and centers the athletics experience more deeply in education. The model and corresponding tools were designed for institutions to implement independently or as part of a conference or national initiative. To implement this model, institutional leaders would focus on three things:

1. Rebalancing control over student-athlete time and activities and treating them more like other students on campus who have substantial commitments to the institution (*Control Factors Scorecard*);
2. Better understanding, articulating, and measuring – and testing assumptions regarding – the various benefits of intercollegiate athletics and identifying areas where enhancing student-athlete benefits at the institutional, conference, or national level may be necessary (*Benefits Valuation Tool*); and,
3. Reframing college athletics through a higher education lens and transforming the college athletics experience into part of the educational mission and academic experience on college campuses (*Connecting Athletics to Educational Outcomes Tool*).

The principles for four frameworks – *Governance*, *Financial and Resource*, *DI Competitive*, and *Academic* – were developed based on the assumption that the Primacy of Education model is a defensible model of college sports AND that athletics serves a public purpose.

Within the *Governance Framework*, national-level governance focuses on areas of commonality, notably aligning around the sport of basketball, rather than being subdivided by football. In light of the recent House Settlement, equitable representation in the governance process is paramount. Ensuring that student-athletes are a meaningful part of the structure, organization, and decision-making authority is critical.

The *Governance Framework* further proposes the creation of a Student-Athlete Policy and Experience Committee. This committee would have the authority to propose legislation and report directly to the DI Council. Student-athletes may, at their discretion, add independent experts to provide advice and guidance on legal, health, safety, well-being, education, and administration matters.

The *Competitive Framework* is founded on the Primacy of Education and acknowledges the important role NCAA Division I sports play in both the US and global sports ecosystem. It emphasizes broad-based opportunities and access to championships.

The *Financial and Resources Framework* recognizes that institutions and their communities fund intercollegiate athletics to serve the public good and that athletics should be fully integrated into the higher education entity. Shared athletics revenues are crucial for promoting financial stability, and maintaining access to national shared revenues is critical.

The *Academic Framework* recognizes the inherent learning outcomes student-athletes derive from their athletics experience and seeks to integrate them into the institution's educational mission more deeply.

The Foundational Principles, **Division I Next Generation Educational and Student-Athlete Centric Model,** along with its supporting documents and tools, Framework Principles, original Position Paper, and related supplements can be found on the NACDA website: https://nacda.com/sports/2024/2/6/DIPositionPaper.aspx

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Oversight Committee and Working Groups Roster

Athletics directors, commissioners, and student-athletes populated the Oversight Committee and Working Groups that advanced the **Division I Next Generation Educational and Student-Athlete Centric Model**.

The project was facilitated by The PICTOR Group, a consulting group selected through a national request for proposals.

Division I Next Generation
Educational and Student-Athlete Centric Model

Oversight Committee & Concept Working Group Members

No-Football Subdivision (DI-AAA)

- Janet Cone (UNC Asheville) – Co-Chair [Big South]
- Jill Bodensteiner, (St. Josephs) [A-10]
- Dan Butterly (Big West)
- Josh Fenton (Summit League)
- Lenny Kaplan (NJIT) [America East Conference]

Football Championship Subdivision (FCS)

- Tom Michael (Eastern Illinois) – Co-Chair [Ohio Valley Conference]
- Bill Chaves (North Dakota) [Summit League]
- Sherryta Freeman (Lafayette) [Patriot League]
- Nicki Moore (Cornell) [Ivy]
- Noreen Morris (Northeast)
- Chris Robinson (Arkansas Pine Bluff) [SWAC]

Division I Student-Athletes Representatives

- Anthony Egbo, Jr. (Abilene Christian) [WAC]
- Leah Carey (Brown) [Ivy]
- Meredith Page (Radford) [Big South]

Ex-officio

- Ryan Ivey (LaTech) [former project co-chair for FCS moved to ex-officio]

The PICTOR Group (Consulting Team)

- Sandy Hatfield Clubb, President and Project Lead
- Gabe Feldman, Legal Consultant
- Teena Murray, High-Performance Consultant
- Ingrid Wicker McCree, Practitioner Consultant
- Hope Bender, Intern
- Riley Gallagher, Intern
- Gary Brown, Editor

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Foundational Principles Guiding Division I Non-Football Subdivision & Football Championship Subdivision

The Foundational Principles Guiding Division I Non-Football Subdivision and Football Championship Subdivision were outlined to guide the development of a new model for Division I athletics. In a survey of NFS and FCS athletics administrators, 94.44% of respondents at least somewhat agreed with the principles, with nearly half of all respondents strongly agreeing (47.22% strongly agree/47.22% somewhat agree).

Revised March 18, 2024

Foundational Principles Guiding Division I
Non-Football Subdivision (NFS) and Football Championship Subdivision (FCS)

NFS and FCS institutions share a principled approach to college athletics based in the following:

- **Competition at the highest level of intercollegiate athletics** that culminates in conference and national championships.

- **Alignment with the educational mission** wherein:
    - Participants are students whose athletics experience is fundamental to their holistic growth and development as an integral component of higher education.
    - Coaches and staff are educators who play a significant role in preparing student-athletes for success in life after college.
    - Institutions invest directly in athletics programs to advance the educational mission through student recruitment, development, and retention; university reach, brand, and reputation; student-athlete development; contributions to diversity, equity, and inclusion; and community and alumni engagement.

- **Comprehensive support for the education, health, safety, and well-being of student-athletes** in a high-performance and growth-promoting environment.

- **Recognition of equity and opportunity as essential to success** by acknowledging and appreciating the diversity of student-athletes, the breadth of sports offerings, and the accommodation for student-athletes under Title IX regulations.

- **Commitment to financial responsibility and sustainability** as stewards of institutional and community investments.

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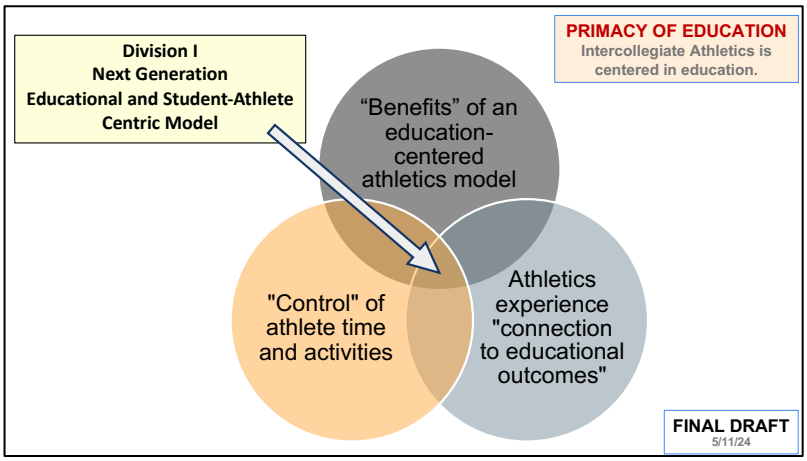
Division I Next Generation Educational and Student-Athlete Centric Model

This section presents a working model designed to offer a philosophically and legally sound framework for college sports, wherein Non-Football Subdivision and Football Championship Subdivision institutions compete at the highest level of intercollegiate athletics.

Division I Next Generation Educational and Student-Athlete Centric Model

The **Division I Next Generation Educational and Student-Athlete Centric Model** comprises three foundational elements, each having a philosophical and legal context. At the center of the Venn Diagram is a new model of college sports that grounds the athletics experience more deeply in education, reorients control of student-athlete time and activities, enhances student-athlete benefits, and centers the athlete as a student.



The **Division I Next Generation Educational and Student-Athlete Centric Model** is designed to give student-athletes a greater voice and control over their experience and to improve the overall educational benefit of their athletics experience. Division I administrators, coaches, faculty, student-athletes, and legal experts collaborated to develop this model as well as the governance, academic, competitive, and financial/resource frameworks needed to support its success.

A brief description of each foundational element follows, and the tools developed to assist implementation are available at https://nacda.com/sports/2024/2/6/DIPositionPaper.aspx

Control of athlete time and activities (Supplement #1):

This model treats student-athletes like other students on campus and gives them more control and autonomy over their academic experience. As with other members of the student body, such as a theater or music student, some level of control over student-athletes' time and activities is essential to preserve the education, health, safety, and well-being of student-athletes and to maintain the integrity of the academic and athletics mission.

The **Control Factors Scorecard** was created using recent developments regarding the NLRA, FSLA, and other legal issues as a framework. Its purpose is to provide an illustrative and not exhaustive set of guidelines to reduce unnecessary control over student-athlete time and activities while preserving the vitality of college athletics.

Benefits of an education-centered athletics model (Supplement #2):

Institutions sponsor Division I athletics because there is great value to the students they serve as well as to the institution itself. A **Benefits Valuation Tool** was created to demonstrate the synergistic relationship between the two. While specific benefits may vary across sports within and among institutions, the student-athlete benefits outlined in the valuation tool are generally provided to all Division I student-athletes. The benefits to the institution may vary disproportionally across sports. The purpose of the valuation tool is to help institutions better understand – and test their assumptions regarding – the various benefits of intercollegiate athletics and to identify areas where enhancing student-athlete benefits at the institutional, conference, or national level may be necessary.

Athletics experience connection to educational outcomes (Supplement #3):

Data show there is inherent academic value in the student-athlete's athletics experience. By creating a direct link between the student athlete's athletics experience and the related educational outcomes, their experience can be better understood, measured, and studied. The **Connecting Athletics to Educational Outcomes Tool** was created to demonstrate potential academic pathways for institutions to follow.

Division I is the highest level of competitive collegiate sport so full development of this model includes the integration of holistic and elite performance outcomes and recognizes the role of the coach and administrators as educators, which will require a new level of educational standards.

Control Factors Scorecard

Appropriate ← → Overreaching
(Potential Employment Triggers)

This scorecard has been designed from the most recent case law, for the purpose of providing an illustrative, but not exhaustive, set of guidelines to reduce unnecessary control of student-athletes and to preserve the vitality and guiding principles of NCAA college athletics.

Control Analysis:

- The Student-Athlete should be treated similarly to the general student body population unless and only if reasonably necessary to advance the athletic mission, while not interfering with meaningful education.
- The Institution may direct and oversee activities and possess a significant interest in maintaining control over the student-athlete experience when:
  - It is in the interest of the education, health, safety, and well-being of the student-athlete(s)
  - Maintaining the integrity of:
    - The Student-Athlete (e.g. academic pursuits, eligibility standards)
    - The Teams (e.g. maintain vital competitive opportunities which enhance student-athlete experience)
    - The Athletics Department & The University (e.g. pursuit of the educational mission, fair play)

Appropriate		Overreaching
Academic Requirements		
• Academic Advising/Study hall on an individual basis • Scholarship offers • Eligibility Standards & Progress Toward Degree • No restrictions on major selection	• Summer school • Required Educational Sessions	• Whole team study hall • Infractions resulting in removal from the team • Required/pressured major selection • Restriction of time-consuming majors
Athletes Are Directed at What Tasks to Perform and How to Perform Them		
• Expectation of proactive communication • Compliance meetings • Athletic related instruction • Safety/well-being related instruction • Social Media education	• Voluntary workouts/player development • Pre-/post-game activities • Hosting recruits	• Whole team punished for one person's actions • Required to play when sick • Being rushed back from illness/injury • More controlling of higher revenue sports • Social Media Restrictions • University handling of Media Interviews
Mandatory Time Commitments		
• Allowing ample/majority of time to be spent on academics • No penalties for missing practice to go to class • Consistent practice times • Detailed itineraries • Mental health days • Season and game day scheduling	• Summer workouts/camps • Limited allowances for missed practice for class • General flexibility in scheduling conflicts	• Film outside of allotted hours • Penalties for missing practice/competition for class • Inconsistent required practice • Excessive/unreasonable time commitments • Lack of downtime on road trips
Off the Playing Field Activities		
• Testing for Performance Enhancing Drugs (fair & equitable play) • Gambling prevention/monitoring • Restraint that protect or ensure well-being of athlete • Hazing/bullying	• Community Service • Time off during holidays/breaks • Team Fundraising • Outside employment restrictions	• Recreational drug testing • Can't see family who travel • What can/can't be worn around campus • Rules around jewelry/hair color • Diet restrictions • Living location restrictions • Restricting athletes from attending family events • Relationship monitoring

DI-AAA and FCS Athletics Directors Associations Collaboration

Next Generation Division I Educational and Student-Athlete Centric Model

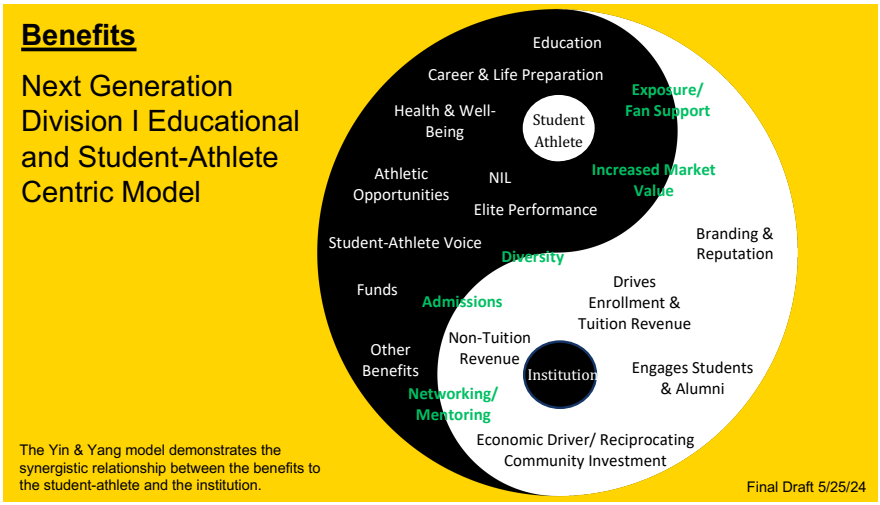
Benefits Valuation Tool

In a post-amateur college athletics landscape, now more than ever, campuses are asking the question, "What are the benefits of Division I intercollegiate athletics?"

Division I intercollegiate athletics brings value to students and the institution as it fulfills its public purpose to uniquely prepare citizens, provide educational access, develop leaders and empower underrepresented minorities, advance holistic health, and catalyze the U.S. and global sports ecosystem.

This **Benefits Valuation Tool** was created to help institutions better understand, articulate, and measure how student-athletes and the institution benefit from the athletics program. The Yin and Yang model was chosen to illustrate the synergistic relationship between the benefits to the student-athletes and the institution.

Student-athlete benefits are seen on the model's left side, the institution on the right, and highlighted in green down the middle are those benefits that are more integrated or reciprocating. This model was developed with input from Division I student-athletes, administrators, and faculty. It is designed to be illustrative and does not provide an exhaustive list of benefits. An explanation and sample valuation of each benefit is available on the NACDA website.



While specific benefits may vary in quality or quantity across sports among and within institutions, the student-athlete benefits outlined in the valuation tool are generally provided to all Division I student-athletes, regardless of their sport. The benefits to the institution commonly vary disproportionally across sports – some sports generate a larger impact than others. The valuation tool is created to help institutions better understand – and test their assumptions regarding – the various benefits of intercollegiate athletics and to identify areas where enhancing student-athlete benefits at the institutional, conference, or national level may be necessary.

Though not always easy to quantify, each benefit listed has value. As example:

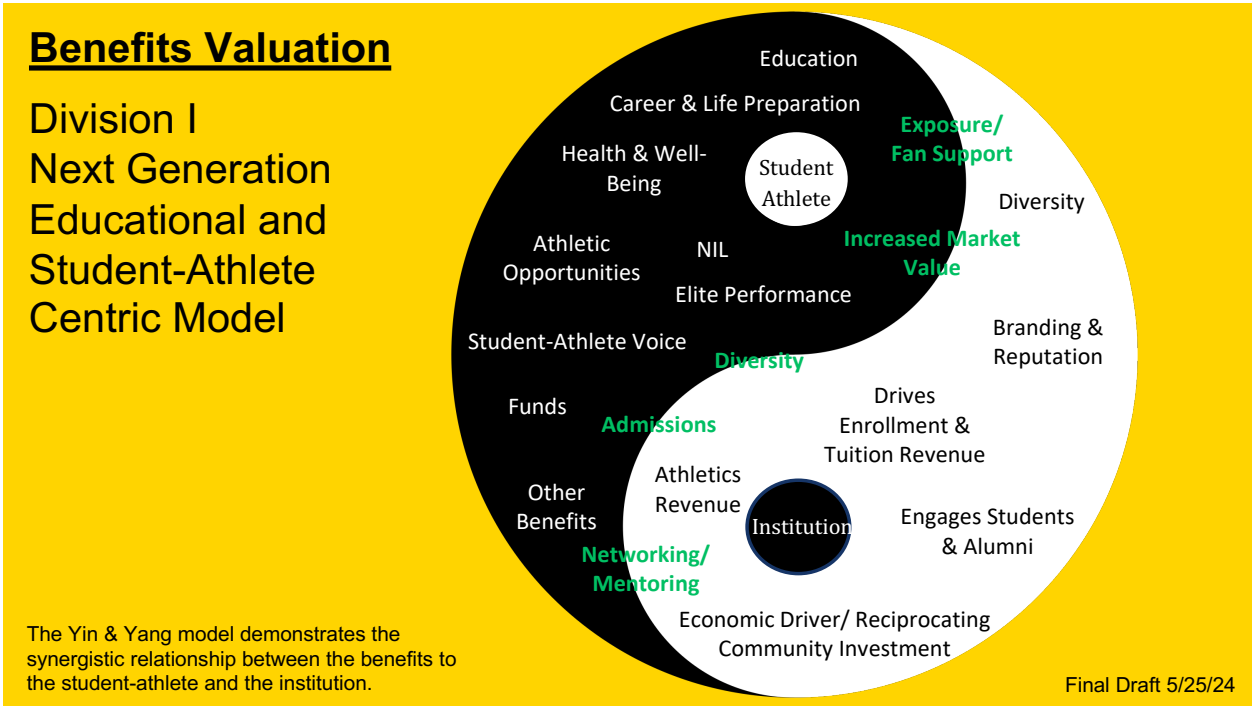
- Beyond scholarship and support systems related to student-athletes education and well-being, the 2020 NCAA Gallup study shows that Division I NCAA student-athletes (64%) are more likely than their non-athlete peers (61%) to have graduated college in four years or less, they are less likely to have taken more than five years to graduate (7% vs. 13%)
- NCAA student-athletes are 1.3 times more likely to earn an advanced degree.
- Former DI NCAA student-athletes are more likely to thrive in purpose, social, community, physical, and financial well-being than non-athletes.

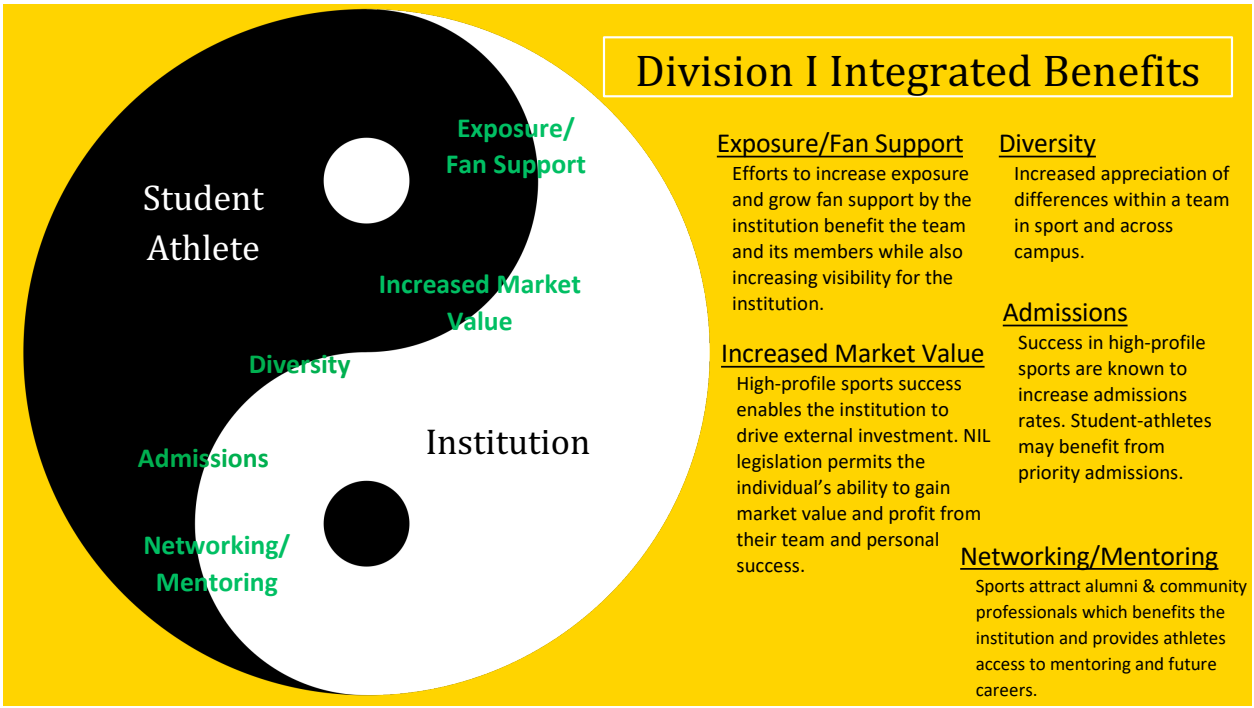
Further explanation of the benefits listed in the model and example benefit values can be viewed on the NACDA website.

Division I Next Generation Educational and Student-Athlete Centric Model

Benefits Valuation Tool

The following slides provide an expanded definition of benefits. It is designed to be illustrative and not an exhaustive list of benefits.



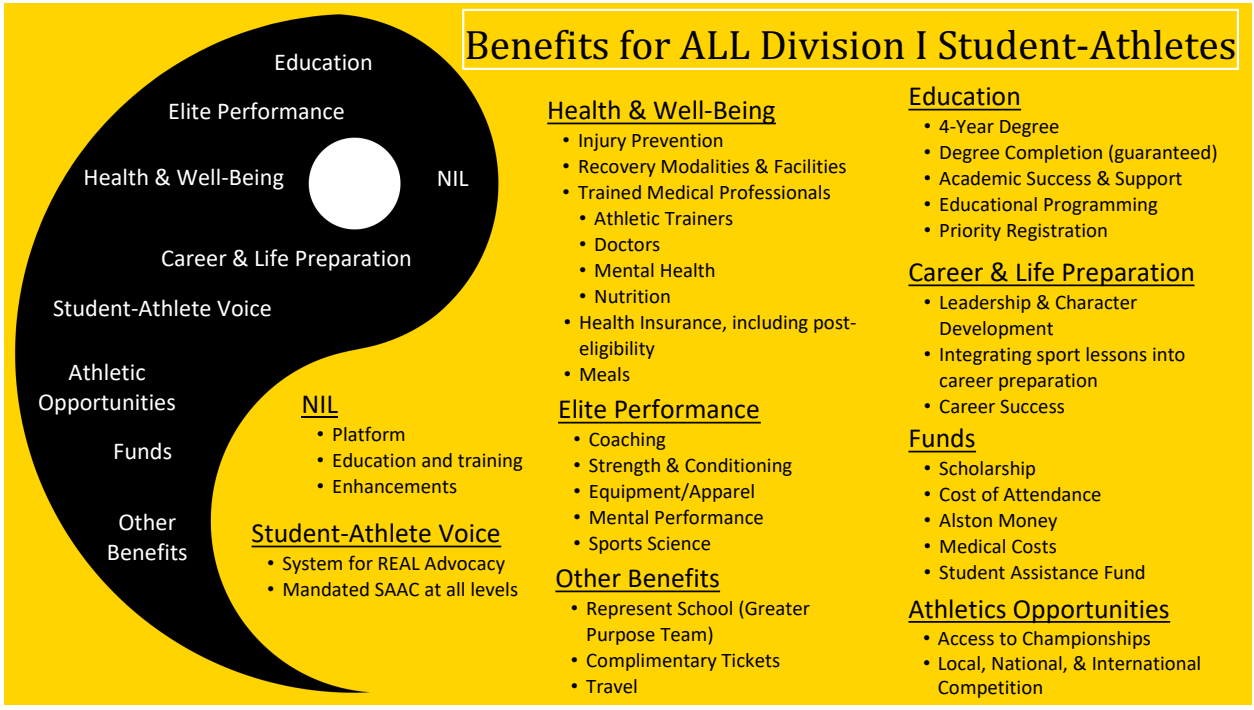


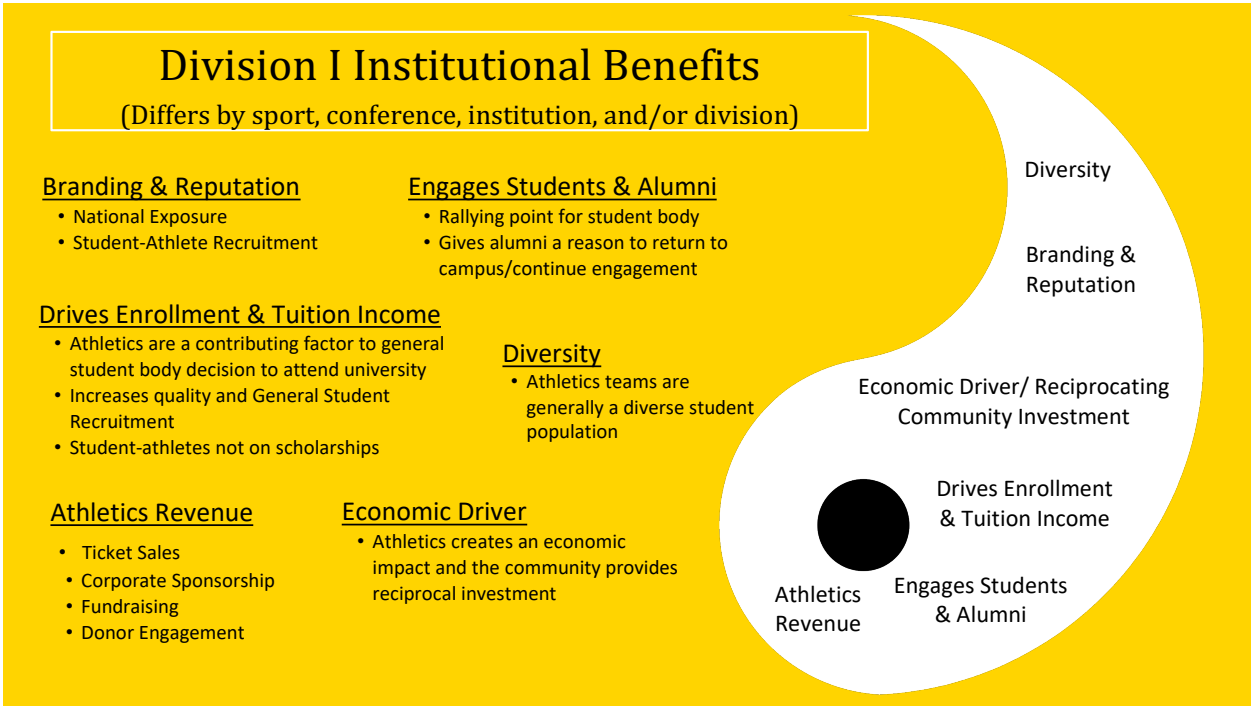
This document and all related materials were developed as part of the DI-AAA and FCS Athletics Directors Associations collaboration organized to create a future model for Division I athletics.

Division I Next Generation Educational and Student-Athlete Centric Model

Benefits Valuation Tool

The following slides provide an expanded definition of benefits. It is designed to be illustrative and not an exhaustive list of benefits.





This document and all related materials were developed as part of the DI-AAA and FCS Athletics Directors Associations collaboration organized to create a future model for Division I athletics.

Valuation of Benefits Examples

This is a support document for the **Benefits Valuation Tool** that was created to help institutions better understand – and test their assumptions regarding – the various benefits of intercollegiate athletics and to identify areas where enhancing student-athlete benefits at the institutional, conference, or national level may be necessary.

This supplemental document provides sample data that could be used to describe the value of certain student-athlete and institutional benefits. Each institution and conference should assess its unique benefits based on its related data. These examples are illustrative and not an exhaustive list of benefits.

Source data is indicated by a number that links to the corresponding resource listed in the reference section at the end of this document.

Example Values Related to Student-Athlete Benefits

Education

- ***70%*** of student-athletes graduate in 4 years or less, compared to ***65%*** of non-athletes. [5]
- ***39%*** of student-athletes complete an advanced degree, compared to ***32%*** of non-athletes.
    - Gallup: Among black graduates, ***49%*** of student-athletes complete an advanced degree, compared to ***39%*** of non-athletes. [5]
    - Research on Ivy League: "athletes are more likely to get an MBA and receive it from an elite program, although they are less likely to pursue an M.D, a Ph.D., or an advanced STEM degree. [1]
- ***53%*** of NCAA Division I student-athletes graduate with no loans, compared to ***44%*** of non-athletes. [5]

Career and Life Preparation

- According to Ivy League, "athletes have significantly higher labor market outcomes that non-athletes…athletes earn about ***3.4%*** more over their entire careers than non-athletes." [1]
- ***55%*** of student-athletes have held a leadership position in an extracurricular activity, compared to ***31%*** of non-athletes. [5]
- ***54%*** of student-athletes strongly agree that they were challenged academically in college, compared to ***44%*** of non-athletes. [5]
    - ***95%*** of the student-athletes believed this challenge had a positive effect.
    - "The degree to which an [undergraduate student] experiences academic challenge is also a critical element in positioning them favorably for long-term outcomes."
- Student-athletes are more likely than non-athletes to have benefited from meaningful and enriching support experiences with professors and mentors [5]
- ***31%*** of both student-athletes and non-athletes strongly agree that they have had an internship or job that allowed them to apply what they learn in the classroom. [5]
- There is no evidence to show that the athletic experience takes away from potential life preparation experiences:
    - ***15%*** of student-athletes participate in study abroad programs, compared to ***12%*** of non-athletes. [5]

Valuation of Benefits Examples

Equity

- Average annual wages of former female student-athletes are ***7%*** higher than non-athletes. [3]
- ***94%*** of women in C-suite positions played sports, ***52%*** of which played at the university level. [3]
- Among black graduates, ***49%*** of student-athletes complete an advanced degree, compared to ***39%*** of non-athletes. [5]
- While 33% of general student body first-generation college students drop out within three (3) years, ***93%*** of first-generation NCAA student-athletes are confident they will graduate from college. [13]

Athletic Opportunities

- Student-athletes engage in local, regional, national, and international competitions culminating in conference and national championships.
- ***12%*** of NFS and ***14%*** of FCS athletic department expenses cover game expenses, and travel, and competition guarantees. [6]
- DI Athletics departments in Non-Power conferences spent on average between $669,000 and $6.4 million annually on men's basketball between 2003-2018. [3]

Elite Performance

- ***19%*** of FCS/NFS athletic department expenses fund coaching student-athletes. [6]
- ***18-19%*** of FCS/NFS athletic department expenses fund facilities and equipment for student-athletes. [6]
- ***1-2%*** of FCS/NFS athletic department expenses fund medical services for student-athletes. [6]

Health and Well-Being

- All NFS and FCS institutions currently invest an amount equal to at least 100% of their shared athletics revenues in student-athlete education, health, safety, and well-being.
- Former student-athletes are more likely to thrive regarding purpose, social, community, and physical well-being. [5]

Funds

- ***24-28%*** of FCS/NFS athletic department expenses fund athletic student aid [6]
- Institutions may also provide educational awards (Alston Money) and Student-Athlete Opportunity Funds

Student-athlete Voice

- ***55%*** of student-athletes have held a leadership position in an extracurricular activity, compared to ***31%*** of non-athletes. [5]

Valuation of Benefits Examples

Example Values Related to Institutional Benefits

Branding and Reputation

- Documented estimates on the value of "free" advertising and promotions that institutions receive as a result of significant athletics success:
  - Butler University received more than ***$639 million*** in free promotions after its NCAA Men's Basketball Final Four tournament run in 2010. [14]
  - George Mason University received around ***$677 million*** in free publicity after the 2006 NCAA Men's Basketball Final Four tournament. [14]

Drives Enrollment and Tuition Income

- There have been estimates that the top 20 football schools and top 16 basketball schools each year receive ***2-8%*** increase in the number of school applications. [11]
- Applications at Butler University rose about ***40%*** after their Men's Basketball Final Four tournament run in 2010. [4]
- Florida Gulf Coast University saw about a ***40%*** increase in their applications received after they reached the Sweet 16 in 2013. [4]
- Applications at Gonzaga University rose almost ***12%*** after the team reached the Elite Eight in 1998. [4]

Athletics Revenue

- Certain sports generate or catalyze the generation of revenue more than others.
- Men's basketball is the number two revenue-producing sport which brings in an average ***$8.1 million*** per Division I school annually. [10]

Engages Students and Alumni

- ***28%*** of student-athletes have donated financially to their alma mater in the last 12 months, compared to ***17%*** of non-athletes. [5]

Diversity

- ***45%*** of DI student-athletes are racial minorities [9]
- Notable increases in single-cohort Graduation Success Rate (GSR) over the 20 years of calculating this rate in Division I: [12]
  - Overall student-athletes — ***74%*** to ***91%.***
  - Black student-athletes — ***56%*** to ***82%.***
  - Hispanic/Latino student-athletes — ***64%*** to ***89%.***
  - Black men's basketball student-athletes — ***46%*** to ***83%.***

Economic Driver

- Hosting regular-season athletics events drives local revenue through hotels, rental car/ground transportation, restaurants, and airlines.
- Host cities of NCAA Men's Basketball Tournament games consistently see millions of dollars of revenue go towards the community. [7]

Valuation of Benefits Examples

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DI-AAA and FCS Athletics Directors Associations Collaboration

Next Generation Division I Educational and Student-Athlete Centric Model

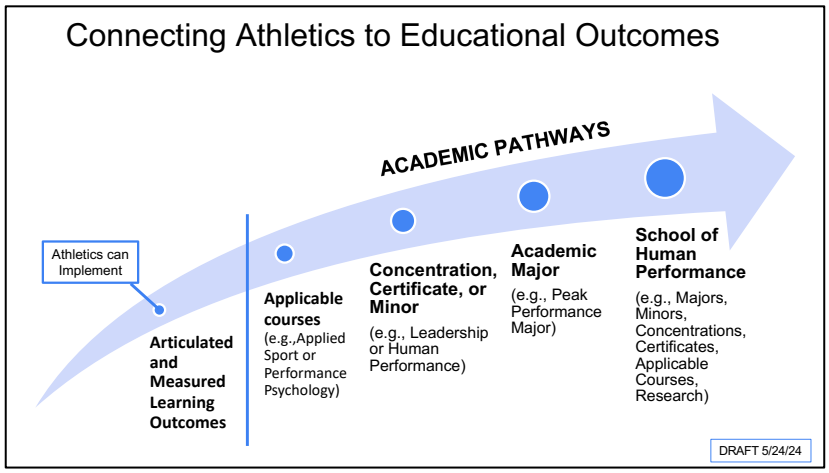
Connecting Athletics to Educational Outcomes Tool[1]

Participation in college athletics helps students develop critical thinking skills and values systems and teaches (among many other things) discipline, dedication, hard work, teamwork, resilience (learning how to fail and perform under pressure), leadership, sportsmanship, compassion, and integrity. For many athletes, however, these benefits are largely incidental to their athletic performance. The invaluable lessons learned through athletic participation are not taught, measured, structured, or even recognized formally. This model would reframe college athletics through a higher education lens and transform the college athletic experience into part of the educational mission and academic experience on college campuses.

This new approach ultimately seeks to transform athletic participation into a formalized academic field, comparable to music and performing arts. At a minimum, this would include the development and measurement of learning outcomes. Ideally, it would encompass rigorous academic programs centered on the athletic experience of student-athletes, moving beyond the study of off-field topics such as sports law or sports business.

The following depicts a scale of potential academic pathways:

In every scenario, student-athletes have the right to select their major and related coursework. Each academic pathway enhances the benefits to student-athletes academically and further empowers them athletically.



While the athletics department could articulate and measure learning outcomes (a beginning point in the academic pathway), advancing a sport-centric curriculum lies in the organizational integration of athletic programs within their universities. Given that athletics traditionally does not reside within an academic department or school, and athletics coaches and staff are not generally viewed as faculty, they do not have the power, authority, or institutional pathways to create curricula without a faculty champion within a department that has the interest, resources, and bandwidth to add a course or program.

For sustainable programs to emerge, collaboration is needed to lower barriers to entry through shared program design, course-level resource sharing, and start-up funding for faculty to navigate the bureaucracy and siloes that often prevent interdisciplinary collaboration. This level of cooperation can happen at the conference and national levels, so each school isn't duplicating effort. Piloted by Faculty Athletics Representatives and/or institutional faculty liaisons, online programming, syllabi, and subject matter expertise can be shared to reduce the curriculum design costs that are often prohibitive.

Educational standards for credentialing and care are essential for coaches, athletics staff, and faculty to demonstrate their proficiency as qualified educators. Transparent and shared financial models are needed for program developers to support realistic budgets and sustainable practices. As we move into a new era of intercollegiate athletics, fully incorporating an elite and integrated high-performance approach and embedding athletics within the higher educational structure is paramount.

[1] This model has been developed from the work of four authors who prepared papers for this purpose: Professor Gabe Feldman (Tulane University); Professor Erianne Weight (University of North Carolina-Chapel Hill); Coach Education Expert; Dr. Lauren McHenry (McHenry Mental Performance); High-Performance Expert, Teena Murray (The PICTOR Group).

19

Frameworks Principles

Intercollegiate athletics is a social sector enterprise – it fundamentally serves a public purpose that uniquely prepares citizens, provides educational access and athletics opportunities, develops leaders and empowers underrepresented minorities, advances holistic health, and catalyzes the US and global sports ecosystem.

The principles for each framework -- Governance, Competition, Financial and Resource, and Academics -- outlined in this section were developed with the assumption that the **Division I Next Generation Educational and Student-Athlete Centric Model** is a defensible model of college sports AND that athletics serves a public purpose.

Next Generation Division I Educational and Student-Athlete Centric Model

FRAMEWORKS PRINCIPLES

This document includes the recommended principles for the modernized Governance, Academic, Financial and Resources, and Competitive frameworks needed to support the **Next Generation Division I Educational and Student-Athlete Centric Model** of college sports.

GOVERNANCE FRAMEWORK PRINCIPLES

1. National responsibilities and governance are shared for areas of commonality that define all Division I institutions based on membership requirements that may include:
    a. Alignment around the sport played by all Division I member institutions, basketball, and governance is no longer subdivided by football;
    b. Sports sponsorship, e.g., basketball and minimum number of sports;
    c. Education, health, and safety support standards;
    d. Academic standards and eligibility;
    e. Structure and administration of fair and equitable national championships;
    f. Revenue distribution formulas and policies that reflect core values and principles; and,
    g. Recruiting and playing rules.
2. Provides flexibility[1] for institutions, conferences and/or sports to make decisions such as:
    a. Institutional and/or multisport conference autonomy regarding sports sponsorship offerings and creative partnerships, and prospective and student-athlete benefits enhancements; and,
    b. Sport-specific flexibility and national governing body cooperation for sustainable operations and/or post-season opportunities.
3. The education, health, safety, well-being, and success of all student-athletes are central to the structure, organization, and decision-making authority of the governance of intercollegiate athletics.[2]
    a. Student-athletes are represented with meaningful voting authority at every level of Division I governance.
    b. A new Student-Athlete Policy and Experience Committee will provide expertise and leadership to ensure the collegiate model remains student-athlete and education-centric.[3] The new entity will:
        1. Serve as a unified voice for student-athlete;
        2. Provide opportunity for athletes to present legislation; and,
        3. Make its recommendations directly to the Division I Council; and,
        4. May include independent members selected by the student-athletes to provide health, safety, well-being, legal, educational, and administrative guidance.
    c. A new dispute resolution system will allow student-athletes to resolve certain disputes.
    d. Education and training will provide student-athlete representatives with knowledge about governance, leadership, negotiation, legal rights, and more.
4. Requires minimum membership standards to access meaningful and equitable representation.

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[1] May require a bifurcated structure (e.g., Autonomy subdivision) to support differences based upon resource investment.

[2] This section is created to give student-athletes a meaningful voice and a scope of authority within the NCAA governance system primarily as an alternative to organizing through third parties outside the system. The scope of authority needs to be fleshed out but would provide student-athletes greater influence on policy related to student-athlete rights, benefits, and those areas that directly impact their experience.

[3] Each Division I institution and conference may consider a similar structure for student-athletes to engage greater influence and control over the student-athlete experience.

Next Generation Division I Educational and Student-Athlete Centric Model

COMPETITIVE FRAMEWORK PRINCIPLES

1. Division I athletics plays an important role in the United States and the global sports ecosystem and it provides competition at the highest level that culminates in national championships.
2. Recognizes the primacy of education.
    a. Competition and preparation for competition are recognized as integral to student-athletes educational experience.
    b. Educational responsibilities are primary in decision-making about appropriate time restrictions related to student-athlete commitments (e.g., practice, competition).
    c. Broad-based and equitable opportunities provide diverse student-athlete experiences
3. Operates with sustainable support systems.
    a. May allow for flexibility through regionalization and/or sport-specific management, e.g., scheduling, travel, membership.
    b. Multi-sport conference affiliation advances the value of "brand" and "competition" for institutions, conferences, and Division I.
    c. Permits flexible and innovative sport-specific partnership, management and promotional initiatives at the institutional, single-sport or multi-sport conference and national/international levels to ensure sport sustainability.
4. Requires minimum membership standards to access and meaningful participation in national championships.

FINANCIAL AND RESOURCES FRAMEWORK PRINCIPLES

1. Intercollegiate athletics serves a public purpose through broad-based and equitable educational opportunities funded primarily through investments from institutional resources, student fees, and its community.
2. Athletics departments are integrated and operate within an institutional non-profit, higher education entity.
    a. Expenditures are aligned with the institutional mission and to fulfill its public purpose; and,
    b. Expenditures focus primarily on human development and student-athlete support.
3. National and conference revenue are shared to promote financial sustainability.
    a. Institutions invest an amount at least equal to all shared athletics revenue directly to student-athlete education, health, safety, well-being, and equity.
4. Allows freedom within the governance structure to provide enhanced benefits to "qualified" student-athletes when needed.

ACADEMIC FRAMEWORK PRINCIPLES

1. Recognizes the inherent academic value of the student-athlete experience as an integrated part of the educational experience.
2. Learning outcomes reflect the institutional mission and uniquely define and measure the student-athlete experience.
3. Education is required for coaches and specific staff to effectively foster healthy environments for student-athletes and support the athletics experience as part of the educational mission.
4. A holistic approach to high performance is integrated into the student-athlete educational experience.
5. Requires minimum membership standards to access national shared athletics revenues.

This document and all related materials were developed as part of the DI-AAA and FCS Athletics Directors Associations collaboration organized to create a future model for Division I athletics.

22

Division I Position Paper

This Division I Position Paper was created to distinguish the value of the Non-Football Subdivision and Football Championship Subdivision within Division I athletics. It was shared with members of both subdivisions via email and across five webinars (3 for administrators and 2 for student-athletes). Feedback was requested through a Survey Monkey and the results are provided in the Supplemental Materials section of this report.

The position paper and the feedback from the membership were foundational to the development of the **Division I Next Generation Educational and Student-Athlete Centric Model**.

DI-AAA/FCS Collaboration
Division I Position Paper
V.10 February 6, 2024

Intercollegiate athletics is under harsh public and legal scrutiny. The current landscape is being shaped primarily by a subset of NCAA Division I institutions and by litigation that is threatening to alter the ethos of college sports. On December 4, 2023, NCAA President Charlie Baker issued a letter calling for changes to modernize Division I athletics and provide a forward-looking framework to better serve NCAA institutions and student-athletes. The project President Baker outlined is multifaceted and involves membership classification issues within Division I.

The Division I-AAA Athletics Directors Association (DI-AAA) and the Division I Football Championship Subdivision Athletics Directors Association (FCS ADA) are collaborating to distinguish their value within Division I athletics and to identify how their operational philosophy and financial models are different from the Football Bowl Subdivision (FBS). There are however parts of this position paper that FBS subdivision institutions may value, and there is great strength in that.

In addition to recommending shared principles (Supplement A) for these Division I subdivisions that represent 220 institutions, 22 multisport conferences, and more than 100,000 student-athletes, this paper proposes concepts (Supplement B) that may help DI-AAA and FCS leaders redefine and actualize their distinctive role and value within Division I athletics and to chart a path for the future centered on education. This position paper also serves as a response to President Baker's "Project Division I," the strength of which we believe lies in its acknowledgment of the primacy of education.

Critical Distinguishing Factors

Division I athletics is unified by the pursuit of championships at the highest level, substantial investment in the student-athlete experience, the educational and holistic development of student-athletes, and broad-based competition with peer institutions across the nation. However, DI-AAA and FCS institutions are distinguished within Division I in two important ways.

First, the **financial framework** of institutions within the DI-AAA and FCS subdivisions is fundamentally different from higher-resourced institutions. Specifically, intercollegiate athletics is made possible primarily through institutional and community support and not by commercially driven resources.

DI-AAA and FCS institutional leaders manage **a social sector enterprise**, not a business sector one. These college athletics programs are integrated in the higher education system and are measured by their broader institutional missions, including academic and athletic achievement and student success rates, and not by revenue generation. Institutional and community investments make athletics possible at this level, not commercial and entertainment sector resources. DI-AAA and FCS athletics programs have a balanced approach to achieving mission outcomes and their financial models demonstrate principle-based spending in that they

dedicate significantly more of their athletics funding to the education, health, and safety of their student-athletes than on gaining a competitive advantage.[1] On average, more than two-thirds of DI-AAA and FCS athletics budgets are funded to a substantial extent through institutional subsidy, government support, and student fees, and nearly 30% of their expenses are allocated to student-athlete financial aid. Although they generate revenue, none generate an annual profit through athletics. Even with the significant disparities among resources and resource funding across Division I athletics, DI-AAA and FCS remain athletically competitive at the national level.

College athletics in the social sector cannot operate with a narrow focus on winning and generating revenue. Rather, it must continue to operate as a vital part of an institution's overall mission—to graduate students and prepare them for meaningful lives and careers, improve access to learning, foster the prosperity and success of each rising generation, and enhance the lives and livelihoods of students, people in their communities and others around the world.

In the social sector of higher education, financial decisions about college athletics must be made within the context of what is best for the university and its broader educational mission, its students, and all of college sports. Competitive balance is also crucial for Division I college sports, both because it will protect the long-term interest in and the community value of college athletics, and because the social sector approach values access to athletic opportunities and fair competition for all athletes. DI-AAA and FCS institutions are committed to competition at the highest level of college sports and bring fundamental value to the diversity of Division I athletics.

Recentering on a social sector approach can help create a sustainable model for DI-AAA and FCS that provides elite athletic opportunities and serves the university's broader mission.

Second, student-athletes generally benefit more from participation in athletics than their institutions, and their sports experience is fundamental to their comprehensive learning within the higher education construct. DI-AAA and FCS institutions are well-positioned to **re-center college athletics on education in a legally defensible way**. Courts have laid out a roadmap for DI-AAA and FCS to distinguish college sports from pro sports by more fully centering athletics on education. For example, in the *Johnson v. NCAA* case, Judge Padova held that it is plausible to conclude that the current version of college athletics "are not conducted primarily for the benefit of the student-athletes who participate in them, but for the monetary benefit of the NCAA and the colleges and universities that those student-athletes attend."[2] Judge Padova further noted that it is plausible to conclude that college athletics "are not part of the educational opportunities provided to the student-athletes by the colleges and universities that they attend but, rather, interfere with the student athletes' abilities to participate in and get the maximum benefit from the academic opportunities offered by their colleges and universities."

How education becomes the primary driver of college athletics is at the heart of the antitrust and employment challenges currently facing the NCAA. Over the last century, the operative test

[1] Knight Commission on Intercollegiate Athletics Report "Connecting Athletics Revenues with Educational Model of College Sports," September 15, 2021.

[2] *Johnson v. NCAA*, 556 F. Supp. 3d 491, 506 (E.D. Pa. 2021)

under antitrust law is whether NCAA rules are reasonably necessary to maintain college sports as distinct from professional sports. Courts, legislators, and governmental agencies have emphatically signaled their belief that college sports have become less distinct from professional sports and are entitled to less deference under the law than they have received in the past. This is in part because of the massive spending on athletics and the de-emphasis on education. Similarly, the explosion of revenue and conference realignment has led the National Labor Relations Board and some courts to characterize the basic relationship between institutions and athletes as employer-employee rather than school-student.

It is important to note that this distinguishing factor – **the primacy of education** -- is not just about the student-athlete attending class and earning a degree or multiple degrees. It is an important paradigm shift in which institutions recognize and create specific learning outcomes – perhaps even credit-earning courses – to define the education that is happening through sport and not alongside it. DI-AAA and FCS subdivisions may need to assess and redefine the measures of control they exert over the student-athlete's time and activities. As such, the qualifications, education, and role of the coach become even more important as a focus moving forward.

The collaboration between DI-AAA and FCS can transform and reestablish college sports as a key pillar of, and not an obstacle to, higher education. Refocusing on education can reaffirm the difference between college sports and professional sports and provide college athletes with the opportunity to engage in athletics as part of their overall academic experience. Moreover, during the concept evaluation phase of this collaborative project, taking a deeper look at the intersection of the financial framework and the primacy of education may provide insight into potential new models for the relationship between student-athletes and their institutions.

In closing, college sports are a public trust and an integral part of American culture as well as the university experience. They unite college campuses and connect alumni, donors, fans, and communities, and provide a thriving source of entertainment. Most importantly, college athletics provide a unique platform where students dedicate themselves to comprehensive success in academics, athletics, and improved human performance.

For DI-AAA and FCS institutions to fully realize and advance a distinctive position within the current Division I landscape, in phase two of this collaborative project institutional leaders will examine concepts and develop actionable strategies to align their athletics programs more closely with the distinguishing factors and principle-based approach to college athletics stated herein. Supplement B provides potential concepts for examination by DI-AAA and FCS practitioners. Once agreement is reached on the concept ideas, working groups will conduct further exploration and create actionable steps for implementation.

DI-AAA and FCS leaders have the opportunity to reorient college sports in the public image and regain the support of the courts and Congress. Leading fundamental change will more fully integrate athletics into DI-AAA and FCS institutional missions, elevate the student-athlete experience, and better tell the stories of what makes college sports special.

Revised January 2, 2024

DI-AAA/FCS Collaboration
Division I Position Paper
Supplement A

Principles Guiding DI-AAA and FCS

DI-AAA and FCS institutions share a principled approach to college athletics based in the following:

- **Alignment with the educational mission** wherein:
    - Participants are students whose athletics experience is fundamental to their holistic growth and development as an integral component of higher education.
    - Coaches and staff are educators who play a significant role in preparing student-athletes for success in life after college.
    - Institutions invest directly in athletics programs to advance the educational mission through student recruitment, development, and retention; university reach, brand, and reputation; student-athlete development; contributions to diversity, equity, and inclusion; and community and alumni engagement.

- **Commitment to financial responsibility and sustainability** as stewards of institutional and community investments.

- **Competition at the highest level of intercollegiate athletics** that culminates in conference and national championships.

- **Comprehensive support for the education, health, safety, and well-being of student-athletes** in a high-performance and growth-promoting environment.

- **Recognition of equity and opportunity as essential to success** by acknowledging and appreciating the diversity of student-athletes, the breadth of sports offerings, and the accommodation for student-athletes under Title IX regulations.

DI-AAA/FCS Collaboration
Division I Position Paper
Supplement B

Concepts to Explore

For DI-AAA and FCS institutions to fully realize and advance a distinctive and defensible position within the current Division I landscape, institutional leaders need to examine concepts and develop actionable strategies to align their athletics programs even more closely with the distinguishing factors and principle-based approach to college athletics stated in the *DI-AAA/FCS Collaboration: Division I Position Paper*.

Below are concepts offered for study and deliberation. Concepts 1-2 and 3-4 focus on the two distinguishing factors articulated in the Position Paper, respectively, and Concept 5 focuses on modernizing governance to support and advance the Division I model. It is not likely there are one-size-fits-all solutions and these concepts are presented as ideas to start the exploration for potential new ways to operate and even new constructs for college sports. Once consensus is reached on the concept ideas, working groups will conduct further study and create actionable steps for implementation.

Potential concepts to explore and redefine the **link between the athletics experience and the educational mission in a legally defensible pathway** may include:

1. **Defining learning outcomes and formalizing academic programs centered on the intercollegiate athletics experience.**

   Intercollegiate athletics is a human performance laboratory with measurable outcomes that demonstrate that the athletics experience uniquely educates and prepares student-athletes for the workforce and successful lives after college. A 2020 study conducted by Gallup and the NCAA indicated several areas in which student-athletes exhibit more favorable outcomes in their lives during and after college compared to college non-athletes. Specifically, former NCAA student-athletes are more likely to be thriving in purpose, social, community, physical well-being, and financial well-being compared to non-athletes. Black student-athletes are 10 percentage points more likely to earn graduate degrees than their non-athlete peers. Student-athletes who are first-generation college students are more likely than their non-athlete peers to have a good job waiting for them upon graduation.

   It is well-established that meaningful education occurs during athletics participation, but this form of applied learning often is overlooked, unused, and uncredited, and is overshadowed by the explosive commercialization of big-time college sports. Creating rigorous, formalized, and structured academic programs centered on the college athletics experience can align athletics with the educational mission of universities and create a direct link between their sports-related activity and their educational outcomes. Elevating the educational components of athletic participation will help solidify the distinction

between college and professional sports – a distinction that is at the heart of ongoing legal attacks on the intercollegiate model of sports.

2. **Connect coaching and student-athlete development, health, performance, and well-being directly to the educational mission.**

Coaches are key educators in the human performance laboratories of intercollegiate athletics. They are instrumental in creating a holistic and positive student-athlete experience. Coaches play a critical role in contributing to the personal, academic, and athletic development of their student-athletes. Their role extends beyond the competitive arena as they work as frontline influencers, shaping the character, skills, and future endeavors of the individuals under their supervision and guidance. The coach is often the most influential person during the young adult development stage of student-athletes from the recruiting process to graduation, yet there are no minimum educational or credentialing standards in place for professionals serving in these roles.

Exploring professional standards and required education to support coaches in their growth-promoting relationships with student-athletes could achieve several important outcomes:

- Ensure minimum standards for effective physical and mental development that can lead to greater overall well-being and player availability;
- Support a more legally defensible model for college sports through training that could help coaches avoid triggering employee control factors; and,
- Advance the overall learning and development within the coaching profession to align athletics more closely with the educational mission, particularly as student-athlete learning outcomes and curricular programming for athletics are explored.

Additionally, athletics achievement is a fundamental part of Division I sports. A high-performance approach (also known as a performance support model or integrated performance model) has been gaining traction in professional, Olympic, and international sport. It represents an integrated interdisciplinary approach that tears down the walls between medical, performance, and well-being support and unites these areas under a common umbrella with the coaching staff to seamlessly deliver evidence-based practices that optimize athlete development and care.

All of these groups of professionals collectively provide support for student-athlete illness, injury and performance, and they can work together in new ways to organize, plan and execute every aspect of an athlete's physical, mental, technical, and tactical training. Most injuries in college athletics are non-contact, related to overuse, and are preventable. Optimizing student-athlete care in the future relies heavily on advancing a high-performance approach with an educated coaching staff and administrative leadership that leverages sport science-informed practices to radically align and seamlessly integrate all professionals involved with athlete care.

Concepts to explore how to **sustain a competitively balanced and socially beneficial enterprise** follow below.

3. **Access to championships and flexible scheduling.**

   Division I athletics is the highest level of college sports competition. The enterprise is bound together by the pursuit of championships, and equitable access to those championships is paramount. Conference realignment has affected all Division I subdivisions. Rethinking a comprehensive and more appropriate approach to the structure and scheduling of competition while maintaining access to championships is critical.

4. **A disciplined approach to social sector decision-making.**

   The social and economic activities carried out by a social sector enterprise are for the purpose of benefiting a more equitable and greater good for "society." Athletics decision-making must be firmly grounded within the institution's social mission as its primary purpose, wherein college and university athletics resources are allocated to broadly and equitably fund the education, health, safety, and well-being of student-athletes.

   DI-AAA and FCS presidents and boards invest in their athletics programs to advance their institutional missions and achieve the ultimate goal of preparing students for careers and successful lives. Higher education is a social sector enterprise, and it is the responsibility of intercollegiate athletics leaders to maintain college sports as a public trust rooted in higher education. DI-AAA and FCS athletics leaders are accountable for decision-making that increases financial responsibility and sustainability in the interest of education and equity and protects broad-based and diverse opportunities. Furthermore, as NCAA member institutions, the courts, and Congress consider the various means of increasing the opportunity for investment in college athletics – including directly from institutions to student-athletes – we intend to thoroughly explore such opportunities in a manner consistent with social sector decision-making.

   Shared athletics revenues should be distributed to support the fair and equitable competition of NCAA members, to advance the stability of Division I conferences, and be directed in support of student-athlete education, health, safety, and well-being.

Concepts to explore how to modernize **Division I governance** to support the DI-AAA and FCS model.

5. **Modernizing governance.**

   Division I athletics and its governance have continued to evolve since NCAA divisions were established in 1973. Each major evolutionary step (e.g., weighted voting and the designation of Autonomy conferences) has resulted from access to greater revenue sources in what is now the Football Bowl Subdivision (FBS). In recent years, Division I Autonomy conference media contracts have grown substantially, conference realignment has eliminated long-standing regional and traditional rivalries, and expansion of the

College Football Playoff is on the horizon. The PAC-12 Conference is dissolving. Undoubtedly, Division I athletics is on the precipice of a new paradigm.

Accordingly, it is time to proactively rethink NCAA Division I governance. One approach is to determine the level of conference-based autonomy that would more likely withstand antitrust scrutiny than collective national action. In other words, thought must be given to what areas of athletics should be governed nationally and what rules and policies can be adjudicated at the subdivisional, conference, and/or campus levels. Areas that require national governance should come with equal representation from all institutions to which these rules apply.

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Membership Survey Data on Position Paper and Supporting Materials

The information in this section includes the results of surveys sent to athletics administrators and to student-athletes to solicit feedback on the draft Division I Position Paper, Division I Guiding Principles, and the Concepts to Explore.

D-I AAA / FCS Survey Report

This report contains results and analysis from the survey sent to Athletics Administrators regarding the Division I Position Paper.

Questions 3, 4, 5, and 8 show a table titled "At a Glance". The values are on a scale of 1 to 5, showing the average score for that particular question. The values for each answer choice can be seen directly next to them on their respective charts.

Qualitative analysis was done by reading all answers and detecting common themes among respondents. As these analyses may not contain every opinion or comment, it is recommended to look through original responses for comprehensive feedback from respondents.

Q1. Please identify the NCAA Division I Subdivision you represent.

	Resp.	%
DI-AAA	47	43.52%
FCS	61	56.48%
FBS	0	0
Total	108	100%

Q2. Please share your position at your institution

	DI-AAA	FCS	Total	%
Athletics Director	16	23	39	36.11%
President	0	1	1	0.93%
Senior Woman Administrator	9	8	17	15.74%
Faculty Athletics Representative	0	1	1	0.93%
Conference Commisioner	1	1	2	1.85%
Head or Assistant Coach	1	0	1	0.93%
Other	20	27	47	43.52%
Total	47	61	108	100%

Other positions include:

- Academic Advisor (1)
- Assistant Athletic Director (2)
- Associate Athletic Director (7)
- Athletic Communications (1)
- CFO (1)
- Compliance (4)
- Deputy Athletic Director (3)
- Director of Annual Giving (1)
- Head Coach (2)
- Senior Associate Athletic Director (3)
- Student Athlete (5)

Q3. To what extent do you agree that the Division I Position Paper provides a clear and accurate path for I-AAA and FCS subdivisions?

At a Glance	
DI-AAA	3.98
FCS	4.05
Total	4.02

		DI-AAA	FCS	Total	%
5	Strongly Agree	12	19	31	28.70%
4	Somewhat Agree	26	32	58	53.70%
3	Not Sure	5	6	11	10.19%
2	Somewhat Disagree	4	2	6	5.56%
1	Strongly Disagree	0	2	2	1.85%

Respondents agreed (82.40% Somewhat Agree or Strongly Agree) that the Division I Position Paper provides a clear and accurate path for I-AAA and FCS subdivisions.

- *"This is critical to the continued success of our enterprise."*
- *"I really appreciated the educational emphasis tied to learning in this model."*

Those who were not sure, disagreed, or otherwise had additional comments seemed to have commonalities among their input:

Clarity and Specificity

Respondents, while mostly understood that the paper is a working document, expressed concerns about the **clarity and specificity** of the Position Paper. Others felt that more action steps needed to be established.

- *"Agree with the principles, but could it be presented in a more clear and concise manner?"*
- *"I don't think the paper clearly articulates a path forward yet, but I do believe it is a great start."*
- *"Needs to be more specific, [with] action items."*
- *"Some of the concepts are still too broad in nature."*
- *"I don't think we know where Division I is headed and the outcome of legal issues."*

Other respondents had **specific items** which they felt were not addressed in the Position Paper.

- *"I feel we need to better articulate revenue share, access to championships, AQ's, etc."*
- *"I am unsure whether the paper outlines a modernized and still distinctive structure for Division I that directly addresses the key issues in front of us (Employment Status, Name/Image/Likeness, Student-Athlete Compensation, etc.)"*

Similarities to DII and DIII Philosophies

A few respondents felt that the mission outlined in the Position Paper too closely resembled the missions of DII and DIII. Some did not understand why this position was being taken, especially if more money is required for D1-AAA and FCS schools.

- *"It reads similar to the Division II brand identity that was launched a decade or two ago."*
- *"It is nearly indistinguishable from the mission of DIII - it sounds very much like we're saying that we're going to replicate the DIII experience but demand more money from campus to support our work than DIII. Why would a school do this?"*

Practicality

Several respondents felt as if the Position Paper and its concepts were not a realistic solution for the evolving landscape in DI subdivisions.

- *"While I feel the position paper is focused on the right thing (importance of education), are schools really willing to fully commit to this and what does that look like while maintaining access to championships."*
- *"I think the position is admirable, but lofty. I'm not sure that it is realistic to think that we can pull back in some of the ways that we would need to to get to the place that is suggested."*
- *"The position paper is very clear but it is hard to agree on what the "accurate path" will look like for each institution at this stage, and whether it will yield the outcome we desire."*

General Disapproval

Lastly, there were some respondents who expressed general disapproval with the Position Paper and its concepts.

- *"I am not sure who wrote this or who the intended audience is. This implied more disparities and could drive to separation. From the opening line and throughout...there is a sentiment of us vs them rather than finding ways to collaborate and come to suitable standard. "*
- *"Doesn't feel that innovative and is uninspiring rhetoric."*
- *"I worry the social sector argument could be perceived as elitist."*
- *"In some ways I feel like it goes too far and is pushing for a narrative that could move the level backwards instead of forward."*

Q4. To what extent do you agree with the Principles Guiding DI-AAA and FCS as outlined in Supplement A?

At a Glance	
DI-AAA	4.49
FCS	4.26
Total	4.36

		DI-AAA	FCS	Total	%
5	Strongly Agree	28	23	51	47.22%
4	Somewhat Agree	16	35	51	47.22%
3	Not Sure	1	1	2	1.85%
2	Somewhat Disagree	2	0	2	1.85%
1	Strongly Disagree	0	2	2	1.85%

Overwhelmingly, the respondents agreed (94.44% Somewhat Agree or Strongly Agree) with the Principles Guiding Division I-AAA and FCS as outlined in Supplement A.

- *"The principles guiding D1-AAA and FCS are very clearly articulated."*
- *"I believe we have strongly articulated our guiding principles and the value of the student-athlete experience."*

The following are some items which respondents expressed as concerns regarding the Principles Guiding DI-AAA and FCS as outlined in Supplement A:

- More details are needed.
- May not be an exhaustive list.
- Comes across as very similar to the DIII model.
- Not enough thought into how coaches and administrators should be hired/developed/ retained/compensated.
- Need to emphasize the fact that some schools are funded through student body tuition.
- Arguments may be diluted as FBS schools can make similar ones.
- Some schools may not desire to compete at the highest level.
- Athletics may still overshadow Academics regardless of any changes.

Q5. To what extent do you agree with the Concepts to Explore as outlined in Supplement B?

At a Glance	
DI-AAA	4.30
FCS	4.13
Total	4.21

		DI-AAA	FCS	Total	%
5	Strongly Agree	22	20	42	39.25%
4	Somewhat Agree	18	33	51	47.66%
3	Not Sure	4	6	10	9.35%
2	Somewhat Disagree	2	0	2	1.87%
1	Strongly Disagree	0	2	2	1.87%

Overwhelmingly, respondents agreed (86.91% Somewhat Agree or Strongly Agree) with the Concepts to Explore as outlined in Supplement B.

- "*I fully support the concept of a formalized academic program centered around athletics."*
- *"Really like these ideas and think the more they can be vetted or provide some detail, the better."*
- *"I appreciate the focus on academic success, health/well-being, and integration into the university."*

The following are some items which respondents expressed as concerns regarding the Concepts to Explore as outlined in Supplement B:

- NIL and Employment are recommended to be considered.
- Concepts need to be more specific and direct.
- Some concepts seem to align more with DII and DIII missions.
- Concerns over adding more to students' already busy schedules.
- Reasonable educational standards are needed for coaches in this new model.
- Some are concerned with employing Concept #1 on most campuses.
- It could be argued that "flexible scheduling" is already implemented.

Q6. Were there any parts of the Division I Position Paper or supplements that you found unclear or confusing?

Many of the comments under this question were general confusion about terms or ideas that are discussed in the Position Paper. The following most closely represent the common areas in which the respondents' answers were based:

- More clarity on how the model is legally defensible related to employer/employee relation is needed.
- The Position Paper contains vague verbiage.
- Title IX ramifications need to be discussed more.
- Target audience of the Paper is confusing.
- Concept #2
    - There is confusion about the standards or educational requirements of coaches under this model.
- Concept #4
    - There is confusion about what a "social sector enterprise" consists of.
    - The meaning of "shared athletics revenues" is causing confusion.
    - There is confusion around the social sector vs. revenue sector.

Q7. Is anything missing from the Division I Position Paper or supplements?

Although it may be valuable to go through each and every one of the responses, the following are examples of some items that respondents felt were missing from the Division I Position paper or Supplements:

- Explanations of how the model is legally defensible/analysis of ongoing and potential litigation.
- Further analysis/speculation of President's Baker's proposal and its expected outcomes.
- The impact of the model on championships and competition (March Madness).
- Differences between the Power 5 and the rest of the NCAA as it relates to the changing landscape of college athletics.
- Actionable items (guidance on team size, interactions with student athletes, etc.)
- Extensive amounts of data to support the Guiding Principles and Concepts.
- Descriptions on how the current system is negatively affecting students.
- Discussion on the effects of Division I athletics on woman participants.
- Stories about student athletes.
- A more robust discussion of financials.

Q8. How likely is it that your conference or institution would support this Division I Position Paper?

At a Glance	
DI-AAA	*4.19*
FCS	*3.79*
Total	*3.96*

		DI-AAA	FCS	Total	%
5	Highly Likely	*19*	*16*	*35*	*32.41%*
4	Likely	*18*	*20*	*38*	*35.19%*
3	Not Sure	*10*	*23*	*33*	*30.56%*
2	Unlikely	*0*	*0*	*0*	*0.00%*
1	Highly Unlikely	*0*	*2*	*2*	*1.85%*

The majority of respondents selected likely or highly likely (67.60%) that their conference or institution would support this Division I Position Paper. While nearly one third of the respondents were not sure, only two respondents selected highly unlikely.

Q9. Would you like to be involved in the concept development phase of this project?

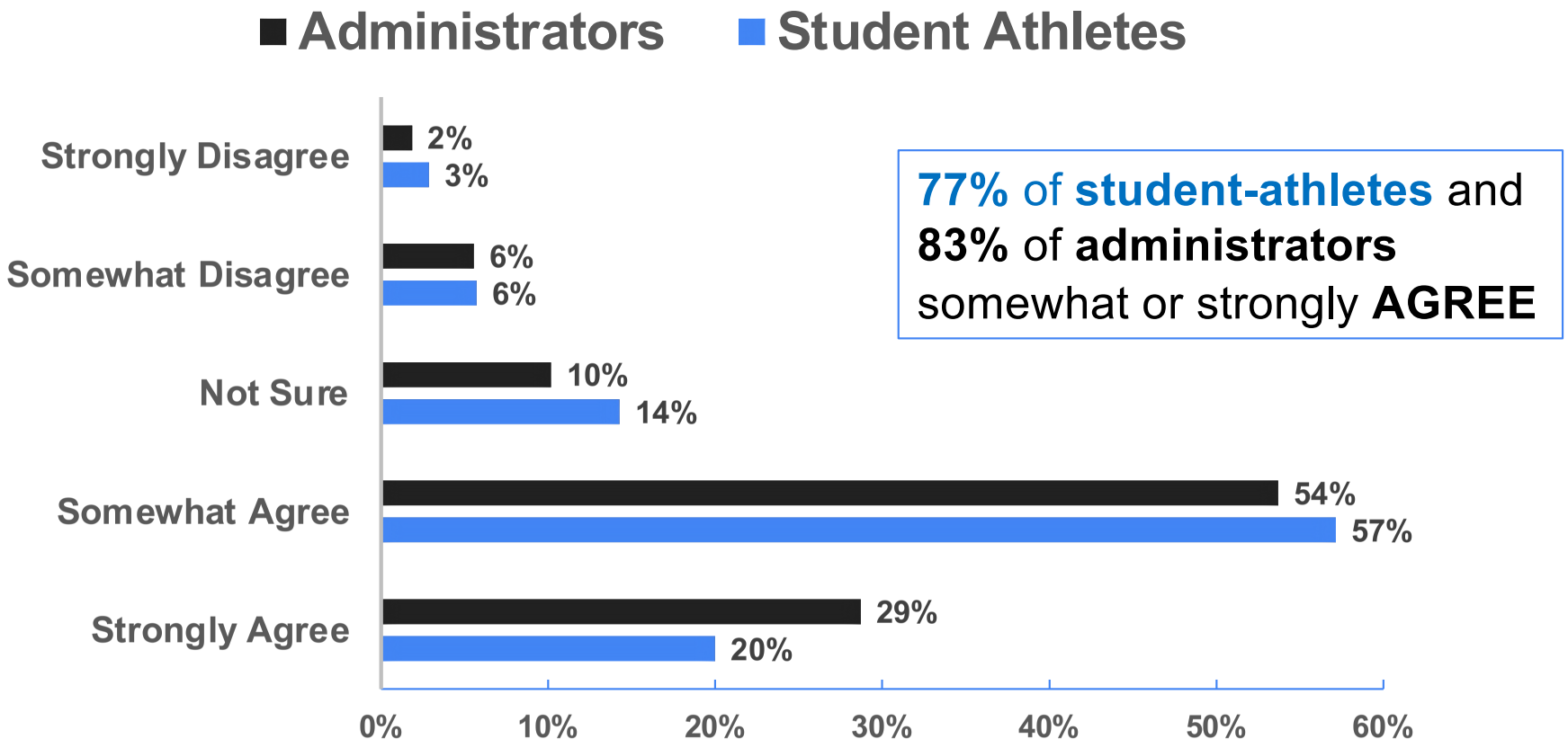
	DI-AAA	FCS	Total	%
Yes	*20*	*25*	*45*	*45.92%*
No	*22*	*31*	*53*	*54.08%*

Q10. Please feel free to share any additional information here.

Additional information included a lot of positive feedback from respondents. Many were very thankful and are happy to help out in any way that they can. There were, however, some additional comments and questions, including the following:

- Concerns about getting substantial amounts of schools to commit to the same model.
- Concerns about federating the rules in DI across subdivisions.
- Concerns about funding athletics programs within this model.
- Concerns about "criticism" of "higher resourced institutions."
- Concerns/ideas about sport seasons that overlap between both semesters.
- Questions about timeline of the project (i.e., if new discoveries will be released all at once or as they become available)
- Adamancy for preventing the separation of the subdivisions.

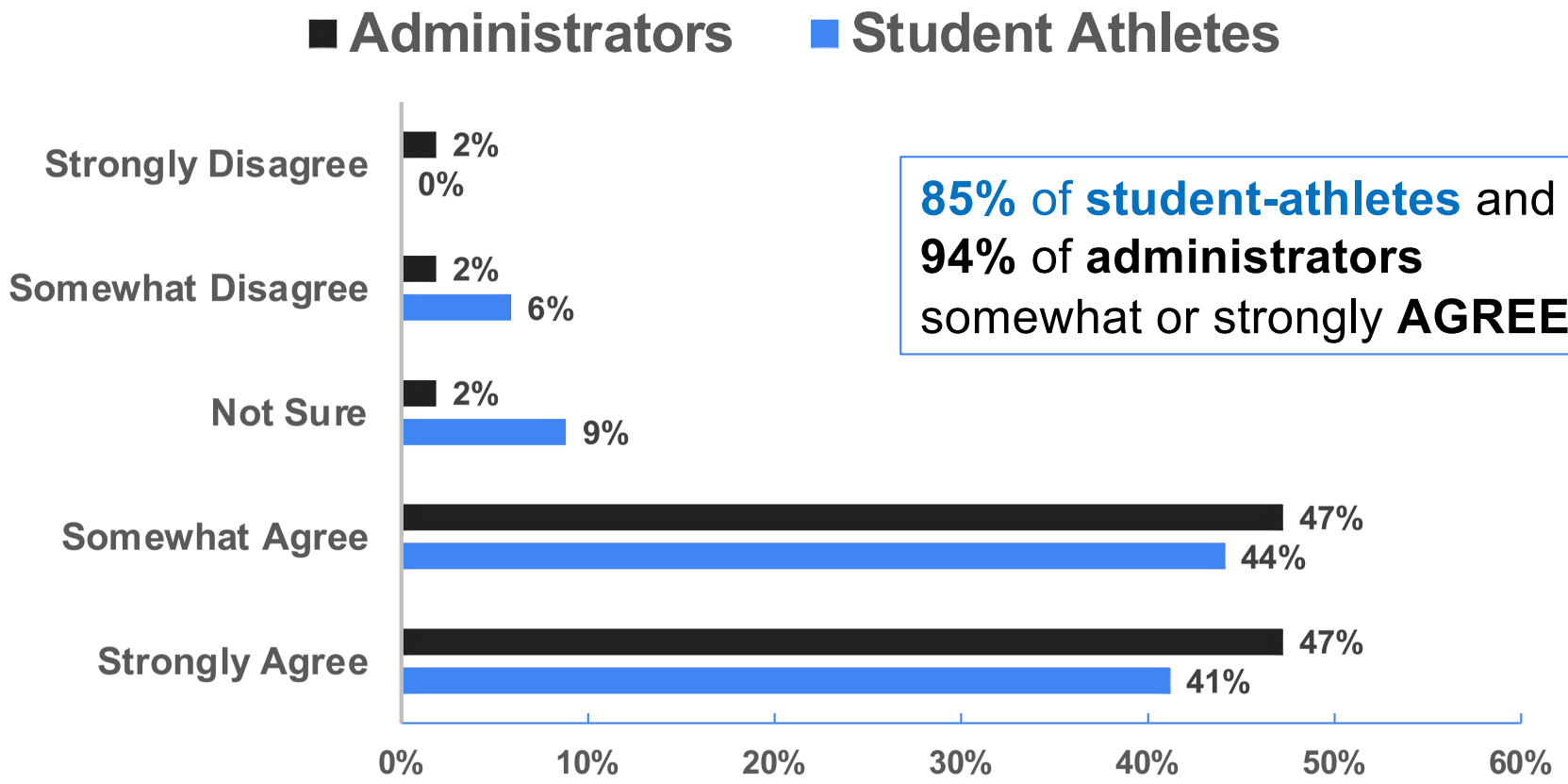
To what extent do you agree that the Division I Position Paper provides a clear and accurate path for I-AAA and FCS subdivisions?



77% of **student-athletes** and **83%** of **administrators** somewhat or strongly **AGREE**

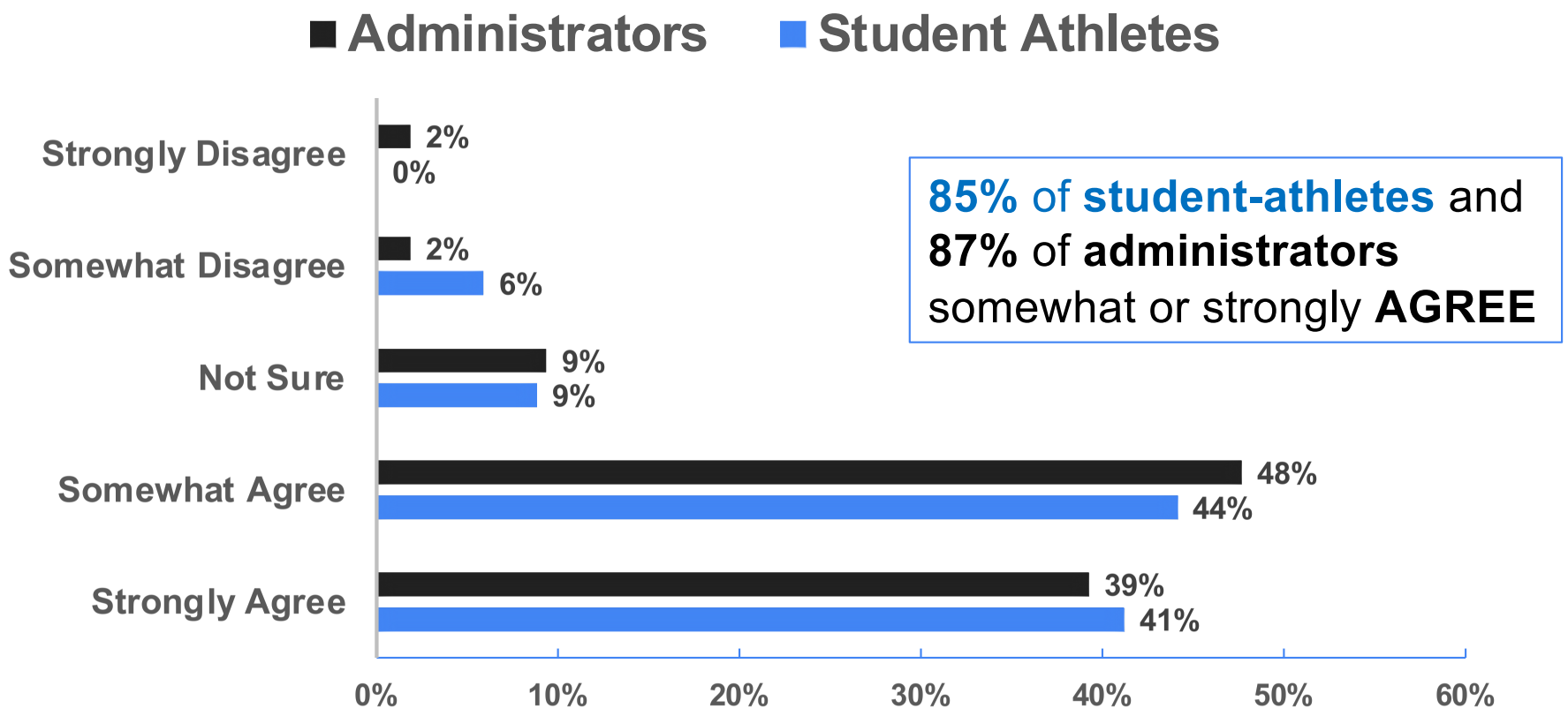
Administrator N=108
Student-Athlete N=35 (representing 16 sports)

To what extent do you agree with the Principles Guiding DI-AAA and FCS as outlined in Supplement A?



Administrator N=108
Student-Athlete N=35 (representing 16 sports)

To what extent do you agree with the Concepts to Explore as outlined in Supplement B?



Administrator N=108
Student-Athlete N=35 (representing 16 sports)

Supplemental Materials

This section includes key supplemental materials that were used during the concept development phase of the project.

Four experts were sponsored by the Knight Commission on Intercollegiate Athletics to inform the development of one of the foundational elements of the **Division I Next Generation Educational and Student-Athlete Centric Model:** "Athletics Experience Connection to Educational Outcomes." The following four papers are contained herein:

- **Academic Value of Sport**: Gabe Feldman, Tulane University
- **Student Learning Outcomes and the Buy-In and Role of the Institution**: Dr. Erianne Weight, University of North Carolina at Chapel Hill
- **The Role and Minimum Standards of Education for NCAA DI Coaches**: Dr. Lauren McHenry, McHenry Mental Performance
- **Wholistic & Integrated High-Performance Model**: Teena Murray, The PICTOR Group

The Knight Commission on Intercollegiate Athletics provided an analysis of how Non-Football Subdivision and Football Championship Subdivision institutions perform against the C.A.R.E. Model metric designed to demonstrate athlete-entric spending. These data were used when developing the Financial and Resource Framework Principles.

This paper was written as part of the NACDA Division I I-AAA and FCS Athletics Directors Associations collaboration to create a new model for NCAA Division I sports and was commissioned through a sponsorship from the Knight Commission on Intercollegiate Athletics.

Gabe Feldman, *Sher Garner Professor of Sports Law and Paul and Abram B. Barron Professor of Law, Associate Provost NCAA Compliance, Director of Tulane Sports Law Program, and Co-Director of Tulane Center for Sport, Tulane University; Host, Sports Wise: A Podcast about Sports and the Law*

Academic Value of Sport

It is well established that participation in college athletics helps students develop critical thinking skills and values systems and teaches (among many other things) discipline, dedication, hard work, leadership, sportsmanship, compassion, and integrity.[1] For many athletes, however, these benefits are largely incidental to their athletic performance and the invaluable lessons learned through athletic participation are not taught, measured, structured, or even recognized in any formal way. This paper proposes a model that would reframe college athletics through a higher education lens and transform the college athletic experience into part of the educational mission and academic experience on college campuses.

It is also well-established that there are many different learning and teaching styles, varied ways to effectively transmit, measure and test knowledge, and opportunities to teach and learn inside and outside the traditional academic classroom. Higher education has increasingly recognized the value of individualized and innovative education through experiential learning, clinical education, composition studies, performing arts, and many other academic fields, but the academy remains resistant to including intercollegiate athletics within this educational umbrella. Part of the resistance may stem from a history and perception of academic abuses related to athletics, but the faults of the past should not serve to prevent the search for future solutions that can better integrate education and college athletics.

This new approach would transform athletics and athletic participation into a serious field of academic study and place sports alongside music, theatre, dance, and other performing arts as a key pillar of higher education. Although this approach would require a significant shift in how universities view the educational value of athletic performance, such shifts have occurred throughout the academy as the breadth of serious academic disciplines has expanded exponentially from traditional subjects to performative, professional, and technical fields. As one researcher has put it, "we might consider asking, why, for instance, is it beneficial capital for a student to read sheet music, but not beneficial for a student to read Xs and Os?[2]

Unlike many valuable academic programs that educate students about the legal, financial, medical, and other "off-field" issues that arise related to athletic participation by others in professional and college sports, this model would create a rigorous, formalized, and structured academic programs centered on the athletic participation in sports by the athletes themselves.

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[1] Weight et al., 2020.

[2]Harry, Molly, "Promoting a Strengths-Based Perspective of College Athletes," HigherEd Jobs (December 10, 2021) https://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=2915&Title=Promoting%20a%20Strengths%2DBased%20Perspective%20of%20College%20Athletes.

A starting point for this model is to explore the educational opportunities already embedded in college athletics. College sports provides a vehicle for individualized, innovative, experiential, and traditional classroom learning, consistent with Experiential Learning Theory (ELT), which "emphasizes the crucial role experience plays in the learning process."[3] The pedagogical model of ELT begins with a concrete experience (e.g., playing football), then moves to reflective observation and abstract evaluation (e.g., reviewing game film and learning from the experience) and ends with active experimentation (e.g. practicing new skills and techniques or using them during a game). More broadly, ELT demonstrates that knowledge, skills, experience, and education can be obtained outside of the traditional academic or classroom setting. The growing recognition of the value of ELT has led to an explosion in experiential learning (and credit-bearing) opportunities for students through externships and internships, clinic-based work, and service learning.[4]

The educational value of experiential learning through sports participation can be enhanced by pairing the play, reflection, and experimentation with a traditional educational component. For example, while a music student pairs the experience of musical training with music theory, composition, and music history, the sports student can pair the experience of strength training with exercise physiology, kinesiology, and sports history. In both cases, the combination of experiential learning, reflection, traditional classroom experience and coursework, and holistic development can provide a well-rounded and meaningful education. This course description for a "Jazz Improvisation" class at MIT highlights the overlap between music and sports performance—among other things, both require tryouts, extensive practice and reflection/review, performance, and collaboration—and is illustrative of the type of class that could be created around athletic participation:

> In this course, students study concepts and practice techniques of improvisation in solo and ensemble contexts. The course examines relationships between improvisation, composition, and performance based in traditional and experimental approaches. Hands-on music making will be complemented by discussion of the aesthetics of improvisation. Weekly lab sessions support work on musical technique. Guest artist / lecturers will engage students through mini-residencies in jazz with film, Indian music, electronic music, and blending improvisation with classic music; and an accompanying concert series will feature these artists in performance. Open by audition to instrumental or vocal performers.[5]

Another related path for integrating education with athletic participation is to examine the form of literacy required to utilize scripted plays in basketball and football. There is untapped pedagogical value in asking how these scripted plays are created, written, communicated, learned, and executed, and how these plays can be used to provide educational opportunities through intercollegiate athletics. Put more simply, universities can extract meaningful educational value from athletic participation by asking: "How do college athletes engage with the text (the scripted plays) of their sport?," much like we examine how college musicians engage with their music sheets and how college actors engage with their scripts. Although researchers have paid very little

[3] Id.
[4] Harry, Molly & Weight, Erianne, Athletics Performance Curriculum 18. https://trace.tennessee.edu/jasm/vol11/iss4/6/
[5] https://ocw.mit.edu/courses/music-and-theater-arts/21m-355-musical-improvisation-spring-2013/instructor-insights/.

attention to the pedagogical possibilities embedded in sports plays, the emerging cognitive science field of "embodied learning" (or "embodied cognition"), which examines how the body and the environment are related to cognitive processes, provides a helpful platform for exploration of these possibilities. Embodied learning views physical activity as "fundamental to learning, knowing and reasoning" and examines the "role of physical movement in conceptual learning." Researchers in this field have emphasized the failure of higher education to integrate the learning embodied in physical activity into the classroom. This failure has contributed to the unfair dismissal or undervaluation of the learning and studying required to play college sports and the education embedded in athletic participation. A promising embodied learning approach for converting athletic participation into a rigorous and meaningful field of academic study has been introduced by Dr. Michael Rifenberg, whose research begins with the premise that college football and basketball players "operate in a space marked by constant engagement with text," and that college athletes can and do learn through their athletic participation.[6]

If we understand how college athletes currently engage with, write, study, understand, and perform text during practices, film study, and games, we can start to recognize, formalize, and enhance that education and transfer it to other fields of study. Once again, the field of music provides a framework that can be adapted to formalize education through athletic performance. In particular, there are clear parallels between improvisational jazz and athletics, as described by musician and author James Lincoln Collier:

> The process of improvising has some very interesting analogies to sports. Both the improvising jazz musician and the athlete must train intensely to build up sets of conditioned reflexes that enable them to respond without thinking to events that are unfolding around them in fractions of seconds. A quarterback usually has no more than three or four seconds to check his receivers, decide which one to throw to, if any, and get the ball off; a batter has about a second, or less, to decide what to do about an oncoming baseball. Similarly, the jazz musician must frequently deal with cord changes coming along as fast as one a second. Like the athlete, he must deal with them *now.* There is no tomorrow, no rehearsing…. Today…professional jazz musicians have studied their instruments formally, can read well, and have a good grasp of music theory. Thus, when inspiration flags or the ear fails, they can fall back on their knowledge of chords, scales, modes, and the like for notes to play.[7]

Despite these parallels and the overlapping educational opportunities between jazz and athletics, jazz and other forms of music performance are fertile ground for formalized academic study, while intercollegiate athletics performance remains bifurcated from higher education.

[6] Rifenburg, The Embodied Playbook.
[7] Collier, James Lincoln, Jazz: The American Theme Song, Oxford University Press (1993).

This paper was written to inform the NACDA Division I I-AAA and FCS Athletics Directors Associations collaboration to create a new model for NCAA Division I sports and was sponsored by the Knight Commission on Intercollegiate Athletics. The Knight Commission does not take a position on the content herein.

***Erianne A. Weight, Ph.D., M.B.A.**, Professor of Sport Administration and Director of the Center for Research in Intercollegiate Athletics, The University of North Carolina at Chapel Hill*

Student Learning Outcomes and the Buy-In and Role of the Institution

Athletics within Higher Education

The decisions about what a society should teach our children is a vexing quandary, stirring heated debates that reverberate through our educational and political systems. Innovators clamor for a curriculum that prepares our youth for a rapidly evolving world, while traditionalists advocate for preserving the past. Who are we molding our children to become? What future are we sculpting for them? These questions resonate deeply as we witness the currents of educational thought, likened to flowing streams, converging and diverging in a mesmerizing dance of ideas (Glatthorn & Jailall, 2000).

As we forge ahead in an era of rapidly evolving dynamics within intercollegiate athletics, it is a wise time to reflect on our history, values, and the pervasive tension between athletics and academics. The ideal of amateurism that the NCAA and its members and leaders clung to for ever-too-long is rooted in the Latin root “to love” – to do something for the pure love of it (and not for pay). This emphasis on non-financial participation motivation was grounded in a desire to exclude the lower classes from athletic competition, for only the wealthy can afford to devote the significant number of hours it takes to become great without the bother of employment. These misguided ideals are at the center of each iteration of issues that have plagued the association since inception.

As we view a history of academic and financial scandal, a rising mental health crisis among Division I athletes (who report spending an average of 34 hours on athletics and 38 hours on academics), and documented faculty bias against athletes, we must examine our organizational structure. We must examine our biases.

Why is it that an elite musician can earn a degree studying what they love, honing their craft, and prepare for a career as a professional musician, while an athlete cannot? Why is it that if a musician spends sun-up to sun-down in the music building, they are viewed as a dedicated scholar, yet if an athlete spends sun-up to sun-down in the gym, they are viewed as a gym rat, or dumb jock?

While fields like music, dance, theatre, entrepreneurship, and computer science have evolved to be respected as intellectual endeavors, the pursuit of athletic excellence often languishes in the shadows. Athletes must dedicate themselves to their craft to succeed, much like artists or scientists. Yet, while we readily accept the academic merits of other passions, we stubbornly deny the same validation and academic pathways for athletes.

So, why does the study of sport—a multi-billion-dollar industry—still lack educational legitimacy? The answer likely lies in entrenched racial biases that have codified exclusionary university policies, perpetuating a system that exploits a largely Black workforce for the benefit of a predominantly white elite.

The question now becomes: where do we go from here? We must confront the moral dilemma of college sports head-on and make a definitive choice: either fully integrate athletics into academia or discard the facade of the "student-athlete" altogether. If we genuinely value the concept of the

student-athlete, then we must acknowledge that true education demands the time and mental space for exploration. By granting student-athletes the opportunity to immerse themselves in the study of sport—covering topics from physiology to sociology, performance analytics to performance psychology—we not only enhance their educational journey but also cultivate a new generation of skilled coaches and analysts. It's time for universities to boldly confront institutional racism, paving the way for sports studies to be treated with the same academic rigor as music or theater programs, and ensuring that coaching demographics reflect those of the athletes they guide. There is a broad empirical foundation of data demonstrating the educational value of competitive sport participation. It is time to integrate our athletic organizational structure into the academy.

Student Learning Outcomes:

For athletes who make it through the 72-hour work weeks engaging in elite-level training in high-pressure environments, collegiate athletics competition facilitates a complex laboratory of learning that is a remarkably effective pathway for holistic development and preparation for the 21st century workforce and overall quality of life.

In a series of studies exploring the impact of intercollegiate athletics participation on life after sport in order to explore the hypothesis that athletics was worthy of academic credit and similar in form to music, dance, theatre, entrepreneurship, medicine, and other curricula designed to enhance individual performance in specific contexts, Weight and colleagues engaged in a series of studies exploring the knowledge, skills, attributes, and other characteristics developed through competitive sport.

In a variety of robust former athlete samples, researchers found participation in intercollegiate athletics fosters a wide array of learning outcomes, including the development of attributes such as drive, work ethic, resilience, and adaptability. Former athletes also exhibited enhanced skills in areas like time management, teamwork, leadership, and communication, alongside heightened levels of confidence and self-efficacy (Weight et al., 2022; Plunket et al., 2016).

In the workforce, athletes tend to achieve higher levels of occupational success, with increased salary, work engagement, and job satisfaction compared to non-athletes (Weight et al., 2018). This is supported by Chalfin et al. (2015), who noted that employers target former elite athletes due to their perceived leadership experience and qualities cultivated through athletic participation.

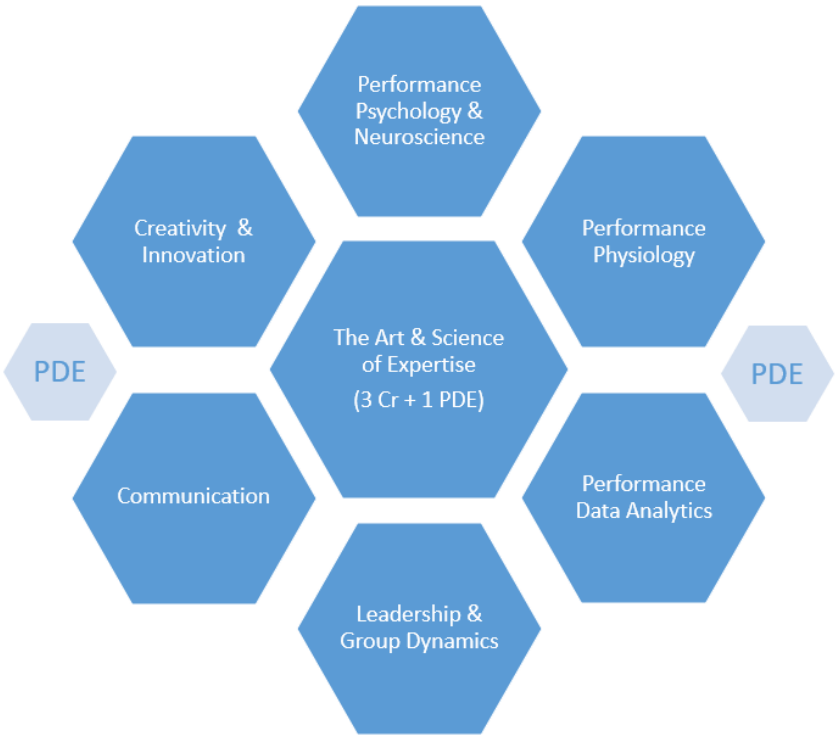
DeFreese et al. (2021) further demonstrated that former collegiate athletes experience higher levels of health-related quality of life, social support, and overall well-being compared to their non-athlete peers. Additionally, former athletes exhibited superior long-term health outcomes and greater health literacy, indicating holistic benefits beyond athletic performance (Weight et al., 2016). Finally, Weight et al. (2014) emphasized the enduring correlation between high school and collegiate athletic participation and personality, with former athletes displaying higher scores in traits related to achievement striving, teamwork, and leadership.

Translated into specific learning outcomes that could guide curriculum development, we might see the following:

Learning Outcomes for a major in Athletic Performance, inspired by the findings:

1. **Knowledge Acquisition**:
    - Students will demonstrate a broad understanding of performance analytics and the physiological, psychological, and sociological aspects of athletic performance.
2. **Skill Development**:
    - Students will develop practical skills in areas such as leadership and group dynamics, strength training, conditioning, injury prevention, sports nutrition, performance psychology, and performance analytics.
3. **Personal Attributes and Characteristics**:
    - Students will cultivate attributes such as drive, resilience, adaptability, continuous improvement, and humility through hands-on experiences and reflective practice.
4. **Professional Preparation**:
    - Students will be prepared for careers in high-pressure performance environments including direct paths to coaching, professional athletics, and sports performance training. Transferable skills are also valuable in a variety of fields often including entrepreneurship, sales, business, and related fields as they integrate theoretical knowledge with practical application.
5. **Health and Well-being**:
    - Students will understand and seek to enhance their own holistic health and well-being by prioritizing physical, mental, and emotional wellness.
6. **Leadership and Communication**:
    - Students will demonstrate effective leadership and communication skills, both on and off the field, by fostering teamwork, collaboration, and mutual respect among teammates, classmates, and colleagues.
7. **Ethical and Professional Conduct**:
    - Students will examine and promote ethical standards and principles in all aspects of athletic performance, including fair play, sportsmanship, and integrity.

While a stand-alone program for athletes would mirror many programs we have in the arts, an alternative approach might be to broaden the audience to the study of science of performance, which could be an academic pathway for all students who hope to work in high pressure environments and study the science of becoming the best version of themselves. An broad visual of what this curriculum might look like is below.



Implementation:

The challenge of advancing a sport-centric curriculum lies in the historic absence of organizational integration of athletic programs within their universities. Given that athletics traditionally does not reside within an academic department or school, and athletics coaches and staff are not generally viewed as faculty, they do not have the power, authority, or institutional pathways to create curriculum without a faculty champion within a department that has the interest, resources, and bandwidth to add a course or program. Even if a faculty champion emerges, there are significant cultural biases and institutional barriers that have historically prevented the success of such efforts beyond a stand-alone sport-centric class.

Thus, for sustainable programs to emerge, we need to lower barriers to entry through shared program design, course-level resource sharing, and start-up funding for faculty to navigate the bureaucracy and siloes that often prevent interdisciplinary collaboration. This level of cooperation can happen at the conference and national levels, so each school isn't duplicating effort. Piloted by Faculty Athletics Representatives and/or institutional faculty liaisons, online programming, syllabi, and subject matter expertise can be shared to reduce the curriculum design costs that are often prohibitive. Further, we need to establish educational standards of credentialing and care for coaches, athletics staff, and faculty to demonstrate their proficiency as qualified educators. Finally, clear, transparent financial models need to be shared with program developers to facilitate realistic budgets and sustainable practices.

An example of what a program might look like is included below with both a major and minor option. As currently presented, this program could be an attractive option for any student wanting to study how to become the best version of themselves by studying the art and science of expertise

and peak performance development. It could be particularly attractive to students hoping to work in high-stress environments (e.g. medicine, entrepreneurship, finance, music, etc.), or industries the students are passionate about that do not have clear curricular pathways. Students begin with an introductory course that focuses on the art and science of expertise, and then they can take core courses that pair with performance development experiences (PDEs). This model facilitates direct experiential learning where the student's pair what they learn in the classroom with what they are passionate about.

Imagine a Peak Performance major/ athlete who hopes to become an Olympic heptathlete and pursue a career in business after she can no longer compete. She decides to double-major in peak performance and business and is captivated by the idea that she can study how to maximize her potential both on the track and in the boardroom. One example of how she did this was when she took the Performance Psychology & Neuroscience course and paired it with a 1-credit Performance Development Experience PDE. During each academic unit, she applied the mental skills learned in class (e.g. visualization and goal setting) to her training and competition, recording what she learned in a journal. She noticed the similarities in mental preparation between preparation for a meet and preparation for presentations. Each week, she discussed her applied experiences with the team's sport psychologist who was the faculty in charge of the PDE.

Similarly, imagine a football player/peak performance major who hopes to make it to the National Football League. He wants to maximize his performance and NIL during the short window he can play, so chooses to major in Peak Performance and take the maximum number of Performance Development Experience credits to focus on making his dream become a reality. He chooses a school that has this option because it opens his schedule just a bit allowing him to earn credit, learn more deeply, and recognize the academic value of the time he spends studying football. While taking performance data analytics, he notices how much data is being collected that he doesn't have access to. Working with the lead sport scientist for football who oversees his 3-credit PDE, he uses what he learned in the classroom where they analyze their own data from a whoop the students all purchased as the course "textbook" and started to gather the data from his practices and games. He became fascinated with the analytics of the team practices and worked with the sport scientist to translate the data into more useful dashboards that the players and coaches could use. He also made cool visuals of his game performance data to post on social media, and ended up signing an NIL deal with a tech company that was impressed with his use of data analytics.

Peak Performance Major		Peak Performance Minor	
Classes	**Credits**		**Credits**
Core Courses: (7)		**Core Course:**	
The Art & Science of Expertise	3	The Art & Science of Expertise	3
Leadership & Group Dynamics	3+	**Electives: (Select 3)**	
Performance Psychology & Neuroscience	3+	Leadership & Group Dynamics + Professional Development Experience (PDE)	3+1
Performance Data Analytics	3+	Performance Psychology + PDE	3+1
Creativity, Innovation & Entrepreneurship	3+	Performance Data Analytics + PDE	3+1
Performance Physiology	3+	Creativity & Innovation + PDE	3+1
Communication & Media	3+	Performance Physiology + PDE	3+1
Professional Development Experiences (PDE): Learning outcome-driven guided instruction and training in passion-specific setting (for athletes: sport performance, weight training, data-analytics, film, strategy, nutrition, internship, etc.)	6-24 Minimum of 6 credits, with option of up to 3 credits per semester	Any additional course/elective from the major	3+1
Electives: (Athlete Track - Select 3)		**Total Minor Credits**	**15**
Personal Branding & Finance (NIL)	3	General Education Courses	30-40
Data Visualization	3	Major(s) Courses	65
Coaching	3	**Bachelor of Science Credits**	**120**
Sport History	3		
Sport Sociology	3		
Sport Strategy	3		
Nutrition	3		
Emergency First Aid	3		
Exercise Programming	3		
Total Major Credits	**36-54**		
General education courses	30-40		
Second major courses	54-26		
Bachelor of Science Credits	**120**		

Effects:

These are just a few examples of how the merger of education, passion, and a little bit of time can start to chip away at our deeply engrained "dumb jock" biases that contradict mountains of research that demonstrate the drive, resilience, emotional intelligence, teamwork, leadership, and confidence learned through sport and other fields of passion are the best path toward holistic development (Weight et al., 2022). If we integrate the lessons learned through sport into the academy, we address the root cause of our athlete mental health crisis (oppressive time demands), and we will train a new generation of coaches and leaders better able to perform under pressure, adapt to a 21st century work environment, and tackle the problems of tomorrow.

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This paper was written to inform the NACDA Division I I-AAA and FCS Athletics Directors Associations collaboration to create a new model for NCAA Division I sports and was sponsored by the Knight Commission on Intercollegiate Athletics. The Knight Commission does not take a position on the content herein.

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Executive Summary: The vast, interdisciplinary knowledge base of science-backed best practices for sport coaching is ever-increasing. Yet with no minimum standard of education, NCAA DI coaches' access to and application of this knowledge base is left to chance. NCAA DI coaches deserve the right to a shared, evidence-based professional identity and their student-athletes deserve the right to be led by coaching professionals who are equitably supported to develop their knowledge and skill set. The foundations for professionalizing coaching in the NCAA are in motion, backed by more than 30 years of dedicated efforts to professionalize coaching worldwide, nationally, and more recently in the NCAA. Initial data on a 2023 coach credentialing pilot program delivered to NCAA coaches suggests it is effective and impactful. In 2014, the NCAA adopted a minimum credential for strength and conditioning coaches, recognizing the leadership of an external organization to support professional standards, and subsequently enhancing student-athletes' physical safety. Thus, it is plausible and warranted to support a similar standard for professional preparation and continued education of NCAA coaches who lead entire sport programs. This research needs to be translated into policy that will ignite financial investment in adequate education for coaches to be effectively prepared to succeed. Only then will coaching in NCAA athletics be truly protected as a profession, so that coaches can be respected as interdisciplinary educators and leaders, and student-athletes can be protected and supported to achieve their highest potential.

The Role and Value of Minimum Standards of Education for NCAA DI Coaches

"Coach," much like "Doctor," is an esteemed title with which people are inherently viewed as trusted leaders and respected community icons (Dieffenbach, 2020). The reverence placed on this title is reflected in coaches' salaries being one of the largest line items in any NCAA Division I (DI) budget (Reynaud, 2020). Yet there are currently no minimum standards of education to coach at an NCAA DI institution. Imagine if doctors and university professors had no minimum standards of education to perform their roles. Surely, coaches are not expected to save lives as medical doctors are, but the coach-athlete relationship is arguably the most important and impactful growth-promoting relationship that exists in sport and educational contexts (Côté & Gilbert, 2009; McHenry & Zakrajsek, 2023).

Since there has never been any shared standard of education for NCAA DI coaches, hesitation around the feasibility of regulating a collective professional standard for all NCAA DI coaches is understandable. Yet a closer look at the state of coaching in DI athletics reveals an industry in which jobs are acquired largely through networking and professional training is often unmediated or nonformal. This is despite the fact that, like the medical and education fields, there does exist a deep and growing scientific knowledge base to inform effective sport coaching (e.g., Thelwell & Dicks, 2018). Yet without shared standards of education, NCAA coaches' access to and application of this knowledge base is left to chance. Meanwhile, coaches continue to impact student-athlete's educational experience, well-being, and performance—positively and negatively—without a shared foundation of professionalization. This paper will highlight the need for a minimum standard of education and continued professional development for NCAA DI coaches and propose a practical vision for meeting this need. This is a critical step to professionalize coaching in the NCAA for the purposes of (a) protecting student-athlete rights and welfare, (b) protecting coach rights and welfare, and (c) ensuring coaches receive training that is relevant to the demands of their complex and multi-faceted role in NCAA DI athletics.

Student-Athlete Rights and Welfare: What Does Coach Education Have To Do With It?

Student-athletes spend more time with their coaches than any other adult in their college experience, and the research to date indicates that the quality of the coach-athlete relationship lies at the center of student-athlete performance and wellness outcomes (see, e.g., Becker & Wrisberg, 2008; Brown

& Arnold, 2019; McGee & DeFreese, 2019; McHenry et al., 2021, 2022; Ni & Feng, 2023; Robinson, 2024). Much like research has indicated within doctor-patient (e.g., Fletcher et al., 2007; Parnas & Isobel, 2019) and teacher-student relationships (e.g., Arrascue, 2023), a coaches' impact on student-athletes' educational experience, health and development, and performance depends largely on coaches' abilities to integrate relational skills with professional and contextual knowledge (see, e.g., Bowers, 2020; Côté & Gilbert, 2009; Duffy et al., 2011; McHenry, 2021; Reynaud, 2020).

Unfortunately, research indicates that the current impact of college coaches on student-athlete welfare and performance is inconsistent. Findings from the 2023 NCAA student-athlete health and wellness study revealed that one in six respondents agreed that their relationship with their coach negatively impacted their mental health. This ratio was disproportionately higher for minority and female student-athletes (one in five), as well as queer-spectrum and trans/nonbinary self-identifying student-athletes (one in four). And despite an increase in national attention on mental health, the percentage of student-athletes who felt their coaches care about their mental well-being and felt comfortable talking to their coaches about mental health issues actually decreased from 2019 to 2023 (NCAA, 2024).

Notably, student-athlete welfare is not just about mental health. Coaches have a direct influence on the physical health and safety of student-athletes by way of sport practice design, delivery of feedback, and effective application of sport training principles (Dieffenbach & Thompson, 2022). The scientific knowledge base is ever-increasing to inform coaching best practices for health promotion and injury prevention—both key aspects of performance enhancement (see, e.g., Long-Term Athlete Development Model; LTAD; Sport for Life Society, 2019). For example, science-backed best practices now exist offering protocols to coaches to reduce the incidence of anterior cruciate ligament (ACL) tears, and coach education has improved high school coaches' use of ACL injury prevention practices (Daphne et al., 2022; Janosky, 2021). Scholar-practitioners have also found that coach education in and beyond NCAA contexts has improved coaches' response to concussion management (Kroshus et al., 2016); mental health literacy, response, and prevention practices (Bates et al., 2024); and suicide risk awareness and prevention behaviors (Mishkind et al., 2023). Further, in a pilot credentialing program delivered to NCAA soccer coaches, coaches demonstrated improvements in inter- and intra-personal skills known to influence coaches' impact on athlete health and wellness (i.e., decision-making, delivering and receiving feedback, conflict management, and managing emotions under pressure; McHenry et al., 2023).

Currently, we can only speculate the impact that a minimum standard of coach education would have on student-athlete welfare and performance. But we can draw evidence-informed hypotheses based on the data presented above as well as the literature on educational standards for teachers and their impact on student welfare and academic success. In the teacher-education context, Darling-Hammond and colleagues (2009) wrote: "efforts to improve student achievement can succeed only by building the capacity of teachers to improve their instructional practice and the capacity of school systems to promote teacher learning" (p. 7). The same concept applies for NCAA athletics, especially when viewing coaches as educators: efforts to advance student-athlete success can only be achieved by improving coaches' professional practice as trainers, educators and leaders through regulated coach education. Student-athletes deserve the *right* to be trained, educated, and led by coaching professionals with a shared standard of educational preparation and continued professional development to fulfill their role.

Coach Rights and Welfare: What Does Professionalization Have To Do With It?

Findings from the 2023 NCAA coach well-being study demonstrate that, in the current landscape, coaches are also struggling. Of all DI coaches who participated in this study (1,471 head and 952 associate/ assistant coaches), nearly 40% reported feeling mentally and physically exhausted "constantly" or "most every day" with more than one-third of these coaches feeling "overwhelmed by all they had to do" and fewer than half reporting "very good" or "excellent" mental health. These percentages were disproportionately higher for coaches who are women, minority, and of a younger generation. Meanwhile,

the highest reported factor that DI coaches believed negatively impacted their mental health was "work-related worries" (61% of head and 52% of associate/assistant coaches). This was reported nearly twice as much as any other factor including financial (32% of head and 37% of associate/assistant coaches) and family-related (30% of head and 26% of associate/assistant coaches) worries. Add to this the context that only 20% of DI coaches agreed that their athletics conference takes their voice into account when it comes to important decisions impacting their profession, and only 10% agreed to the above statement regarding the NCAA (NCAA, 2023).

These findings paint the picture of employees who perceive the demands of their job to be greater than what they know how to effectively manage, who feel an absence of centralized support, and who lack a sense of collective autonomy to influence the systems in which they work. In this picture, many employees believe their mental health is more negatively impacted by work-related stress than any other factor in their lives. This picture reflects the often volatile nature of high-performance coaching. The performance, organizational, contextual, interpersonal, and intrapersonal expectations placed on coaches are increasingly complex (Kenttä et al., 2023; Norris et al., 2017), while job insecurity remains strong (Bentzen et al., 2020) as winning is still perceived to be the most meaningful determinant for coaches to keep their job (Bowers, 2020; Weight et al., 2015). And, underlying this picture is the absence of a shared structure for coaches' development of professional competencies, continued professional growth, and contribution to systemic decisions that impact their daily roles and responsibilities.

The gap between professional demands and perceived capability to meet those demands (i.e., work-related stress) can be reduced through professional training that is relevant to work expectations and contexts (McHenry, 2021), social support via connecting coaches to other coaches (Norris et al., 2022), and targeted education and systems that support the continued professional development and welfare of coaches (Kenttä et al., 2023; Norris et al., 2017). Notably, educational programs focused on coaches' intrapersonal skills (e.g., self-leadership and stress management) have demonstrated improvements in factors related to coaches' mental health (e.g., sense of thriving at work, self-regard, and sense of belonging in their professional association; see, e.g., McHenry, 2021; McHenry et al., 2023). But until this type of education is required, coaches' access to it will be limited and likely self-elected.

It may be argued that required education will be met with the attitude of "one more thing on coaches' plates." Yet a minimum standard of education, when based on competencies that are relevant and helpful to daily coaching demands, would establish greater equity in coaches' access to numerous benefits for their own rights and welfare. All NCAA DI coaches would have access to a broader community of other coaches through required educational experiences (i.e., social support). All NCAA DI coaches would have more equitable opportunities to develop evidence-based competencies to be successful in coaching (i.e., reducing work-related stress). Such an educational foundation would underly the ability for DI coaches to form a collective voice across sports to advocate for issues that matter to their working context. Without these foundations, coaches in the NCAA are left to their own devices—often in isolation or sport-specific silos—to navigate their high-stress roles. Scholars have found that coaches are more likely to engage in education and professional development when their organizational leadership and systems support it (McHenry, 2021). Coaches deserve the *right* to systematic, organized support for effective preparation to be successful in their multi-faceted role. Without these foundations, coaching in NCAA DI institutions cannot accurately be defined as a profession.

Professionalizing Coaching in the NCAA DI Context: The Missing Links

There are generally three attributes that constitute a profession, each supporting a shared purpose and social function: (1) a distinctive knowledge base, (2) organization (e.g., professional association and organized credentialing), and (3) a set of ethics with systematized support for ethical decision-making (see Duffy et al. 2011 and Taylor & Garratt, 2010). On a global scale, sport coaching has seen progress in professionalization because of the efforts of the International Council of Coaching Excellence (ICCE) and

its member federations (i.e., the United States Olympic/Paralympic Committee; USOPC), member organizations (i.e., the United States Center for Coaching Excellence; USCCE), and sport-specific governing bodies who have utilized ICCE guidelines and resources (see, e.g., the International Sport Coaching Framework; ICCE, 2013), which serve the distinct knowledge base for coaching and coach development across all contexts (McQuade, 2020). Common themes in effective models for the professionalization of coaching have included a centralized system for coach education that is not sport-specific but supports the efforts of distinct sport governing bodies, targeted education or professional development for coaches at each career stage, and clear definitions of expected roles in specific sport contexts (e.g., the responsibilities of coaches at NCAA institutions should be defined and distinct from that of coaches in a youth sport club; McQuade, 2020).

To date, the NCAA has primarily depended on decentralized sport-specific governing bodies and coaches associations to serve as the organizing bodies for their coaches and to establish and hold coaches accountable to educational standards and ethical code. Because of this, the requirement of education and exposure to continued professional development varies significantly among NCAA coaches. This variance is dependent on the quality and accessibility of coach education in different sport sectors, with most being sport-specific and focused on professional knowledge (i.e., how to design a practice session) as opposed to interpersonal (relational skills) or intrapersonal (self-leadership) knowledge (Dieffenbach, 2020; Lefebvre et al., 2016). Currently, there are 26 coaches associations and national governing bodies that offer any form of coach education with most of these offerings designed for youth and club sport coaches. Thus, NCAA coaches' development of contextual knowledge is left largely to university athletic departments, based on the resources and capacity of those departments.

The missing link in this system and between sport sectors is a common definition of the expected roles of NCAA coaches at each career stage and a shared set of evidence-based competencies to meet those roles—in other words, a distinct knowledge base specific to the professional identity of an NCAA DI coach. It is critical to note that establishing such a knowledge base will not replace the work that is already being done to educate coaches in distinct sport sectors. Rather, it will require members within these sport sectors to step out of their silos and come together to inform what competencies are distinct to the college context yet shared across all sports. It will also be important for sport sectors to unite around a centralized, sport neutral, organizing body (i.e., the USCCE) that could ensure that educational programs delivered through different sport sectors are held to the same standard of quality. Fortunately, the foundations for these missing links are already in motion. To bring to life the practical vision of professionalization for NCAA coaches, these foundations are outlined next.

A Distinct Knowledge-Base and Professional Identity for the NCAA DI Coach

Underlying one's professional identity, a "competence framework" should include the activities, tasks, and knowledge areas required to be successful in the coach's role in a given context (Duffy et al., 2010). Supporting this notion, Côté and Gilbert (2009) proposed the now widely adopted definition of *coaching effectiveness*, based on literature reviews in coaching, teaching, positive psychology, and athlete development: "The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts." Duffey et al (2011) stated further research was necessary to understand the complexity of professional, interpersonal, and intrapersonal knowledge required for coaches to meet expected athlete outcomes in specific contexts. Since then, researchers have identified various findings regarding coaching competencies relevant to the NCAA DI context with (1) relational skills, (2) orchestration of effective team culture, and (3) self-leadership being at the center of effective coaching in NCAA athletics (see, e.g., Becker & Wrisberg, 2008; Elliott & McCullick, 2018; Gallimore & Tharp, 2004; McHenry, 2021; Readdy et al., 2016; NCAA, 2020; Reynaud, 2020; Rocha & Chelladurai, 2011; Silva, 2007).

Within this literature, Bowers (2020) was the first to empirically examine the occupational demands of the NCAA DI work environment for coaches of a nonrevenue sport (women's soccer). This work is a tremendous resource for operationalizing relational skills, team culture, and self-leadership in the context of NCAA DI job responsibilities. In it, coaches described themselves as "the CEO of their program" (p. 28) while also playing the role of parent, mentor, and educator. These findings support prior research in which coaches have described themselves, first and foremost, as educators responsible for shaping the educational experience of student-athletes (Weight et al., 2015). Thus, professional knowledge requisites, in the NCAA context, include more than the technical and tactical knowledge of one's sport to span proficiencies in instructional (e.g., teaching and learning), managerial (e.g., human resources, conflict management, communication), human performance (e.g., sport science and training principles, motivation, organization, planning, leadership development), and occupational (e.g., budgeting, accounting, compliance, recruiting, marketing) knowledge. Meanwhile, interpersonal (e.g., relational skills) and intrapersonal knowledge (e.g., self-leadership) are as important as professional knowledge for NCAA coaches to be effective and successful mentors and educators (Bowers, 2020). In fact, coaches have asked for more education in "people skills" (Armour et al., 2016; Nash et al., 2017) as building trusting relationships is critical to effectively educate, motivate, and ultimately drive student-athlete development toward elite human performance (Bowers, 2020; Reynaud, 2020).

This growing body of literature on the knowledge and skills necessary to effectively meet the demands placed on NCAA DI coaches offers a strong foundation for a competence framework that, if adopted and supported by vested parties, could underpin the professional identity of the NCAA DI coach. Much of the research conducted to determine this knowledge base has included successful NCAA coaches as participants. This is important to ensure that a competence framework for NCAA coaching feels genuinely relevant and meaningful to the day-to-day job tasks of NCAA DI coaches.

Progress Towards a Centralized College Coach Credentialing Infrastructure

While scholarly work on the distinct knowledge base for NCAA DI coaching has progressed, formal discussions among the Knight Commission on Intercollegiate Athletics and the NCAA Senior Leadership (2018-2020) have also advanced the vision to establish a minimum standard of education to better prepare coaches to apply this distinct knowledge base. These discussions resulted in NCAA staff and coach association collaborations (consisting of the NCAA, the Women's Basketball Coaches Association, and the National Association of Basketball Coaches) to define a competence framework, curriculum model, and proposed credentialing infrastructure for NCAA DI coaches (NCAA, 2020). In 2023, the United Soccer Coaches hosted a pilot credentialing program based on this framework (the "credential of coaching excellence," created and delivered by the TLC Institute for Athletic Coaching Excellence). United Soccer Coaches sponsored the participation of 60 NCAA coaches of men's and women's soccer for the pilot cohort (selected out of 123 applicants), and the Knight Commission sponsored a program evaluation of the pilot program. Initial evaluation results from this pilot are discussed earlier in this paper (see McHenry et al., 2023) and show that education designed around the NCAA competence framework is effective, impactful, and needed. Specifically, pilot participants reported that the topics covered in the program were (a) directly relevant to the NCAA coaching context, (b) not covered elsewhere in participants' prior education, and (c) immediately applicable and helpful to coaches' daily occupational demands.

United Soccer Coaches promoted the credential of coaching excellence program to coaches of all sports for a second pilot in spring 2024. Meanwhile, three additional coach associations (Intercollegiate Tennis Association, College Swimming and Diving Coaches Association of America, and National Wrestling Coaches Association) have received support from the Knight Commission to evaluate the impact of their existing programs for college coaches that align with the NCAA competence framework. The internal evaluations of these four programs will offer critical information about the processes and impact of education that is specific to the distinct knowledge base and professional identity of the NCAA

coach. Each of these programs will also undergo external review for recognition by the National Committee of Accreditation of Coaching Education (NCACE). Operating within the United States Center of Coaching Excellence (USCCE; an ICCE member federation), NCACE is positioned to provide the highest quality oversight on the creation, implementation, and evaluation of coach education programs. Programs that receive NCACE recognition would be held to the same standard of quality in instructional design and assessment of learning objectives for the specific competencies that each program addresses.

Thus, the USCCE and NCACE are uniquely positioned to fulfill the role of a centralized, sport neutral system to oversee quality assurance of coach education across the sport sectors. The NCAA competence framework serves as a starting point for defining competencies necessary to be successful in college coaching. And, the USCCE is positioned to support the alignment of these competencies with the existing National Standards for Sport Coaches (Gano-Overway et al., 2021). Because coaching is truly interdisciplinary, it is unlikely that one educational program or organization will provide the necessary education for every competency within the NCAA competence framework—aiming to do so would require the reinvention of existing programs. Instead, the infrastructure already exists for coaches to fulfill educational requirements through different programs within different organizations, especially when those organizations can rely on the centralized oversight of the USCCE to ensure that respective programs are meeting shared standards of quality for delivery of education on their respective competencies.

It is noteworthy that, within the subfield of strength and conditioning coaching, the National Strength & Conditioning Association (NSCA) has followed a similar path to that outlined above to create a standard of education specific to the knowledge and skills for effective physical training. The NSCA's Certified Strength and Conditioning Specialist (CSCS) qualification, created in 1985, has become an industry standard for entry into the field and was adopted as an NCAA DI minimum standard in 2014 (NSCA, n.d.). Thus, NCAA programs are assured that CSCS professionals possesses the necessary foundational knowledge to provide safe and effective athlete conditioning to support performance. Notably, although no direct links have been researched, raising the minimum standard of education for strength and conditioning coaches in the NCAA has coincided with a 20-year decline in incidence of sudden cardiac deaths of NCAA student-athletes (see Petek et al., 2023). The NSCA's leadership as a sport neutral, centralized organizing body offers insight into the practicality and positive impact that systemic support of professionalization could have for the coaches who lead entire sport programs.

Given the significance of coaches' impact on the student-athlete experience, it is almost inconceivable that minimum standards for coach education would not be considered to have the greatest return on investment for the success and well-being of both athletes and coaches in the NCAA. The broader knowledge base of science-backed best practices for coaches is ever-increasing. The NCAA competence framework offers a starting point for the distinct and contextual knowledge base of NCAA DI coaches. And, initial data on a coach credentialing pilot program—based on the NCAA competence framework—suggests it is effective and impactful (McHenry et al., 2023). This research needs to be translated into policy that will ignite financial investment in adequate training for coaches to become professionals who are equitably supported to continually develop their knowledge and skill set, and thus their professional identity, distinct to the NCAA DI coach. Only then will coaching in NCAA athletics be truly protected as a profession, so that coaches can be respected as interdisciplinary educators and leaders, and student-athletes can be protected and supported to achieve their highest potential.

Acknowledgments

This paper was reviewed by Kristen Dieffenbach, PhD, CMPC, F-AASP, Director of the Center for Applied Coaching and Sport Science at West Virginia University and Executive Director of the United States Center for Coaching Excellence.

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This paper was written to inform the NACDA Division I I-AAA and FCS Athletics Directors Associations collaboration to create a new model for NCAA Division I sports and was sponsored by the Knight Commission on Intercollegiate Athletics. The Knight Commission does not take a position on the content herein.

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Wholistic & Integrated High-Performance Model: A New Model for a New Time

Introduction

Division I athletic departments hold a unique and multifaceted responsibility. Beyond the realm of competition, these departments are accountable for the education, health, safety, performance, and overall well-being of each student-athlete. To fulfill this extensive obligation, they must assemble teams of practitioners with specialized expertise to deliver effective services. Although support in these critical areas has grown in recent years, there has been slow adoption of emerging disciplines such as sport science, mental performance, and physical therapy, as well as a reluctance to embrace a cohesive guiding philosophy and governance model in college athletics.

Background and Transformation Efforts

In 2021, the Division I Transformation Committee was established with the mission of modernizing college sports and proposing innovative changes for the NCAA's consideration. By 2023, this committee introduced a 'comprehensive new model for enhancing support for student-athletes,' aiming to improve their mental, physical, and academic well-being. While the new model mandated the inclusion of expertise in vital areas such as mental health, it fell short in offering recommendations for updating organizational structures, integrating interdisciplinary expertise, advancing human-centered systems, and adopting next-generation practices.

Recommendation for Holistic Integration

We recommend an advanced holistic model that prioritizes comprehensive integration, evidence-based health and performance decision-making, cross-functional collaboration, innovation, and education for student-athletes, coaches, staff, and administrators. Given the challenges of our current era, student-athletes must be supported by a highly competent team of experts to excel in life, academically, and in their athletic pursuits. This 'team behind the team' includes sport-specific coaches, strength and conditioning coaches, physical therapists, athletic trainers, sports scientists, nutritionists, mental health and performance coaches, team physicians, and academic advisors.

Figure 1-1: Factors Affecting Student-Athlete Health and Performance (Rimer et al, 2023)

To effectively guide individualized programming and objective decision-making, this ‘team behind the team’ must be seamlessly integrated and philosophically aligned, necessitating strong leadership, modern infrastructure, and proven execution processes. Especially in non-autonomy conferences, building an elite 'team behind the team' requires strong partnerships with academic, healthcare, community, and corporate entities.

High-Performance Model

Outside collegiate athletics, a high-performance model, also known as a performance support or integrated performance model, has gained acceptance as the gold standard in elite sports. This interdisciplinary model organizes the 'team behind the team' as a unified unit with a shared philosophy, delivering evidence-based practices and the highest quality of care. Originating from business sectors, high-performance organizations are defined by exceptional leadership, collaborative culture, continuous improvement, high-quality employees, and long-term orientation (de Waal, 2012).

Since 2010, Olympic and professional sports organizations in North America have begun integrating medical and performance teams into single high-performance units led by High-Performance Directors (Tenney, 2022). This innovative approach, supported by sports technology and data analytics, prioritizes personalized performance planning and athlete management to reduce the risk of injury, enhance competition readiness, and inform return-to-performance decisions (Halson et al., 2019). At the heart of these models lie sports science and performance analytics, serving as the cornerstone for objective decision-making (Rimer et al., 2023).

In contrast to professional sports, college athletic departments support multiple teams, creating unique organizational challenges and opportunities. While athletic training and strength and conditioning are integral to most NCAA institutions, other disciplines are not as well established. Data shows that among 325 Division I, II, and III institutions, only 20% employ a dietitian, 13% have a clinical psychologist, and 5% have a licensed mental health professional (Baugh et al., 2020). The prevalence of sports scientists remains unclear.

While some athletic departments have developed impressive health and performance teams for premier sports, providing comprehensive services across all sports remains challenging. Maximizing the use of campus, community, and corporate resources and partnerships is essential, as is developing talent pipelines through mentorship and fellowship programs. This environment also presents an opportunity to leverage sport science as a central hub for optimizing interdisciplinary integration, facilitating evidence-based health and performance decision-making, and managing longitudinal performance analysis.

Proposed Model

We believe the "holistic" model proposed by the Division I Transformation Committee does not go far enough. We add a '**w'** to the word holistic and propose a "**w**holistic" model that emphasizes a comprehensive, integrated, and data-informed high-performance approach. This model involves shared responsibility for key performance indicators, common leadership, and placing sport science at the epicenter, representing the next frontier in college athletics.

Key Performance Indicators

Our **Wholistic and Integrated High-Performance Model** focuses on optimizing four key performance indicators:

1. **Elite Student-Athlete Experience:** Engagement, satisfaction, and joy experienced by student-athletes across academic and athletic dimensions.
2. **Peak Availability:** Health leading to optimized availability of talent, the greatest predictor of winning on game day.
3. **Elite Development:** Comprehensive development of the student-athlete based on interdisciplinary expertise integration.
4. **Peak Performance:** Effective physical, technical, and tactical development combined with acute physiological readiness management (e.g., hydration, sleep, recovery, load management, mental preparation).

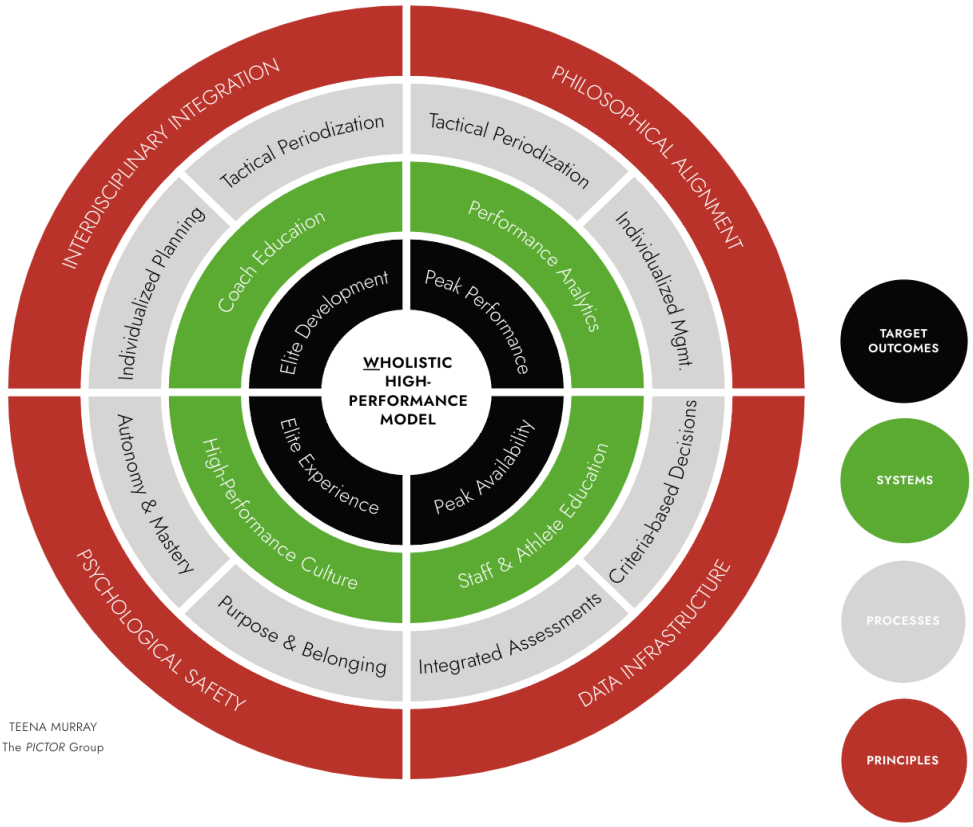

Figure 1-2: Wholistic & Integrated High-Performance Model For Student-Athlete Success

Empowerment and Education

Our model aims to empower student-athletes to take ownership of their elite experience by educating coaches, staff, and athletes on foundational sport science concepts. We prioritize individualized programming through modern data and communication platforms. Success is measured by performance against key performance indicators, beginning with the personal, academic, and athletic experiences of each student-athlete.

High-Performance Culture

Our model prioritizes creating a high-performance culture by nurturing shared purpose, inclusion, belonging, and psychological safety. Research by Radecki & Hull (2018) shows that these elements are key drivers of well-being and outstanding team performance. We believe these elements are the foundation of a healthy, human-centered approach to peak performance.

Summary

The student-athlete experience in collegiate athletics is unique, encompassing a broader personal and educational journey beyond competition. Optimizing this hybrid model is imperative as institutions navigate the changing landscape. Our **Wholistic and Integrated High-Performance Model** offers a new framework for sustaining elite athletics within the NCAA Division I system, prioritizing interdisciplinary integration of the 'team behind the team' to deliver individualized academic, health, performance, and well-being services for every student-athlete.

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Knight Commission On Intercollegiate Athletics
A PROJECT OF THE JOHN S. AND JAMES L. KNIGHT FOUNDATION

MEMORANDUM

TO: Sandy Hatfield Clubb and Division I-AAA and FCS Leaders

FROM: Amy Privette Perko, CEO, and Peyton Barish, Policy Fellow, Knight Commission

DATE: May 16, 2024

RE: C.A.R.E. Model Benchmark and Explanations for non-FBS Institutions

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INTRODUCTION

In September 2021, the Knight Commission on Intercollegiate Athletics released a report outlining a proposed new financial framework for Division I: Connecting Athletics Revenue with Educational Model of College Sports (C.A.R.E. Model). This framework restructures the way Division I distributes and spends annual shared revenues with athletes' education, health, safety, well-being, and gender equity at its heart. The model is based on implementing four principles: transparency, independent oversight, values-based incentives, and financial responsibility for athlete-centric spending.

This memorandum analyzes how FCS and Division I-AAA institutions perform against a C.A.R.E. Model metric proposed to demonstrate athlete-centric spending, which is one element of the four-part plan.

PROPOSED C.A.R.E. 50% BENCHMARK

The Knight Commission's proposed C.A.R.E. 50% Benchmark requires programs to spend an amount equal to at least 50 percent of their "shared athletics revenues" on college athlete education, health, safety, and well-being.

Key Definitions:

1. C.A.R.E. Ratio: The Knight Commission calculates an institution's C.A.R.E. ratio with the following equation:

$$C.A.R.E.Ratio = \frac{Shared\ Athletics\ Revenue}{Athlete - Centric\ Spending}$$

2. Athlete-centric spending: Spending on athletic aid (e.g., tuition, fees, room, books, housing, and cost of attendance stipends), medical expenses, athlete insurance, and any transfers back to the institution for academic purposes. Cash provided to athletes as "Graduation and Academic Awards" or so-called "Alston Awards" can also be considered in this calculation; however, due to current limitations with the NCAA's current Financial Report form, spending on Graduation and Academic Awards are not able to be captured for the calculations in this memo.

3. Shared athletics revenue: Revenue earned through national or conference activities (e.g., media rights, championships). Shared athletics revenues are from the College Football Playoff (CFP), NCAA, and individual conference media rights. Currently,

shared revenues exceed $3.5 billion annually and by 2032, are projected to exceed $7 billion.

INSTITUTIONS THAT MEET THE PROPOSED BENCHMARK

An analysis of spending data for all Division I public institutions found that Division I-AAA and FCS institutions emerged as exemplars by exceeding the athlete-centric spending benchmark. In fact, the **median** Division I-AAA and FCS institutions spend amounts that are significantly more than 100% of their shared athletics revenue. FBS institutions in the FBS Group of 5 category also meet the proposed benchmark. However, only eight of the Power 5 public institutions meet the benchmark.

As the chart below displays, the median Division I-AAA and FCS institutions achieve higher C.A.R.E. ratios than Division I FBS institutions:

Meeting the C.A.R.E. 50% Benchmark:
Is Athlete-Centric Spending at least Half of Shared Athletics Revenues?

Type of Institution N = the number of public institutions in each specific category.	C.A.R.E. 50% Benchmark **C.A.R.E. 50% Benchmark** (Median Percentage of Shared Athletics Revenue Distributions spent on the target areas of Athlete Scholarships / Educational Benefits, Athlete Medical, and/or University Academics)	Required Reallocation Total Amount the median institution must **reallocate and spend on athlete-centric areas** to meet the C.A.R.E. 50% Benchmark
Median **Power 5 public institution** that does not meet requirement (N=44)	31%	$7,615,871
Median **Power 5 public institution** that meets requirement* (N=8)	54%	$0
Median **Group of 5 public institution*** (N=55)	221%	$0
Median **Football Championship Subdivision public institution*** (N=69)	485%	$0
Median **Division I institution no football*** (N=45)	614%	$0

*All public institutions in these classifications meet the requirement using these data.
Data are based on a three-year average using 2018, 2019, and 2022 fiscal years.
Data source: Knight-Newhouse College Athletics Database (knightnewhousedata.org), using data reported by institutions on NCAA Financial Reports. Only public institutions with data for all years and with no extreme data anomolies are considered in the summary analysis.

Moving forward, Division I-AAA and FCS conferences could explore a C.A.R.E. 100% Benchmark or higher to demonstrate the financial responsibility of their conference institutions.

Data for every Division I institutions is here. The data show that the lowest C.A.R.E. ratio among all 114 public Division I-AAA and FCS institutions is 234 percent, so a ratio as high as 200 percent could be considered.

While this analysis doesn't include private institutions, it is expected that Division I private institutions would have C.A.R.E. ratios that are even higher since scholarship costs at private institutions are generally higher than those costs at public institutions.

Another way to think about the C.A.R.E. 50% Benchmark is that it reveals the athlete-centric spending level compared to every dollar of shared athletics revenue. For example, the range of athlete-centric spending for every dollar of shared athletics revenue among the Division I-AAA and FCS institutions is $2.34, at the low end, to $32.27, at the high end.

DATA TABLES:

Benchmark is to spend at least 50% of Shared Athletics Revenue Distributions on Target Areas.

If Column B divided by Column A is less than 50% (Column C), spending would require change (Column D)

*Data are based on a three-year average using 2018, 2019, & 2022 fiscal years

	Column A	Column B	Column C	Column D
DIVISION I Public Institutions	**Average of the Total Amount of shared Athletics Revenue Distributions received by the median institution**	**Average of the Total Amount spent on the target areas of Athlete Scholarships/Educational Benefits, Athlete Medical, and/or University Academics by the median Institution**	**C.A.R.E. Ratio (Median Percentage of Shared Athletics Revenue Distributions spent on the target areas of Athlete Scholarships / Educational Benefits, Athlete Medical, and/or University Academics)**	**Average of the Total Amount of Shared Athletics Revenue Distributions the median institution must spend differently to meet the minimum 50% Benchmark**
Division I - Football Championship Subdivision (FCS)				
Alabama A&M	data n/a	data n/a	data n/a	data n/a
Alabama State University	$975,719	$4,739,513	486%	$0
Alcorn State University	data n/a	data n/a	data n/a	data n/a
Austin Peay State University	$1,088,476	$5,413,944	497%	$0
California Polytechnic State University-San Luis Obispo	$1,381,828	$6,285,507	455%	$0

	Column A	Column B	Column C	Column D
DIVISION I Public Institutions	**Average of the Total Amount of shared Athletics Revenue Distributions received by the median institution**	**Average of the Total Amount spent on the target areas of Athlete Scholarships/Educational Benefits, Athlete Medical, and/or University Academics by the median Institution**	**C.A.R.E. Ratio (Median Percentage of Shared Athletics Revenue Distributions spent on the target areas of Athlete Scholarships / Educational Benefits, Athlete Medical, and/or University Academics)**	**Average of the Total Amount of Shared Athletics Revenue Distributions the median institution must spend differently to meet the minimum 50% Benchmark**
California State University-Sacramento	$1,608,649	$5,370,697	334%	$0
Central Connecticut State University	not counted due to data anomalies	not counted due to data anomalies	not counted due to data anomalies	not counted due to data anomalies
Citadel Military College of South Carolina	$517,272	$6,245,663	1207%	$0
Delaware State University	$528,884	$5,272,445	997%	$0
East Tennessee State University	$811,461	$5,809,325	716%	$0
Eastern Illinois University	$1,244,627	$3,908,158	314%	$0
Eastern Kentucky University	$1,194,852	$6,141,716	514%	$0
Eastern Washington University	$936,437	$4,551,213	486%	$0
Florida Agricultural and Mechanical University	$538,599	$4,372,381	812%	$0
Grambling State University	$444,827	$3,023,456	680%	$0
Idaho State University	$821,497	$5,242,122	638%	$0
Illinois State University	$1,766,639	$7,875,663	446%	$0
Indiana State University	$1,184,553	$5,983,453	505%	$0
Jackson State University	$917,070	$3,307,368	361%	$0

	Column A	Column B	Column C	Column D
DIVISION I Public Institutions	**Average of the Total Amount of shared Athletics Revenue Distributions received by the median institution**	**Average of the Total Amount spent on the target areas of Athlete Scholarships/Educational Benefits, Athlete Medical, and/or University Academics by the median Institution**	**C.A.R.E. Ratio (Median Percentage of Shared Athletics Revenue Distributions spent on the target areas of Athlete Scholarships / Educational Benefits, Athlete Medical, and/or University Academics)**	**Average of the Total Amount of Shared Athletics Revenue Distributions the median institution must spend differently to meet the minimum 50% Benchmark**
Jacksonville State University	$1,199,482	$5,569,436	464%	$0
James Madison University	$1,698,058	$10,348,752	609%	$0
Kennesaw State University	$1,048,287	$5,531,083	528%	$0
Lamar University	$1,193,486	$6,588,441	552%	$0
McNeese State University	$997,512	$4,409,634	442%	$0
Mississippi Valley State University	$327,856	$1,342,290	409%	$0
Missouri State University	$1,626,093	$5,799,566	357%	$0
Montana State University	$2,636,201	$6,240,488	237%	$0
Morehead State University	$565,288	$2,829,508	501%	$0
Morgan State University	not counted due to data anomalies	not counted due to data anomalies	not counted due to data anomalies	not counted due to data anomalies
Murray State University	$786,961	$5,413,820	688%	$0
Nicholls State University	$801,434	$3,193,601	398%	$0
Norfolk State University	$898,848	$4,185,692	466%	$0
North Carolina A & T State University	$1,043,451	$4,214,200	404%	$0
North Carolina Central University	$1,073,456	$4,026,369	375%	$0

	Column A	Column B	Column C	Column D
DIVISION I Public Institutions	**Average of the Total Amount of shared Athletics Revenue Distributions received by the median institution**	**Average of the Total Amount spent on the target areas of Athlete Scholarships/Educational Benefits, Athlete Medical, and/or University Academics by the median Institution**	**C.A.R.E. Ratio (Median Percentage of Shared Athletics Revenue Distributions spent on the target areas of Athlete Scholarships / Educational Benefits, Athlete Medical, and/or University Academics)**	**Average of the Total Amount of Shared Athletics Revenue Distributions the median institution must spend differently to meet the minimum 50% Benchmark**
North Dakota State University	$1,727,356	$5,255,761	304%	$0
Northern Arizona University	$1,148,085	$7,077,347	616%	$0
Northwestern State University of Louisiana	$726,035	$5,076,390	699%	$0
Portland State University	$877,119	$5,088,636	580%	$0
Prairie View A & M University	$1,728,462	$4,037,933	234%	$0
Sam Houston State University	$971,297	$5,254,483	541%	$0
Savannah State University	data n/a	data n/a	data n/a	data n/a
South Carolina State University	not counted due to data anomalies	not counted due to data anomalies	not counted due to data anomalies	not counted due to data anomalies
South Dakota State University	$1,855,328	$4,467,625	241%	$0
Southeast Missouri State University	$968,216	$4,240,543	438%	$0
Southeastern Louisiana University	$1,238,888	$4,915,920	397%	$0
Southern Illinois University-Carbondale	$1,605,537	$5,666,078	353%	$0

	Column A	Column B	Column C	Column D
DIVISION I Public Institutions	**Average of the Total Amount of shared Athletics Revenue Distributions received by the median institution**	**Average of the Total Amount spent on the target areas of Athlete Scholarships/Educational Benefits, Athlete Medical, and/or University Academics by the median Institution**	**C.A.R.E. Ratio (Median Percentage of Shared Athletics Revenue Distributions spent on the target areas of Athlete Scholarships / Educational Benefits, Athlete Medical, and/or University Academics)**	**Average of the Total Amount of Shared Athletics Revenue Distributions the median institution must spend differently to meet the minimum 50% Benchmark**
Southern University and A & M College	$411,386	$3,423,181	832%	$0
Southern Utah University	$1,067,916	$5,041,876	472%	$0
Stephen F Austin State University	$769,492	$5,227,072	679%	$0
Stony Brook University	$1,740,697	$8,489,766	488%	$0
Tarleton State University	data n/a	data n/a	data n/a	data n/a
Tennessee State University	$501,366	$3,599,048	718%	$0
Tennessee Technological University	$898,305	$5,604,610	624%	$0
Texas Southern University	$963,371	$4,868,402	505%	$0
The University of Montana	$981,661	$5,787,076	590%	$0
The University of Tennessee at Chattanooga	$621,095	$5,509,275	887%	$0
The University of Tennessee at Martin	$1,029,590	$4,779,398	464%	$0
Towson University	$1,331,930	$8,501,347	638%	$0
University at Albany, State University of New York	$1,473,316	$8,181,925	555%	$0

	Column A	Column B	Column C	Column D
DIVISION I Public Institutions	**Average of the Total Amount of shared Athletics Revenue Distributions received by the median institution**	**Average of the Total Amount spent on the target areas of Athlete Scholarships/Educational Benefits, Athlete Medical, and/or University Academics by the median Institution**	**C.A.R.E. Ratio (Median Percentage of Shared Athletics Revenue Distributions spent on the target areas of Athlete Scholarships / Educational Benefits, Athlete Medical, and/or University Academics)**	**Average of the Total Amount of Shared Athletics Revenue Distributions the median institution must spend differently to meet the minimum 50% Benchmark**
University of Arkansas at Pine Bluff	$714,759	$2,972,864	416%	$0
University of California-Davis	$1,899,249	$8,566,963	451%	$0
University of Central Arkansas	$1,106,605	$4,979,334	450%	$0
University of Delaware	data n/a	data n/a	data n/a	data n/a
University of Idaho	$1,365,908	$6,620,062	485%	$0
University of Maine	$1,952,411	$6,992,952	358%	$0
University of New Hampshire	$1,520,083	$10,325,890	679%	$0
University of North Alabama	data n/a	data n/a	data n/a	data n/a
University of North Dakota	$2,128,279	$6,465,043	304%	$0
University of Northern Colorado	$1,034,287	$5,701,470	551%	$0
University of Northern Iowa	$1,674,854	$4,528,073	270%	$0
University of Rhode Island	$2,160,115	$9,838,631	455%	$0
University of South Dakota	$1,329,145	$5,143,850	387%	$0
Utah Tech University	data n/a	data n/a	data n/a	data n/a
Virginia Military Institute	$526,190	$5,138,679	977%	$0

	Column A	Column B	Column C	Column D
DIVISION I Public Institutions	**Average of the Total Amount of shared Athletics Revenue Distributions received by the median institution**	**Average of the Total Amount spent on the target areas of Athlete Scholarships/Educational Benefits, Athlete Medical, and/or University Academics by the median Institution**	**C.A.R.E. Ratio (Median Percentage of Shared Athletics Revenue Distributions spent on the target areas of Athlete Scholarships / Educational Benefits, Athlete Medical, and/or University Academics)**	**Average of the Total Amount of Shared Athletics Revenue Distributions the median institution must spend differently to meet the minimum 50% Benchmark**
Weber State University	$1,052,447	$4,828,080	460%	$0
Western Carolina University	$757,411	$3,232,364	436%	$0
Western Illinois University	$1,260,964	$4,271,398	341%	$0
William & Mary	$1,268,532	$9,831,613	776%	$0
Youngstown State University	$1,205,194	$5,244,100	436%	$0
Division I No Football Institutions				
Binghamton University, The State University of New York	$935,451	$4,959,713	530%	$0
California State University-Bakersfield	$760,985	$3,566,175	469%	$0
California State University-Fullerton	$642,799	$3,896,663	606%	$0
California State University-Long Beach	$827,626	$3,330,903	402%	$0
California State University-Northridge	$685,933	$4,004,687	584%	$0

	Column A	Column B	Column C	Column D
DIVISION I Public Institutions	**Average of the Total Amount of shared Athletics Revenue Distributions received by the median institution**	**Average of the Total Amount spent on the target areas of Athlete Scholarships/Educational Benefits, Athlete Medical, and/or University Academics by the median Institution**	**C.A.R.E. Ratio (Median Percentage of Shared Athletics Revenue Distributions spent on the target areas of Athlete Scholarships / Educational Benefits, Athlete Medical, and/or University Academics)**	**Average of the Total Amount of Shared Athletics Revenue Distributions the median institution must spend differently to meet the minimum 50% Benchmark**
Chicago State University	data n/a	data n/a	data n/a	data n/a
Cleveland State University	$488,232	$3,960,239	811%	$0
College of Charleston	$612,212	$5,434,602	888%	$0
Coppin State University	$217,326	$1,682,817	774%	$0
Florida Gulf Coast University	$663,728	$4,242,702	639%	$0
George Mason University	$1,284,736	$7,035,341	548%	$0
Indiana University-Purdue University-Indianapolis	$513,506	$3,349,632	652%	$0
Longwood University	$369,294	$3,601,724	975%	$0
New Jersey Institute of Technology	$712,401	$5,246,846	737%	$0
Northern Kentucky University	$481,977	$3,206,997	665%	$0
Oakland University	$894,299	$4,973,543	556%	$0
Purdue University Fort Wayne	$506,760	$2,860,108	564%	$0
Radford University	$533,319	$3,492,615	655%	$0
Southern Illinois University-Edwardsville	$717,799	$2,961,719	413%	$0
Texas A & M University-Corpus Christi	$545,552	$3,379,194	619%	$0

	Column A	Column B	Column C	Column D
DIVISION I Public Institutions	**Average of the Total Amount of shared Athletics Revenue Distributions received by the median institution**	**Average of the Total Amount spent on the target areas of Athlete Scholarships/Educational Benefits, Athlete Medical, and/or University Academics by the median Institution**	**C.A.R.E. Ratio (Median Percentage of Shared Athletics Revenue Distributions spent on the target areas of Athlete Scholarships / Educational Benefits, Athlete Medical, and/or University Academics)**	**Average of the Total Amount of Shared Athletics Revenue Distributions the median institution must spend differently to meet the minimum 50% Benchmark**
The University of Texas at Arlington	$864,717	$3,860,726	446%	$0
The University of Texas Rio Grande Valley	$506,874	$2,747,554	542%	$0
University of Arkansas at Little Rock	$757,273	$3,996,242	528%	$0
University of California-Irvine	$725,429	$4,639,804	640%	$0
University of California-Riverside	$474,000	$4,569,209	964%	$0
University of California-Santa Barbara	$823,478	$5,943,554	722%	$0
University of Illinois Chicago	$782,793	$5,367,008	686%	$0
University of Maryland Eastern Shore	$338,604	$2,234,158	660%	$0
University of Maryland-Baltimore County	$856,890	$5,517,503	644%	$0
University of Massachusetts-Lowell	$216,976	$7,002,075	3227%	$0
University of Missouri-Kansas City	$756,332	$4,394,594	581%	$0

	Column A	Column B	Column C	Column D
DIVISION I Public Institutions	**Average of the Total Amount of shared Athletics Revenue Distributions received by the median institution**	**Average of the Total Amount spent on the target areas of Athlete Scholarships/Educational Benefits, Athlete Medical, and/or University Academics by the median Institution**	**C.A.R.E. Ratio (Median Percentage of Shared Athletics Revenue Distributions spent on the target areas of Athlete Scholarships / Educational Benefits, Athlete Medical, and/or University Academics)**	**Average of the Total Amount of Shared Athletics Revenue Distributions the median institution must spend differently to meet the minimum 50% Benchmark**
University of Nebraska at Omaha	$672,625	$3,750,992	558%	$0
University of New Orleans	$228,178	$1,840,651	807%	$0
University of North Carolina at Asheville	$527,307	$2,377,967	451%	$0
University of North Carolina at Greensboro	$579,049	$3,371,748	582%	$0
University of North Carolina at Wilmington	$667,786	$2,962,604	444%	$0
University of North Florida	$1,046,223	$2,959,902	283%	$0
University of South Carolina Upstate	$276,201	$3,369,342	1220%	$0
University of Vermont	$1,088,691	$8,015,589	736%	$0
University of WI-GB	$525,376	$2,909,486	554%	$0
University of WI-MKE	$615,411	$4,774,000	776%	$0
Utah Valley University	$586,145	$3,599,127	614%	$0
Virginia Commonwealth University	$2,072,319	$7,486,508	361%	$0
Wichita State University	$1,468,759	$3,955,390	269%	$0
Winthrop University	$679,817	$4,357,262	641%	$0
Wright State University	$471,331	$2,851,400	605%	$0

For more information:

Website

https://nacda.com/sports/2024/2/6/DIPositionPaper.aspx

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