



PERCEPTIONS OF COLLEGE SPORTS

1A FAR 2017 Annual Meeting

Sept. 24, 2017

COMPELLING DIRECTION FOR COLLEGE SPORTS

“Student-athletes finish school with more than just athletic experiences. In addition to emphasizing academic standards so student-athletes get a good education, playing college sports develops leadership, teamwork, discipline and resilience – skills that build success in the workplace and in life.”

MAKING OUR PRIORITIES CLEAR

ACADEMICS

Providing opportunities to earn a college degree is at the heart of our mission. Student-athlete graduation rates are the highest ever, with 80 percent earning their degrees.

WELL-BEING

We were founded to keep college sports safe. Today, we work hard to promote safety, excellence, and physical and mental well-being for student-athletes.

FAIRNESS

All college athletes deserve a fair shot. We focus on respect, integrity and responsibility, both on and off the field, so that college sports prepare student-athletes for life.

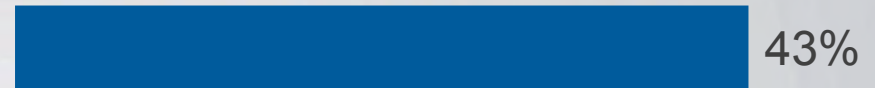
Purpose: Making college sports a pathway to opportunity.

STATE OF COLLEGE SPORTS

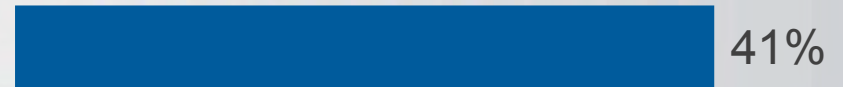
Question: For each of the statements, indicate how each one impacts your feelings about the state of college sports.

Percentage of those answering much more favorable:

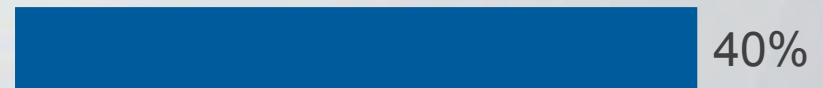
The NCAA is leading a \$30 million initiative to understand the prevention, treatment and management of concussion, which includes the largest-ever clinical concussion study.



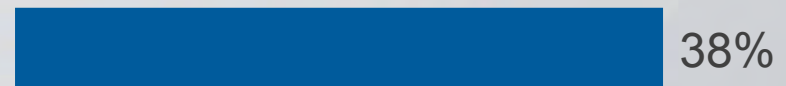
Scholarships can no longer be pulled from student-athletes because of injury or athletic performance.



90 percent of NCAA student-athletes credit their college sports experience with having a positive impact on their lives.



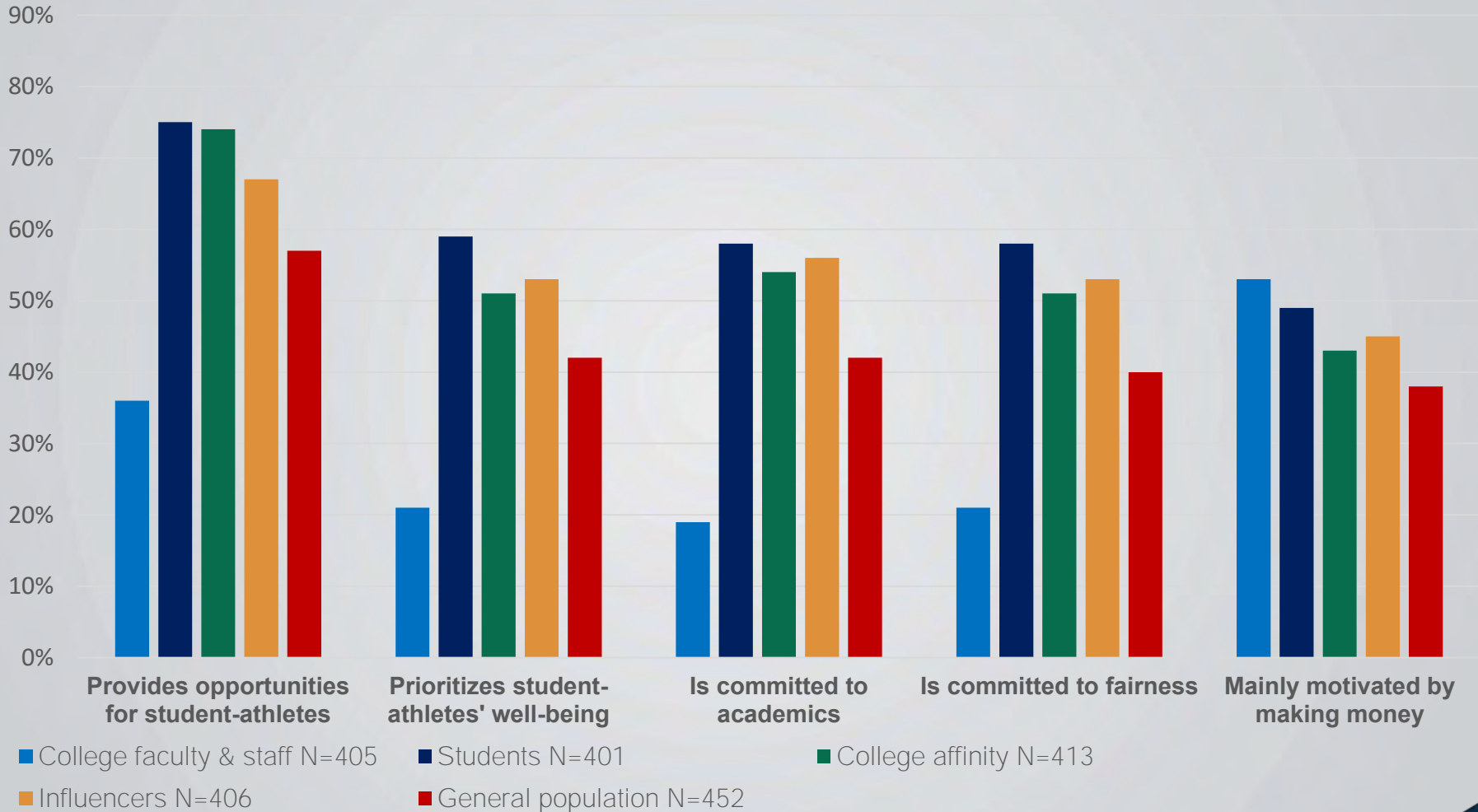
NCAA student-athletes have access to tutoring (on campus and on the road), academic advisors and mandatory study halls to help them balance their studies and athletic obligations.





CAMPUS VIEWS

PERCEPTION OF COLLEGE SPORTS

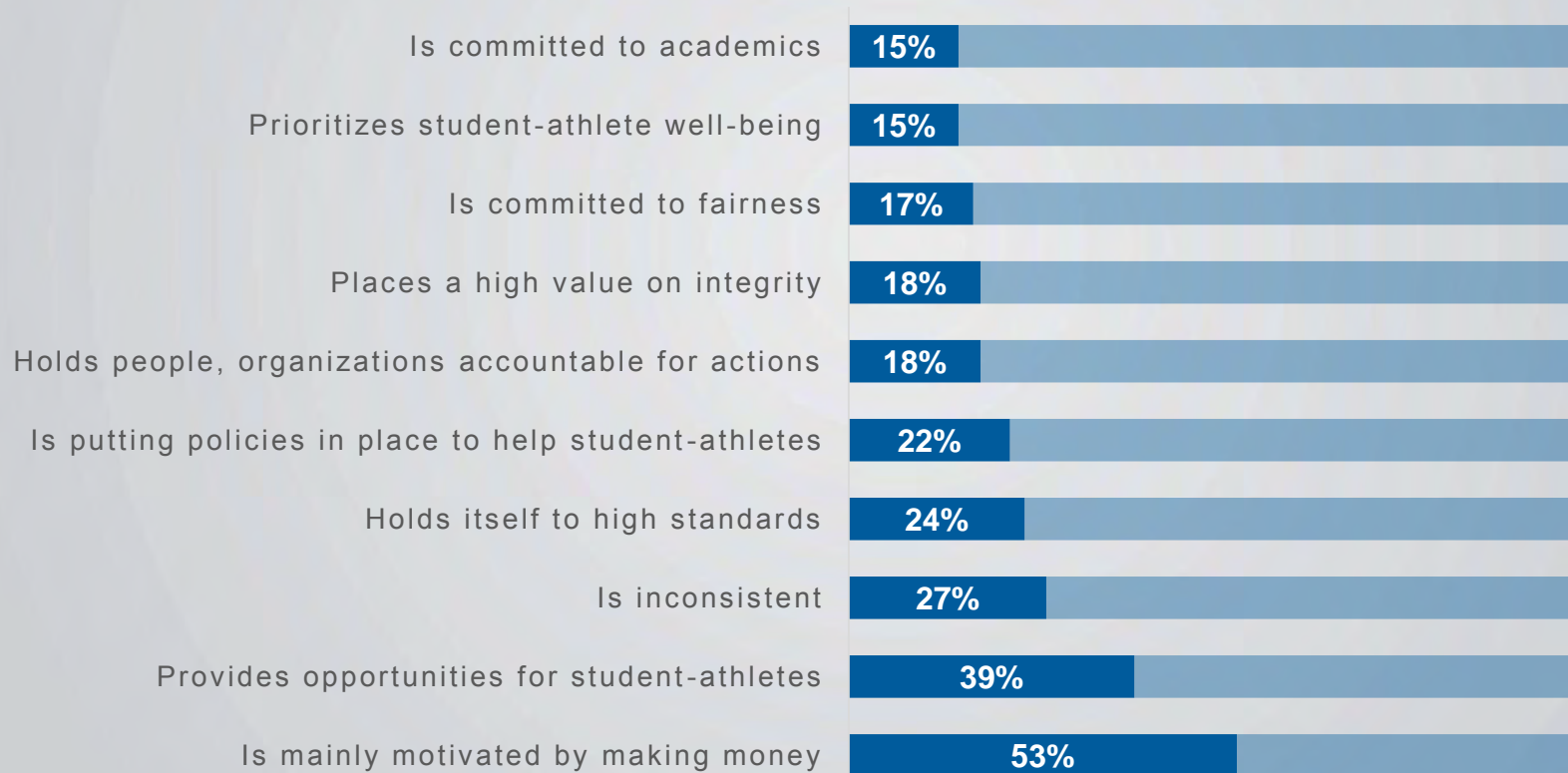


Conducted April 2017

FACULTY & STAFF VIEWS

How well does this phrase fit with your image of the NCAA in general?

■ Top 3 Boxes



DIVISIONAL BREAKDOWN

Within DI

- ▶ Money motivation: Non-1A faculty staff significantly higher (64%) than 1A (48%)
- ▶ A1 faculty and staff more positive on:
 - ▶ High standards (28-14)
 - ▶ Academics (16-7)
 - ▶ NCAA good job (36-25)
 - ▶ Support S-A success (25-11)
 - ▶ Part of solution (39-20)

Across divisions

- ▶ Familiarity even across divisions (~32%)
- ▶ Favorability much higher in DII (21-point spread)
 - ▶ Well-being: 10+ points higher
 - ▶ Accountability: 13-31 spread
 - ▶ High standards: 11> DI, 19> DIII
 - ▶ Provides opportunity: 14+ points higher
- ▶ Understanding of NCAA's role higher in DIII (12+ points)
- ▶ No statistical difference on "Mainly motivated by making money"

FACULTY-STAFF COMPARISON



	Faculty	Staff
Overall opinion of the NCAA	16%	24%
Provides opportunities for student-athletes	34%	43%
Mainly motivated by making money	57%	48%
Inconsistent	32%	22%
Putting policies in place to help student-athletes	17%	28%
Holds people and organizations accountable	13%	24%
High value on integrity	14%	21%
Committed to fairness	11%	23%
Committed to academics	11%	20%
Prioritizes student-athlete well-being	11%	19%
NCAA doing a good job	30%	42%
Online message recall	15%	21%
Impact on impressions	30%	47%



COMMUNICATIONS AND ENGAGEMENT EFFORTS

CONTENT HUB



WANT TO PLAY COLLEGE SPORTS?     

OPPORTUNITY

It's what everyone wants – and what college sports provide.

More than 1,100 member schools are united around one goal: creating opportunities for college athletes.

How do we do that? By prioritizing [academics](#), [well-being](#) and [fairness](#).

PRIORITIZING ACADEMICS

ACADEMICS

Providing opportunities to earn a college degree is at the heart of our mission. Student-

PRIORITIZING WELL-BEING

WELL-BEING

We were founded to keep college sports safe. Today, we work hard to promote safety,

PRIORITIZING FAIRNESS

FAIRNESS

All college athletes deserve a fair shot. We focus on respect, integrity and responsibility,

TARGETED DIGITAL ADVERTISING



**FIND OUT
HOW COLLEGE
ATHLETES
THRIVE AFTER
GRADUATION**

SOURCE: GALLUP-PURDUE INDEX, 2014

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We're creating a pathway to opportunity for nearly half a million student-athletes across the country. Find out how.



1,100 SCHOOLS
24 SPORTS
3 DIVISIONS **LEARN MORE**

Pathway to Opportunity
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We're committed to well-being on and off the field. Learn how we're prioritizing college athlete mental health.



**PRIORITIZING
COLLEGE ATHLETES'
MENTAL HEALTH** **LEARN MORE**

Wellness On and Off the Field
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We've raised the minimum GPA requirements for incoming freshmen. Learn more.



**HIGHER
ACADEMIC
STANDARDS** **LEARN MORE**

Higher Academic Standards
Find out how the NCAA is prioritizing academics.
NCAA.ORG/OPPORTUNITY **Learn More**

80% OF COLLEGE ATHLETES GRADUATE **LEARN MORE**

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CAMEASHA TURNER
OPPORTUNITY ON AND OFF THE COURT

KEY INSIGHTS

- ▶ Communicate the “why”, and back it up with proof points.
- ▶ Take the long view of success – “new” means over the last 5-7 years, not the last legislative cycle or championship season.
- ▶ Leverage the NCAA’s convening power.
- ▶ Repetition is key.
- ▶ ***Relationships matter.***

A photograph of two students walking away from the camera on a paved path. The student on the left is a young man with short brown hair, wearing a blue polo shirt and white shorts, carrying a basketball in his right hand and a black duffel bag over his left shoulder. The student on the right is a young woman with long dark hair, wearing a red t-shirt and white shorts, carrying a large black backpack. They are walking towards a building in the background, flanked by lush green trees and a flowering bush on the right. A dark blue semi-transparent banner is at the bottom of the image.

FARs' UNIQUE ROLE

FRAMING RELATIONSHIPS

[Articles](#)[Audio](#)[ADU](#)[Video](#)[About](#)

Why ADs & FARs Are Both Outsiders & Must Work In Unison

BY JO POTUTO, UNIVERSITY OF NEBRASKA



College athletics is big time commercial entertainment, source of much fan passion and media attention, and just plain fun. All of it is important to a university campus, and all of it is important to maintain. But only if athletics on campus at its core delineates the substance, scope, and contours of the activity, not simply where the activity is located. To assure the centrality of the greater campus in college athletics and to recalibrate the balance between athletics and academics for student-athletes, a much-needed reset currently is underway.

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opinion

Between Division III Athletes and Professors

Evan Tucker, a former college football player, and Michael Nelson, a faculty member, spell out what athletes wish professors knew and vice versa.

By [Evan Tucker and Michael Nelson](#) // August 25, 2017

16 COMMENTS

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Division III colleges and universities, which don't award athletic scholarships, outnumber their generally much larger Division I counterparts by 442 to 347. Yet many professors at Division III liberal arts colleges earned their advanced degrees at Division I universities at which varsity athletes are less than 5 percent of the student body, live and eat in athletic cocoons and, when they do appear in class, visibly (and often consciously) stand apart from other students. As a result, even many small-college professors begin their teaching careers suspicious of the athletes in their classes.

They shouldn't. Division III is different. Varsity athletes are not unusual; on average they make up about one-fourth of all students at these institutions. In addition to not being on athletic scholarships, they live in regular dorms and eat in the cafeteria. They major in just about everything -- not just the few athletic department-approved fields.

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- ▶ Awards
- ▶ Practices and team travel
- ▶ CSUN Under Armour Faculty

THANK YOU

Amy Dunham

Managing Director, Strategic Communications

www.ncaa.org/opportunity



adunham@ncaa.org



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