

Coach for College

A Global Initiative to Promote Higher Education Through Sports

Reintegrating College Athletes Into the Student Body and Preparing Them for Life After College

College athletics has become a substantial force in American society. Its widespread popularity among fans has led to increasing revenues and increasingly higher demands on student-athletes to perform well in sports competitions. In 2010, NCAA universities contained more than 365,000 varsity student-athletes,

\$48.5 MILLION

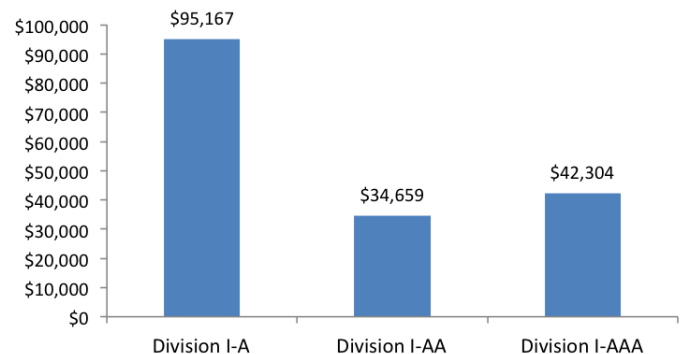
AVERAGE SPENT PER YEAR BY DIVISION I-A UNIVERSITIES ON COLLEGE ATHLETICS

with 38% competing in Division I-A. On average, student-athletes represent 6% of the total student body. In 2010, NCAA universities spent a total of \$10.9 billion on college athletics, providing college athletes with the scholarships, facilities, and equipment they need to play sports at the highest level. This is an average of \$10.4 million per university, and \$48.5 million per NCAA Division I-A school.



As college athletics has become a business in and of itself, with student-athletes having an increasingly different college experience from the rest of the student body, the “academic-athletic divide” on American university campuses has deepened. Such a divide has strained relationships between athletic departments and the university proper. The pressure for college athletic teams and departments to succeed in sports competitions, combined

Amount spent per year on each student-athlete by Division-I schools



with the elite treatment of coaches and players that occurs when such success is gained, has contributed to the numerous scandals and NCAA violations that have plagued several notable universities in recent years. Following such scandals (and in the interest of preventing future ones), many universities find themselves needing to make changes to the campus culture, yet unsure of exactly how to proceed.

Such broader cultural changes need to start with changes to the college experiences of the student-athletes themselves, who are in a position to influence not only the wider American

0.05%

PERCENT OF DIVISION I-A ATHLETIC BUDGET WHICH WOULD ALLOW 8 STUDENT-ATHLETES TO PARTICIPATE IN COACH FOR COLLEGE EACH YEAR.

public and news media, who admire athletes for their sports prowess, but also family and friends with whom they interact on a daily basis. Recently, an article in the Chronicle of Higher Education called for a more student-centered NCAA. One of their recommendations included expanding opportunities to college athletes so that they get the full college experience. If we spent 0.23% of the total amount currently spent on college athletics to allow eight student-athletes from every NCAA institution to participate in

programs like Coach for College, we could benefit 8,360 student-athletes and 125,400 middle school kids annually. The total cost, \$24,000 per institution, is 0.23% of the amount currently spent on college athletics by the average NCAA university, and would be only 0.05% of the amount currently spent on college athletics by the average NCAA Division I-A school.

In 2010 the average NCAA university spent \$26,224 per student-athlete, with the average NCAA Division I-A university spending \$95,167 per athlete. Within the ACC, scholarship support alone over a four year period can exceed \$160,000 per student-athlete at universities such as Duke, UVA, and Boston College.

0.8%

PERCENT OF MONEY SPENT BY UNIVERSITIES ON EACH STUDENT-ATHLETE, WHICH WOULD ALLOW THEM TO TAKE PART IN COACH FOR COLLEGE

Many Coach for College participants have cited their experience in the pro-

gram as their most life-changing experience to date, and their deepest source of learning in college. The cost of an athlete participating is 0.8% of the average amount spent on each athlete over their career by Division I-A universities and less than 0.5% of the four year tuition cost of universities such as Duke, Boston College and UVA.

Problems faced by Student-Athletes

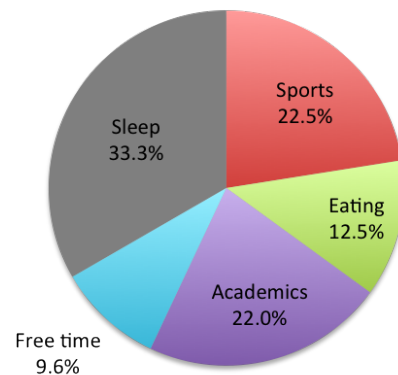
Coach for College can make a substantial difference within college athletics because it addresses core problems facing student-athletes head on:

College athletes have limited time for extensive community service and international travel.

During college, student-athletes are expected to prioritize their athletic performance first and foremost above all other pursuits. Practices often last three to four hours, sometimes twice a day; in addition to practices, student-athletes are expected to adhere to strict strength and conditioning regimens. During seasons, games and tournaments often last several days and require out-of-town travel and significant absences from classes. The 2010 NCAA Goals Study

found that Division I student-athletes in the NCAA spend 37.8 hours per week on their sport on average. The risk is that student-athletes become too one-dimensional. Sports have become so all-consuming that many student-athletes spend their remaining time in college simply trying to get by academically. The total time Division I college athletes spend on academics and athletics per week is 74.8 hours.

Student-Athletes' Schedule



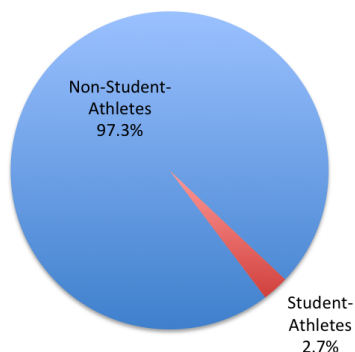
Assuming Division I NCAA student-athletes sleep for eight hours per day and eat for three hours per day, they have only 2.3 hours of “free time” each day. This leaves little time for participating in extensive community service, student clubs, and/or travel abroad, many of which often involve substantial research and applications even to become eligible for such opportunities. The findings of the NCAA Goals Study are consistent with the experience of the 2012 Coach for College participants. During the past school year, they reported devoting 1.5 hours per week on average to service to the underprivileged, with 75% devoting 2.5 hours or less. In these cases, after performing an hour or two of community service, they had no remaining time per

week to devote to any other kinds of activities besides school and sports.



While community service can be difficult for student-athletes to fit into their schedule, participating in international programs is even harder. Participation in study abroad is one measure of student-athletes' international experience. Due to their intensive training schedules, student-athletes are vastly underrepresented in study abroad programs. At Duke and Boston College, where student-athletes are 10.1% and 8.3% of the total student body, only 0.8% and 2.5% of those who study abroad during college are athletes (99.2% and 97.5% are non-athletes). At Duke, 13% of four-year varsity athletes study abroad during their college career, compared to 47% of non-athletes. At Boston College, 16% of four-year varsity athletes study abroad during their college career, compared to 56% of non-athletes. In the most recent senior cohort at Boston College (2011-2012), 9.1% of varsity athletes had studied abroad at some point during college. Even among those who had less than four years' varsity experience, the rate of study abroad during college was only 13.5%.

Only 2.7% of study abroad students at Duke and Boston College are athletes, while they make up 9.1% of the overall student body



A similar trend occurs with respect to international volunteer programs. At Duke, only about 2% of student-athletes are able to participate in the DukeEngage program each year, a program which offers 8-10 week civic engagement experiences to Duke students during the summers. Among the 2012 Coach for College participants, 88% of student-athletes had never participated in an international volunteer program before. Half of students had spent 5 weeks or less outside the United States in their life. On average, student-athletes had only been to a developing country one time in their entire lives. Three quarters of them had never been to a developing country or been to only one. This lack of participation in meaningful civic engagement and cultural immersion experienc-

es separates and isolates American student-athletes from the life and experience of a typical college student in a way that negatively impacts themselves and their universities.

Even when university programs do exist, they are often not designed with student-athletes' needs in mind. One elite university's Study Abroad website even states: "Any student who is not a college athlete and has a GPA over 2.7 is eligible for study abroad either during the academic year or the summer semester." It is important to not just make civic engagement programs available to athletes but also mobilize them to direct their attention towards the benefits of participating. Because of their intensive dedication to sports, college athletes may lack confidence in their abilities to succeed outside of sports competitions and sports-based achievements. They need to be shown that they have tangible skills that can contribute to the solution of real social problems, such as educational dropout by underprivileged youth.

A large proportion of college athletes' friends are other college athletes, and so they may take for granted the advantages and resources responsible for their own success in becoming a university student-athlete.

On average, student-athlete participants in the 2012 Coach for College program reported that 58% of their close friends were varsity athletes at their university, and 50% of their close friends were members of their own team. Some

even had a group of close friends which consisted of 94% varsity athletes, 95% of whom were from their same team. Moreover, student-athletes, especially at the Division I level, are used to having equipment, nice facilities, academic support (in the form of scholarships, tutors, and advisors), and travel and meal arrangements made for them. They may tend to take such treatment for granted, especially if most of their friends are fellow college athletes. Con-

"Businesses really need to organize around some essential values. The Founder of free market theory, Adam Smith, not only wrote *The Wealth of Nations*; he wrote *The Theory of the Moral Sentiments*. And he said that if society doesn't have justice it will crumble into atoms."

Amy Gutmann
President
University of Pennsylvania

sequently, many may have little awareness of challenges faced by those in developing countries, whose families may make \$200-\$300 per year and where attending college only happens to a lucky few.

Upon graduation and entry into the career world, former college athletes have a need for a new source of meaning and purpose once sports is no longer able to fulfill this function, especially since the overwhelming majority will not become professional athletes.

The NCAA famously says “95% of college athletes go pro in something other than sports.” The vast majority of college athletes derive their identity from their sports play. Despite the term “student-athlete”, many college athletes are admitted primarily on the basis of their sports skill. According to the 2010 NCAA Goals Study, 83% of student-athletes agreed or strongly agreed that athletics participation contributed to their decision to attend their current college (this was higher than any other reason).

Having been so focused on sports during college, as well as in the 10-15 years prior, a large number of athletes have not thought deeply about what kinds of interests or careers they could pursue after college that would provide them with the same fulfillment and sense of accomplishment that athletics has. A large proportion claim to have no idea what they want to do after graduation. After the relentless focus on sports for their whole lives, they are not sure where to turn. Thus, despite their tremendous talents, including the life skills they have learned through playing competitive sports, student-athletes are a group at risk of not fulfilling their potential once they leave their college campuses, and of not achieving the outcomes today’s universities desire for their students.

Like other Americans, college athletes may prioritize the good of the individual over the good of the community, instant gratification rather than what is good in the long-term, and overweigh material goods as key to happiness. If these attitudes are taken to the extreme, they can have negative effects on themselves and American society.



After the financial crisis of 2008, several corporate and university leaders agreed that we needed to prepare a new generation of leaders with the values and broader perspective necessary to make decisions that are good for society in the long-term. These are values that can be learned especially well in a rural part of a developing country with a collectivist culture (such as Vietnam), where it is difficult to satisfy immediate needs (due to language, cultural, and financial barriers) and the culture places a low priority on material wealth and a high priority on relationships and doing what is best for the community or society as a whole.

“The systems that really dominate our political and economic culture today put a disproportionate respect and focus on the individual at the cost of the community. And I think one thing we need to recapture in this moment is to acknowledge the responsibilities we have to one another.”

John Gioia
President
Georgetown University

Making College Athletics Truly Equitable for Females

Females are beginning to occupy a larger proportion of the student body at all universities nationwide. The average NCAA university in both 2009 and 2010 was 54% women. This trend was even larger at smaller colleges. NCAA Division II colleges were 57% and 56% women respectively, with the average NAIA college 59% women.

Despite this rise in female undergraduate enrollment, the student-athlete population remains largely male. For the average NCAA university, 59% of student-athletes were male. This 60/40 split between male and female athletes was true for all NCAA and NAIA divisions.

40 years after Title IX, we should take greater steps

to ensure truly equal opportunities are offered to female athletes.

240%

AMOUNT SPENT ON MALE ATHLETICS COMPARED TO FEMALE ATHLETICS AT THE AVERAGE AVERAGE DIVISION I-A SCHOOL

performance than women's. Men's sports still attract a wider fan base and more corporate sponsors. In 2009, the total revenue earned by NCAA men's sports teams was \$5.9 billion. By comparison, the total revenue earned by women's sports teams was 34.8% of the male total (\$2.1 billion).

As a society, we indicate that we place a higher value on men's sport per-

greater for Division I-A schools – for these universities men's team operating expenses are 145.3% greater than women's team operating expenses. When expenses are examined on an individual level, the average NCAA university spends \$28,096 per male athlete and \$24,121 per female athlete.

"You can't teach students values per se, but what you do is provide a forum that helps students get in touch with their own values... to do that they have to go into what their life story is, who they are, what their most transformative experience is, get in touch with that time in life when they faced their biggest challenge, they found out what really mattered."

Bill George

Former CEO Medtronic

Professor Harvard Business School

Average amount spent on athletics per year by Division I-A universities



The revenue has in turn influenced the level of expenses Athletics Departments incur for student-athletes of each gender. The average NCAA university spends twice as much recruiting male athletes (\$111,254 in 2010) than it does recruiting female athletes (\$56,283 in 2010). The total operating expenses for men's sports at the average NCAA university (\$913,459) are 80.2% greater than the total operating expenses for women's sports (\$507,003). This is even

Over a 10 year period from 2000-2010, the Institute for International Education has consistently found that study abroad participants each year are 64-65% women. Similarly, from 2008-2012, 75% of the student-athlete participants in Coach for College have been female. Consequently, a strength of women may be their willingness to engage in international travel and service to others. In the same way we indicate value for men's speed and strength through the revenue earned by men's sports, we should value female athletes for their ability to serve as international ambassadors of America abroad. Using their status as role models, and in particular the universal language of sports, they can reach disadvantaged youth who cannot be reached by other means, inspiring them to strive for goals they previously never thought possible. Moreover, they can inspire and motivate girls in developing countries, who often think sports are only for boys. By paying \$3,000 for a female athlete to have this experience, the amount Athletics Departments spend per female athlete comes closer to the male total. Such an action is especially needed at Division I-A universities, where the amount spent per female athlete (\$75,120) is only 67% of the amount spent per male athlete (\$112,089).

