

Southern Illinois University Carbondale

OpenSIUC

Capstone Projects

Graduate School

Spring 4-4-2022

A COMPARATIVE ANALYSIS OF FLORIDA UNIVERSITIES' CONNECTIONS BETWEEN NIL AND LIFE SKILLS FOR STUDENT- ATHLETES

Kevin Kendrick

Follow this and additional works at: https://opensiuc.lib.siu.edu/gc_caps

Recommended Citation

Kendrick, Kevin. "A COMPARATIVE ANALYSIS OF FLORIDA UNIVERSITIES' CONNECTIONS BETWEEN NIL AND LIFE SKILLS FOR STUDENT-ATHLETES." (Spring 2022).

This Article is brought to you for free and open access by the Graduate School at OpenSIUC. It has been accepted for inclusion in Capstone Projects by an authorized administrator of OpenSIUC. For more information, please contact opensiuc@lib.siu.edu.

A COMPARATIVE ANALYSIS OF FLORIDA UNIVERSITIES' CONNECTIONS
BETWEEN NIL AND LIFE SKILLS FOR STUDENT-ATHLETES

by

Kevin Dion Kendrick, MBA

B.S., University of Arkansas at Pine Bluff, 2006
MBA, Argosy University, 2010

A Capstone Report
Submitted in Partial Fulfillment of the Requirements for the
Doctor of Education

School of Education
in the Graduate School
Southern Illinois University Carbondale
May 2022

Copyright by Kevin D. Kendrick, 2022
All Rights Reserved

CAPSTONE REPORT PAPER APPROVAL

A COMPARATIVE ANALYSIS OF FLORIDA UNIVERSITIES' CONNECTIONS
BETWEEN NIL AND LIFE SKILLS FOR STUDENT-ATHLETES

by

Kevin Dion Kendrick

A Capstone Report Submitted in Partial

Fulfillment of the Requirements

for the Degree of

Doctor of Education

in the field of Educational Administration

Approved by:

Dr. Saran Donahoo, Chair

Dr. Julie Partridge

Dr. William Colwell

Dr. Gary Kelley

Graduate School
Southern Illinois University Carbondale
April 4, 2022

AN ABSTRACT OF THE CAPSTONE REPORT OF

Kevin D. Kendrick, for the Doctor of Education degree in Educational Administration, presented on April 4, 2022 at Southern Illinois University Carbondale.

TITLE: A COMPARATIVE ANALYSIS OF FLORIDA UNIVERSITIES' CONNECTIONS BETWEEN NIL AND LIFE SKILLS FOR STUDENT-ATHLETES

MAJOR PROFESSOR: Dr. Saran Donahoo

Amateurism, as it applies to student-athletes, is the contention that student-athletes should take part in sports as a hobby as opposed to compensation. The NCAA mandates students shall and ought to compete without salary to preserve their amateur status (Lemons, 2014). The NCAA also supposes any compromise to this status will result in the disqualification of student-athletes in any future college-level competitions. According to the NCAA, “No student shall represent a college in any intercollegiate game or context ... who has at any time received money or any other consideration, directly or indirectly” (NCAA, 2013).

According to the NCAA constitution, student-athletes ought to be amateurs in their intercollegiate sports. The primary motivation for such students should be education and not merely the physical, mental, and social benefits derived from participating in collegiate sports (Lemons, 2014). Further, the NCAA suggests student participation in collegiate sports is an avocation, and as such, students need to be shielded from exploitation by commercial and professional sports enterprises (Sheetz, 2016). In line with the above, the NCAA puts forth several rules to govern amateurism. In section 12.1.2 of NCAA constitution, student-athletes are likely to lose their amateur status if they:

1. Use their athletic skills for any form of consideration in their sports of interest.
2. Accept money or a promise of thereof, even when such promise is to be received after school competition.

3. Provide a commitment of whatever form to play for professional athletics, even when the contact/commitment is legal.
4. Receive a consideration in the form of a salary, financial assistance, or reimbursement for expenses from a sports organization based on the student's athletic skills, except as allowed by NCAA rules.
5. Participate in any professional athletics team, whether or not they receive a pay/remuneration of whatever kind.
6. After collegiate enrollment enters to a professional draft or agreement with an agent.

Permitted Benefits and Compensation Amateurs can Receive as per NCAA

Scholarships

According to the NCAA constitution, schools may provide scholarships to their athletic students. However, the type of scholarship awarded to the students is dependent on whether a school is division I, II, or III. As per the NCAA constitution, Division I schools can provide scholarships to their students, but the scholarships should only cover tuition, accommodation, fees, board, books, and any other expenses related to school attendance (NCAA, 2020). These schools may also provide students with multiyear scholarships. Division II scholarships, on the other hand, cover tuition, accommodation, fees, board, books, and other related supplies. However, these schools can only provide their students with a one-year scholarship. Division III schools should not offer athletic scholarships to their students.

Occasional Meals

A collegiate-athlete or the entire team may receive a family home meal from institutional staff on an infrequent occasion. The student may receive reasonable local transportation from institutional staff to attend such meals.

Travel Expenses

A student-athlete may receive reasonable local transportation from an institution on an occasional basis. The NCAA recently expanded its restrictions on travel and granted a travel expenses waiver to student-athletes and their families. According to the new rules, the waiver permits colleges to cater to the transport expenses of student-athletes' families to the Final Four and college football playoff games. The new waiver covers up to \$3,000 in travel expenses to Final Four games, and up to \$4,000 for the Championship games (Walsh, 2015). The new waiver also permits institutions to provide any additional benefits for the two events, as well as other championship games.

Incidental Benefits—Reasonable Refreshments

Institutions are allowed to provide student-athletes with reasonable refreshments such as snacks and soft drinks on an incidental basis, for instance, during student-athlete educational and business meetings or celebratory events such as birthdays. These benefits are available to all student-athletes (scholarship and non-scholarship) at its discretion as a benefit to participation in intercollegiate athletics.

Additional Benefits

In addition to financial aid and subsidies, students are allowed to accept additional “permissible benefits.” Institutions are permitted to provide their student-athletes with tutoring and academic counseling and life skills programs to assist them in transitioning to work after their sports avocation. Further, the schools can provide leadership academic programs to students to equip them with critical personal and leadership skills. Also, schools can provide their students with strength and conditioning services, sports medicine services, psychological services, and nutrition counseling.

The purpose of this study was to focus on the connection between name, image, and likeness (NIL) and Life Skills as defined by the institutional policies of six universities. Specifically, a comparative analysis of six member institutions in the State University System of Florida was conducted to analyze each institution's approach to name, image, and likeness legislation. Through my analysis, I sought information to learn how each public FBS (Football Bowl Subdivision) institution in the state of Florida, approaches the two now that they have responsibility for both. The study answers the following research questions:

1. How are Florida institutions approaching NIL?
2. What connections are these institutions establishing/promoting between NIL and Life Skills for college student-athletes?
3. How might institutions improve these connections to help prepare student-athletes for life after their eligibility ends?

Much of the research was done approximately one month after the adoption of emergency legislation to permit college student-athletes to monetize their name, image, and likeness. Specifically, the NCAA created a policy for all student-athletes to monetize; even in states who had not created a law.

ACKNOWLEDGMENTS

First and foremost, I would like to praise and thank God, who has granted countless blessings, knowledge, and opportunity, so that I can be in this position. Writing this Capstone Report has been a wonderful experience, and I have several people to thank for making the process memorable. First and foremost, I want to thank the man above for leading, guiding, protecting, covering, and providing, not only through this journey but also in every facet of my life. I am extremely grateful. My family, friends, and mentors have offered me continuous prayers and kind words that did not go unnoticed.

I greatly appreciate all the professors I encountered at Southern Illinois University (SIU) for their excellent approach. I'm very grateful for their tireless work in making this the greatest experience possible. I thank my committee members, Dr. Gary Kelly and Dr. Brad Colwell, for their insightful instruction and guidance throughout this process. Additionally, I thank Dr. Julie Partridge for not only her support, but also for allowing me work closely with her as a key member of Saluki Athletics. She continues to keep in touch with me and works tirelessly to ensure that I (and so many others) am staying the course. She refuses to let me give up in spite of the obstacles I face. My prayer is that I will grow to have half the impact you exhibit on all of your students. You are a true inspiration. Thank you!

To my committee chair, Dr. Saran Donahoo, who always made time out of her schedule to hear me rant. I am forever grateful to you. Whether you like it or not, we will forever be linked. It was truly an honor and privilege to work with you and get to know you all on a personal and professional level. The time and feedback you have provided was invaluable. When we met prior to the fall 2018 term, I never imagined I'd be here; let alone you serving as my chair.

Special thanks to Dr. Leah Reinert, my editor. Thank you for reading every word of this

Capstone Report. You are remarkable and your attention to detail was invaluable. Thank you!

There are so many athletic directors and administrators I've been afforded to work with in different spaces throughout this process; I'd like to thank all of you. First and foremost, thank you to my former boss (turned mentor and sister), Jaunelle H. White. My career was able to take a huge leap for the better due to your guidance, support, and leadership. You are truly the standard, and I can only hope to have the same impact for someone else, as you have had for me. Thank you to Aaron James, Melvin Hines, Jaunelle White, Tommy Bell, Jerry Kill, Liz Jarnigan, Pete Garcia, Julie Berg, Heath Glick, Scott Carr, and a host of many others.

Ashlynn Strozier, my great friend and sister, who helped guide me along this journey while she completed her dissertation. I am forever indebted to you for your helpful insight in each phase of this process. I am humbled by all of your help and your positive energy that powered me each time I interacted with you. I will always be grateful to the diligent strength you dedicated to ensure I was on the right track. Thank you.

To my best friend on earth, Kiiwa Copeland, for your support and constant push. When I was short, you were always there. Every person needs a friend like you in their corner; your ability to step in and assist when called will never be forgotten. I am always grateful for you, and I will be first in line celebrating ready to call you Dr. Copeland. I will always be here for you anytime you call upon me. Thank you.

I want to thank Iris Elijah, for believing in me and always supporting God's plan for my life. You mean the world to me, and I thank you for being my rock during this process.

Finally, I want to thank my hero, Barbara Louis for always believing in my vision and supporting my journey. I would not be here without your unwavering support. There's a line in one of Maya Angelou's poems that says, "I come as one, but I stand as 10,000." Because of you, I stand today, and I have crossed many bridges. Because you were the seed, I get to be the fruit.

Thank you for the constant push and reminder that my season was coming fast, and it would blow our minds. You were right: it is BIG! Mama, thank you. Thank you for everything.

DEDICATION

For Kourtni Dionne Kendrick

PREFACE

It has been argued that limiting payment to college athletes is critical to protecting the future of collegiate athletes. As per the NCAA, maintaining an amateurism status among collegiate athletes is necessary since it protects the education of student-athletes, and consequently, secures them a good future (Sheetz, 2016). The NCAA and its supporters have maintained this perspective by urging only a handful of student-athletes qualify to be professional athletes. As supposed by NCAA, nearly 80 million students participate in athletics, with more than 480,000 competing in NCAA athletics. Unfortunately, just a select few of them qualify to compete at the professional or Olympic level (NCAA, 2020). In this regard, the NCAA maintains education is the only tool collegiate athletes can use to secure their future and should, therefore, be protected by whatever means. Therefore, limiting payments to such students is perceived as a key ingredient in protecting the education of collegiate students.

The NCAA has fiercely fought to show how maintaining amateurism status is critical to sustaining the future of collegiate athletes. Based on statistics, the NCAA and its supporters have argued NCAA athletes are more likely to earn a college degree as compared to non-NCAA athletes. The NCAA noted the graduation success rates of its student-athlete body are 86% in Division I, 87% in Division III, and 71% in Division II (NCAA, 2020). These graduation rates, according to NCAA, are considerably high, as compared to non-NCAA schools. In this regard, the NCAA maintains that strict regulation of student-athletics, including maintaining amateurism, is necessary.

On the contrary, some believe the NCAA's perspective is ill-intentioned and that it seeks to exploit students. Lemons (2014) argued NCAA puts student-athletes at a disadvantage compared to their peers by denying them a chance to earn from their talents. Lemons (2014) suggested while student-athletes are prevented from commercializing their talents, other talented

students (e.g., music students) continue to earn adequate revenue from their talents. For instance, college music students often play in concerts and are paid while science students often work in laboratories and earn from their skills (Lemons, 2014). Similarly, English students can write novels and earn from their sales, while engineering students can patent a product and earn lifetime earnings from it. Unfortunately, no similar options are available to student-athletes.

In supporting the above perspectives, some have argued the NCAA, and its amateurism tradition, is comparable to slavery. Several scholars make an analogy that the NCAA operates in a similar manner to the Southern Plantation System (Johnson & Acquaviva, 2015). In this case, coaches get laborers (players) who provide riches to their masters (colleges and universities), while the laborers (players) themselves receive little from their efforts. Although this may be overstated (a student-athlete is not comparable to a slave), it could be argued that the student-athlete is overly dominated, managed, and controlled and they do not get payments commensurate to the financial contribution they make to their universities. This way, it could be argued, the NCAA and its traditions are overly exploitative to student-athletes.

From an economic perspective, it has been argued that NCAA compensation limits are economically inefficient and are incongruent with American traditions of a free market. It should be noted, by limiting the student-athlete scholarships and other compensation such students can receive, NCAA creates price ceilings that lead to economic inefficiency (Lemons, 2014). The debate on whether student-athletes should receive compensation has dominated both the academic and public spheres. While some scholars and legislators agree it is time to change the long amateurism tradition of college sports, the National Collegiate Athletics Association (NCAA) fiercely maintains student-athletes should be as the name suggests: A student first and then an athlete. The organization has sought to protect the amateurism tradition with stringent rules and regulations prohibiting students from being compensated for their participation in

sports (Cook, 2018; Sobocinski, 2006). This capstone report focused on connections between NIL and Life Skills. Additionally, the research explored the concept of amateurism in sports, including the debate on whether student athletes should receive compensation. The focus of this research targeted six institutions in the State University System of Florida (University of Florida, Florida State University, University of South Florida, University of Central Florida, Florida Atlantic University, and Florida International University). Lastly, the study also provides a critical analysis of the role of NCAA in collegiate sports.

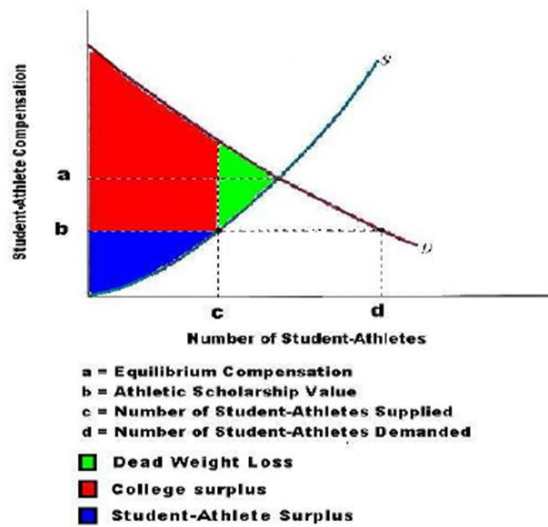


Figure 1

Showing the Economic Inefficiency Resulting from Price Ceilings created by NCAA's Amateurism Traditions

Source. Lemon (2014)

As shown in the above supply-and-demand curves, imposing such a ceiling often creates economic inefficiencies, including a considerable deadweight loss. In the diagram, there is a significant disparity between college surplus (consumer), and the student-athlete (producer) surplus, which shows the significant advantage colleges get from price-ceiling (Lemons, 2014).

Also, the downward pressure on athlete-supply often means fewer students have an opportunity to participate in college sports. This is more prevalent in Division I sports, whereby only a limited number of qualified athletes can participate. The consequence of this is there are too many talented athletes chasing too few opportunities. This limitation sets a stage for students enduring unpleasant conditions, including excessive practice times, dangerous training, abuse, etc. On a more significant note, it could be argued that the NCAA, through its traditions of amateurism, is inconsistent with one of the most important pillars of American society—the free market.

Defining Amateurism in College Athletics

The definition of amateurism in collegiate sports and athletics context has evolved over the years since its inception by the NCAA in 1906. Seemingly, the NCAA's core beliefs and principles on what a collegiate athlete should receive or be allowed to accept financially for their athletic capabilities have had a significant influence on the definition of amateurism. However, during the late 20th and early 21st centuries, increased regulatory changes and court orders have significantly changed the NCAA's beliefs about what constitutes amateurism in collegiate sports (ASHE, 2015). Given the development of the concept over the years, it would be worthwhile to understand a critical background of the term, including its historical origins. Understanding the development of the term over the years would be necessary for understanding what the concept means in modern college sports.

A Brief Historical Background

The romantic ideology of amateurism in athletic competitions dates to the Ancient Olympics in Greece. As supposed by Lemons (2014), these Olympic competitions began probably in 776 BC, but may have roots in Olympia that date back to 1370 BC. Specifically, the idea of amateurism started well before the Olympics opened its doors to professional athletes in

the 1970s. In fact, “from the ancient Greeks onward, compensated, ‘professional’ athletes have been the norm in the sporting world, with amateurism being a relatively recent—and extremely problematic—invention” (Braswell, 2015). During Ancient Olympics, sportspeople often competed, at times, to death, for no money or prize, but for olive wreath, fame, and polis pride (Zissimou, 2002). However, in 393 AD, the Roman Emperor Theodosius, who was by then a Christian dignitary, abolished the Ancient Olympics, for the mere reason that they honored pagan gods. With this abolishment, the Olympics vanished under a thick swamp and became lost to history until Chandler rediscovered them in 1766. This archeological discovery and subsequent excavation in 1829 excited Baron Pierre de Coubertin, a French aristocrat, who then conceptualized the development of modern Olympics in 1896 (Lemons, 2014). Coincidentally, American intercollegiate athletics began in the same period.

Enthusiasm in sports spread quickly following the conceptualization of modern Olympics. This enthusiasm finally caught up with the Christian-dominated curriculum of that time, and slowly, schools started integrating physical education into their education systems (Lemons, 2014). Later, college athletics grew gradually, despite the challenging years of the American Civil War. However, enthusiasm in collegiate sports did not come without its challenges. With colleges realizing how athletics and sports were successful in attracting students, the competition for students grew fierce, with some colleges offering scholarships to promising athlete students. College coaches started using non-educational programs and charity funds to cover up and compensate student-athletes (Flowers, 2009). In 1905, an intense rivalry between schools ensued during a college football season and resulted in the death of 18 students, with more than 150 sustaining serious injuries (Sheetz, 2016). This incident propelled the need to have an organization that regulated collegiate sports. The Intercollegiate Athletics Association (IAA) of the United States began in 1906, to ensure adequate regulation of collegiate sports and

ensuring fairness and safety in college competitions. In 1910, the IAA became the National Collegiate Athletic Association (NCAA). The new organization was formed, predominantly, to administer the safety and rules of two sports: Rowing and college football.

Conceptual Development of NCAA Amateurism

Broadly speaking, an amateur is as an individual who does something for pleasure and not as a profession/job—an individual who participates in a study, science, pursuit, or sport as a past time as opposed to a profession (Sheetz, 2016). Put another way, an amateur is an individual who is engaging or engaged in pursuit without payment; nonprofessional (Afshar, 2014). The definition of an amateur by the NCAA in 1916 is closely related to these definitions: A person who participates in competitive physical sports, only for pleasure, and the physical, mental, moral, and social benefits directly derived from thereof (Sheetz, 2016). However, in 1948, the NCAA attempted to remedy the definition of the term, and consequently, permitted scholarships to student-athletes. Under the new rules, a student-athlete was allowed to receive tuition and fees (without room and board) only when the student met college admission requirements and demonstrated the need to be financially supported (Legislative Services Database [LSDBi], 2021).

In part, the new definition of amateur student-athletes did not yield necessary fruits since boosters and alumni found a way to gain a competitive advantage through illegal payments. In a bid to mitigate the booster and alumni practices, the NCAA allowed full grants-in-aid to student-athletes (Sheetz, 2016). In 2011, Mark Emmert, the NCAA president, pushed for a new rule to grant Division I universities the right to remunerate their student-athletes with a \$2,000 stipend. However, despite this move, boosters and alumni have often sought new ways to target student-athlete recruits. The issue is still prevalent today, despite the multiple athletic program sanctions put forward by NCAA.

TABLE OF CONTENTS

<u>CHAPTER</u>	<u>PAGE</u>
ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	v
DEDICATION.....	viii
PREFACE.....	ix
CHAPTERS	
CHAPTER 1 – Introduction.....	1
CHAPTER 2 – Literature Review	15
CHAPTER 3 – Method.....	24
CHAPTER 4 – Analysis	33
CHAPTER 5 – Conclusion and Recommendation	44
REFERENCES	50
APPENDICES	
APPENDIX A – CHAPTER 2020-28	57
APPENDIX B – Florida Board of Governors Regulation	62
APPENDIX C -- FIU Law Name, Image, and Likeness Panel.....	65
APPENDIX D – Tracker: Name, Image and Likeness Legislation by State.....	67
APPENDIX E –Name Image Likeness Florida... ..	71
APPENDIX F – IRB Approval.....	85
VITA	86

CHAPTER 1

INTRODUCTION

The Knight Foundation, in 1989, established the Knight Commission on Intercollegiate Athletics (Knight Commission on Intercollegiate Athletics, 2021). The goal of the commission is to improve the status of intercollegiate athletics using a reform agenda, which would encourage a focus on the welfare of the student-athletes. Similarly, the Knight Foundation majorly focused on abuses the athletic students encountered; some of which were in the aspects of commercialization, gambling, and professionalization. This Commission recommended the department of intercollegiate athletics set the objectives, principles, and goals of the Knight Foundation as a derivative of the university mission (Ohashi, 2018). In 1994, after subsequent years of achievements, the CHAMPS/Life Skills Program was introduced to NCAA Members. About 52 institutions took part in the launch session.

During launch, the Commission encouraged campus programs to collaborate with other offices such as career and counseling centers within the campuses (Ohashi, 2018). Other offices on campus were encouraged to collaborate with the initiative, including multicultural affairs and residence life. The major objectives of the collaboration were to establish meaningful Life Skills Programming for student-athletes committed to academic prowess, athletic success, personal development, career development, and community service. Generally, the CHAMPS/Life Skills Program sought voluntary participation among member schools and did not require a fee for the NCAA to offer such programs to the member schools (Ohashi, 2018). However, any NCAA member institution that committed to taking part in the CHAMPS/Life Skills Program was to meet four requirements during the implementation. To begin with, there is a need for them to support campus management. Secondly, there is a need for the involvement of a student-athlete advisory committee to evaluate the basic needs of the student-athlete (Tashenberg, 2016).

Moreover, an on-campus advisory committee consisting of interested faculty administrators and staff is a necessity. Finally, the other essential condition is the establishment of a technique for assessing the needs of the student-athletes through surveys and other data collection methods.

Through this initiative, schools were expected to offer CHAMPS/Life Skill Programming through physical classes, speakers, social events, seminars, committee activities, orientations, and workshops (Tashenberg, 2016). Nevertheless, the initiative required the schools to be responsible for the provision of funding and subsequent implementations of such programs. Therefore, the NCAA has, in various ways, encouraged the schools to provide funds to facilitate the presence of a representative in the annual orientation and education conference. The fundamental role of the conference is to share knowledge and information concerning CHAMPS/Life Skills Programs within the country. The legislation for CHAMPS/Life Skills Programs was set to be effective by July 2021. The five components in a plan for student-athletes in this program are:

1. Commitment to Academic Excellence.
2. Commitment to Athletic Excellence.
3. Commitment to Personal Development.
4. Commitment to Career Development.
5. Commitment to Service.

March 2020 was a remarkable period characterized by a halt in sporting activities in attribution to the COVID-19 pandemic. For instance, many athletic departments were forced to enforce quick decisions involving the cancellation of some sports. This led to a decrease in revenue channeled to all NCAA member institutions (Broglio et al., 2017). Additionally, as of August 2020, around 20 institutions canceled close to 30 sports programs to adapt to the funding. In this aspect, coaches, administrators, and the public were more focused on the well-being of

college student-athletes. The results of this study, therefore, provide a descriptive analysis of Life Skills Programs at NCAA Conference USA schools.

Statement of the Problem

COVID-19 (also known as Coronavirus), the respiratory illness caused by a virus called SARS-CoV-2, suspended all competition in March 2020 concluding the careers of many student-athletes. Likely, the most visible and financial impact of all institutions was the unprecedented move to cancel the 2020 National Collegiate Athletic Association (NCAA) men's and women's basketball tournament because of concerns of the Coronavirus, as such tournaments provide an opportunity for the NCAA member institutions and commercial enterprises to make significant amounts of money.

“The NCAA's cancellation of Division I men's and women's basketball tournament because of the COVID-19 pandemic resulted in a \$600 million annual decline in the association's total revenue for its 2020 fiscal year” (Berkowitz, 2021, para. 1). According to Berkowitz (2021), that is a decrease of more than 50% compared to 2019. The cancellation of both tournaments impacted the financial decisions of several institutions during the 2020-21 academic year. Specifically, the landscape of college athletics witnessed the following:

1. Schools did not receive their typical distribution from NCAA after cancellation.
 - a. With many institutions going to remote learning, most of those schools lost revenue in student fees and donations.
 - b. Smaller schools missed opportunities on receiving a large payout from competing against a larger school.

The unprecedented times of 2020 created a dire need of every institution implementing a Life Skills program. The sudden change to cease all competition and switching all classes to distance/remote learning impacted the mental state and well-being of all students at many

institutions. A Life Skills program is an empowerment program for student-athletes that consists of mandatory seminars that encourage scholarship, career goals, personal/professional development, and improvement based on the 1991 NCAA CHAMPS/Life Skills programming for student-athletes (Challenging Athletes Minds for Personal Success). The five areas that encompass Life Skills are: Commitment to Academic Excellence, Commitment to Athletic Excellence, Commitment to Personal Development, Commitment to Career Development, and Commitment to Service.

Purpose of Study

The purpose of this study was:

- To analyze how each public institution in the state of Florida was approaching NIL.
- To analyze the connections those institutions established and promote between NIL and Life Skills for college student-athletes;
- Research how institutions can improve connections to help prepare student-athletes for life after their eligibility ends.

This study analyzed the effectiveness and impact of Life Skill programs through a comparative analysis of Florida's public universities and analyzed the connections between NIL and Life Skills for Student-Athletes. My study focused on FBS institutions due to competitive nature and high financial stakes. Florida FBS institutions are University of Florida, Florida State University, University of South Florida, University of Central Florida, Florida Atlantic University, and Florida International University.

The realization that most athletes who obtain scholarships are from disadvantaged backgrounds and not paying tuition does not resolve the financial challenges their families face served as the foundation for this study. Yet, the schools draw in several millions of dollars from gate receipts, sales of merchandise, and television deals that arise from the athletes' hard work

(Kline, 2020). This comes with the backdrop of the phenomenal growth of the inter-collegiate sport system, which increased in range and frequency of contests, the number of coaches, the intensity of advertisements, and even the improvement in the strength of the support systems such as gyms and trainers (Wheeler, 2004).

Significance of the Problem

Currently, administrators, the public, and coaches are focused on the success of the college student-athletes. Few studies have been conducted to assess the effectiveness of the NCAA Life Skills Programs on college-athletes within the United States. The development of the NCAA CHAMPS/Life Skills program in 1991 has enhanced student-athletes' development as well as their professional development. Therefore, this study focused on FBS institutions in the state of Florida due to competitive nature and high financial stakes.

Challenging Athletes Minds for Personal Success (CHAMPS)

The NCAA Life Skills program was previously referred to as the Challenging Athletes Minds for Personal Success (CHAMPS) Life Skills program. The student-athlete development program was inspired by Dr. Homer Rice who was the athletics director at Georgia Institute of Technology and credited for formulating the Total Person Project (NCAA, 2021). The report published in 1991 by the Knight Commission on Intercollegiate Athletics made a myriad of recommendations on how the academic fraternity should ensure no student-athlete is admitted to a university if they do not demonstrate the likelihood of completing a degree (Williams, 2015). The Knight Commission suggested there was a need to put plans into action and this saw the birth of the CHAMPS/Life Skills program in 1991, which was created by the National Collegiate Athletic Association together with Division I Athletic Directors' Association. This demonstrated the progressive bid to put rhetoric into action (Williams, 2015).

The major goal of the Life Skills program is the development of student-athletes to

prepare them with essential life skills they need throughout the college experience and in the aftermath of graduation (NCAA, 2021). In this regard, the NCAA life skills program is one of NCAA's comprehensive developmental programs aimed at enhancing student-athletes' holistic development. The Life Skill program was the National Collegiate Athletic Association's first nationwide endeavor to provide comprehensive programming for intercollegiate athletes (Wisdom, 2006).

The Life Skills program, therefore, is meant to take a comprehensive view of the development of student-athletes to prepare them for current and future roles as they balance their academic pursuit with the sporting chores in line with the dictates of their scholarships. NCAA's (2021) Life Skills program is modeled around Dr. Rice's conviction that excellence in life can only be achieved by striking a balance in life among educational achievement, athletic success, and personal welfare, which the National Collegiate Athletic Association has embraced as core values for the program.

The program seeks to maximize student-athletes life experiences, address their respective developmental needs, provide them with a chance to make positive contributions to their communities, and, most importantly, help them transition to professional careers effectively. As supposed by Goddard (2004), the Life Skills program emphasizes the perspective that student-athletes have always had difficulty engaging fully in their university experience. Therefore, the program seeks to help such students acquire a successful college experience, and successfully transition to their respective careers. Life skills are important in ensuring students secure their future even after leaving college as they would possess the requisite know-how and transferable skills that cover all aspects of life (Williams, 2015).

The Life Skills program seeks to enhance the student-athlete experience by developing them along with five critical areas. These five components of the life skills program are: (1)

Academic Excellence; (2) Athletic Excellence; (3) Career Development; (4) Personal Development; and (5) Commitment to Service (Wisdom, 2006). The program advocates for member institutions to implement services centered on the five commitment statements, and consequently, achieve holistic skill growth among student-athletes. Overall, by focusing on the five broad areas, the program seeks to maximize the opportunities for collegiate athletes to learn, explore, and develop as responsible young citizens.

The benefits of the program to student-athletes focus on five key program areas. Regarding the academic sphere, the program helps support the academic achievements, and the intellectual development of student-athletes, and most importantly, help them maintain a clear focus on graduation (National Collegiate Athletic Association, 2000). Such goals are achieved through activities that promote effective studying habits while at the same time putting in place measures to manage anxiety and stress and urging good time management (Chamberlain, 2012). Student-athletes improve their grades as a result of this focus on academic excellence as it is viewed that the main reason for being enrolled at a university is to pursue an academic career while partaking in hobbies such as basketball and football, which coincidentally are revenue sports.

Through its instructional materials, the program provides students with key knowledge and skills on time management, goal setting, study techniques, monitoring academic progress, etc. Through partnerships with member schools, the program seeks to provide student-athletes with academic counseling and advice to help them navigate through their academic journey successfully. On the other hand, the program, through various initiatives, helps student-athletes achieve athletic excellence. Notably, the program, directly or indirectly, provides student-athletes with various athletic-centered resources and services to develop their sportsmanship skills. These include providing sports facilities, staff, equipment, travel accommodations, support services,

suitable administration of sports programs, etc. (National Collegiate Athletic Association, 2000). Such facilities assist student-athletes to fulfill their dreams of academic and sporting achievements while also molding them into complete individuals who can easily interact with fellow beings and practice acts of selflessness and volunteering to assist less-privileged members of society. In this regard, student-athletes are trained to be good and responsible citizens who can manage their current and future fame and fortune.

In addition to academics and athletics development, the program provides students with an opportunity to achieve personal development. In collaboration with member schools, the program seeks to ensure student-athletes develop along with leadership, health and wellness, character development, goal setting, communication, decision-making, and time management spheres (National Collegiate Athletic Association, 2000). Besides, the program equips learners with critical skills in nutrition, sexual responsibility, self-esteem development, stress management, diversity tolerance, fiscal responsibility, among others (Chamberlain, 2012; National Collegiate Athletic Association, 2000). Other than personal development, the program also helps students develop career-wise, and consequently, be better prepared for life after college. The program often provides student-athletes with important career-related knowledge, skills, and opportunities, including writing cover letters and resumes, interview skills, job-search strategies, internships, summer employment opportunities, among others (Wisdom, 2006).

To enhance the effectiveness of the Life Skills program, the National Collegiate Athletic Association partnered with the National Association of Academic Advisors for Athletics (N4A) for the provision of oversight services of life skills activities at NCAA member institutions (NCAA, 2015). This partnership is set to boost online learning, effective facilitation workshops, as well as institutional responsible for enhancing student-athlete's knowledge and skills. The formal integration of academic and Life Skills programming and practitioners gives student-

athletes their best chance to be supported and developed holistically as champions in their academics, champions in their sport, and, most importantly, champions in their lives (National Collegiate Athletic Association, 2015).

On a summative note, the NCAA Life Skills program provides numerous benefits to college student-athletes. The program provides a framework for assisting the scholars to nurture their leadership skills, build positive self-esteem, and improve on their athletic, academic, and social responsibilities (Wisdom, 2006). In line with the program goal, the program model, if integrated well in member schools, will not only contribute to the successful completion of collegiate degrees among student learners, but will also help them develop critical skills which will serve them for all times. For example, at the University of Illinois, the Life Skills program has enabled students to balance their responsibilities through counseling, tutoring, and imparting computer skills in its quest to promote overall development (Chamberlain, 2012).

The program also targets first-year students as it fosters discussions around a smorgasbord of topics, which include time management, academic integrity, sexual behavior, financial prudence, volunteering, and effective study behavior, among others (Chamberlain, 2012). Furthermore, over 40 workshops are organized for student-athletes once a year with the expectation that each student will attend a minimum of one, whose topics range from anxiety management, sports nutrition, a way to write a summary, and even dancing lessons and this has the effect of promoting holistic development among the student-athletes at the university (Chamberlain, 2012). A 2016 Gallup study of school alumni documented the efficacy of the NCAA Life Skills program through a comparison between former student-athletes with other students (Hosick, 2020). The study found former athletes were “experiencing significantly higher rates of community, purpose, and social and physical well-being” (Hosick, 2020, p. 2). This indicates the NCAA Life Skills program improved both the in-school and post-college

experiences of student athletes.

Lastly, the program also encourages athletes to give back to their communities and campuses by taking part in local projects in the community, working with special needs populations, and volunteering their time to assist charitable institutions, among others. This sharpens the student-athlete's commitment to service by developing selfless ideals that ensure the students consider the welfare of others in an empathetic way.

Name, Image, and Likeness

The business of college athletics will never be the same after two big changes in NCAA rules regarding the right of college athletes to receive educational benefits and to earn money for their names, images, or likeness, says Scott Cole. He outlines issues athletes, and their parents should consider before making decisions or signing contracts. (Cole, 2021, para. 1)

The NCAA witnessed one of the most historic months in history in June 2021 on separate occasions. The Supreme Court unanimously ruled against the NCAA in the *Alston* case (*National Collegiate Athletic Association v. Shawne Alston et al.*, 2021), upholding the lower court ruling and invalidating a portion of the NCAA's amateurism rules. The decision now allows colleges and universities to provide athletes with education-related benefits such as free laptops or paid post-graduate internships. "Interestingly, the court did not forbid the NCAA from prohibiting athletes from earning money in other ways, such as by licensing their name, image, or likeness" (Cole, 2021, para. 4).

On June 29th, 2021, the second historical moment witnessed was when the NCAA decided to waive rules prohibiting college student-athlete from monetizing from their name, image, and likeness. "The waiver was issued June 29 to address state laws going into effect July 1, which would have authorized athletes to license their NIL" (Cole, 2021, para. 4).

Failure of the NCAA to waive its rules would have created one of two outcomes: (1) The NCAA would only have allowed athletes in states with NIL laws to earn income from licensing their NIL; thereby, creating a clear recruiting advantage for teams in those states, or (2) the NCAA would have declared athletes who monetized their NIL ineligible to play, even in states with NIL laws. Either outcome would have generated significant litigation. (Cole, 2021)

This major change charts new pathways for how student-athletes must be monitored by their institutions to avoid ineligibility. Specifically, “the NCAA Board of Directors adopted emergency legislation permitting student-athletes to monetize their name, image and likeness (NIL) without violating the long-standing amateurism requirements of NCAA Bylaw 12” (Ritchie & Evrard, 2021 para. 1).

Adopted legislation by the NCAA impacts student-athletes many ways; an increase of education benefits is what many will see because of *Alston (National Collegiate Athletic Association v. Shawne Alston et al., 2021)*. Consequently, athletes in states with NIL laws may have less earning potential compared to athletes in states without those laws (Cole, 2021, para. 8). For example, Florida state law prohibits student-athletes from entering a contract for NIL compensation that conflicts with terms of an existing university contract. Further, an athlete cannot appear in a Nike advertisement if their university is an Adidas school.

Key Terms and Definitions

Academic Progress Rate (APR): These are annual rates, which capture scholarship student-athletes joining the institution while also calculating eligibility, retention, and graduation. For instance, the rates are calculated for every team during the academic calendar of the college year. It, therefore, implies that each student-athlete eligible to receive any form of aid

must have the ability to earn at least two points for every time of enrollment (Division I Academic Progress Rate [APR], 2021).

Career Transition: This is the selection of a student-athlete from one college career to another career (Ohashi, 2018). Additionally, it is the enhancement of skills in specific career development between first-year and senior year up to post-college years.

CHAMPS/Life Skills (Challenging Athletes Minds for Personal Success): This is a mission aimed at providing services and support to media groups, the public, and members to establish and facilitate the life of the student-athlete. This is carried out through educational programs and resources put in place to support gender equality (Huml et al., 2017). Moreover, the educational programs are achieved through the enhancement of student-athlete life skills and welfare. Nevertheless, the CHAMPS/Life Skills mission facilitates the implementation of the five-program commitment including a commitment to athletic excellence, service, career development, and professional development.

CoSIDA All-American: This is an abbreviation of College Sports Information Directors of America, which was established in 1957. It is made of 3000 and above members of national organizations consisting of media relations, sports public relations, and communication professionals found at each level of collegiate athletics within the United States and Canada (Kerr et al., 2016). It ranked the second oldest management association among all intercollegiate athletics.

Life Skills: This is defined as an effective way of preparing students and student-athletes to achieve academic success alongside their careers and personal development (Life Skills, 2021).

Life Skills Director/Coordinator: A staff member assigned at each institution to assist in the implementation and delivery of CHAMPS/Life Skills programming. Moreover, this individual oversees all the Life Skills programs within the university.

National Collegiate Athletic Association (NCAA): This is a non-profit association that controls athletes' conferences, organizations, institutions, and individuals while also organizing most of the athletic programs of many colleges and universities within the United States and Canada (Woody, 2016). The main role of this association is to regulate and maintain athletics among colleges as a critical part of the educational curriculum and student body. It is headquartered in Indianapolis, Indiana.

NCAA Division I Institutions: This is an educational institution where a division member must sponsor a minimum of seven sports teams for all students (Composition and Sports Sponsorship of the NCAA membership, 2021).

Student-Athlete Advisory Committee (SAAC): This is a committee consisting of student-athletes aligned to provide their experience. SAAC, moreover, provides insights on the rules, policies, and regulations that guide student-athletes lives within the NCAA campuses.

Conclusion

This chapter introduced the general statement, the statement of the problem, and the purpose of the study. The framework was intended to guide the research questions which, when answered, would help fill gaps in the research about amateurism and its connection to name, image, and likeness. As an independent group with a legacy of leading reforms that strengthen the educational mission of college sports, the Knight Commission's purpose is to lead transformational change that prioritizes education, health, safety, and success of student-athletes. In April 2020, the commission released their NIL plan April of 2020 as a set of principles to guide the development and oversight of NIL rules to allow college athletes to earn compensation

from third parties, without institutional involvement (Consulting, 2021).

Often referred as student-athlete development, a Champs/Life Skills program seeks to enhance the student-athlete experience by developing them along with five critical areas: (1) Academic Excellence; (2) Athletic Excellence; (3) Career Development; (4) Personal Development; and (5) Commitment to Service (Wisdom, 2006). In less than a calendar year, the ever-changing NIL landscape continues to mature since the NCAA began allowing student-athletes to monetize themselves. Additionally, it becomes increasingly important for institutions to provide its student-athletes with the personal brand development resources in addition to comprehensive education, and career/personal development heading into the NIL era. Despite many changes, there are both advocates and critics of the National Collegiate Athletic Association's amateur/education model, with both sides giving their rationale for their school of thought. What is clear, however, from many debates is there is room for the NCAA to amend its rules to enable student-athletes to benefit from their names, images, and likeness.

Chapter II contains a review of the literature pertaining to the history of college athletics and NCAA legislation. Additionally, the chapter describes the development of Life Skills at NCAA member institutions.

CHAPTER 2

LITERATURE REVIEW

This chapter was necessary for the research study as it describes the literature associated with the history of college athletics and the relationship with NCAA legislation and reform. Moreover, this chapter was necessary for the research study because it comprehensively describes the development of Life Skills at NCAA Division I colleges and universities.

The Overview of the History of College Athletics

Intercollegiate sports in the United States started around 1852. According to Hanna et al. (2017), intercollegiate sports began when crews from Yale and Harvard came together for a challenging race. This involved the rowing sport. Subsequently, other sports emerged, and as a result of a public outcry for greater sporting events, athletic sports then became stronger during the 19th century. For instance, by the 1905 season, 18 colleges and amateur players were recorded to have died during game events (Jacinto, 2019). This saw a meeting convened by President Theodore Roosevelt. The meeting brought together 13 football representatives in college sports at the White House. The conference was aimed at reaching a consensus concerning 17 needs to reform college sporting activities, thereby improving the safety of the student-athletes (Watkins, 2017). After this meeting, the Intercollegiate Athletic Association of the United States (IAAUS) formed. As pointed out by Lampitt (2016), this organization later became the governing body in charge of college sports. After one year, IAAUS had its name changed to National Collegiate Athletic Association (NCAA; Lampitt, 2016).

The Introduction of Controversial Legislation in 1984

The beginning of the controversial legislation was characterized by the President's Commission, which asserted its control (Nite & Washington 2017). After this, the NCAA introduced other controversial legislation, which passed immediately with a key example being

Proposition 48. This legislation mainly focused on the need to avail academic entry as a way of ensuring the students achieved the expected success. According to Dobson (2019), during this time, there was an increasing need for college presidents to implement various propositions. Such propositions would later result in authentic academic eligibility as a critical requirement for freshman college and university athletes. In this case, for instance, Proposition 48 provided that student-athletes attain a minimum SAT score of 700 or an ACT score of 17 and a minimum GPA of 2.0, covering at least 11 courses in the main subjects. Dambra (2019) observed, in 1985, the President's commission exercised its authority by calling a special inquiry of 23 to be convened in June 1985 (Dobson, 2019). The immediate exercise of power by this commission led to a perception that there was no doubt the President controlled college sports. The presidents, therefore, took central roles and efforts to change the rules of sporting activities associated with cost containment. Unfortunately, the efforts were not successful in the first attempt. However, the presidents later gained a better understanding of the functions of the NCAA and thus took more interest in the actual control and governance of intercollegiate athletics (Baker et al., 2017).

Proposition 48

Proposition 48, as stated by Yandle (2019), was the first policy enacted by the NCAA. It later altered the admission criteria and requirements for student-athletes. Before its enactment, there was only a 2.0 GPA requirement for the students to be eligible to take part in intercollegiate athletics (Lens, 2018). Proposition 48 incorporated a standardized score as a determinant for initial eligibility. Students, therefore, became eligible to participate, compete, and receive athletic financial aid after meeting such standards (Shannon, 2017). Nevertheless, a significant concern for Proposition 48 was to standardize national admission of college success. It thus implied that a benchmark score on the SAT was, to some extent, a disadvantage for the admission of minorities as compared to Whites. Proposition 48 was supported by Dr. Richard Lapchick and Dr. Harry

Edwards, who were great sports sociologists (Crepeau, 2020). However, Edwards perceived the academic standards were below the expectation. The perception targeted the Black athletes who were, in this case, expected to achieve more academic and athletic qualifications (Boyd, 2016).

Proposition 48 implied that any incoming first-year student attained at least a 2.0 grade point average and a minimum score of 700 on the SAT or 15 on the ACT. These requirements formed part of the basic eligibility for participation in athletic sports. Stauffer (2017) pointed out some individuals believed the standardized tests were biased and discriminatory against minoritized groups. As a result, some individuals, including Georgetown men's basketball coach, John Thompson, agitated against such tests (Stauffer, 2017). The pressure from individuals who agitated against the tests resulted in the introduction of a flexible proposition by the NCAA. The NCAA also strengthened the eligibility requirements while also enforcing Proposition 42.

Proposition 42

The NCAA established Proposition 42 in 1989 as a way of strengthening the eligibility rules. As noted by Adams (2018), this Proposition did away with partial qualifiers, which, according to the NCAA, were about 1,800 student-athletes for the previous three years. Besides, the NCAA proposed Proposition 16, which it later enforced in 1966.

Proposition 16

Enacted in 1966 by the NCAA, this proposition increased the admission standards and requirements for first-year student-athletes. This was more specific in Division I schools. It consequently improved graduation rates. As pointed out by Hovenkamp (2018), Proposition 16 increased the graduation rates for Black student-athletes. On the other hand, Proposition 16 did not have any influence on the graduation rates of White student-athletes. Nevertheless, graduation rates for Black student-athletes at Division II schools declined. The observed decline might be attributed to the students' transfer to Division I (Adams, 2018). There were also

observed higher admission standards, and this was characterized by a change in recruiting patterns by Division I schools. Division I schools did not rely on first-year student-athletes in filling the scholarship positions. For instance, since much fewer Black first-year student-athletes registered in Division I schools, the number of Black student-athletes did not change significantly. As opined by Avery et al. (2016), this constant number of Black student-athletes suggested there was a significant proportion of transfers of Black students into Division I schools. During this time, the NCAA implemented the Academic Progress Rate (APR) to increase academic excellence and graduation rates achieved by the student-athletes.

CHAMPS/Life Skills in 1994

The CHAMPS/Life Skills program was launched as part of NCAA membership in 1994 (Huml et al., 2017). Around 50 NCAA institutions from around the country attended the launch. A total of 1,050 member institutions have since joined CHAMPS/Life Skills since it was launched. The program fulfills five fundamental roles, which include athletics excellence, academic excellence, career development, service, and personal development (Huml et al., 2017). The CHAMPS/Life Skills program is tailored by the schools to meet the specific needs of the student-athletes within their campuses. Additionally, Stambulova et al. (2020) examined NCAA Division I-A program coordinators' perceptions of support and found out coaches and athletic administrators head the Life Skills program. These leaders are charged with the responsibility of overseeing both the basketball and football teams. Otto et al. (2019) attempted to assess the extent to which student-athletes in most participating universities perceive the Life Skills program. For instance, they found out some of the universities, including the University of North Texas, perceived the Life Skills program to have no value. According to this perception, the Life Skills program is less effective in equipping students with leadership skills, self-esteem, and character-building skills.

However, Huml et al. (2017) sought to determine the student-athlete's perceptions on the effectiveness of the Life Skills program, where they concluded student-athletes found value in Life Skills program. According to this study, student-athletes, who took part in the Life Skills program for more than three years, found great value in the program as compared to those who participated for less than two years. The findings, in this case, could be argued to give insight into the program's effectiveness in attribution to time. For instance, the findings imply the programs are effective to those who take a longer time in participation since they gain the maximum experience from the program. Moreover, Leonard and Schimmel (2016) also analyzed the effectiveness of the program by focusing on the development and psychological needs of the student-athletes. This study has a similar result as Ohashi's (2018) study which identified the effectiveness of the instructional resources and techniques. In this case, the Life Skills program is more effective in the presence of adequate resources and relevant strategies.

Academic Progress Rate

Academic Progress Rate (APR) was established and introduced to the NCAA in 2005. According to Otto et al. (2019), APR was described by the NCAA as an indicator of real-time view. The NCAA regarded it as a measure of a team's academic success. It tracked the performance of the scholarship athletes per semester. Huml et al. (2017) pointed out the purpose of APR is to facilitate the provision of a clear description of the team's academic progress than just basing the assessment on graduation rates alone. Academic Progress Rate (APR) is, therefore, calculated by assigning points for eligibility and retention. In this aspect, each scholarship participant on an enrolled team earns a maximum of two points per semester, where one is for graduating from the NCAA institution, and the other is for academic eligibility (Adams, 2018). Therefore, a team's APR is the aggregate points of the team's roster of scholarship athletes at a particular time divided by the total points earned, after which it is

multiplied by 1,000. The desired APR score is always 1000. Moreover, programs which fail to achieve the standard APR score of 930, may be punished by the scholarship of the NCAA. In attribution to the NCAA legislation of APR, Division I institutions have experienced an increased concern of keeping the student-athletes eligible. This is also in collaboration with their sports programs for previous penalties (Huml et al., 2017).

The Knight Commission

James and John Knight established the Knight Commission on Intercollegiate Athletics in 1989 (Ohashi, 2018). The establishment was in response to the exponential increase in controversies in college sports (Ohashi, 2018). The Knight Commission's objective was to advocate for a reform agenda emphasizing academic excellence and values, especially in the wake of the commercialization of sports. As pointed out by Tashenberg (2016), the commission felt other goals of education overshadowed the commercialization of sports. The commission, since its establishment, has worked diligently to ensure intercollegiate athletics programs are in line with the educational purposes of the respective colleges and universities. Consequently, the commission's efforts have led to significant achievements. For instance, Huml et al. (2017) observed, since its establishment, the commission has reconnected college sports with the educational values of American universities and colleges. The commission, for instance, recommended more robust academic standards and qualifications to improve graduation rates (Broglia et al., 2017). However, presidential oversight, control, and leadership over NCAA operations and athletic conferences through changing governance and increased campus and college collaboration and accountability through approved processes of NCAA, has been an issue with the progression of many institutions (Woody, 2016).

Conclusion

In conclusion, amateurism is an important aspect of college sports. On the positive side, amateurism is central to preserving the long traditions of college sports and ensuring student-athletes complete college education successfully. The amateur/education model is meant to shield students from exploitation by commercial enterprises by acknowledging the main reason for student-athletes to be at a university is for academic purposes and the sports are done as a hobby and for pleasure; not for profit-making. In this regard, the National Collegiate Athletic Association has fought hard to maintain the amateurism aspect as far as collegiate sports are concerned. However, the NCAA has come under immense heat over the recent past with claims that it is making a substantial amount of money out of the student's efforts while paying them nothing. It has been consequently accused of exploiting students and going against American society's traditions of the free market. Furthermore, the dominance of Black athletes in revenue-making sports has compounded the pressure on the NCAA as critics have alluded to racial exploitation and cases where student-athletes who bring in millions of dollars to their institutions and the National Collegiate Athletics Association go hungry or fail to meet basic needs in life have been cited as clear signs of a doctrine that has passed its shelf-life. The multi-billion-dollar industry is getting windfalls courtesy of the contribution from the student-athletes and yet the students do not gain much from their contribution, which raises a gamut of questions.

The major mind-boggling questions that begged for answers, therefore, were: Is the NCAA and its concept of amateurism already out-of-date? Is it time to conduct an overhaul of NCAA amateurism beliefs and traditions?; and Is Florida's NIL a landmark milestone towards eliminating the so-called NCAA's student-athlete exploitative powers? These are some of the issues that need to be investigated keenly. However, even with the NCAA's negative publicity, it is important to acknowledge its positive contribution to the student-athletic body.

Through its programs, including the Life Skills program, the NCAA has made a significant contribution to enhancing the holistic development of college student-athletes by equipping them with academic and life skills such as time management, anxiety and stress management acumen, counseling services, as well as honing student-athletes propensity to volunteer and live as responsible citizens. The National Collegiate Athletic Association has also realized the need to change some of its archaic policies and, to this end, the NCAA Board of Governors have tasked the Association's three divisions into figuring out how the name, image, and likeness rules may change to align them with people's expectations and the rulings from the myriad of lawsuits the NCAA has been hit with. One of the critics of NCAA's amateur/education model had no kind words for the institution since:

Unfortunately, the NCAA has abused its unique existence in the world of academia and athletics and manipulated our constantly revised system to meet its financial goals. This type of flagrant behavior is what our country's [USA] system prides itself on avoiding. There is no other category of people in American society that does not receive compensation for labor in the free-market economy or is denied contractual negotiation rights due to a permitted monopsony that prevents choice for sellers of a desired skill. (Bursuc, 2013)

During basketball tournaments each March, college basketball fans witness more than \$1 billion gained by the NCAA by selling student-athletes commercially without their consent. During the 2021 March Madness, several college athletes challenged the system by supporting campaigns such as #NotNCAAProperty. "Athletes have raised the question of whether the NCAA should continue to exist in its current power configuration. The answer is no, for the simple reason that the governing body has utterly perverted the definition of 'amateur'" (Jenkins, 2021).

In a nutshell, there are both proponents and critics of the National Collegiate Athletic Association's amateur/education model, with both sides giving their rationale for their school of thought. What is clear, however, from the debate, is there is room for the NCAA to amend its rules to enable student-athletes to benefit from their names, images, and likeness and to prevent the use of free labor by both the NCAA and its member institutions. Future research can focus on the most appropriate models that protect student-athletes from exploitation from both commercial enterprises and the National Collegiate Athletic Association. Such a model would prevent starvation of student-athletes; yet contribute several million to their institutions and NCAA while also taking into cognizance the racial exploitation allegations based on the overrepresentation of Black athletes in revenue-making sports.

CHAPTER 3

METHOD

The purpose of this chapter was to provide a description of the research design for this study. Included in the chapter is an overview of the population, the data sources, and the selection of the variable. The research focuses on connection between NIL and Life Skills as defined in institutional policies. Through my analysis, I sought information to learn how each FBS institution in the state of Florida approach NIL and Life Skills now that they have responsibility for both. The following research questions were formulated to analyze the effectiveness and impact of Life Skill programs through a comparative analysis of Florida's public universities.

1. How are Florida institutions approaching NIL?
2. What connections are these institutions establishing/promoting between NIL and Life Skills for college student-athletes?
3. How might institutions improve these connections to help prepare student-athletes for life after their eligibility ends?

This study was “birthed” from the California Governor signing the Fair Pay to Play Act into law in September 2019. According to McCann (2019), “This Act is a game changer in college sports. It makes it illegal for California colleges to deny their student athletes opportunities to gain compensation for the use of their names, images, and likenesses.” As a sitting NCAA compliance practitioner, I was interested in participating in the narratives of other practitioners and observers. A challenge of my approach was, as a current associate athletic director of compliance at a Division I institution, I can provide real-time legislation that was immediately impacted. However, I remained an observer in many cases due to the high level of uncertainty.

Participants

My study targeted six institutions as my participants in this research to perform a comparative analysis: 1) University of Florida, 2) Florida State University, 3) Florida Atlantic University, 4) Florida International University, 5) University of South Florida, and 6) University of Central Florida. Each participant is a member of Florida State University System (SUS) and competes on the Division I FBS level.

Division I Football Bowl Subdivision (FBS), formerly known as Division I-A, is the top level of college football, and is currently the only NCAA-sponsored sport without an organized tournament to determine its champion. [1] Schools in Division I FBS compete in post-season bowl games, with the champions of six conferences receiving automatic bids to the Bowl Championship Series to determine a national champion. This is due to many factors, including that bowl games are sanctioned by the NCAA (primarily in terms of amateurism regulations and guaranteeing a minimum payout to conferences of the participating schools), but are not under its direct administration. (NCAA Division I Football Bowl Subdivision, 2022, para. 1)

Each institution competes at the same level. Specifically, FBS schools are limited to a total of 85 football players receiving financial assistance. Below, I supply information on each institution.

1. Florida Atlantic University

- a. Established in 1961, Florida Atlantic University opened in 1964. “Today, the University, with an annual economic impact of \$6.3 billion, serves more than 30,000 undergraduate and graduate students (nearly 500 student-athletes) at sites throughout its six-county service region in southeast Florida” (University, 2022).

2. Florida International University

- a. With 57,000 students (450 student-athletes) and 238,000 alumni (75 percent of

whom live and work in South Florida), Florida International University is Miami's public research university. "With first class offerings in 1972, the institution has rapidly grown to become a top 100 public university, according to U.S. News & World Report's Best Colleges" (Communications, 2022).

3. Florida State University

- a. Home to 45,000 students, 658 student-athletes, 18 colleges, and more than 6,000 faculty and staff. Florida State University offers more than 300 undergraduate, graduate, and professional programs, including law and medicine.

4. University of Central Florida

- a. "With more than 16,000 degrees conferred each year—the most in Florida—University of Central Florida creates opportunities for more people to achieve their full potential" (University of Central Florida | Orlando's Hometown University, 2022). UCF is home to 66,000 students (more than 400 are student-athletes)

5. University of Florida

- a. University of Florida, a top-10 public university, has an enrollment of 54,000+ students (over 500 student-athletes). The institution is home to 16 colleges offering nearly 300 degree programs (University of Florida, 2022).

6. University of South Florida

- a. With the main campus in Tampa, University of South Florida serves more than 50,000 students (574 student-athletes) by offering over 200 undergraduate, graduate, specialist, and doctoral degrees (Welcome to the University of South Florida | Tampa, St. Petersburg, Sarasota-Manatee, FL, 2022).

Data Sources

The main data sources for the study were institutional websites, written policies provided by the institution, and the State University System of Florida database. An additional source include observations during professional meetings with colleagues. Political discussions taking place on the local, state, and federal levels were closely monitored in effort to manage a state law going into effect. Specifically, the law Gov. Ron DeSantis signed 20 months ago prohibits schools, athletic departments, or booster organizations from causing money “to be directed to” players or recruits. Section 1006.74 Florida Statutes (Appendix A) states each postsecondary institution is mandated to conduct a financial literacy and life skills workshop for a minimum of five hours at the beginning of an intercollegiate athlete’s first and third academic years. The statute applied to each participant in this study.

Research Procedures

This study allowed me to focus on the connection between name, image, and likeness (NIL) and Life Skills as defined by the institutional policies of six universities. Additionally, I sought information to learn how each public FBS (Football Bowl Subdivision) institution in the state of Florida, approaches the two now that they have responsibility for both. My study focused on each public FBS institution in the state of Florida due to competitive nature and high financial stakes. Analyzing six institutions, my study focused on the policies outlined on the websites of each institution to gain insight into the approach each institution was taking to educate their student-athletes in the new NIL space.

This study did not require interviews. Information was developed by comparing each institution to one another and distinguished their similarities and differences. Sources for the study were institutional websites, written policies provided by the institution, and the State University System of Florida database. Specifically, I analyzed each institution’s approach to

educating their student-athletes regarding the newly implemented NIL legislation.

Research Purpose

For this study, I conducted a comparative analysis of each public institution in Florida of their connections between NIL and life skills for student-athletes. Because Florida's law had the earliest effective date of any state (July 1, 2021), my research solely focused on the six public institutions in the state who compete at the FBS level.

Variables

The primary variable of this study was Section 1006.74 Florida Statutes, and Florida Board of Governors Regulation 6.022 (Appendix B), which allow student-athletes to earn compensation for the use of their name, image, or likeness (NIL). Section 1006.74 Florida Statutes (Intercollegiate athlete compensation and rights; 2021) states:

The Legislature finds that intercollegiate athletics provide intercollegiate athletes with significant educational opportunities. However, participation in intercollegiate athletics should not infringe upon an intercollegiate athlete's ability to earn compensation for her or his name, image, or likeness. An intercollegiate athlete must have an equal opportunity to control and profit from the commercial use of her or his name, image, or likeness, and be protected from unauthorized appropriation and commercial exploitation of her or his right to publicity, including her or his name, image, or likeness.

The Florida law further explains:

1. College student-athletes may earn compensation for use of NIL and compensation must be equal to the market value.
2. All Florida institutions may not adopt a contract, rule, regulation, standard, or other requirement that prevents or restricts a college athlete from earning compensation for the use of his or her NIL.

3. Compensation may not be provided in exchange for athletic performance or attendance at a particular institution and may only be provided by a third party unaffiliated with a Florida institution.
4. Earnings resulting from permissible NIL activities are not counted in determining a student-athlete's cost of attendance or in the institution's financial aid limitations.
5. All Florida institutions may not prevent or restrict an intercollegiate athlete from obtaining professional representation by an athlete agent or attorney engaged for the purpose of securing compensation for the use of their name, image, or likeness.
6. An intercollegiate athlete under 18 years of age must have any contract for compensation for the use of their name, image, or likeness approved.
7. An intercollegiate athlete may not enter into a contract for compensation for the use of their name, image, or likeness if a term of the contract conflicts with a term of the athlete's team contract.
8. An intercollegiate athlete who enters into a contract for compensation for the use of their name, image, or likeness shall disclose the contract to the postsecondary educational institution at which she or he is enrolled, in a manner designated by the institution.
9. The duration of a contract for representation of a college athlete or compensation for the use of an athlete's name, image, or likeness may not extend beyond their participation in an athletic program at an educational.
10. A postsecondary institution shall conduct a financial literacy and life skills workshop for a minimum of five hours at the beginning of the intercollegiate athlete's first and third academic years.

Regardless of any future decisions by the NCAA pertaining to NIL, Florida law was signed.

Researcher/Evaluator

I am 38 years of age and hold a Bachelor of Arts in Business Administration (concentration in Marketing), Master of Business Administration (Finance), and an Athlete Management Certificate. For over 13 years, I have overseen multiple Division I university and athletic departmental efforts to operate each athletics program in compliance with all NCAA rules and guidelines. I have provided leadership, oversight, and supervision related to internal operations of academic advising student services, compliance, and student-athlete experience, including NCAA eligibility, graduation audits, and student-athlete welfare. Specifically, I currently oversee all matters concerning eligibility, admissions, financial aid, rules education, rules interpretations, and monitoring procedures.

While conducting my research, I opted to intern in the Office of the General Counsel at an NCAA Division I University. The attorneys in this office comprised a wide range of expertise: Higher education, constitutional law, academic freedom, privacy law, employment law, civil rights laws, including Title IX, public records laws, open meetings laws, research compliance, health laws, procurement laws, and intellectual property law. This internship gave me the opportunity to work directly with the Associate General Counsel. Duties outlined for this internship focused solely on the Florida Board of Governors Regulation 6.022. The Associate General Counsel allowed me to work at the forefront with several council members at every institution in the state of Florida to create Florida Regulation.

My involvement in helping create Florida Board of Governors Regulation 6.022 allowed me to serve on many panels and eventually other compliance professionals, athletic directors, and general counsel at the participants in this study. Opportunities included:

- FIU Law Name, Image, Likeness Panel (Appendix C).

- Republican Congressional Staff presenter: Steube, Gaetz, Cammack, Rubio, Scott, Diaz-Balart, Gimenez (Appendix E).
- Democratic Congressional Staff presenter: Deutch, Demings, Wilson, Lawson, Wasserman-Schultz (Appendix E).
- Energy and Commerce Committee Staff presenter: Dunn, Bilirakis, Soto, Castor (Appendix E).

The internship was a great experience and my involvement in developing the language in the Florida Regulation allowed me to have more insight during discussions with federal, state, and local officials.

Limitations

New name, image, and likeness legislation provides opportunities for student-athletes to benefit from the use of their names, image, and likeness. As with most significant philosophical shifts, regulatory challenges accompany these new opportunities. From initial discussions, NCAA membership noted regulatory challenges that will accompany these opportunities and almost all stakeholders continue to voice the need to ensure NIL-related compensation does not serve as a substitute for pay-for-play or inappropriately disrupt the collegiate recruiting model. The goal for each institution in addressing these challenges was to do so in a way that maximizes student-athlete opportunities while protecting the priorities related to recruiting and fair competition. Specific concerns related to NIL compensation include inappropriate involvement of institutional boosters in NIL-related activities (e.g., improper inducements) as well any action intended to serve as a substitute for pay-for-play (NCAA, 2021).

Data collected by the third-party administrators were used to observe trends and inform institutions to make decisions on whether modifications would be appropriate. Further, review of all NIL activities and behaviors occurred only after sufficient data were collected and evaluated.

As a result, it was important to acknowledge that each institution may not have as much regulatory certainty as they liked—at least until the new legislation is socialized and behaviors and related implications are fully realized. Finally, any governmental action that criminalizes inappropriate behavior will add a level of seriousness to the NIL framework that can complement the NCAA's model.

CHAPTER 4

ANALYSIS

The state of Florida developed a policy to guide schools and athletes as well as other professional bodies on how to deal with compensation and eligibility issues when it comes to the use of student-athlete names, image, and likeness (NIL). Students participating in different sports such as football and basketball now have the liberty to get paid in participating in any advertisement, use of their names, image, and likeness (Florida State Seminoles, 2021). The policy has also given students the power to monetize their social media accounts and earn as much from signing things like autographs, getting involved in teaching camps and making appearances in major college and university events (Florida State Seminoles, 2021). However, the adoption of the NIL state policy section 1006.74 has been integrated into different universities in different ways. This chapter analyzes how six FBS universities in Florida have responded to the policy and how it is helping shape the students' life skills while incorporating the law.

Florida State University

Florida State University (FSU), in compliance with Section 1006.74 of the Florida statutes, has complied with the NIL law, but has also provided guidelines for its athletes on how to comply with the statutes and still ensure they comply with the university rules and regulations. The university is keen to model the student into a wholistic individual by ensuring they not only concentrate on the benefits that come off the education corridors but also reap the intellectual benefits. Florida State University is critical about the extent to which an athlete's contract can go, placing impediments where necessary; like warning students not to engage in NIL contracts that affect their brand, such as Gambling and alcohol (Florida State Seminoles, 2021). Guidelines and regulations of this stature help shape an athlete's life skills during school and after school. Life

skills sometimes matter more than having a money-enriching source that is inconsiderate of the consequences or outcomes to the society.

We live in a morally conscious society, and the benefits and fame of the NIL contracts may sometimes be inconsiderate of the social norms. Athletes may be provoked to engage in deals that place them in controversies and endanger their after-school life or ruin their image completely. Therefore, it is a good objective to give direction to the athletes to help them articulate the social norms as they do any business following the new NIL law.

Money sometimes is a monster, and athletes are tempted to follow the dollars. This would mean intercollegiate athletes would be willing to change their institutions at will to follow the money. Regulating such movements is important to help steady the education system. That has been articulated (Florida State Seminoles, 2021) by stating an international student at the institution needs to consult with the FSU center or the immigration attorney before entering any global deal to protect them from immigration issues.

Therefore, the new NIL policy affects the student's academic life and affects their life skills on management of expectations and realities. Florida State University has detailed these aspects as areas of concern and noted the university is fully engaged in guiding or advising the athletes on what can help them. The concern that athletes might be more embroiled in the sports activities is well highlighted by FSU, ensuring they emphasize the NIL compensation should not be provided as an exchange for the student's attendance at FSU (Florida State Seminoles, 2021). The policy guideline helps ward off schools from scrambling for athletes, which helps balance talent and give universities and colleges an easy time managing transfers. Ensuring the students obtain agents and attorney representations from people who are in good standing with the law creates a favorable environment for then students to be eligible to get more professional contracts after school.

Florida State University has created a clear roadmap on how the NIL policy will fit its university rules and regulations. Having non-opposing regulations but strict thresholds and irreducible minimums ensures compliance and discipline from the athletes. Leading the athletes in the right direction for their professional maturity is a good way to create responsible citizens and develop the students holistically. The institution is focused on helping nurture the athletes' academic and life skills through their program, which encourages conforming to good citizenship, and institutional policies. Once the athletes learn the importance of following the set federal rules and distinguishing them from institutional policy, they will not fall into the traps of selfish sports agents. However, the institution needs to improve on its modules to include things such as social media education and asset management.

Florida State University implemented a program called APEX focusing on three values: educate, empower, and elevate. APEX is a comprehensive program designed to empower student-athletes to capitalize on NIL legislation. The program includes a partnership with INFLCR, a content creation software platform. The program is developed through an educational partnership with FSU's College of Entrepreneurship, College of Business, and the Academic Center for Excellence, which offers two for-credit academic courses that each include instruction on NIL-related topics. (Florida State Seminoles, 2021)

University of Central Florida

The University of Central Florida (UCF) is one of the first institutions to accept and implement the NIL policy. Many of the institutions in Orlando were hesitant about commercializing their athletes' brands and social media. However, UCF launched a website and portals to help grow its student-athletes' brands (Ucfknights.Exposure, 2022). The institution is upbeat about being the top brand where most of the Orlando student-athletes can develop their brands because of the influence of the presence of big brands in the area such as Disney,

Universal, and ESPN, which are big attraction to stardom already (Ucfknights.Exposure, 2022). The institution also boasts of leading in social media engagement. It highlights that amongst the 25 football teams in Orlando, it commands a huge following and has been rated top in Instagram and Facebook interactions since 2017.

According to UCF's website, they implemented a program called LAUNCH, a department-wide plan for NIL. The LAUNCH program was designed to assist UCF student-athletes build their brands and take advantage of marketing and other opportunities made available by NIL legislation— they feature partnerships with Opendorse and COMPASS. Opendorse is used primarily to assist its student-athletes in steering their NIL prospects and maximizing personal brands using mobile phone applications to do content distribution (Ucfknights.Exposure, 2022). “The Compass NIL platform—developed by CLC, the nation's largest trademark licensing company--offers education, systems and monitoring to enable UCF student-athletes to maximize their marketing opportunities.” The institution has also taken steps in commercializing student athletes' work through content distribution. The institution allows the student-athletes to personal brand logos. The start of 2019 saw the UCF football participants have their own personal crest on their jerseys to display their achievements (Ucfknights.Exposure, 2022). These crests have been extended to their social media accounts for all student athletics. To ensure their students get the right market deals and maximize their NIL rights, the institution chooses to guide students to connect with the right brands and endorsements for commercial deals (Ucfknights.Exposure, 2022). The institution is also keen to keep its bests student-athlete by offering job opportunities after graduation.

A close look at all these ideas put in place, one cannot stop worrying about the conflict of interest of the UCF exposure structure and the NIL guide policy. One, the Florida state policy items on the NIL usage forbids institutions from being 100% involved in their student-athletes'

contractual dealings. The policy dictates there is a need to preserve the integrity and quality of intercollegiate amateur sports and also a need to have a clear separation of intercollegiate athletics and professional sports. However, the concept adopted by UCF does not provide a clear separation of the same. They have invested so fully to even offer professional positions for the students after graduation.

Secondly, the Florida NIL policy states compensation should not be provided to attract the student to attend a particular institution. Nevertheless, UCF is vocal about being the best place an athlete can be to build their brand and earn and be highly influential as they offer marketing and use their social media reach to boost the value of their student-athletes. The institution, in its guidelines, states compensation is not part of an exchange for students' performance or attendance at UCF but goes ahead to award post-graduation offers for top-performing students. Such a clause on its guide is pejorative to its integrity as an institution that needs to encourage its students.

The institution's allowance of its athletes to use their own brand logos on team jerseys to showcase their achievement also conflicts with the school guide and the Florida NIL policy. The UCF guide states NIL activities should not conflict with the teams' activities or academic activities. However, there is clear conflict when student-athletes are allowed to have personalized crests on the jerseys during team activities and show their achievement during intercollegiate competitions.

It would be imperative that UCF delinks itself from directly engaging in NIL campaigns for its students and helping them negotiate with the best brands in the market. Such roles should be done by a third party to avoid conflict of interest. More importantly, they need to stop the UCF knights campaign promoting their institution as the best place for student-athletes to establish their brands and earn the most from a large pool of followers.

Florida International University

In response to the Florida NIL policy declaration and articulation, Florida International University (FIU) launched a parallel program dubbed "Roar" (FIU Athletics, 2022). The program aims to offer athletes knowledge, skills, and needed resources to benefit from the usage of their images, names, and likeness. The major focus of the institution while forming the program is on individual brand management, developing the athlete's business side, enlightening the students through financial literacy as well as helping them network while adhering to the law (FIU Athletics, 2022). The program is also focused on optimizing the student's decision-making skills and boosting their NIL opportunities. An evaluation of such a step highlights the priorities of the school to mentor their students rather than act on their behalf. Giving student's the tools needed to navigate the murky waters after school is one important ingredient for a higher learning institution.

The school adheres to the 1006.74 Florida law by ensuring it has partnered with a third party known as an influencer (INFLCR) to ensure its student-athletes have the best brand promoters and builders they can get. The partnership ensures the institution does not have conflicts of interest in the contractual deals reached by the students through their representation. The FIU guidelines state well that the institution, its staff, and its athletics directors may not offer compensation or arrange for any student-athlete on the use of their NIL. Hence, having a third party handling the brand promotion and endorsements is a way of delinking themselves from direct interest. These arrangements give students full control of their ownership of brands and helps them decide how to market and package themselves. There is a clear distinction of how FIU has adopted this clause to other institutions. It has its small clear-cut-out role, which does not interfere with the student's decision-making on what is good for them, unlike with UCF and FSU.

The institution is highly unidirectional, with the NIL laws only choosing to give its students-athletes the guidance required. The institution is also articulate about the importance of education and other life skills needed to advance in life. They highlight the importance of being a law-abiding citizen by avoiding involvement in endorsements that promote guns, drugs, pornography, and alcohol. Florida International University lists education as the priority for anyone joining the institution. It shows there is a holistic approach to ensure students can handle themselves as well as understand their surrounding environment. The institution is well placed within the boundaries of the Florida law, and it feels like there is nothing to improve further.

Florida Atlantic University

Florida Atlantic University (FAU) has taken the responsibility to structure a program of its own for its students. The program does not interfere with the usage of the NIL law passed by Florida. Their commitment is to ensure any parties on board to support their institution's athletic programs and other beneficial programs will not be involved in compensating the students' athletes for the use of their NIL. Anchored in this manner, the institution separates itself from being directly involved in the compensation or influencing students' decision to join the institution. Their approach matches what the NIL laws presume and highly accords the students their space to have third-party agents and attorneys represent them. The Florida NIL laws emphasize institutions should not use their power or the influence of having great opportunities to earn high compensations to attract students or compel more admissions (Florida Atlantic University Athletics, 2022).

However, to help the institution monitor its student's engagement in the NIL compensation programs they get in, they have structured a link that will ensure there is no conflict of interest. They have stated any NIL deals entered by student-athletes should not interfere with the institutions' team programs. Such conflicts include using the institution's logos,

trademarks, slogans, or other images for any NIL activities unless there has been an agreement in writing with FAU (Florida Atlantic University Athletics, 2022). Making such a statement clears the air for any student to differentiate their brands from those of the institution or any other institution for that matter.

The institution tables a clear guideline on the modalities of awarding students with aid or grants. They outline that any grant or aid awarded to a student attending the institution is not compensation, and if a student gets the NIL contracts, the aid will not be canceled (Florida Atlantic University Athletics, 2022). Such guidelines set good precedence on the institution's support for the needy and their continued support irrespective of changes while attending the institution. It is a way of showing honesty and integrity to a course one has chosen despite the changes or unfolding that come after. The institution also excludes itself from contradicting the law.

Shaping citizens through higher learning institutions is well articulated in the FAU guidelines. The institution is focused on the student's talent and their holistic growth and development. They are keen to ensure needy students get aids and grants, which propels them through their lives to ensure they have smooth encounters, and their education is not affected. They also emphasize guiding student-athletes to understand better the importance of abiding by the law and good citizenship. Florida Atlantic University would be a better place if they improved the teaching of managing expectations and living modestly away from stardom and all other things fame brings.

University of South Florida

The University of South Florida is one institution that respects talent and develops it fully. Before the Florida NIL law, the university had other programs going on to support student-athletes to develop their brands as well as get the best-in-class education. Therefore, the bill's

passage was like a boost for the institution to help its student-athletes build their brands as they compete in a dynamic and highly competitive Tampa Bay area. From their articulation of the NIL policy and how they welcome it, one gets a picture of people well prepared to integrate their in-house support and the new policy to empower their students both in pursuing education as well as their talents. University of South Florida has also partnered with INFLCR to ensure the students get professional support and learn how to navigate the NIL program (USF Athletics, 2021). As highlighted by the USF guide, the institution treasures talent, and as evidence, it has 19 teams and over 450 student-athletes in a mentoring program dubbed "BOOST" (USF Athletics, 2021). Such a setting ascertains that the institution cares about the student's welfare and development more than anything. The Boost program by USF is geared towards empowering the Bulls athletes in areas of branding, management of their income and assets, financial literacy, and ensuring there is efficiency and fairness in market value in any NIL compensation exchange.

Through their partnership programs, the institution is helping their students comply with the new NIL law and providing the necessary resources and skills required to build a complete professional. The institution, unlike others, has specialized in game programs and is a host to numerous teams that participate in the Bay. However, it does not compromise on the quality of education, and that is stated clearly in its guidelines. It feels like this institution knows its purpose and joining it will help anyone fulfill theirs. As an institution, there is a need to be known for a purpose, which is what USF has done well for itself. The only things they can do is improve their reach to areas other than Tampa Bay.

USF, unlike many institutions prior to July 1st, 2021, had programming prior to NIL to support student-athletes to develop their brands as well as get the best-in-class education. Therefore, signing of the bill by Governor Ron DeSantis, demonstrated to be a boost for them to help their student-athletes build their brands. Specifically, they expanded their current

programming and called it BOOST – “a comprehensive suite of NIL programs that empowers their student-athletes with brand-building and management assets, education and financial literacy, and a streamlined fair market value evaluation and compliance exchange” (USF Athletics, 2021).

University of Florida

The University of Florida (UF) is one institution that has re-evaluated its curriculum modules from the past, and after the NIL passage, to ensure it balances all aspects. In its endeavors, the institution states it has always focused on enabling athletes to have the best tools to succeed in their careers (Florida Gators, 2022). The institution has an advisory team that works with its students but is housed in a different setting to avoid conflicts of interest. The advisory team is responsible for giving student-athletes advice on their career, financial management, and counseling them about sports matters.

The institution, known as a research center, concentrates on class and academic work alone and has created a conducive space for students to pursue their talents in athletics. They have set up the Gators team, which works closely with the Hawkins Center to develop well-rounded athletes (Florida Gators, 2022). The institution, therefore, revised its educational modules to include new categories of branding and social media education. Such changes are critical to comply with the law as well as ensure the student-athletes have a safer operating environment. Compared with other institutions in the state, their steps were counteractive, in any case. Nevertheless, these steps were needed to give the institution a better boost in sports and develop student-athletes' careers.

It is important to understand state laws need to be implemented across the board within the boundaries, which is why the school had to put its guidelines in place. Some institutions may not be highly involved but will comply with the law to permit student-athletes to benefit from

their NIL. Most do not offer step-by-step career advice. However, UF has taken the needed steps to lead their students on the right path by stating the areas that could infringe any contract entered by the student-athlete. The only area they need to improve is to increase the supportive programs and be more participative in the athletic programs.

Lastly, the current state of NIL at the state, federal, and NCAA levels are at a standstill. Another layer my analysis and research caused me to consider is the conference structures and ongoing conference realignment. At this point, conferences big and small have played no role in terms of NIL. My belief is that will change because of the upcoming activity from the recently implemented Constitutional Review Committee created by the NCAA. Additionally, the Alston Supreme Court decision has played a key role in the reason why the NCAA failed to create national parameters for NIL. Specifically, NIL governance has been left up to states (like Florida) and universities to govern their own implementation (Appendix D). My research tells me conferences and institutions will soon have more autonomy and create their own model like the six institutions in this research.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

With NIL being in effect for less than a year, several issues are presented at the state and federal level. In states with NIL laws such as Florida, NCAA rules, including prohibitions on pay-for-play and improper recruiting inducements, remain in effect, but NIL activities protected by state law will not impact eligibility. The NCAA will not monitor for compliance with state law (Ritchie, 2021). However, governance differs in states without NIL laws:

If an individual chooses to engage in an NIL activity, eligibility will not be impacted by NCAA amateurism and related athletics eligibility bylaws. Other NCAA rules, including prohibitions on pay-for-play and improper recruiting inducements remain in effect. In states without NIL Laws, NCAA member institutions may now create their own policies to monitor student-athlete NIL activities. (Ritchie, 2021, para. 3)

Because Florida's law had the earliest effective date of any state (July 1, 2021), it pushed the NCAA to end its ban on NIL compensation. But being at the forefront has arguably put Florida behind. Some states have less restrictive laws. Others do not have any at all, which means they only follow the NCAA's much looser policy. Each state governs the requirements of business entity formation. For example, in North Carolina, each member (or owner) of an LLC must be at least 18 years of age. If you are not 18 years of age, there are other options to be explored with legal counsel.

The new Florida law recognizes intercollegiate athletes do, indeed, provide student-athletes with significant educational opportunities. However, it mandates intercollegiate athletics should not infringe upon the student-athletes right to earn compensation from their name, image, and likeness (NIL). Additionally, the law Gov. Ron DeSantis signed in March 2020, prohibits schools, athletic departments, or booster organizations from causing money "to be directed to"

players or recruits. The law requires the NCAA to set processes that, at a minimum: (1) Allow collegiate athletes to obtain professional representation on issues regarding NIL, subject to protection under the SART Act; (2) Require student disclosure, at the time of payment/agreement, to both the university and NCAA, in a clear manner; (3) Preserves the student-athlete amateur status; (4) Ensure the appropriate recruitment of student-athletes; and (5) Prevent “boosters” from recruiting/retaining students.

In addition to protecting their NIL rights, the law also promulgates several protections to student-athletes. Closely related to the athlete's right to compensation, the new law, as promulgated in Section 1006.74 of the Florida Statutes, prohibits schools from adopting any rule, regulation, contract, or any other requirement that will prevent or unduly restrict student-athletes from being compensated from their NIL (Casey, 2020). It also warns school of taking any action that may affect athletes' receipt of aid, grant, or athletic eligibility following their NIL compensation benefits. Further, the law also prohibits institutions from preventing/restricting the athlete from seeking any professional representation, for instance, from an agent, in regard to securing NIL compensation. However, it recognizes such representation should be handled by a licensed athlete agent or an attorney. To maintain some semblance in intercollegiate athletics amateurism, the new legislation forbids institutions or other persons from paying student-athletes NIL compensation in exchange for their attendance to a particular school, or their performance in sports. As per the new law, permissible compensation must be solely based on the athlete's NIL and should only come from third parties unaffiliated with the school.

My analysis cites institutional concerns and presents more questions related to monitoring NIL activities. There are a variety of subtle distinctions that will be impossible for institutions to monitor:

- Student athletes can have an agent for NIL but not to advance professional opportunities;
- A student-athlete can reference their specific institution for personal NIL deals but not for commercial activities;
- A student-athlete's social media platform may include both commercial content and content promoting the institution, but the institution must ensure institutional marks do not appear in any social media post for which the student-athlete is compensated;
- A student-athlete may be compensated for an autograph on an item owned by the individual seeking the autograph, even if it includes an institutional mark; however, a student-athlete may not sell autographed items that include an institutional mark or utilize a mark as part of their autograph.

My findings conclude that approaches to educating student-athletes vary by priorities, current institutional resources, needs, and the philosophy of leadership and decision-makers at the institutions. A good example is University of South Florida; USF has prioritized the overall success of their student-athletes well before NIL legislation was implemented. Their relationship with INFLCR goes back to 2016. On the other hand, institutions like FIU and FAU's approach to NIL is very much aligned with the Florida law. Each school's actions – the actions each school has taken tells a bigger story on the priorities as it related to Life Skills, education, and student-athlete well-being.

Florida State and the University of Florida are the obvious institutions with much more resources than the others included in this study. FSU's approach in creating a policy closely aligned with Florida law. However, they seem to keep many discretionary areas at arm's length by providing risks associated with NIL. Further, their guidance appeared to be more of a list of warnings but does not give much directive on the specifics (institutional marks, logos, slogans,

etc.) regarding the dos and don'ts. UF, on the other hand, seemed to pour every ounce of their resources to NIL and educating their student-athletes. They were one of the first universities in the state to partner with a third-party administrator.

UCF stood out during my study. Very similar to UF, they poured many resources to assist their student-athletes in branding, marketing, and monetizing. UCF went as far as creating a website designated to help students maximize NIL deals. To the average person, it seems innovative and a possible great idea. The issue, however, is the Florida law that clearly states that postsecondary educational institution, an entity whose purpose includes supporting or benefitting the institution or its athletic programs, or an officer, director, or employee of such institution or entity may not compensate or cause compensation to be directed to a current or prospective intercollegiate athlete for her or his name, image, or likeness.

While it is known that the several layers presented by NIL pulls many compliance administrators from core work duties, it remains uncertain on the direct influence the new legislation truly has on the approach's college institutions take to ensure student-athletes are educated. The varying limitations and laws by several states is a clear sign of an uneven field resulting in a variety of results.

Due to the differentiating nature of the state-by-state approach to this novel area of the law, the NCAA has clamored for a uniform federal approach to name, image, and likeness legislation to alleviate many of its concerns on the topic. Namely, that the variance across states regarding this legislation will result in an uneven playing field, which would then cause college athletes to potentially choose to play for a school in a state that has the most advantageous name, image, and likeness legislation. Therefore, several new bills have been introduced to Congress that attempt to address these issues

and provide continuity for schools and athletes alike through a federal framework (Levey, 2021 para #2).

There is not a definitive timeline when guidance will be presented on a federal level. Until then, the NCAA's interim policy has deferred to individual institutions to create policies and enforce state laws where applicable.

On a summative note, the NCAA Life Skills program provides numerous benefits to college student-athletes. The program provides a framework for assisting students in nurturing their leadership skills, building positive self-esteem, and improving on their athletic, academic, and social responsibilities (Wisdom, 2006). In line with the program goal, the program model, if integrated well in member schools, will not only contribute to the successful completion of collegiate degrees among student learners, but will also help them develop critical skills that will serve them for life. As determined through my analysis, institutions' approach to educating their student-athletes vary. Several factors go into the approaches: 1) Priorities, 2) current institutional resources and needs, and 3) the philosophy of leadership and decision-makers at the institutions.

Overall, without official and consistent guidance on the state and federal levels, the environment of NIL continues to be a concern and remains to be inconsistent depending on the institution. Although NIL advocates should be encouraged by the various and often innovative ways student-athletes are benefitting from the use of their NIL, student-athletes are leveraging their technology, entrepreneurial, and social media skills to engage in NIL activities and using their NIL opportunities to learn valuable financial and other life skills. However, there seems to be a growing concern that some may be engaging in NIL activities that appear to be inconsistent with the letter and spirit of the NIL policy and other NCAA rules. Generally, all aspects of a Life Skills program at any institution is a positive component and necessity in the new NIL space.

Student-athletes find value in the support provided by institutions and prepare them for their futures.

Although Florida law regarding NIL continues to be complex and confusing, it has had a significant positive impact on college sports. College sports that were previously treated with less concern started being valued as a result of the new rules and regulations in regard to the use of names, images, or likeness of college students for commercial gains. Besides, students have been motivated to actively take part in sports as a result of monetary value gained from the use of individual details and credentials by companies or individuals. That notwithstanding, more bills that are meant to improve the college sporting activities by incorporating standards that should improve college sports are being established. Overall, NIL strategy has changed the phase of college sports by ensuring that students obtain value for their participation in sporting activities.

REFERENCES

- Adams, K. G. (2018). *Finding the balance between academic and sport motivation: A study of NCAA Division I student-athletes* (Publication No. 13421604) [Doctoral dissertation, Grand Canyon University]. ProQuest Dissertations Publishing.
- American Football Database. (2022). NCAA Division I Football Bowl Subdivision [online]. https://americanfootballdatabase.fandom.com/wiki/NCAA_Division_I_Football_Bowl_Subdivision
- Avery, C., Cadman, B., & Cassar, G. (2016). *Academics vs. athletics: Career concerns for NCAA Division I coaches* (No. w22120). National Bureau of Economic Research.
- Baker, T. A., Edelman, M., & Watanabe, N. M. (2017). Debunking the NCAA's myth that amateurism conforms with antitrust law: A legal and statistical analysis. *Tenn. L. Rev.*, 85, 661.
- Berkowitz, S. (2021, January 25). NCAA revenue decrease due to no basketball tournament. *USA Today* [online]. <https://www.usatoday.com/story/sports/college/2021/01/25/ncaa-revenue-decrease-due-to-no-basketball-tournament/6699352002/>
- Boyd, C. (2016). NCAA time clock ticking in student-athletes' favor: New time commitment legislation for Division I student-athletes. *Miss. Sports L. Rev.*, 6, 100.
- Braswell, S. (2015). The ancient myth that rules college sports [online]. *OZY*. <https://www.ozy.com/true-and-stories/the-ancient-myth-that-rules-college-sports/38919/>
- Broglio, S. P., McCrea, M., McAllister, T., Harezlak, J., Katz, B., Hack, D., Hainline, B., & CARE Consortium Investigators. (2017). A national study on the effects of concussion in collegiate athletes and US military service academy members: The NCAA–DoD concussion assessment, research and education (CARE) consortium structure and methods. *Sports medicine*, 47(7), 1437–1451.

- Bursuc, V. A. (2013). Amateurism and professionalism in the National Collegiate Athletic Association. <https://oetd.ohiolink.edu/>
- Cole, S. (2021). What do NCAA changes mean for athletes and their parents? *Bloomberg Law*. https://news.bloomberglaw.com/ip-law/what-do-ncaa-changes-mean-for-athletes-and-their-parents?utm_source=twitter&utm_medium=lawdesk&campaign=E8891A94-EEDF-11EB-8F84-AB0D50017A06
- Consulting, O. (2021). NIL newsletter #16. Knight Commission.
- Cook, J. (2018). *The issue of compensation: Should NCAA athletes be compensated above their scholarships* [Senior thesis, Liberty University]. Digital Commons. <https://digitalcommons.liberty.edu/honors/808/>
- Communications, F. (2022). *Home* [online]. <https://www.fiu.edu/>
- Crepeau, R. C. (2020). Intercollegiate athletics part II. *On Sport and Society*. <https://stars.library.ucf.edu/onsportandsociety/848/>
- Dambra, J. (2019). NCAA transfer bylaw here to stay: What happens next. *DePaul J. Sports L.*, 15, 23.
- Dobson, B. (2019). *Pay-for-play in college athletics: A phenomenological study of former and current college student-athletes' perception of pay-for-play* [Master's thesis, Liberty University]. Digital Commons. <https://digitalcommons.liberty.edu/masters/556/>
- FIU Athletics. (2021). FIU athletics launches “ROAR” name, image and likeness program in partnership with INFLCR - FIU Athletics. <https://fiusports.com/news/2021/11/3/general-fiu-athletics-launches-roar-name-image-and-likeness-program-in-partnership-with-inflcr.aspx>
- FIU Athletics. (2022). FIU athletics launches “ROAR” name, image and likeness program in partnership with INFLCR - FIU Athletics. <https://fiusports.com/news/2021/11/3/general->

fiu-athletics-launches-roar-name-image-and-likeness-program-in-partnership-with-inflcr.aspx

Florida Atlantic University Athletics. (2022). FAU name, image & likeness 101.

<https://fausports.com/sports/2021/7/1/fau-name-image-likeness-101.aspx#:~:text=NIL>

Florida Gators. (2022). Gators NIL - Name, image, and likeness.

<https://floridagators.com/sports/2022/1/14/name-image-likeness.aspx>

Florida State Seminoles. (2021). Florida State NIL guidelines. <https://seminoles.com/nilinfo/>

Flowers, R. D. (2009). Institutionalized hypocrisy: The myth of intercollegiate athletics.

American Educational History Journal, 36(2), 343–360.

Hanna, C., Levine, J., & Moorman, A. M. (2017). College athletics whistle-blower protection. *J.*

Legal Aspects Sport, 27, 209.

Hovenkamp, H. (2018). The NCAA and the rule of reason. *Review of Industrial*

Organization, 52(2), 323–335.

Huml, M. R., Svensson, P. G., & Hancock, M. G. (2017). Community service in intercollegiate

athletics: A student involvement approach to college athlete engagement. *Journal of*

Issues in Intercollegiate Athletics, 10, 101–121.

Jacinto, A. (2019). Should the NCAA have to pay? Long-term injuries in college athletics,

improper assumptions of risk, and coverage of medical expenses after college. *Fordham*

Intell. Prop. Media & Ent. LJ, 30, 1383.

Jenkins, S. (2021, April 6). The athletes are the only thing saving college sports from the

NCAA. *The Washington Post*.

<https://www.washingtonpost.com/sports/2021/04/06/ncaa-sports-cheat-college-athletes/>

- Johnson, D., & Acquaviva, J. (2015, January 31). Point/counterpoint: Paying college athletes. *The Sport Journal*. <https://thesportjournal.org/article/pointcounterpoint-paying-college-athletes/>
- Kerr, Z. Y., Kroshus, E., Grant, J., Parsons, J. T., Folger, D., Hayden, R., & Dompier, T. P. (2016). Epidemiology of National Collegiate Athletic Association men's and women's cross-country injuries, 2009–2010 through 2013–2014. *Journal of athletic training*, *51*(1), 57–64.
- Kline, S. (2010). NCAA debate: Why we need to start paying college athletes. *Bleacher Report*. <https://bleacherreport.com/articles/492382-ncaa-debate-why-we-need-to-start-paying-college-athletes/>
- Knight Commission on Intercollegiate Athletics. (2021). <https://www.knightcommission.org/>
- Lampitt, D. (2016). Book review: Introduction to intercollegiate athletics. *Journal of Higher Education Athletics & Innovation*, (1), 85–86.
- Lemons, R. S. (2014). *Amateurism and college athletics*. Stanford University Department of Economics. https://economics.stanford.edu/sites/default/files/publications/robertlemons_honorsthesis-may2014.pdf
- Lens, J. (2018). NCAA head coach responsibilities legislation. *DePaul J. Sports L.*, *14*, 33.
- Leonard, J. M., & Schimmel, C. J. (2016). Theory of work adjustment and student-athletes' transition out of sport. *Journal of Issues in Intercollegiate Athletics*, *9*.
- McCann, M. (2019, September 30). Breaking down the fallout of the Fair Pay to Play Act. *Sports Illustrated*. <https://www.si.com/college/2019/09/30/fair-pay-to-play-act-law-ncaa-california-pac-12>
- NCAA. (2020a). *2020-2021 guide for the college-bound student-athlete*. Author.

NCAA. (2020b, April 16). *Estimated probability of competing in college athletics*.

<https://www.ncaa.org/about/resources/research/estimated-probability-competing-college-athletics>

NCAA. (2021a). Composition and sport sponsorship of the NCAA membership.

<https://www.ncaa.org/about/who-we-are/membership/composition-and-sport-sponsorship-ncaa-membership>

NCAA. (2021b). Division I academic progress rate (APR).

<https://www.ncaa.org/about/resources/research/division-i-academic-progress-rate-apr>

NCAA. (2021c). Life skills. <https://www.ncaa.org/about/resources/leadership-development/life-skills>

NCAA. (2021d). NCAA student-athlete advisory committees (SAACs).

<https://www.ncaa.org/student-athletes/ncaa-student-athlete-advisory-committees-saacs>

Nite, C., & Washington, M. (2017). Institutional adaptation to technological innovation: Lessons from the NCAA's regulation of football television broadcasts (1938–1984). *Journal of Sport Management*, 31(6), 575–590.

Ohashi, A. (2018). *Transitioning out of sport: Perspectives of student-athlete support or development services* [Master's thesis, Boise State University]. ScholarWorks.

<https://scholarworks.boisestate.edu/td/1406/>

Otto, M. G., Martinez, J. M., & Barnhill, C. R. (2019). How the perception of athletic academic services affects the overall college experience of freshmen student-athletes. *Journal of Athlete Development and Experience*, 1(1), 5.

Shannon, B. D. (2017). The revised NCAA Division I governance structure after three years: A scorecard. *Tex. A&M L. Rev.*, 5, 65.

- Sheetz, A. C. (2016). Student-athletes vs. NCAA: Preserving amateurism in college sports amidst the fight for player compensation. *Brooklyn Law Review*, 81(2), 10.
- Stambulova, N. B., Ryba, T. V., & Henriksen, K. (2020). Career development and transitions of athletes: The international society of sport psychology position stand revisited. *International Journal of Sport and Exercise Psychology*, 1–27.
- Stauffer, D. (2017). Will athletes ever learn: Examining ways the NCAA has tried to and can deter student-athletes from accepting extra benefits. *Jeffrey S. Moorad Sports LJ*, 24, 111.
- Tashenberg, M. (2016). *Student-athlete perceptions of academic support services at MAC institutions* [Master's thesis, Bowling Green State University]. ScholarWorks. https://scholarworks.bgsu.edu/cgi/viewcontent.cgi?article=1041&context=hmsls_masters_projects
- Ucfknights.Exposure. (2022). Your brand is GO for LAUNCH by UCF Knights. <https://ucfknights.exposure.co/your-brand-is-go-for-launch>.
- Ufl.edu. (2022). University of Florida [online]. <https://www.ufl.edu/>
- University, F. (2022). Florida State University [online]. Fsu.edu. <https://www.fsu.edu/>
- University of Central Florida. (2022). University of Central Florida | Orlando's hometown university [online]. <https://www.ucf.edu/>
- Usf.edu. (2022). Welcome to the University of South Florida | Tampa, St. Petersburg, Sarasota-Manatee, FL [online]. <https://www.usf.edu/>
- USF Athletics. (2021). Elevating student-athlete brand building and NIL opportunities - USF athletics. <https://gousfbulls.com/news/2021/6/11/football-usf-launches-boost-program-to-elevate-student-athlete-brand-building-and-nil-opportunities.aspx>.

- Watkins, J. (2017). A tale of two presidents: the rise and fall of Division I athletics at Birmingham-Southern College. *The International Journal of the History of Sport*, 34(11), 1088–1111.
- Wheeler, S. (2004). Rethinking amateurism and the NCAA. *Stanford Law & Policy Review*, 15(1), 213–235.
- Woody, P. (2016). *The impact of successful NCAA Division I athletics programs on the social capital of urban communities* [Doctoral dissertation, University of Nevada, Las Vegas]. Digital Scholarship. <https://digitalscholarship.unlv.edu/thesesdissertations/2765/>
- Yandle, C. H. (2019). *The lived academic experiences of NCAA Division I FBS and FCS football student-athletes: A phenomenological approach* (Publication No. 27544684) [Doctoral dissertation, Mercer University]. ProQuest Dissertations Publishing.

APPENDICES

APPENDIX A**CHAPTER 2020-28**

Committee Substitute for Committee Substitute for Senate Bill No. 646

An act relating to intercollegiate athlete compensation and rights; creating s. 1006.74, F.S.; providing legislative findings; defining terms; authorizing certain intercollegiate athletes to earn compensation for the use of their names, images, or likenesses; providing requirements for such compensation; prohibiting postsecondary educational institutions from adopting or maintaining contracts, rules, regulations, standards, or other requirements that prevent or unduly restrict intercollegiate athletes from earning specified compensation; providing that certain compensation does not affect certain intercollegiate athlete eligibilities; prohibiting a postsecondary educational institution and other entities, institutions, and their employees from compensating intercollegiate athletes or prospective intercollegiate athletes for the use of their names, images, or likenesses; prohibiting a postsecondary educational institution from preventing or unduly restricting intercollegiate athletes from obtaining specified representation; requiring athlete agents and attorneys to meet specified requirements; providing that specified aid for intercollegiate athletes is not compensation; prohibiting the revocation or reduction of certain aid as a result of intercollegiate athletes earning certain compensation or obtaining specified representation; providing approval requirements for certain contracts for compensation for intercollegiate athletes who are minors; providing contract requirements; prohibiting intercollegiate athletes from entering into contracts for specified compensation that conflict with terms of her or his team contract; providing intercollegiate athlete contract disclosure requirements; prohibiting an intercollegiate athlete contract from extending beyond a specified timeframe; requiring each postsecondary institution to conduct a financial literacy and life skills workshop for intercollegiate athletes; requiring the Board of Governors and the State Board of

Education to adopt regulations and rules, respectively; amending s. 468.453, F.S.; providing requirements for certain athlete agents; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 1006.74 Florida Statutes, is created to read:

1006.74 Intercollegiate athlete compensation and rights.—The Legislature finds that intercollegiate athletics provide intercollegiate athletes with significant educational opportunities. However, participation in intercollegiate athletics should not infringe upon an intercollegiate athlete’s ability to earn compensation for her or his name, image, or likeness. An intercollegiate athlete must have an equal opportunity to control and profit from the commercial use of her or his name, image, or likeness, and be protected from unauthorized appropriation and commercial exploitation of her or his right to publicity, including her or his name, image, or likeness.

(1) DEFINITIONS. —As used in this section, the term:

(a) “Athletic program” means an intercollegiate athletic program at a postsecondary educational institution.

(b) “Intercollegiate athlete” means a student who participates in an athletic program.

(c) “Postsecondary educational institution” means a state university, a Florida College System institution, or a private college or university receiving aid under chapter 1009.

(2) INTERCOLLEGIATE ATHLETES’ COMPENSATION AND RIGHTS AND POSTSECONDARY EDUCATIONAL INSTITUTIONS RESPONSIBILITIES. —

(a) An intercollegiate athlete at a postsecondary educational institution may earn compensation for the use of her or his name, image, or likeness. Such compensation must be commensurate with the market value of the authorized use of the athlete’s name, image, or likeness. To preserve the integrity, quality, character, and amateur nature of intercollegiate

athletics and to maintain a clear separation between amateur intercollegiate athletics and professional sports, such compensation may not be provided in exchange for athletic performance or attendance at a particular institution and may only be provided by a third party unaffiliated with the intercollegiate athlete's postsecondary educational institution.

(b) A postsecondary educational institution may not adopt or maintain a contract, rule, regulation, standard, or other requirement that prevents or unduly restricts an intercollegiate athlete from earning compensation for the use of her or his name, image, or likeness. Earning such compensation may not affect the intercollegiate athlete's grant-in-aid or athletic eligibility.

(c) A postsecondary educational institution, an entity whose purpose includes supporting or benefitting the institution or its athletic programs, or an officer, director, or employee of such institution or entity may not compensate or cause compensation to be directed to a current or prospective intercollegiate athlete for her or his name, image, or likeness.

(d) A postsecondary educational institution may not prevent or unduly restrict an intercollegiate athlete from obtaining professional representation by an athlete agent or attorney engaged for the purpose of securing compensation for the use of her or his name, image, or likeness. Pursuant to s. 468.453(8), an athlete agent representing an intercollegiate athlete for purposes of securing compensation for the use of her or his name, image, or likeness, must be licensed under part IX of chapter 468. An attorney representing an intercollegiate athlete for purposes of securing compensation for the use of her or his name, image, or likeness must be a member in good standing of The Florida Bar.

(e) A grant-in-aid, including cost of attendance, awarded to an intercollegiate athlete by a postsecondary educational institution is not compensation for the purposes of this subsection, and may not be revoked or reduced as a result of an intercollegiate athlete earning compensation or obtaining professional representation under this subsection.

(f) An intercollegiate athlete under 18 years of age must have any contract for compensation for the use of her or his name, image, or likeness approved under ss. 743.08 and 743.09.

(g) An intercollegiate athlete's contract for compensation for the use of her or his name, image, or likeness may not violate this subsection.

(h) An intercollegiate athlete may not enter into a contract for compensation for the use of her or his name, image, or likeness if a term of the contract conflicts with a term of the intercollegiate athlete's team contract. A postsecondary educational institution asserting a conflict under this paragraph must disclose each relevant contract term that conflicts with the team contract to the intercollegiate athlete or her or his representative.

(i) An intercollegiate athlete who enters into a contract for compensation for the use of her or his name, image, or likeness shall disclose the contract to the postsecondary educational institution at which she or he is enrolled, in a manner designated by the institution.

(j) The duration of a contract for representation of an intercollegiate athlete or compensation for the use of an intercollegiate athlete's name, image, or likeness may not extend beyond her or his participation in an athletic program at a postsecondary educational institution.

(k) A postsecondary institution shall conduct a financial literacy and life skills workshop for a minimum of 5 hours at the beginning of the intercollegiate athlete's first and third academic years. The workshop shall, at a minimum, include information concerning financial aid, debt management, and a recommended budget for full and partial grant-in-aid intercollegiate athletes based on the current academic year's cost of attendance. The workshop shall also include information on time management skills necessary for success as an intercollegiate athlete and available academic resources. The workshop may not include any marketing, advertising, referral, or solicitation by providers of financial products or services.

(3) REGULATIONS AND RULES. —The Board of Governors and the State Board of Education shall adopt regulations and rules, respectively, to implement this section.

Section 2. Subsections (8) and (9) are added to section 468.453, Florida Statutes, to read:
468.453 Licensure required; qualifications; license nontransferable; service of process; temporary license; license or application from another state. —

(8) Notwithstanding subsection (3), a person must hold a valid license as an athlete agent to act as an athlete agent representing an intercollegiate athlete for purposes of contracts authorized under s. 1006.74.

(9) Notwithstanding athletic conference or collegiate athletic association rules, bylaws, regulations, and policies to the contrary, an athlete agent may represent an intercollegiate athlete in securing compensation for the use of her or his name, image, or likeness under s. 1006.74.

Section 3. This act shall take effect July 1, 2021.

Approved by the Governor June 12, 2020.

Filed in Office Secretary of State June 12, 2020.

APPENDIX B**FLORIDA BOARD OF GOVERNORS REGULATION 6.022****Regulation 6.022 Intercollegiate Athletes**

- (1) A student-athlete may use their name, image, and likeness to promote their athletically and non-athletically related business activities (e.g., products, services, camps/clinics, personal appearances). A student-athlete's promotion of their business activity may include a reference to the student-athlete's involvement in intercollegiate athletics and a reference to the university they attend but may only include university marks when expressly permitted by the university, consistent with applicable university policies.
- (2) A grant-in-aid, including cost of attendance, awarded to a student-athlete by a university is not considered compensation for the purposes of authorizing, limiting, prohibiting, or regulating compensation for the name, image and likeness of a student-athlete. Such grant-in-aid, including cost of attendance, shall not be revoked or reduced as a result of a student-athlete earning compensation or obtaining professional representation related to their name, image, and likeness activities.
- (3) A student-athlete who enters a contract for compensation for the use of their name, image, or likeness shall disclose the contract to the university at which they are enrolled in the manner designated by each university.
- (4) Each university shall conduct a financial literacy and life skills workshop for a minimum of five (5) hours at the beginning of all student-athletes' first and third academic years.
 - (a) The workshop shall, at a minimum, include the following:
 1. Information concerning financial aid, debt management, and a recommended budget for full and partial grant-in-aid student-athletes based on the current academic year's cost of attendance, and

2. Information on time management skills necessary for success as a student-athlete and available academic resources.
 - (b) The workshop may not include any marketing, advertising, referral, or solicitation by providers of financial products or services.
- (5) A student-athlete may use their name, image, and likeness to promote their athletically and non-athletically related business activities (e.g., products, services, camps/clinics, personal appearances). A student-athlete's promotion of their business activity may include a reference to the student-athlete's involvement in intercollegiate athletics and a reference to the university they attend, consistent with university policies applicable to any student.
- (6) A grant-in-aid, including cost of attendance, awarded to a student-athlete by a university is not considered compensation for the purposes of authorizing, limiting, prohibiting, or regulating compensation for the name, image and likeness of a student-athlete. Such grant-in-aid, including cost of attendance, shall not be revoked or reduced as a result of a student-athlete earning compensation or obtaining professional representation.
- (7) A student-athlete who enters into a contract for compensation for the use of their name, image, or likeness shall disclose the contract to the university at which they are enrolled in the manner designated by each university.
- (8) Each university shall conduct a financial literacy and life skills workshop for a minimum of five (5) hours at the beginning of all student-athletes' first and third academic years.
 - a. The workshop shall, at a minimum, include the following:
 - i. Information concerning financial aid, debt management, and a recommended budget for full and partial grant-in-aid student-athletes based on the current academic year's cost of attendance, and

- ii. Information on time management skills necessary for success as a student-athlete and available academic resources.
- b. The workshop may not include any marketing, advertising, referral, or solicitation by providers of financial products or services.

Authority: Section 7(d), Art. IX, Fla. Const.; Section 1006.74, Fla. Stat. History: New

_____.

APPENDIX C

FIU LAW NAME, IMAGE, AND LIKENESS PANEL

Sports Entertainment Fashion and Art Law Society

SEFA SYMPOSIUM

Monday 3.22

2021

NAME, IMAGE, AND LIKENESS



Kevin Kendrick

FIU Associate Athletic Director, Compliance

Kevin D. Kendrick joined the FIU Athletics Department in January 2020 as the Associate Athletic Director of Athletics for Compliance after serving as the Assistant Athletic Director for Compliance at Southern Illinois University at Carbondale. Kendrick comes to FIU having served similar posts at Southern Illinois University and Alabama State prior to joining the Panthers' staff. Kevin's focus will be ensuring and overseeing university compliance with National College Athletic Association (NCAA), Conference USA, and institutional rules and regulations including, but not limited to, eligibility, financial aid, amateurism, recruiting, awards/benefits, playing/practice activities for 18 NCAA Division I, men's and women's intercollegiate sports. He currently sits on the university's NCAA Oversight committee and is also a member of the university's Diversity, Equity, and Inclusion (DEI) Taskforce.



Blake Lawrence

Co-Founder and CEO, Opendorse

Blake Lawrence is the co-founder and CEO of Opendorse, the sports technology company that maximizes endorsement value for athletes. A former University of Nebraska football player, Blake launched Opendorse with a vision to help a single teammate and friend in current NFL veteran, Prince Amukamara. Today more than 30,000 athletes around the world use Opendorse to understand, build, and monetize the value of their audience alongside partners including hundreds of collegiate athletics programs, the PGA TOUR, NHL, NFLPA, NBPA, MLBPA, WNBA, LPGA, and hundreds of brands.



Kionee McGhee

Miami-Dade County Commissioner for District 9

Kionee McGhee grew up in South Dade public housing and went on to earn a bachelor's degree from Howard University and a Juris Doctorate from the Thurgood Marshall School of Law. He was first elected to the Florida House of Representatives in 2012 for Florida House District 117 and served as the Minority Leader from 2018 to 2020, when he was elected as Miami-Dade County Commissioner for District 9. Commissioner McGhee is an accomplished attorney and the author of the best-selling book "Conquering Hope: The Life You Were Destined to Live." His numerous affiliations include the Florida Trial Lawyers Association, Wilkie D. Ferguson Bar Association, and the Greater Miami Service Corps, where he serves as a board member. He is also President and founder of 2NOIT Media & Publishing, founder of Y.A.L.E. (Young Advocates Leading by Example), and president of Transitions, Inc.



Casey Schwab

Founding Partner & CEO, Altius Sports Partners

As CEO and founding partner of Altius Sports Partners, Casey is responsible for the oversight of the company and leads all partnerships, business development and operational strategy. Prior to founding Altius Sports Partners, Casey was the vice president of business & legal affairs at the NFL Players Association, helping lead the commercial NIL program for all NFL players on a roster each season. In that role, he led negotiations on complex commercial transactions with sponsorship and licensing partners, including the NFL, Nike, Amazon, Fanatics, Visa, Electronic Arts and more. He also was a primary architect on the groundbreaking private equity deal with RedBird Capital, bringing together the rights from athletes from the NFL, MLB, US Women's National Team and WNBA.

Sports Entertainment Fashion and Art Law Society

SEFA SYMPOSIUM

2021

Monday 3.22

Tuesday 3.23

Name, Image, and Likeness



Blake Lawrence
Co-Founder and CEO
of Opendorse



Kevin Kendrick
FIU Associate
Athletic Director,
Compliance



Casey Schwab
Founding Partner &
CEO, Ailius Sports
Partners



Kionee McGhee
Miami-Dade County
Commissioner for
District 9

Future of Sports Betting and Gambling in Florida



Daniel Wallach
Founder, Wallach
Legal LLC



Tamara Melvin,
Attorney & Partner,
Akerman LLP



Seth Young
Chief Innovation
Officer, PointsBet

Wednesday 3.24

Thursday 3.25

Content Creation and Esports: An Introduction to the Future of Gaming



Adam Gertz
Counsel and Director
of Esports, Morrison
Rothman



Zachary Rich
Lead Counsel,
FaceBook Reality Lab



John Laster
Founder, Laster Law



Justin Jacobson
Vice President, The
Jacobson Firm

Influencer Marketing and the Law



Justin Maya
Associate Cole,
Scott & Kissane, P.A.



Kameron Monet
Attorney, Content
Creator & Social
Media Strategist



Sharon Toerek
Principal, Toerek
Law

Friday 3.26

You Negotiate Like a Girl



Hannah Gordon
Chief Administrative Officer
and General Counsel of the
San Francisco 49ers



Savannah Foster
NFL Agent and Vice
President of Client Relations
at Athletes First



Samantha Sankovich
Vice President, Football
Operations at Steinberg
Sports & Entertainment

APPENDIX D

TRACKER: NAME, IMAGE AND LIKENESS LEGISLATION BY STATE

Last Updated: September 21, 2021

State	Official Bill Name	Status	Effective Date (if enacted)
Alabama	HB 404	Signed into law	7/1/2021
Arizona	SB 1296	Signed into law	7/23/2021
Arkansas	HB 1671	Signed into law	1/1/2022
California	SB 206 and SB 26	Signed into law	9/1/2021 (moved up from 1/1/2023)
Colorado	SB 20- 123	Signed into law	7/1/2021 (moved up from 1/1/2023)
Connecticut	HB 6402	Now recognized as a Public Act since 15 days have passed since the Senate approved it	9/1/2021
Federal	HR 1804	"Student-Athlete Equity Act"; Introduced by Rep. Mark Walker (R-NC); Referred to the House Committee on Ways and Means 03/14/19	Taxable year beginning after bill is passed
Federal	S 4004	"Fairness in Collegiate Athletics Act"; Introduced by Sen. Marco Rubio (R-FL); Read twice and referred to the Committee on Commerce, Science, and Transportation as of 6/8/20	7/30/2021
Federal	S 8382	"Student Athlete Level Playing Field Act"; Introduced by Sen. Anthony Gonzalez (R-OH); Referred to the Committee on Energy and Commerce, and in addition to the Committee on Education and Labor as of 9/24/20	N/A
Federal	S 5003	"Collegiate Athlete Compensation Rights Act"; Introduced by Sen. Roger Wicker (R-MS); Read twice and referred to the Committee on Commerce, Science, and Transportation as of 12/10/20	N/A

Federal	HR 9033	"College Athletes Bill of Rights"; Introduced by Rep. Janice Schakowsky (D-IL); Referred to the Committee on Education and Labor, and in addition to the Committee on Energy and Commerce as of 12/18/20	N/A
Federal	S 5062	"College Athletes Bill of Rights"; Read twice and referred to the Committee on the Judiciary as of 12/17/20	N/A
Federal	S 414	"Amateur Athletes Protection and Compensation Act of 2021"; Introduced by Sen. Jerry Moran (R-KS); Read twice and referred to the Committee on Commerce, Science, and Transportation as of 2/24/21	N/A
Federal	S 238	"College Athlete Economic Freedom Act"; Introduced by Sen. Christopher Murphy (D-CT); Read twice and referred to the Committee on Commerce, Science, and Transportation as of 2/4/21	N/A
Florida	SB 646	Signed into law	7/1/2021
Georgia	HB 617	Signed into law	7/1/2021
Hawai'i	SB 2673	Bill introduced	Upon approval
Illinois	SB 2338	Signed into law	7/1/2021
Iowa	SF 245	Bill introduced	7/1/2021
Kansas	HB 2264	Passed House	1/2/2022
Kentucky		Governor issued executive order 6/24/21	7/1/2021
Louisiana	SB 60	Signed into law	7/1/2021
Maryland	HB 125	Signed into law	7/1/2023
Massachusetts	S 832	Bill introduced	1/1/2022
Michigan	HB 5217	Signed into law	12/31/2022
Minnesota	HB 3329	Bill introduced	1/1/2023
Mississippi	SB2313	Signed into law	7/1/2021
Missouri	HB 297	Signed into law	8/28/2021
Montana	SB 248	Signed into law	6/1/2023

			Immediately, but no later than 7/1/2023
Nebraska	LB 962	Signed into law	
Nevada	AB 254	Signed into law	1/1/2022
New Hampshire	HB 1505	Bill introduced	N/A
New Jersey	S 971	Signed into law	5th academic year after passage
New Mexico	SB 94	Signed into law	7/1/2021
New York	S5891C	Passed Senate, waiting on Assembly vote as of 9/17/21	1/1/2022
North Carolina	EO 223	Executive order signed into law by governor on 7/2/2021	7/2/2021
Ohio	SB 187	Governor signed an executive order 6/28/21; also included in state budget (House Bill 110)	7/1/2021
Oklahoma	HB 1994	Signed into law	Immediately, but no later than July 1, 2023
Oregon	SB 5	Signed into law	7/1/2021
Pennsylvania	SB 381	NIL language included in state budget proposal	Immediately
Rhode Island	HB 5082	Pending Senate Education Committee action as of 6/25/21	1/1/2021
South Carolina	SB 935	Signed into law; Attorney General moved up start date from 7/1/22 to 7/1/21	7/1/2021
Tennessee	HB 1351	Signed into law	1/1/2022
Texas	SB 1385	Signed into law	7/1/2021
Vermont	S.328	Bill introduced	1/1/2023
Virginia	HB 7001	Governor added NIL provision in budget proposal as of 8/3/21	Immediately
Washington	HB 1084	Bill introduced	1/1/2023

West Virginia	HB 2583	Bill introduced	N/A
Wisconsin	N/A	No bill proposed, but politicians say they are considering and drafting a bill	N/A

APPENDIX E

NAME IMAGE LIKENESS FLORIDA

Florida | Law and Implementation

CONGRESSIONAL BRIEFING - RUN OF SHOW

MODERATOR:

- ❖ Sarah Mathias, Assistant Vice President, University of Florida Federal Relations

PANELS AND PARTICIPATING SCHOOLS:

- ❖ **11:30 AM - Florida's NIL Law + Implementation with Republican Congressional Staff**
 - Congressional staff from offices of Steube, Gaetz, Cammack, Lawson, Rubio, Scott
 - Schools to serve on panel: **UF (lead)**, FSU, FAMU, UNF
- ❖ **1:30 PM - Overview of Florida Athletic Programs with Democratic Congressional Staff**
 - Congressional staff from offices of Deutch, Demings, Wilson, Lawson
 - Schools to serve on panel: **FAU (lead)**, Stetson, UCF, Miami
- ❖ **3:30 PM - Federal NIL Proposals with Energy and Commerce Committee Staff**
 - Congressional staff from offices of Dunn, Bilirakis, Soto, Castor
 - Schools to serve on panel: **FSU (lead)**, USF, FGCU, FIU

RUN OF SHOW [45 MIN]:

- ❖ Panel Welcome & Housekeeping – Sarah Mathias [2 min]
- ❖ Florida NIL Overview – Sarah Mathias [3 min]
 - Introduction of Panelists – Sarah Mathias [5 min]
- ❖ Panelist statements (SCRIPTED) from prompts
 - Panel 1 - Overview of Florida Athletic Programs
 - Participating schools provide overview of their program, student financial support, wellness, education, healthcare, and career support [10 min]
 - Panel 2 - Florida's NIL Law + Implementation [5 min]
 - Panel 3 - Federal NIL Proposals [5 min]
- ❖ Moderated Discussion with Q&A's – Sarah Mathias [20-25 min]
 - Sarah to facilitate questions and answers
- ❖ Takeaways and Closing Remarks – Sarah Mathias [5 min]

GUIDED QUESTIONS/PROMPTS:

- ❖ To be developed

Gus Bilirakis
Florida, House District 12
Republican

WASHINGTON OFFICE

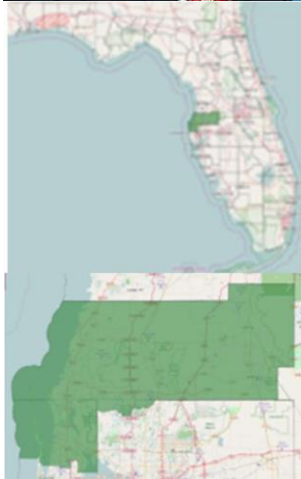
2354 Rayburn, Washington, DC 20515

Phone: (202) 225-5755

DISTRICT OFFICE

8731 Citizens Drive, New Port Richey, FL 34654

Phone: (727) 232-2921



BIOGRAPHY:

BORN: February 8, 1963; Gainesville, FL

RESIDENCE: Palm Harbor, FL

RELIGION: Greek Orthodox

FAMILY: Wife, Eva Bilirakis; four children

EDUCATION: St Petersburg Junior College, attended, 1981-83; U. of Florida, B.A., 1986 (political science); Stetson U., J.D., 1989

CAREER: Lawyer; college instructor

POLITICAL HIGHLIGHTS: Florida House, 1998-2006

COMMITTEES:

- House Committee on Energy and Commerce
 - Subcommittee on Communications and Technology
 - Subcommittee on Health
 - Consumer Protection and Commerce (Ranking Member)

STAFF:

CHIEF OF STAFF: Elizabeth Hittos

LEGISLATIVE DIRECTOR: Thomas Power

EDUCATION LA: Nathan Stamps

SCHEDULER: Savannah Bolender

DISTRICT DIRECTOR: Dan Paasch

CAUCUS AFFILIATIONS:

International Religious Freedom Caucus
 Congressional Technology Transfer Caucus
 Congressional Caucus to Cure Blood Cancers and Other Blood Disorders
 Congressional Peripheral Artery Disease Caucus
 Congressional Hellenic-Israel Alliance
 Congressional Caucus on Armenian Issues
 Rare Disease Caucus
 Congressional Military Veterans Caucus
 Congressional Travel and Tourism Caucus
 Congressional Vision Caucus
 Congressional Caucus on Parkinson's Disease
 Congressional Caucus on Hellenic Issues
 Congressional Community College Caucus
 Congressional Congenital Heart Caucus
 Congressional Caucus on Qatari-American Economic Strategic Defense, Cultural and Educational Partnership
 Congressional NextGen 9-1-1 Caucus
 Mitochondrial Disease Caucus
 Congressional Military Family Caucus

Congressional Caucus on the Deadliest Cancers
 Public Works and Infrastructure Caucus
 House Recreational Vehicle Caucus
 Congressional Hearing Health Caucus
 Congressional Motorsports Caucus
 Friends of Finland Caucus
 Congressional Cystic Fibrosis Caucus
 Congressional Boating Caucus
 Congressional Arthritis Caucus
 Congressional Estuary Caucus
 Congressional Steel Caucus
 House Congressional Mobility Air Forces Caucus
 Congressional Bike Caucus
 Congressional Internet of Things Working Group
 Bipartisan Task Force for Combating Anti-Semitism
 Bipartisan Congressional Task Force on Alzheimer's Disease
 Tuberculosis Elimination Caucus
 Congressional National Guard and Reserve Components Caucus
 Congressional Caucus on India and Indian-Americans
 Congressional Recycling Caucus
 House Small Brewers Caucus
 Congressional Ukrainian Caucus
 Congressional Study Group on Germany
 House General Aviation Caucus
 Congressional Veterans Jobs Caucus
 Congressional Coalition on Adoption
 Congressional Modeling and Simulation Caucus

Congressional Children's Health Care Caucus
 Romanian Caucus
 Caucus for the Humane Bond
 Congressional Childhood Cancer Caucus
 Congressional Taiwan Caucus
 Congressional Community Health Centers Caucus
 Congressional Victims' Rights Caucus
 Congressional Multiple Sclerosis Caucus
 Congressional Fire Services Caucus
 House Republican Study Committee
 Congressional Automotive Performance and Motorsports Caucus
 Congressional Sportsmen's Caucus
 House Renewable Energy and Energy Efficiency Caucus
 Congressional Special Operations Forces Caucus
 Congressional UK Caucus
 Congressional Dyslexia Caucus
 Congressional Prayer Caucus
 Taxed Enough Already Caucus
 Congressional Air Force Caucus
 Congressional Diabetes Caucus
 United Service Organizations Congressional Caucus
 House Republican Conference
 ALS Caucus
 Congressional Military Transition Assistance Pathway Caucus
 Congressional Italian-American Caucus
 House U.S.-Slovenia Friendship Caucus
 Congressional EMS Caucus
 Congressional Mental Health Caucus
 Congressional House Manufacturing Caucus
 Auto Care Caucus
 Bipartisan Women Veterans Task Force
 American Flood Coalition
 Congressional Composites Caucus
 Congressional Kidney Caucus
 Congressional Caucus on Religious Minorities in the Middle East

Kat Cammack
Florida, House District 3
Republican

WASHINGTON OFFICE

1626 Longworth, Washington DC 20515

Phone: (202) 225-5744

DISTRICT OFFICE

5000 NW 27th Court, Suite A, Gainesville, FL 32606

Phone: (352) 505-0838



BIOGRAPHY:

BORN: February 16, 1988; Denver, CO

RESIDENCE: Gainesville, FL

RELIGION: Christian

FAMILY: Husband, Matt Harrison

EDUCATION: Metropolitan State University of Denver, BA 2011; United States Naval War College, MS 2018

CAREER: campaign manager, and deputy chief of staff for Ted Yoho, VP and co-founder, the Grit Foundation

COMMITTEES:

- Committee on Homeland Security
 Ranking Member: Subcommittee on Emergency Preparedness, Response, and Recovery
- Committee on Agriculture

STAFF:

CHIEF OF STAFF: Larry Calhoun

LEGISLATIVE DIRECTOR: Josh Woodward

EDUCATION LA: Josh Woodward

SCHEDULER: Alissa Knight

DISTRICT DIRECTOR: Jessica Norfleet

UNIVERSITIES WITH CAMPUS IN DISTRICT:

- University of Florida
- University of Central Florida, Ocala

CAUCUS AFFILIATIONS:

Republican Study Committee: Freshman Steering Representative

Congressional Caucus for Women's Issues



Kathy Castor
Florida, House District 14
Democrat

WASHINGTON OFFICE

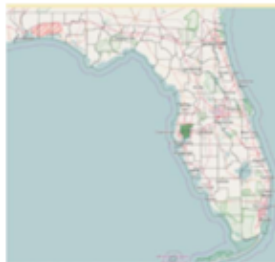
2052 Rayburn, Washington, DC 20515

Phone: (202) 225-3376

DISTRICT OFFICE

4144 N Armenia Avenue, Suite 300, Tampa, FL 33607

Phone: (813) 871-2864



Congressional Academic Medicine Caucus
 Bipartisan Congressional Cuba Working Group
 Congressional Air Force Caucus
 Congressional Children's Health Care Caucus
 Congressional Special Operations Forces Caucus
 Congressional Soccer Caucus
 Congressional Primary Care Caucus
 Congressional Library of Congress Caucus
 Congressional Mental Health Caucus
 Democratic Women's Caucus
 Bipartisan Women Veterans Task Force

BIOGRAPHY:

BORN: August 20, 1966; Miami, FL

RESIDENCE: Tampa, FL

RELIGION: Presbyterian

FAMILY: Husband, Bill Lewis; two children

EDUCATION: Emory U., B.A., 1988 (political science); Florida State U., J.D., 1991

CAREER: Lawyer

POLITICAL HIGHLIGHTS: Democratic nominee for Florida Senate, 2000; Hillsborough County Board of Commissioners, 2002-06

COMMITTEES:

- House Committee on Energy and Commerce
 - Subcommittee on Consumer Protection and Commerce
 - Subcommittee on Health
 - subcommittee on Energy
- House Select Committee on the Climate Crisis, Chairman

STAFF:

CHIEF OF STAFF: Lara Hopkins

LEGISLATIVE DIRECTOR: Elizabeth Brown

EDUCATION LA: Joicelyne Jackson

SCHEDULER: Maria Robayo

DISTRICT DIRECTOR: Dewayne Mallory

UNIVERSITIES WITH CAMPUS IN I

- University of South Florida

CAUCUS AFFILIATIONS:

Congressional Caucus on the Deadliest Cancers
 Congressional TRIO Caucus
 Congressional Asthma and Allergy Caucus
 Congressional LGBT Equality Caucus
 House Small Brewers Caucus
 Black Maternal Health Caucus
 Congressional STEAM Caucus
 House Tech Accountability Caucus
 Congressional Wildlife Refuge Caucus
 Congressional High-Performance Buildings Caucus
 Expand Social Security Caucus
 Congressional Medicare for All Caucus
 Congressional Childhood Cancer Caucus
 Congressional Biomedical Research Caucus
 House NASA Caucus
 Advanced Energy Storage Caucus
 Congressional Afterschool Caucus
 Congressional Blue Collar Caucus
 Congressional Military Veterans Caucus
 House Democratic Caucus Task Force on Aging and Families
 Congressional HIV/AIDS Caucus

Congressional Cystic Fibrosis Caucus
 Congressional Public Health Caucus
 House Congressional Mobility Air Forces Caucus
 Congressional Arts Caucus
 Congressional Bike Caucus
 House National Institutes of Health Caucus
 Congressional Voting Rights Caucus
 Congressional Fertilizer Caucus
 Congressional Lung Cancer Caucus
 Congressional Safe Climate Caucus
 Congressional Ports Opportunity, Renewal, Trade and Security Caucus
 United Service Organizations Congressional Caucus
 Tuberculosis Elimination Caucus
 Congressional Congenital Heart Caucus
 Congressional Multiple Sclerosis Caucus
 Congressional Citrus Caucus
 Congressional Caucus for Women's Issues
 Congressional Energy Savings Performance Caucus
 Congressional Pro-Choice Caucus
 Congressional Diabetes Caucus
 State Medicaid Expansion Caucus
 Friends of Job Corps Congressional Caucus
 Congressional Labor and Working Families Caucus
 Congressional Public Broadcasting Caucus
 Congressional Animal Protection Caucus
 Congressional Oceans Caucus
 Congressional Community College Caucus
 Congressional Veterans Jobs Caucus
 Labor Caucus
 House Democratic Caucus
 ALS Caucus
 Gun Violence Prevention Task Force
 Congressional Wine Caucus
 Congressional Caucus on Foster Youth
 Bipartisan Task Force for Combating Anti-Semitism

Val Demings
Florida, House District 10
Democrat

WASHINGTON OFFICE

217 Cannon, Washington, DC 20515

Phone: (202) 225-2176

DISTRICT OFFICE

2295 S Hiawasse Road, Suite 301, Orlando, FL 32835

Phone: (321) 388-9808



BIOGRAPHY:

BORN: March 12, 1957; Jacksonville, FL

RESIDENCE: Orlando, FL

RELIGION: Christian

FAMILY: Husband, Jerry Demings; three children

EDUCATION: Florida State U., B.S., 1979 (criminology); Webster U., Orlando, M.A., 1996 (public administration)

CAREER: Police officer; state social worker; security company dispatcher

POLITICAL HIGHLIGHTS: Orlando police chief, 2007-11; Democratic nominee for U.S. House, 2012; candidate for Orange County Mayor, 2014

COMMITTEES:

- House Committee on Homeland Security
 - Subcommittee on Emergency Preparedness, Recovery, Response. (Chairman)
- House Committee on the Judiciary

STAFF:

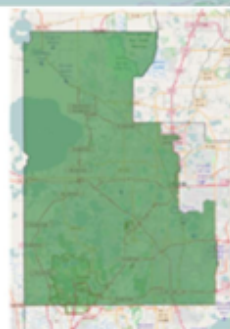
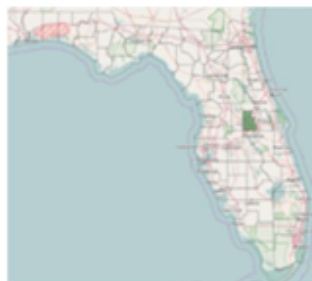
CHIEF OF STAFF: Wendy Anderson

LEGISLATIVE DIRECTOR: Aimee Collins-Mandeville

EDUCATION LA: Aimee Collins-Mandeville

SCHEDULER: Wendy Featherson

DISTRICT DIRECTOR: Sonja White



UNIVERSITIES WITH CAMPUS IN DISTRICT:

- University of Central Florida, Rosen Campus
- University of Central Florida, Valencia West

CAUCUS AFFILIATIONS:

Media Diversity Congressional Brain Trust

Gun Violence Prevention Task Force

Congressional Black Caucus Technology and Infrastructure Development Task Force

Congressional Black Caucus Foreign Affairs and National Security Task Force

Congressional Motorcycle Caucus

Congressional Law Enforcement Caucus

Florida Ports Caucus

Congressional Travel and Tourism Caucus

Congressional Pro-Choice Caucus

Congressional Caucus on Black Women and Girls

Congressional Caucus for Women's Issues

House Democratic Caucus

Congressional Tri-Caucus

New Democrat Coalition

Congressional Cybersecurity Caucus

Congressional Social Work Caucus

Congressional Black Caucus

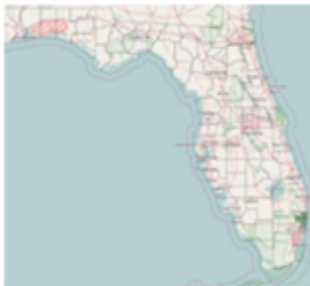
Democratic Women's Caucus

Congressional Voting Rights Caucus

Ted Deutch

Florida, House District 22

Democrat



Congressional Trademark Caucus
 Congressional LGBT Equality Caucus
 Aging Issues Task Force
 House Climate Solutions Caucus
 Congressional Contaminated Drywall Caucus
 Congressional Songwriters' Caucus
 Congressional Hellenic-Israel Alliance
 Congressional Study Group on Germany
 Bipartisan Task Force for Combating Anti-Semitism
 Congressional LGBT Equality Caucus
 Democratic Israel Working Group
 Democracy Reform Task Force
 Gun Violence Prevention Task Force
 Congressional STEAM Caucus
 Congressional Law Enforcement Caucus

WASHINGTON OFFICE

2323 Rayburn, Washington, DC 20515

Phone: (202) 225-3001

DISTRICT OFFICE

7900 Glades Rd, Suite 250, Boca Raton, FL 33434

Phone: (561) 470-5440

BIOGRAPHY:

BORN: May 7, 1966; Bethlehem, PA

RESIDENCE: Boca Raton, FL

RELIGION: Jewish

FAMILY: Wife, Jill Deutch; three children

EDUCATION: U. of Michigan, B.A., 1988 (political science); U. of Michigan, J.D., 1990

CAREER: Lawyer

POLITICAL HIGHLIGHTS: Florida Senate, 2006-10

COMMITTEES:

- Chair: House Committee on Ethics, Chairman
- House Committee on Foreign Affairs
 - Subcommittee on the Middle East, North Africa, and Counterterrorism, Chairman
- House Committee on the Judiciary

STAFF:

CHIEF OF STAFF: Josh Rogin

LEGISLATIVE DIRECTOR: Jason Atterman

EDUCATION LA: Daniel Fontana

SCHEDULER: Tiffany Mendoza-Farfán

DISTRICT DIRECTOR: Wendi Lipsich

UNIVERSITIES WITH CAMPUS

- Florida Atlantic University, Boca Raton
- Florida Atlantic University, Fort Lauderdale

CAUCUS AFFILIATIONS:

Expand Social Security Caucus
 Congressional New Americans Caucus
 Congressional Homelessness Caucus
 Congressional Caucus on Armenian Issues
 Recording Arts and Sciences Congressional Caucus
 Congressional Dyslexia Caucus
 Congressional Cystic Fibrosis Caucus
 Task Force on Anti-Terrorism and Proliferation Financing
 Congressional Veterans Jobs Caucus
 Congressional Arts Caucus
 Congressional Internet of Things Caucus
 Congressional Taiwan Caucus
 Congressional College Football Caucus
 Rare Disease Caucus
 Congressional Central America Caucus
 Congressional Home Protection Caucus
 House Automotive Caucus
 House Task Force on Election Reform
 Congressional Eating Disorders Awareness Caucus
 House Democratic Caucus
 Congressional Oceans Caucus
 House Real Estate Caucus
 Congressional Caucus on Intellectual Property Promotion and Piracy Prevention
 Bipartisan Congressional Task Force on Alzheimer's Disease
 Congressional Safe Climate Caucus

House Democratic Caucus Task Force on Aging and Families
 Congressional Nursing Caucus
 Congressional Ports Opportunity, Renewal, Trade and Security Caucus

Congressional Childhood Cancer Caucus
 House Hunger Caucus
 Congressional Out of Poverty Caucus
 House Cancer Caucus
 Congressional Labor and Working Families Caucus
 Congressional Buy American Caucus
 U.S. Congressional International Conservation Caucus
 Florida Ports Caucus
 Northern Border Caucus
 Congressional Friends of the Irish National Caucus
 Congressional Peace Corps Caucus
 Congressional Military Veterans Caucus
 Congressional HIV/AIDS Caucus
 Congressional Public Broadcasting Caucus
 Congressional Caucus on Hellenic Issues
 State Medicaid Expansion Caucus
 Congressional Latino-Jewish Caucus
 Congressional Everglades Caucus
 Congressional Animal Protection Caucus
 Congressional Caucus on Foster Youth
 Congressional Diabetes Caucus
 Congressional Caucus on Parkinson's Disease
 Creative Rights Caucus
 Congressional Library of Congress Caucus
 Congressional Coast Guard Caucus
 Congressional Coalition for Autism Research and Education
 Congressional Lupus Caucus
 Congressional Internet Caucus
 House Renewable Energy and Energy Efficiency Caucus
 Congressional Travel and Tourism Caucus
 Congressional Children's Caucus
 Bipartisan Disabilities Caucus
 Congressional STEM Education Caucus
 ALS Caucus
 Congressional Caucus on the Kingdom of the Netherlands
 Opening Up America Again Congressional Group
 Congressional Argentina Caucus
 American Flood Coalition
 Congressional EMS Caucus
 Congressional Black-Jewish Caucus
 Venezuela Democracy Caucus
 Congressional Caucus to End the Youth Vaping Epidemic
 House Small Brewers Caucus

Neal Dunn
Florida, House District 2
Republican

WASHINGTON OFFICE

316 Cannon, Washington DC 20515

Phone: (202) 225-5235

DISTRICT OFFICE

300 South Adams Street, Tallahassee, FL 32301

Phone: (850) 891-8610



BIOGRAPHY:

BORN: February 16, 1953; New Haven, CT

RESIDENCE: Panama City, FL

RELIGION: Roman Catholic

FAMILY: Wife, Leah Dunn; three children

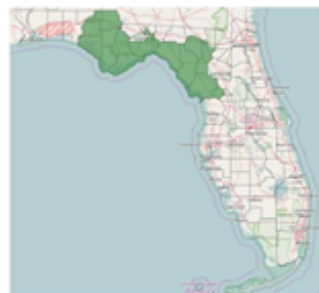
EDUCATION: Washington & Lee U., B.S., 1975 (interdepartmental natural science & mathematics); George Washington U., M.D., 1979

CAREER: Army Reserve, 1975-79; Army, 1979-90; Urologist, Surgeon

POLITICAL HIGHLIGHTS: Space Florida board of directors, 2014-16; Enterprise Florida board of directors, 2014-16

COMMITTEES:

- House Committee on Energy and Commerce
 - House Subcommittee on Health
 - House Subcommittee on Consumer Protection and Commerce
 - House Subcommittee on Oversight and Investigations.



STAFF:

CHIEF OF STAFF: Michael Lowry

LEGISLATIVE DIRECTOR: Matt Blackwell

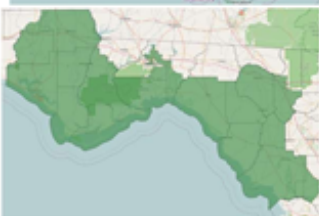
EDUCATION L.A.: Emily Hadden

SCHEDULER: Marissa Mullen

DISTRICT DIRECTOR: Will Kendrick

UNIVERSITIES WITH CAMPUS IN DISTRICT:

- Florida State University



CAUCUS AFFILIATIONS:

Congressional Travel and Tourism Caucus

Congressional Friends of Australia Caucus

Congressional Working Forests Caucus

Congressional Childhood Cancer Caucus

Congressional Airborne Intelligence, Surveillance and Reconnaissance Caucus

Congressional Army Caucus

House Republican Study Committee

Congressional Sportsmen's Caucus

GOP Doctors Caucus

115th Class Caucus

Congressional Shipbuilding Caucus

Matt Gaetz
Florida, House District 1
Republican

WASHINGTON OFFICE

1721 Longworth, Washington, DC 20515

Phone: (202) 225-4136

DISTRICT OFFICE

226 S Palafox Place, 6th Floor, Pensacola, FL 32502

Phone: (850) 479-1183



BIOGRAPHY:

BORN: May 7, 1982; Hollywood, FL

RESIDENCE: Fort Walton Beach, FL

RELIGION: Baptist

FAMILY: Single

EDUCATION: Florida State U., B.S., 2003 (interdisciplinary social sciences); College of William & Mary, J.D., 2007

CAREER: Lawyer

POLITICAL HIGHLIGHTS: Florida House, 2010-16.

COMMITTEES:

- House Committee on Armed Services
 - Subcommittee on Cyber, Innovative Technologies, and Information Systems
 - Subcommittee on Tactical Air and Land Forces
- House Committee on the Judiciary

STAFF:

CHIEF OF STAFF: Kevin Talley

LEGISLATIVE DIRECTOR: Devin Murphy

EDUCATION LA: Matthew Gorsuch

SCHEDULER: Kendall Kelley

DISTRICT DIRECTOR: Dawn McArdle

UNIVERSITIES WITH CAMPUS IN DISTRICT:

- University of West Florida, Pensacola Campus
- University of West Florida, Emerald Coast

CAUCUS AFFILIATIONS:

Congressional Future Caucus

Congressional Soils Caucus

Congressional Defense Communities Caucus

Congressional Reformers Caucus

Climate Solutions Caucus

Congressional Animal Protection Caucus

House Republican Study Committee

[Opening Up America Again](#) Congressional Group

Congressional Special Operations Forces Caucus

Congressional Navy and Marine Corps Caucus

Congressional Cannabis Caucus

House Military Depot, Arsenal, Ammunition Plant

and Industrial Facilities Caucus

Congressional Air Force Caucus

Roosevelt Conservation Caucus

Congressional Army Caucus

House Small Brewers Caucus

Congressional Blockchain Caucus

Congressional Range and Testing

Center Caucus

House Freedom Caucus

Congressional Soils Caucus

Congressional Defense Communities

Caucus

Congressional Reformers Caucus

House Climate Solutions Caucus

Congressional Animal Protection

Caucus

Al Lawson
Florida, House District 5
Democrat

WASHINGTON OFFICE

1406 Longworth, Washington, DC 20515

Phone: (202) 225-0123

DISTRICT OFFICE

435 North Macomb Street, Tallahassee, FL 32301

Phone: (850) 558-9450



BIOGRAPHY:

BORN: September 23, 1948; Midway, FL

RESIDENCE: Tallahassee, FL

RELIGION: Episcopalian

FAMILY: Wife, Delores Lawson; two children

EDUCATION: Florida A&M U., B.S., 1970 (political science); Florida State U., M.P.A., 1973; Florida State U., attended Ph.D. program, 1974-77

CAREER: Insurance agency owner; university administrator; college basketball coach; professional basketball player

POLITICAL HIGHLIGHTS: Florida House, 1982-00; Florida Senate, 2000-2010 (minority leader, 2008-10); sought Democratic nomination for U.S. House, 2010; Democratic nominee for U.S. House, 2012

COMMITTEES:

- House Committee on Agriculture
 - Subcommittee on Biotechnology, Horticulture, and Research
 - Subcommittee on General Farm Commodities and Risk Management
 - Subcommittee on Nutrition
- House Committee on Small Business
 - Subcommittee on Agriculture, Energy and Trade
 - Subcommittee on Contracting and Workforce
 - Subcommittee on Health and Technology

STAFF:

CHIEF OF STAFF: Tola Thompson

LEGISLATIVE DIRECTOR: Margaret Franklin

EDUCATION LA: Margaret Franklin

SCHEDULER: Vincent Evans

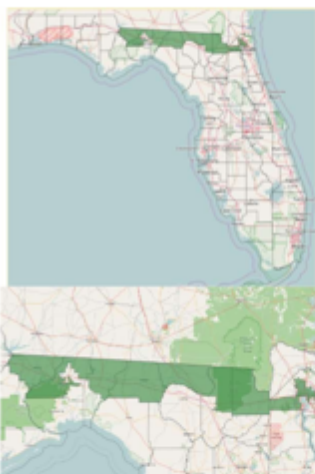
DISTRICT DIRECTOR: Deborah Fairhurst

UNIVERSITIES WITH CAMPUS IN DISTRICT:

- Florida Agricultural and Mechanical University

CAUCUS AFFILIATIONS:

Gun Violence Prevention Task Force
 Congressional Working Forests Caucus
 Voices for National Service
 National Service Congressional Caucus
 Expand Social Security Caucus
 New Democrat Coalition
 Congressional Voting Rights Caucus
 Congressional Out of Poverty Caucus
 Bipartisan Congressional Task Force on Alzheimer's Disease
 Congressional Diabetes Caucus
 Florida Ports Caucus
 Congressional Caucus on Foster Youth
 Congressional Caucus on Black Women and Girls
 House Hunger Caucus
 Congressional Military Veterans Caucus
 House Small Brewers Caucus
 House Democratic Caucus
 Congressional Task Force on Seniors
 Congressional Black Caucus



Marco Rubio

Florida, Senate Class 3 (Term Expires 2023)

Republican



DISTRICT OFFICES:

Orlando Office:

201 South Orange Avenue, Suite 350
Orlando, FL 32801
(407) 254-2573

Miami Office:

7400 SW 87th Avenue, Suite 270
Miami, FL 33173
(305) 596-4224

Tampa Office:

801 North Florida Avenue, Suite 1130
Tampa, FL 33602
(813) 853-1099

Jacksonville Office:

300 North Hogan Street, Suite # 8-111
Jacksonville, FL 32202
(904) 354-4300

Pensacola Office:

700 S. Palafox Street, Suite 125
Pensacola, FL 32502
(850) 433-2603

Tallahassee Office:

402 South Monroe Street, Suite 2105E
Tallahassee, FL 32399
(850) 599-9100

Palm Beach Office:

4580 PGA Boulevard, Suite 201
Palm Beach Gardens, FL 33418
(561) 775-3360

Fort Meyers Office:

2120 Main Street, Room 200,
Fort Meyers, FL 33901
(866) 630-7106

WASHINGTON OFFICE

284 Russell, Washington, DC 20510
Phone: (202) 224-3041

BIOGRAPHY:

BORN: May 28, 1971; Miami, FL
RESIDENCE: West Miami, FL
RELIGION: Roman Catholic
FAMILY: Wife, Jeanette Rubio; four children
EDUCATION: Tarkio College, attended, 1989-90; Santa Fe Community College, attended, 1990-91; U. of Florida, B.S., 1993 (political science); U. of Miami, J.D., 1996
CAREER: Lawyer; campaign aide
POLITICAL HIGHLIGHTS: West Miami City Commission, 1998-00; Florida House, 2000-2008 (majority leader, 2003-06; Speaker, 2006-08); sought Republican nomination for president, 2016

COMMITTEES:

- Senate Committee on Foreign Relations
- Chairman: Senate Committee on Small Business and Entrepreneurship
- Chairman: Senate Select Committee on Intelligence

STAFF:

CHIEF OF STAFF: Michael Needham
LEGISLATIVE DIRECTOR: Lauren ~~Rosny~~
EDUCATION LA: Megan Axelrod
EDUCATION LC: Jaime Varela
SCHEDULER: Bridget Spurlock
DISTRICT DIRECTOR: Todd Reid

CAUCUS AFFILIATIONS:

National Security Working Group
Senate Ukraine Caucus
Senate Republican Conference
[Opening Up America Again](#) Congressional Group
Senate Bipartisan Task Force for Combating Anti-Semitism
Senate Climate Solutions Caucus
Senate National Security Working Group

Rick Scott

Florida, Senate Class 1 (Term Expires 2025)

Republican



WASHINGTON OFFICE

716 Hart, Washington, DC 20510

Phone: (202) 224-5274

BIOGRAPHY:

BORN: Dec. 1, 1952; Bloomington, IL

RESIDENCE: Naples, FL

RELIGION: Christian

FAMILY: Wife, Ann Scott; two children

EDUCATION: U. of Missouri, Kansas City, B.A. 1975 (business administration); Southern Methodist U., J.D. 1978

CAREER: Navy 1971-1973; Venture capitalist; hospital CEO; Lawyer; doughnut shop owner

POLITICAL HIGHLIGHTS: Governor, 2015-19

COMMITTEES:

- Senate Committee on Commerce, Science and Transportation
- Senate Committee on Homeland Security and Governmental Affairs

STAFF:

CHIEF OF STAFF: Craig Carbone

LEGISLATIVE DIRECTOR: Jon Foltz

EDUCATION LA: Paul Bonicelli

EDUCATION LC: C.J. Kiernan

SCHEDULER: Megan Bailey

STATE DIRECTOR: John Tunns

CAUCUS AFFILIATIONS:

Senate Auto Caucus

[Opening Up America Again Congressional Group](#)

[Congressional Veterans Jobs Caucus](#)

Darren Soto
Florida, House District 9
Democrat

WASHINGTON OFFICE

2353 Rayburn House Office Building, Washington, DC 20515

Phone: (202) 225-9889

DISTRICT OFFICE

804 Bryan Street, Kissimmee, FL 34741

Phone: (407) 452-1171



BIOGRAPHY:

BORN: February 25, 1978; Ringwood, NJ

RESIDENCE: Kissimmee, FL

RELIGION: Roman Catholic

FAMILY: Wife, Amanda Soto

EDUCATION: Rutgers U., B.A., 2000 (economics); George Washington U., J.D., 2004

CAREER: Lawyer

POLITICAL HIGHLIGHTS: Orlando Civil Service Commission, 2006; Democratic nominee for Florida House, 2006; Florida House, 2007-12; Florida Senate, 2012-16

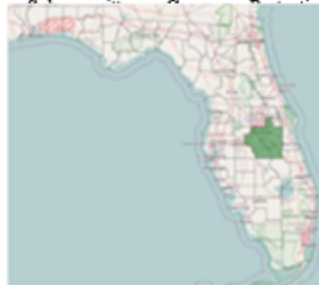
COMMITTEES:

- House Committee on Natural Resources
- House Committee on Energy and Commerce

Climate Change

Subcommittee on Communications and Technology

Subcommittee on Energy and Commerce



STAFF:

CHIEF OF STAFF: Christine Biron

LEGISLATIVE DIRECTOR: Liana Guerra

EDUCATION LA: Nicole McLaren

SCHEDULER: Belen Sassone

DISTRICT DIRECTOR: Sheyla Asencios

UNIVERSITIES WITH CAMPUS IN DISTRICT:

- University of Central Florida, Valencia Osceola



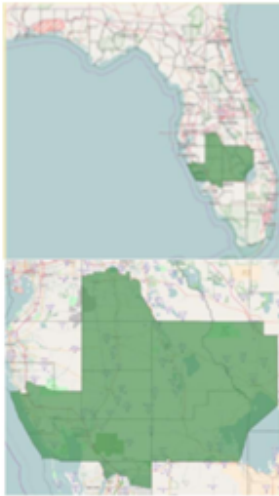
CAUCUS AFFILIATIONS:

Congressional Hispanic Caucus Civil Rights and Voting Rights Task Force
 Future Forum
 Congressional Blockchain Caucus
 Congressional LGBT Equality Caucus
 House Democratic Caucus New Economy Task Force
 Congressional Hispanic Caucus Puerto Rico and Insular Areas Task Force
 New Democrat Coalition Technology Task Force
 Venezuela Democracy Caucus
 House Democratic Steering and Policy Committee
 Congressional Mental Health Caucus
 Bipartisan Congressional Refugee Caucus
 New Democrat Coalition Climate Change Task Force
 Friends of the Dominican Republic Caucus

Congressional TRIO Caucus
 Rare Disease Caucus
 Auto Care Caucus
 Congressional Labor and Working Families Caucus
 House Small Brewers Caucus
 Congressional Pro-Choice Caucus
 House Organic Caucus
 Congressional Hispanic Caucus Arts and Technology Task Force
 Gun Violence Prevention Task Force
 Congressional Congenital Heart Caucus
 House Tech Accountability Caucus
 Congressional Future Caucus
 Congressional Soccer Caucus
 Congressional Travel and Tourism Caucus
 House NASA Caucus
 Congressional Direct Selling Caucus
 Congressional Artificial Intelligence Caucus
 Congressional Diabetes Caucus
 Expand Social Security Caucus
 United Service Organizations Congressional Caucus
 Congressional Medicare for All Caucus
 Congressional Burn Pits Caucus
 Congressional Task Force on Down Syndrome
 House Sustainable Energy and Environment Coalition
 Congressional Progressive Caucus

Congressional Animal Protection Caucus
 Congressional Safe Climate Caucus
 Congressional Career and Technical Education Caucus
 Congressional Lupus Caucus
 Congressional Military Veterans Caucus
 Quiet Skies Caucus
 Congressional Caucus on India and [Indian-Americans](#)
 Problem Solvers Caucus
 Congressional Military Mental Health Caucus
 Congressional Caucus on U.S.-Turkey Relations and Turkish Americans
 New Democrat Coalition
 U.S.-Japan Congressional Caucus
 Congressional Hispanic Caucus
 House Democratic Caucus
 Labor Caucus
 Congressional [Italian-American](#) Caucus
 House Aerospace Caucus
 Congressional Planetary Science Caucus
 Congressional Latino-Jewish Caucus
 Congressional Tri-Caucus

Greg Steube
Florida, House District 17
Republican



WASHINGTON OFFICE

2457 Rayburn Washington, DC 20515

Phone: (202) 225-5792

DISTRICT OFFICE

226 Taylor Street, #230, Punta Gorda, FL

33950

Phone: (941) 575-9101

BIOGRAPHY:

BORN: May 19, 1978; Bradenton, FL

RESIDENCE: Sarasota, FL

RELIGION: Methodist

FAMILY: Wife, Jennifer Steube; one child

EDUCATION: U. of Florida, B.S., 1996-00 (animal science); U. of Florida, J.D., 2001-03

CAREER: Army, 2004-08; Lawyer

POLITICAL HIGHLIGHTS: Florida House, 2016; Florida Senate, 2018

COMMITTEES:

- House Committee on the Judiciary
- House Committee on Foreign Affairs

STAFF:

CHIEF OF STAFF: Alex Blair

LEGISLATIVE DIRECTOR: Twinkle Patel

EDUCATION LA: Elena Clark

SCHEDULER: Gabrielle Cirenza

DISTRICT DIRECTOR: Sydney Gruter

CAUCUS AFFILIATIONS:

Apiary and Beekeeper Caucus

House Republican Conference

House Freedom Caucus

Congressional Taiwan Caucus

For Country Caucus

Congressional Multiple Sclerosis Caucus

Congressional Cystic Fibrosis Caucus

Congressional EMS Caucus

Bipartisan Task Force for Combating Anti-Semitism

Congressional Friends of the Irish National Caucus

Congressional Military Transition Assistance Pathway Caucus

Congressional Fertilizer Caucus

Congressional Mental Health Caucus

Congressional Army Caucus

Congressional Animal Protection Caucus

Congressional Veterans Jobs Caucus

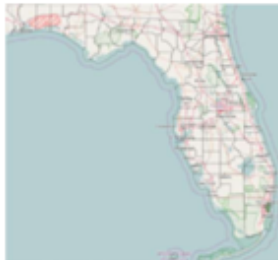
House Republican Study Committee

Congressional Sportsmen's Caucus

Frederica S. Wilson

Florida, House District 24

Democrat



Congressional My Brother's Keeper Caucus
 Commission on the Social Status of Black Men and Boys Caucus
 Florida Poets Caucus
 Congressional Caucus on Black Men and Boys
 Congressional Black Caucus Education and Labor Task Force
 Congressional Full Employment Caucus
 Congressional Peripheral Artery Disease Caucus
 Bipartisan Congressional Task Force on Alzheimer's Disease
 Congressional Algae Caucus
 Bipartisan Task Force for Combating Anti-Semitism
 Congressional Nursing Caucus
 House Democratic Steering and Policy Committee
 House Tech Accountability Caucus
 Democratic Women's Caucus
 Congressional Black Caucus Poverty Reduction Task Force
 Congressional Black Caucus Criminal Justice Reform Task Force

WASHINGTON OFFICE

2445 Rayburn, Washington, DC 20515

Phone: (202) 225-4506

DISTRICT OFFICE

18425 NW 2nd Avenue, Suite 355, Miami Gardens, FL

33169

Phone: (305) 690-5905

BIOGRAPHY:

BORN: November 5, 1942; Miami, FL

RESIDENCE: Miami Gardens, FL

RELIGION: Episcopalian

FAMILY: Widowed; three children

EDUCATION: Fisk U., B.A., 1963 (childhood education); U. of Miami, M.Ed., 1972 (elementary education)

CAREER: At-risk youth mentorship program founder; elementary school teacher and principal; homemaker

POLITICAL HIGHLIGHTS: Miami-Dade County School Board, 1992-98; Florida House, 1998-2002; Florida Senate, 2002-10 (minority leader pro tempore, 2006-08)

COMMITTEES:

- House Committee on Education and Labor- *Chairwoman Subcommittee on Higher Education*
- House Committee on Transportation and Infrastructure
 - Subcommittee on Water Resources and Environment
 - Subcommittee on Railroads, Pipelines, and Hazardous Materials
 - Subcommittee on Highway and Transit

STAFF:

CHIEF OF STAFF: Jean Roseme

LEGISLATIVE DIRECTOR: Gregory Willis

EDUCATION L.A.: Max Wolf-Johnson

SCHEDULER: Devian Wilcox

DISTRICT DIRECTOR: Joyce Postell

CAUCUS AFFILIATIONS:

Congressional Black Caucus Civil and Voting Rights Task Force
 Congressional Middle Class Jobs Caucus
 Congressional Black Caucus Immigration Task Force
 Congressional Black Caucus Foreign Affairs and National Security Task Force
 No War ~~With~~ Iran Caucus
 Congressional Coalition for Autism Research and Education
 Congressional LGBT Equality Caucus
 Congressional Labor and Working Families Caucus
 Congressional Caucus on Smart Cities
 Congressional Black Caucus Black Youth Suicide and Mental Health Task Force
 Congressional House Manufacturing Caucus
 Congressional Safe Climate Caucus
 Gun Violence Prevention Task Force
 Congressional Law Enforcement Caucus
 Congressional Army Caucus
 Congressional NextGen 9-1-1 Caucus
 House NASA Caucus
 Congressional Friends of the Irish National Caucus
 Voices for National Service
 Congressional Medicare for All Caucus
 Congressional Childhood Cancer Caucus
 Congressional New Americans Caucus
 Congressional Caucus on the Deadliest Cancers
 Congressional Lupus Caucus
 Congressional Caucus on Multicultural Media
 Congressional Career and Technical Education Caucus
 Congressional Sugar Reform Caucus
 Congressional Central America Caucus
 Congressional Cystic Fibrosis Caucus
 Israel Allies Caucus
 Congressional Arts Caucus
 Democratic Israel Working Group
 Congressional Everglades Caucus
 Congressional Arthritis Caucus

Congressional Voting Rights Caucus
 Congressional International Basic Education Caucus
 Congressional Caucus on U.S.-Turkey Relations and Turkish America
 Congressional Philanthropy Caucus
 Congressional Tri-Caucus
 House Democratic Caucus
 Congressional Caucus on Foster Youth
 Congressional Urban Caucus
 State Medicaid Expansion Caucus
 Bipartisan Historically Black Colleges and Universities Caucus
 Congressional Maritime Caucus
 Congressional Kalmey Caucus
 Congressional Sickle Cell Caucus
 Kurdish-American Congressional Caucus
 Congressional Travel and Tourism Caucus
 Congressional Animal Protection Caucus
 Congressional Progressive Caucus
 Congressional Higher Education Caucus
 Congressional Small Business Caucus
 Congressional Pro-Choice Caucus
 Congressional ~~Caucus~~ ~~American~~ Caucus
 Congressional Ports Opportunity, Renewal, Trade and Security Caucus
 Congressional Black Caucus
 Congressional Disaster Relief Caucus
 Congressional HIV/AIDS Caucus
 House Sugar Caucus
 Congressional Heart and Stroke Coalition
 Congressional Black Caucus Technology and Infrastructure Development Task Force
 Creative Rights Caucus
 Congressional Diabetes Caucus
 Congressional Taiwan Caucus
 Congressional China Caucus
 Congressional Caucus for Women's Issues
 Congressional Public Broadcasting Caucus
 Congressional Human Trafficking Caucus
 Congressional U.S.-China Working Group
 Quiet Skies Caucus
 National Service Congressional Caucus
 Congressional Library of Congress Caucus
 Tuberculosis Elimination Caucus
 Congressional Planetary Science Caucus
 Congressional Children's Health Care Caucus
 Congressional EMS Caucus

APPENDIX F

IRB REFERENCE NUMBER: 22039



INSTITUTIONAL REVIEW BOARD
OFFICE OF RESEARCH COMPLIANCE
WOODY HALL - MAIL CODE 4384
908 SOUTH NORMAL AVENUE
CARBONDALE, ILLINOIS 62901

dlbec@siu.edu
618452-6334

To: Kevin Kendrick
From: M. Daniel Becque
Chair, Institutional Review Board
Date: February 24, 2022
Subject: A Comparative Analysis of Florida Universities' Connections between NIL and Life Skills as Defined in Institutional Policies

IRB Reference Number: 22039

The Institutional Review Board (IRB) reviewed the above-referenced protocol. This project does not meet the regulatory definition of "human subjects research" at 45 CFR 46.102.

The Code of Federal Regulations at 45 CFR 46.102 defines Human Subject as "Any living individual about whom an investigator obtains (1) data through interaction or intervention, or (2) identifiable private information" and research as "a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge." The IRB has determined that this project does not meet the regulatory definition of human subjects research and does not require IRB approval.

This determination is valid only for the above-referenced project as submitted for review. The IRB is required to review all work with human participants. Only the board may determine the regulatory requirements for each project, including modifications to the above-referenced project's scope.

In place of the IRB approval statement, please use the following language at the bottom of your project documents and add your contact information at the end as indicated:

The SIUC Institutional Review Board has reviewed this project and determined it does not meet the regulatory definition of human subjects Research at 45 CFR 46.102. Please contact [place your contact information here] with questions concerning this survey or study.

MDB:sk

cc: Saran Donahoo

VITA

Graduate School
Southern Illinois University

Kevin D. Kendrick

kevindkendrick@yahoo.com

Argosy University
Master of Business Administration, Finance, 2010

University of Arkansas-Pine Bluff
Bachelor of Science in Business Administration, 2006

Special Honors and Awards:

Athletic Compliance Elite (ACE) Class of 2018 Mentor, 2018

Capstone Report Paper Title

A Comparative Analysis of Florida Universities' Connections between NIL and Life Skills
for Student-Athletes

Major Professor: Dr. Saran Donahoo