A New Industry For Student-Athletes: An Analysis of NIL Implications on Well-being and Team Dynamics

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A New Industry For Student- Athletes:
An Analysis of NIL Implications on Well-being and Team Dynamics

by

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Abstract

As of June 2021, college athletes are allowed to benefit from selling their name, image, and likeness (NIL) by engaging in contracts with sponsors and businesses. Even though this law was passed to allow athletes to earn a fair pay for their hard work though utilizing their popularity and engaging with fans, its potential effect on athletes remains uncertain. This research examines the effects of NIL agreements on student-athletes’ well-being and team perceptions. More specifically, does the adoption of NIL place additional stress on student-athletes or disrupt their team dynamics? If so, what support can be granted to allow for more healthy NIL deals to be facilitated? The results of the study indicate that student-athletes at UNH who are engaged in an NIL deal have not experienced more stress, but instead motivation. The study also found neither a positive nor negative change in the perception of athletes who have been engaging in an NIL deal. These findings have important implications for student-athletes. Athletes can now successfully enter into an NIL deal without the fear of additional stress or changed perceptions. This research indicates that with the proper education, UNH student-athletes have the potential to create their own brand and earn profits to reflect their hard work.

Keywords: Student-Athlete, NIL, Well-Being, Team Perceptions
A New Industry For Student- Athletes:

An Analysis of NIL Implications on Well-Being and Team Dynamics

While the NCAA has long kept student athletes from self-branding and earning profits, in June 2021, the Supreme Court ruled that the NCAA could no longer limit athlete competition. Therefore, college athletes are now allowed to benefit from selling their name, image, and likeness (NIL). Before NIL deals were legalized, collegiate athletes were compensated for their work and dedication to a university’s team through scholarship. So far, the NIL industry has seen exponential growth and is projected to grow even more; the marketplace is estimated at $750 million to $1 billion and is expected to reach $3 to $5 billion in the next five years (Romboy, 2023). As the industry grows, it continues to impact all aspects of college athletics. In this study, I aim to investigate the effects of NIL deals on UNH student-athletes. More specifically, do team dynamics and perceptions change with the addition of NIL athletes? Do NILs place extra pressure on student-athletes? Should more education and support be given to these athletes and if so, who should provide this support? These are important questions regarding the implementation of NILs here at UNH and across all college athletics. The results will help provide a better understanding of how NILs have impacted student-athletes’ well-being and team dynamics at UNH.

Literature Review

The twenty-first century has brought college athletics to record highs. Attendance, television rankings, and media dollars have all grown substantially. With such success, college coach salaries and status continue to rise: the most known college football coach, Nick Saban, earns over $7 million a year at the University of Alabama. Sanderson and Siegfried (2015) found the financial success and health of FBS athletic departments relies on four elements: “1) the
demand for television broadcast rights for live programming, 2) large, stable game attendance, 3) the desire of many universities to maintain ties with alumni and other constituents, and 4) a cartel agreement among universities to limit compensation for the essential input required to stage the games, namely the players”. Therefore, to keep revenue flowing, the athletic department essentially has control over the aspects of a student athlete’s schedule. However, this would probably not be possible if the department had to follow general labor laws such as restrictions on work hours. Yet, because they are considered students and not employees, labor laws do not protect them and are also not eligible for workers compensation.

College athletics are able to profit from a low and elastic supply curve by limiting the alternatives to NCAA sports. Associations such as the NFL and NBA, which could be alternatives, require players to either be over 19 or three years out of high school. So, in order to continue to play sports after high school, the NCAA becomes the primary option. These restrictions are “essential to the NCAA’s monopsony power in the athlete labor market” (Sanderson & Siegfried, 2015). The professional leagues cooperate implicitly. There is even more cooperation such as professional leagues like the NFL moving their broadcasting schedule during college football season. Therefore, the NCAA is able to benefit from exercising market power on the supply side. Therefore, NIL deals have been implemented to allow student-athletes to earn the compensation they deserve.

Name, image, and likeness has already influenced perceptions at all levels of college athletics. Research article Division II College Athletes’ perceptions of name, image, & likeness compensation: A mixed methods analysis West Chester University analyzes the perceptions of NIL compensations within Division II athletics. This research was based on the answers from a 15- question survey sent to a group of 61% female and 39% male athlete participants. The
answers revealed 90% of the athletes would support NIL contracts for individuals and teams. However, only 68% of the females would consider participating compared to the 86% of males who answered that they would consider. The research explains how these answers correlate to the current statistics which show that women currently only make up 34% of all NIL deals whereas men athletes make up the other 66%. Since the introduction of Title IX in 1972, female athletic compensation has been equal to male athletic compensation. However, with the introduction of NIL, it is imperative for equal opportunities for females to be provided to engage in NILs.

Perceptions could impact team culture. More than 50% of the athletes answered that the NIL compensation would not affect team culture, and only 3% said it would negatively affect their team. Only 16% said that it would create a negative divide within their team. While different schools promote different team atmospheres and culture, there is a possibility of divisions or negative effects occurring. Overall, this research emphasizes the importance of male and female divisions as well as team culture. While the deals are currently the most prevalent in Division I, it is important for Divisions II and III to help athletes create and continue NIL contracts. However, without the resources to help these athletes navigate opportunities and expectations, NIL compensation could become more of a burden than a reward (Frans, 2023).

Because NIL is new to college athletics, there are still issues within the NCAA’s regulations. Corr, Weiner, and Stokowski dive deeper into the issue in their research “We Do Everything on Our Own”: FBS Athletes’ Perceptions of NIL Value and Support. Currently, the Division I FBS (Football Bowl Subdivision) student athletes are engaged in the most and highest value NIL contracts. Even at the highest level, these athletes struggled with lack of education and support on their NIL efforts. The current format of the rules prohibits universities from
facilitating deals. However, some universities have created educational programs for their athletes to help them navigate the NIL marketplace.

Education would be beneficial for athletes to teach these students how to build their own brand and make smart business decisions. The research found that most student-athletes undervalue themselves. During the winter and spring months of 2023, interviews were conducted asking questions regarding the engagement of Power-5 and Group-5 class athletes in NIL contracts. There were 10 sports represented by 31 participants: 17 men and 14 women. At the time of the interviews, only 14 had secured a deal. However, only two of the athletes had a perception of their NIL value. Both of these athletes used Instagram and charged companies a set fee for a post. The first athlete had roughly 3000 followers and charged upwards of $50 per post. She said, “Some [companies] are offering $10 or $20. That’s not even worth my time.” In comparison, the other athlete has more than 60,000 followers and charges around $250 per post. She states, “Some offers on Opendorse [an online NIL platform] say you have to have a minimum of 10,000 followers to get the deal” (Corr et al., 2023). These athletes emphasize the importance of social media engagement as a way to gain exposure and create content for NIL deals. However, the majority of athletes interviewed did not show the same confidence and awareness in their NIL value. While some claimed to not even have considered looking into it, one specifically said that “It was too much work to keep up with” (Corr et al., 2023). In order to manage this entirely new aspect of an athlete’s job, institutional support should be provided to assist. Promoting oneself in social media without providing correct education could place athlete’s reputation, but also the universities reputation at risk. In addition, with mental stress stemming from NIL roles, the mitigation of these strains would allow athletes to continue to perform at high levels while maintaining their compensation. Therefore, it is important to rewrite
the NCAA NIL rules to allow for such resources and support directly from the university (Corr et al., 2023).

Student-athletes are at risk of mental health struggles, and NILs could be adding to it. The research provided in Mental Health in College Athletics: It's Time for Social Work to Get in the Game shows that college athletes are not seen as a vulnerable population. Their physical strength often causes their mental strength to be overlooked. “The perception is that student-athletes are immune to the difficulties other college students face; the reality is that they may be at even greater risk of poor mental health because of the pressure of commercialized college sports” (Gill, 2008, p. 85). There are stereotypes that college athletes do not care about their academic success; they ignore most of their schoolwork and are only at college to play sports. In reality fewer than 2% of college athletes go on to play sports professionally, meaning that they truly are at college to earn an education to propel their careers (NCAA Recruiting Facts, 2014). This combination of striving for athletic and academic excellence places an enormous amount of pressure on them. In 2008, it was estimated that between 10 to 20% of college athletes struggle with depression (Gill, 2008). In comparison, college students average 8.4% experiencing depression (Substance Abuse & Mental Health, 2012). It is important to protect the well-being of student athletes because while they may be physically strong, they face many mental battles that generally fly below the radar. The addition of NIL to the already overworked student-athletes could have negative consequences on mental health.

NIL deals have been implemented by the NCAA to allow athletes to earn compensation for their ability to bring in fans and promote college athletics. Without NILs, student-athlete compensation is limited from the NCAA monopsony power. While this compensation allows student-athletes to take their brand into their own hands, it comes with many variables. It is
important for athletes to gain the right education and support to counteract the potential of team culture and mental health being disrupted. The NCAA must take note of the impacts on student-athletes and adjust the rules to accommodate their athletes’ interests.

**Research Questions**

This research is designed to investigate the extent to which NILs have affected student-athlete well-being and team cohesion. Are athletes at UNH engaged in or want to be engaged in NILs? Are they perceiving or being perceived differently with the presence of NILs on their team? What is keeping athletes from pursuing their own deals? Who should provide education to UNH’s student-athletes on NILs? I believe these research questions will provide the right results to better understand how NILs are impacting UNH athletics and what changes need to be implemented to support the athletes and further the athletic program.

**Methods**

Primary survey data will be used to get feedback from athletes themselves. It is important to hear from the athletes directly instead of administrators or coaches who do not have the full scope of an athlete’s workload or team dynamic. I plan on surveying all varsity athletics teams at the University of New Hampshire. There will be a mix of qualitative and quantitative information due to the survey containing a range of questions such as background information as well as earnings, perceptions of their teammates, mental health, and views on NIL deals at UNH. The data collected from the survey will be analyzed through an economic frame in order to discover the current role NILs have in student athletes’ lives here in New Hampshire. I will use principles from labor economics to analyze the NIL as a labor market for student-athletes. I will examine the impact of NIL policies on the welfare of student-athletes and the economic implications for collegiate sports.
Participants

This study involved 37 participants. All participants were student-athletes at the University of New Hampshire. 92% of responses were female, and 8% were male.

Procedure

An online survey was created with 17 questions (shorter depending on individual’s response) to generate a mix of qualitative and quantitative data. The survey was then posted on canvas by Joanne Maldari, UNH associate athletic director and head academic support. Each student-athlete at UNH is a part of the canvas page to which the survey was posted. In addition, an email notifying them that the survey had been posted to the site was sent. The survey was available for four days.

When a participant received the survey, they had the option to use a link or QR code to access it. After consenting to participate, the student-athletes were shown the definition and infographic of NILs. Next, the participants answered each question to the best of their ability.

Results

The following is a summary of the survey responses:

- 56.41% of respondents definitely agreed allowing student athletes to profit off of NILs
- 83.33% of respondents did not believe NILs affected each sport equally
- 66.67% of respondents did not believe NILs affected men’s and women’s sports equally
- 87.50% of respondents did not believe NILs affected all divisions of college sports equally
- 56.41% of respondents received both academic and athletic scholarships
- 82.05% of respondents had never engaged in an NIL agreement
- 89.66% of respondents would consider engaging in an NIL deal
33.33% of respondents with an NIL deal make more than $500
91.67% of respondents believe more education on NILs should be required
58.82% of respondents believe UNH should be responsible for providing this education

**Perception of NIL deals**

**Figure I**

NIL Impact on UNH Student-Athlete Perceptions and Well-Being

The majority of participants who had engaged in a NIL felt that they either were probably not perceived more positively by their teammates or did not know how they were perceived by their teammates; the majority felt that they probably were not perceived more negatively by their teammates. When asked if their coach perceives them more positively an even number of respondents answered probably true, probably, false, and don’t know. However, when asked if their coach perceives them more negatively, the majority answered probably false. In addition, a majority of respondents did not feel more stressed and did feel more motivated.

The majority of participants who had not participated in an NIL would not be jealous, see them as distracted or self-centered, or lose trust in the commitment of a teammate who did. In fact, a majority somewhat agreed that having a teammate with an NIL would inspire them to pursue their own deal. The majority also believed that their coach would neither treat a player with an NIL better nor worse.
Educating Student-Athletes

Figure II

Learning Topics Desired by UNH Student-Athletes

The majority of respondents want more education on NILs. Specifically, the most requested topic is how to connect with companies. In addition, most respondents want to learn how to read and understand contracts, social media training, and how to detect scams.

Discussion

The purpose of this study was to investigate the effects of NIL deals on team perception and student-athlete wellbeing through an economic lens. More specifically, the study was designed to investigate the extent to which UNH athletes are utilizing the NIL market.

The supply side of the NIL market consists of the student-athletes who are wanting to engage with a NIL contract. There are many factors which influence the supply side of NIL. First, the number of eligible athletes. Athletes may lose their eligibility from promoting illegal substances or for receiving pay or special treatment just for being an athlete. Next, athletes’ popularity and marketability will significantly impact their supply power. High-profile athletes with a large online audience are the most attractive to brands. The demand side consists of brands and companies who are seeking to leverage the NIL for marketing purposes. The main
drivers for demand are marketing objectives. These companies are using the NIL to target demographics. Athletes also provide a way to influence consumer behavior. Their ability to engage and mobilize their audience makes them attractive to brands.

Market equilibrium in the NIL context is reached when the quantity of NIL supplied by the student-athletes matches the quality demanded by brands and companies at a certain price level. If more student athletes were given the appropriate education and resources to grow their marketability, the supply of good NIL candidates would increase. In addition, if more brands were to recognize the value of athlete endorsements, demand would rise along with equilibrium price.

The supply and demand dynamics of NIL in college athletics create a marketplace where student-athletes and companies interact. Athletes can optimize their marketability and brands can identify and partner with athletes who fit their marketing goals. This evolving market reflects the increasing professionalization of college athletics.

College athletes are starting to share characteristics with professional athletes: monopsony and free agency. While college athletes were traditionally viewed as amateurs, now the line has been blurred due to increasing commercialization and implementation of NIL. The NCAA functions as a monopsony by acting as the primary purchaser of athletic talent and by frequently restricting athlete compensation rights. In addition, college sports have started to embrace the concept of free agency. Free agency permits professional athletes to switch teams once their contract expires. In 2018, college athletics introduced the transfer portal. New modifications to the transfer regulations including eligibility extensions due to Covid-19 and the complete elimination of transfer limits for eligible athletes have completely changed college athletics. These new rules with the addition of NIL policy have granted greater financial
opportunities and autonomy upon collegiate athletes, emulating the freedoms and market dynamics observed in professional sports. However, while professional athletes can utilize collective bargaining, college athletes cannot. Thus, college athletes lack the ability to negotiate better terms and conditions which is resulting in a power disparity.

**Figure III**

Lorenz Curve and Income Inequality

While NILs were created to grant student-athletes compensation for their hard work for the university, the study found that only 17.95% of athletes at UNH are engaged in an NIL deal. In 2023, the top three female athletes across all universities earned a combined total of $6.2 million and the top three male athletes earned a combined total of $12 million (*Unlocking the potential of NIL Money for student-athletes* 2024). Yet, 82.05% of UNH’s Student-Athletes earn $0 from NIL. High-profile athletes in revenue-generating sports such as football and basketball often receive lucrative endorsements, while athletes in less-visible sports may struggle to secure similar opportunities. Due to star athletes benefitting disproportionately compared to their teammates, income inequality within college athletics widens. A Lorenz curve reports the cumulative share of the income accruing to the various quintiles of athletes. The “perfect-
equality” Lorenz curve must be a straight line with a 45° angle (Borjas, 2024). The Lorenz Curve for all college athletes (DI, DII, & DIII), however, would be more L shaped than the graph below due to an extreme difference in earnings share between the top and bottom quartiles. Without adequate regulations and support, the introduction of NIL has widened the gap between athletes.

Results of the study revealed that team perception at UNH has not been majorly influenced by NIL. Team cohesion is key for their success. Therefore, NILs could be a disruption. However, because at UNH athletes do not feel treated differently or would not feel differently towards a teammate with the presence of an NIL, student-athletes should seek deals without the fear of being perceived differently. However, while UNH does not face perception issues, other universities could. Choosing a college as an athlete is a form of self-selection. Therefore, the students who choose to play a sport at UNH would typically share similar characteristics. So, while perception may not be an issue at UNH, it could be at other universities. Yet, playing a sport is its own form of self-selection as well. Playing sports typically gives athletes certain attributes, specifically being a good teammate. Therefore, the issue of team perceptions changing may not occur due to athletes learning through sports how to be a good teammate.

The study also found that student-athletes at UNH want to engage in NILs, but they do not know how. Because student-athletes who are engaged in NILs already do not experience extra stress or feel busier due to their NIL deal, the university should feel comfortable providing extra education to propel their student-athletes. It is also important for more companies to become familiar with NILs.

Not only would more NIL deals benefit the athletes, but it would also benefit the university. Recruiting for college athletics has always been competitive, but being able to
provide a recruit with potential NIL deals would allow universities, like UNH, to continue to compete with top athletic programs and even bring in star athletes. This competitive edge in recruiting could elevate the overall quality and performance of the athletic program.

In addition, because NILs tend to be tied with social media, the athletes with strong personal brands would be able to provide university with visibility and attractiveness. As student-athletes engage in NIL activities and promote brands, they simultaneously provide advertising for the university. Their social media presence and endorsements can reach a broad audience. This expose can attract prospective students who are drawn to the university and boost enrollment.

**Policy Recommendations**

The implementation of polices could significantly help college athletes navigate the increasingly professionalization of college sports. The aim of the policies would be to empower them through education and support and balance the power dynamic between the NCAA and college athletes.

The first policy would be created to ensure the adoption of an educational program by the NCAA. Each year, student-athletes are required to complete eligibility training. A mandatory NIL portion should be added to this training. The training should include a standardized curriculum that covers the essential aspects of NIL such as branding, marketing, contract negotiation, financial literacy, and legal rights. While this policy is just the basics for each college, UNH should implement its own regular workshops to conquer the number one issue that UNH athletes are facing: how to connect with companies. These workshops should invite alumni and local businesses who are looking to create NIL contracts with UNH athletes as well as programs it is partnered with like NOCAP. Not only could this provide the opportunity for one-
on-one mentorship and advising, but it also would provide guidance and a foot-in-the-door for UNH athletes. The implementation of an NIL education and support program for all NCAA athletes would grant them the baseline skills and knowledge needed to maximize their NIL potential. It is also important for UNH to strengthen its own NIL capabilities by providing its athletes with face-to-face opportunities to connect with potential NIL partners. This will allow athletes to propel their athletic careers and own personal development.

The next policy should ensure that athletes are treated fairly and can pursue their athletic careers without the fear of exploitation or restriction. This policy would, therefore, address monopsony and collective bargaining. Due to its extreme resemblance of professional athletics, college athletes should have the right to form unions or players’ associations that can engage in collective bargaining. This provides the athletes with the ability to negotiate better terms of scholarships, health benefits, working conditions; this is similar to the rights enjoyed by professional athletes. By targeting the NCAA’s monopsony power through collective bargaining, athletes could be able to have their own platform to discuss their issues.

Overall, it is important for college athletes to learn how to navigate the increasingly professionalized landscape of college sports. Policies to educate and protect the athletes should be implemented.

Further Research

This research, while it provided the starting point for understanding NIL impacts at UNH, has limitations. The sample size of 37 limits generalizability as this may not be representative of the larger population of student-athletes. This can lead to difficulties in generalizing the results to all UNH athletes as well as all collegiate athletes. With a small sample, there is risk of sampling bias. Because the athletes chose to complete the survey and were not randomly selected
to do so, the findings may be skewed. A small sample size also limits the statistical power of the study which makes it hard to detect the significant effects or differences. Analyzing the difference in subgroups is especially difficult due to there not being enough participants in each subgroup (e.g., by sport, gender, or grade) to draw meaningful conclusions. By recognizing and addressing these limitations, further research can enhance the credibility and applicability of the findings.

The next step in the research would be to expand the participation across universities ranging in a variety of characteristics such as geographical location, institutional size, athletic conference, and academic reputation. By broadening the study to include different demographics, athletic programs, and institutional culture, we can gain a more comprehensive understanding of how NIL opportunities are experienced across the country. This approach would allow for the discovery of potential differences and similarities in NIL practices, challenges, and outcomes among student-athletes from diverse backgrounds. Additionally, a broader sample will enhance the generalizability of findings and assist in identifying variables that could affect how NILs impact student-athlete well-being, team perceptions, and overall socioeconomic dynamics in collegiate athletics.

Comparing universities with geographical diversity would allow us to examine how NIL opportunities and challenges differ across various regions. This may include urban vs. rural settings as well as between states with varying levels of college sports enthusiasm and media coverage. It is also important to research the local market’s influence. Understanding the influence of local businesses and regional brand affiliations on NIL opportunities available to student-athletes would also allow us to study the range of NILs across different geographical locations.
Institutional size would be another research topic. By comparing NIL experiences between large universities with extensive athletic programs and smaller colleges with limited offerings would allow us to assess how institutional resources, such as marketing support and alumni networks impact NIL opportunities and support for student-athletes.

Conference comparison by analyzing the differences in NIL practices among major conferences and smaller conferences would benefit the research. This would provide an understanding of the importance of conference regulations and policies affecting NIL deals and student-athlete engagement. Media coverage between conferences would also allow us to compare marketability and social media followings of student-athletes across conferences.

Lastly, by looking at the academic reputation of an institution it can be explored if factors such as alumni wealth and institutional priorities influence NIL opportunities. In addition, looking into how student-athletes at academically rigorous institutions manage the balance between academic responsibilities and NIL activities.

By expanding the research to compare universities with diverse characteristics, a more accurate view of the NIL marketplace in college athletics can be provided. The additional research would aim to develop insights that can inform policy-making, support structure, and educational programs to better serve the student-athletes. A broader understanding is important for improving and expanding the overall impact of NIL on student-athlete’s well-being and team dynamics.
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Appendix

Thesis Survey

Introduction and Consent Form

CONSENT FORM FOR PARTICIPATION IN A RESEARCH STUDY
UNH IRB–FY2024–195

RESEARCHER AND TITLE OF STUDY:
I am Jamison White, an economics major at the University of New Hampshire. The study is entitled, “The Impacts of NIL Agreements on Student-Athlete Mental Health and Team Perception”.

WHAT IS THE PURPOSE OF THIS FORM?
This consent form describes the research study and helps you to decide if you want to participate. It provides important information about what you will be asked to do in the study, about the risks and benefits of participating in the study, and about your rights as a research participant. You should:
• Read the information in this document carefully, and ask me or the research personnel any questions, particularly if

https://svn.uac1.qualtrics.com/W2/EdifSection/Blocks/Fajax/GetSurveyPrintPreview?context=Survey viewer/D%3bY__U%5b%5dUkMQ.web&context=Library/D%3;R__
you do not understand something.

- Not agree to participate until all your questions have been answered, or until you are sure that you want to.
- Understand that your participation in this study involves you to taking an online survey. Your participation in this study will take a total of 5-10 minutes.
- Understand that the potential risks of participating in this study are minimal.

WHAT IS THE PURPOSE OF THIS STUDY?
This study seeks to understand how engaging in NIL deals affects a student-athletes’ well-being and their team dynamic. The study anticipates a total of 250 participants, each of whom must be 18 years of age or older.

WHO CAN PARTICIPATE IN THIS STUDY?
UNH Student-Athletes are the only individuals who meet the criteria.

WHAT DOES YOUR PARTICIPATION IN THIS STUDY INVOLVE?
Participants are asked to take an online survey. The survey should take between 5 minutes to complete. You should complete the survey only once.

WHAT ARE THE POSSIBLE RISKS OF PARTICIPATING IN THIS STUDY?
There is minimal risk as the participant can withdraw from the study at any point in time. The only risk is the possibility that the study could reveal your identity to the researchers. To minimize being identified, participants are able to omit information about their earnings and gender.

**WHAT ARE THE POSSIBLE BENEFITS OF PARTICIPATING IN THIS STUDY?**
There are no direct benefits to study participants.

**IF YOU CHOOSE TO PARTICIPATE IN THIS STUDY, WILL IT COST YOU ANYTHING?**
There are no costs to study participants, other than the 5–10 minutes required to complete the survey.

**WILL YOU RECEIVE ANY COMPENSATION FOR PARTICIPATING IN THIS STUDY?**
Participants will not receive any for participating in this study.

**DO YOU HAVE TO TAKE PART IN THIS STUDY?**
Taking part in this study is completely voluntary. You may choose not to take part at all. If you agree to participate, you may refuse to answer any question. If you decide not to participate, you will not be penalized or lose any benefits for which you would otherwise.
CAN YOU WITHDRAW FROM THIS STUDY?
If you agree to participate in this study and you then change your mind, you may stop participating at any time. Any data collected as part of your participation will remain part of the study records.

HOW WILL THE CONFIDENTIALITY OF YOUR RECORDS BE PROTECTED?
You should understand that any communication over the Internet provides minimal risk of a breach of confidentiality. All data and records associated with your participation in this research will be confidentially recorded and maintained.

• The study will not ask for any personal identification.
• Demographic data will only be requested in broad categories to prevent any personal identification if this study’s raw data were to be collated with any other information.
• Data will only be shared among study researchers.
• Analyses of the data will include summary statistics and no identifiable information. Analyses of the data will be reported at the UNH URC. Neither the report nor any subsequent publication will include any identifiable information.

WHOM TO CONTACT IF YOU HAVE QUESTIONS ABOUT THIS STUDY?

https://anh.ac1.qualtrics.com/Q/EditSection/Blocks/Ajax/GetSurveyPrintPreview?ContextSurveyID=SV_cGyhWn91MEkoG6kC&ContextLibraryID=UR_cGyhWn91MEkoG6kC
If you have any questions pertaining to the research you can contact Jamison White, (Email: jwwl032@usnh.edu) to discuss them.

If you have questions about your rights as a research subject you can contact Melissa McGee in UNH Research Integrity Services, 603-862-2005 or melissa.mcgee@unh.edu to discuss them.

☐ Click here if you consent to participate in the research study
☐ Click here if you decline to participate in the research study

Information on NILs

What Is An NIL?
NIL refers to a student-athlete's "name, image, and likeness." In July 2021, the Supreme Court overturned the NCAA law prohibiting student-athletes from lending their name, image, or likeness to any outside entity of business. Now, student-athletes are able to capitalize on anything that identifies them.
Student Opinion on NILs

Do you agree with the U.S. Supreme Courts ruling against the NCAA, therefore, allowing student athletes to profit off of their Name, Image, and Likeness?

For more information: https://harvardlawreview.org/print/vol-138/ncaa-v-aristan/

☐ Definately agree
☐ Somewhat agree
☐ Neither agree nor disagree

STUDENT-ATHLETE NIL PARTICIPATION

3/28/24, 2:09 PM

Qualtrics Survey Software

Somewhat disagree
Definitely disagree
Don't Know

Why do you disagree with the court ruling?

NILs have affected each sport equally.
False
Neither true nor false
True
Don't Know

NILs have affected both men's and women's sports equally.
True
Neither true nor false
False
Don't Know

NILs have affected all divisions of college athletics equally (DI, DII, DIII).

- True
- Neither true nor false
- False
- Don't Know

**Student NIL Status**

Do you receive Academic or Athletic Scholarship

- Just Academic
- Just Athletic
- Both Academic and Athletic
- None
- Prefer not to say
- Don't Know

Have you ever engaged in an NIL Agreement?

- Yes
- No
Would you consider engaging in an NIL deal?

- Yes
- No
- Don’t Know

Rank the reasons why you have yet to pursue an NIL deal:

- I am not Interested
- I don’t know how
- I am too busy
- It would cause stress
- Other

How much money do you earn from your deal?

- $0–100
- $100–500
- More than $500
3/28/24, 2:09 PM

How has engaging in a NIL deal affected your life as a student athlete?

<table>
<thead>
<tr>
<th></th>
<th>Definitely True</th>
<th>Probably True</th>
<th>Neither True nor False</th>
<th>Probably False</th>
<th>Definately False</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am perceived more positively by my teammates</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am perceived more negatively by my teammates</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am perceived more positively by my coach</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am perceived more negatively by my coach</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am more stressed</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am more busy</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am more motivated</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am a better leader</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
**Student-Athlete Perceptions of NIL**

How would you perceive a teammate who is engaged in a NIL deal?

<table>
<thead>
<tr>
<th>Perception</th>
<th>Definitely Agree</th>
<th>Somewhat Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Disagree</th>
<th>Definitely Disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would be jealous</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would think they are distracted</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would see them as self-centered</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would loose trust in their commitment</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would be inspired to pursue my own NIL deal</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would want this teammate to take a leadership role on the team</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I expect my coach to treat them better</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I expect my coach to treat them worse</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NIL Education

Should more education on NIL deals be required?

- Yes
- No
- Don’t Know

Who should be responsible on furthering the education?

- The UNH Athletic Program
- The NCAA
- A Third Party
- Don’t Know

Rank what would be most helpful to expand your knowledge on NIL deals:

- How to connect with companies
- Social Media Training
- Money Management
- How to understand a contract
Demographic Question

What is your gender? (optional)

- Male
- Female
- Non-binary
- Prefer not to say