

CURA PERSONALIS IN COLLEGE ATHLETICS: A CASE STUDY
OF STUDENT-ATHLETES AT GEORGETOWN UNIVERSITY

A Thesis
submitted to the Faculty of the
Graduate School of Arts and Sciences
of Georgetown University
in partial fulfillment of the requirement for the
degree of
Master of Arts
in Communication, Culture and Technology

By

Nicholas Genovese, B.A.

Washington, D.C.
April 19, 2021

Copyright 2021 by Nicholas Genovese
All Rights Reserved

CURA PERSONALIS IN COLLEGE ATHLETICS: A CASE STUDY
OF STUDENT-ATHLETES AT GEORGETOWN UNIVERSITY

Nicholas Genovese, B.A.

Thesis Advisor: Jeanine Turner, Ph.D.

ABSTRACT

College presents a rich opportunity for student-athletes to develop their athletic talents, advance their intellectual abilities, form lasting relationships, and grow in their understanding of who they are and how they fit in the world around them. This holistic approach to student formation is valued at Jesuit, Catholic institutions, such as Georgetown University, grounded in the Ignatian principle of “cura personalis,” meaning care of the whole person. However, student-athletes at Georgetown often encounter lofty expectations to balance their time and energy intensive participation in athletics with a rigorous academic experience. In meeting these extensive demands, student-athletes may miss out on key opportunities to grow in their understanding of who they are and to better prepare for life after Georgetown. This case study of ten student-athletes at Georgetown aims to broadly understand how student-athletes articulate their key life experiences and identify themselves. In acknowledging the key role that college athletics plays in student-athletes’ daily lives, this study delves into four areas of student-athletes’ lives and ways of identifying themselves. These areas include: 1. their transitions to and from Georgetown, 2. their college experiences across academic, athletic, and social contexts, 3. their identities and faith lives, and lastly 4. their social media uses and opinions on Name, Image, and Likeness (NIL) legislation. In our conversations, student-athletes at Georgetown demonstrate a deep understanding of their identities that suggests their college experiences at Georgetown have well prepared them to transition beyond college athletics into lives filled with meaning and purpose.

I wish to extend my gratitude to the following people who have supported me deeply throughout my time in the Communication, Culture and Technology program at Georgetown University.

To my mom and dad: You have always cared for me unconditionally and given me the freedom to pursue my authentic dreams despite how risky or uncertain they seem. Thank you for giving me the opportunity to attend Georgetown and for taking me back home during the summer months of COVID. My purpose in life is to give away the love you have given me, and every minute spent with you is the greater twice-given gift I get to share with others.

To my sister and brother: Thank you for always being there for me, especially when picking up the phone to chat when I needed a break from my work. Despite our diverse interests, two things we share in common are a love for education and a commitment to serve others— a reason why my favorite moments in life so far are your acceptance into Boston College and your match with Harvard PM&R. I am so proud to share life with you.

To Carly: Thank you for being my number one supporter and confidant for my work with Team Magis (and this thesis project). Thank you also for being my number one reason to stay in DC as you finish your law degree at Georgetown. Your compassion and work in public interest law inspire me deeply. I am so excited for every step of the journey to come with you.

To Dr. Turner: Since coming into your office for my first advisory meeting, you have been one of the most instrumental mentors to me during my time in CCT. In each one of your four classes, our work on the NFL research project, and every in-person and Zoom meeting in between, you have always made time to provide academic guidance and attend to my needs as a whole person. Thank you for embodying “cura personalis” as an educator for me.

To Dr. Owen: I remember first chatting with you at a graduate student retreat about our mutual love for Ignatian spirituality and Hoya basketball. Thank you for your attentiveness to this project and your support for my work with Team Magis.

To the Georgetown Entrepreneurship team: Thank you for giving me the opportunity to bring Team Magis to life. You have continually stoked my entrepreneurial passion ever since I walked into my first Chalk Talk in the business school.

To Tony Mazurkiewicz and members of Georgetown athletics: Thank you for your generous time and help with this project. People like you are reasons why Georgetown is exceptional at student formation and remains true to its Jesuit, Catholic identity. AMDG!

To Georgetown student-athletes: Thank you for sharing your personal life and experiences with me. You have reaffirmed my love for working with young people. My goal with Team Magis is to care for the whole person and I plan to devote my life to that mission.

Yours truly,
Nick

p.s. – Hoya Saxa!!!

Table of Contents

CHAPTER 1: INTRODUCTION.....	1
Motivations for research	1
Aims of research	2
Georgetown athletics	3
Building on the legacy of Coach John Thompson Jr.	4
CHAPTER 2: LITERATURE REVIEW	7
Overview.....	7
Transition to college athletics	8
Transition from college athletics	10
What is a Jesuit, Catholic university supposed to do for its students?	13
Leading student-athlete development programs at Jesuit, Catholic institutions.....	15
Personal branding and the rise of “the modern athlete”	19
Preparing for Name, Image, Likeness (NIL) legislation.....	22
CHAPTER 3: METHODS.....	25
Context.....	25
Research questions.....	26
Participant sampling.....	26
Data collection	27
Coding process.....	27
Results.....	28

CHAPTER 4: RESEARCH FINDINGS.....	29
Research question 1	29
Themes: Why Georgetown?	29
Georgetown’s recruiting style.....	30
Elite academic and athletic reputation	31
Themes: What’s next?.....	32
Professional athletic aspirations.....	32
Pivoting to careers after athletics	33
Research question 2	34
Themes: Experiences in the classroom	34
Diverse academic interests.....	35
Academic support	35
Academic frustrations	36
Themes: Memorable athletic moments and social connection	37
Athletic achievement	38
Friendships with teammates.....	38
Research question 3	39
Themes: Who am I?	39
Athletic identification	40
More than an athlete.....	40
Themes: Engaging with faith	41
Family upbringing and faith.....	41
Participation in Georgetown faith groups	42
Research question 4	44
Themes: Social media uses	44

Using social media for spreading awareness, communicating with family and friends	45
Using social media for promoting Georgetown organizations and personal interests	46
Themes: Opinions on Name, Image, Likness (NIL) legislation	46
Male student-athletes in favor of Name, Image, Likeness (NIL)	47
Female student-athletes apathetic toward Name, Image, Likeness (NIL)	48
Findings summary	49
CHAPTER 5: DISCUSSION	52
Limitations	52
Areas of future research	53
Key findings for Team Magis	54
Recommendations for Georgetown University	55
Office of Campus Ministry	56
Academic Resource Center	57
Cawley Career Center	58
CHAPER 6: CONCLUSION	60
Who are student-athletes at Georgetown?	60
Cura personalis in college athletics	60
Chasing the magis	61
Furthering the Jesuit, Catholic mission	62
APPENDIX A: TABLES	63
APPENDIX B: INTERVIEW QUESTIONS	69
REFERENCES	70

List of Tables

Table 1. Demographic description of participants	63
Table 2. List of themes associated with each research question	64
Table 3. Postgraduate career interests of participants.....	65
Table 4. Undergraduate schools and majors of participants	66
Table 5. Participant responses to “Do you identify first and foremost as an athlete?”	67
Table 6. Participants’ uses of social media platforms.....	68

Chapter 1

Introduction

Motivations for research

Throughout my life, I have developed a variety of interests across the fields of athletics, digital media production, theology, ministry, higher education, and entrepreneurship. Georgetown's Communication, Culture and Technology program initially sparked my interest for the opportunity to explore and combine these interests through an interdisciplinary approach. I was deeply motivated to study at Georgetown, especially as a graduate of Boston College, for its education rooted in the Jesuit, Catholic tradition. Halfway through my time in CCT, I participated in Georgetown Entrepreneurship's Summer Launch Incubator program to explore my interest in producing sports media content for professional athletes. After testing my initial idea of creating a digital media platform for professional athletes who are active in their communities, I pivoted my focus to producing video content for college athletes who are in a more exploratory phase of understanding their identities and articulating their career interests.

I eventually named my production service Team Magis. The name and mission of this service is deeply informed by Ignatian spirituality and rooted in the Jesuit value of "cura personalis" in caring for the complex needs of student-athletes. I have developed this venture over the past several months while working directly with Division I student-athletes at Georgetown University. Magis, in Latin, means more or greater. My greatest desire with Team Magis is to highlight the whole person, and in doing so, change the paradigm of how student-athletes understand themselves and express what they stand for. In this light, I regard my thesis research as an extension of Team Magis in building theoretical expertise in my work with student-athletes. My ultimate goal with Team Magis is to work in a position at Georgetown

University to support its mission integration efforts to its community of over seven hundred student-athletes.

Aims of research

In this research project, I aim to broadly understand one guiding question: who are student-athletes at Georgetown? One question cannot fully address this complex question. Therefore, my research questions delve into four distinct topics pertaining to the lives and experiences of ten student-athletes who are currently attending Georgetown University. Firstly, I want to learn about student-athletes' transitional experiences of being recruited into Georgetown and their tentative plans for after they graduate. Secondly, I want to better understand their college experiences as student-athletes in academic, athletic, and social contexts. Thirdly, I want to learn about how student-athletes identify themselves and engage with faith. Lastly, I want to understand how they use social media and how they think about Name, Image, and Likeness (NIL) legislation that will soon allow college athletes to profit from sponsorship opportunities and endorsement deals.

Within these four areas of interest, I aim to better understand Georgetown University's commitment to the Jesuit, Catholic value of "cura personalis," or care for the whole person, with respect to its undergraduate student-athlete population. In other words, how does a Jesuit, Catholic institution such as Georgetown attempt to integrate its student-athlete population within its educational mission? Georgetown celebrates this value as its unique mission to care for the individualized needs of all members in its community. Therefore, I aim to interpret how, if at all, cura personalis animates the lives and experiences of its student-athletes. In doing so, I hope to demonstrate how my work with Team Magis, similarly rooted in the value of cura personalis, can best serve the needs of student-athletes at Georgetown. I also hope to offer several strategic

recommendations to specific departments at Georgetown to improve their efforts in student-athlete development.

Georgetown athletics

Georgetown University's athletic program consists of over seven hundred student-athletes who compete across twenty-three men's and women's varsity level teams at the National Collegiate Athletic Association (NCAA) Division I level. The Division I (abbreviated D-I) level is the most competitive in intercollegiate athletics. Georgetown is a member of the Big East Conference, with the exception of its football team that competes as a member of the Division I FCS Patriot League. The athletics team name is "Hoyas," a name that derives from the Latin and Greek term "Hoya Saxa" that gained popularity as a chant at sporting events in the late 19th century (Kerbs, 2016). The Hoyas' mascot is Jack the Bulldog, embodied by a pet bulldog that frequently attends athletic events.

Georgetown's athletic programs encompass both team sports such as baseball, basketball, field hockey, football, lacrosse, soccer, and rowing, as well as individual sports such as golf, cross country and track, sailing, and swimming and diving. The men's basketball team is the school's most notorious athletic program. However, several other Georgetown athletic programs have achieved success on the national stage as well. Within the past decade, the women's cross country team and the men's soccer team have won NCAA Division I National Championships in 2011 and 2019 respectively (NCAA, 2020).

Georgetown has also employed several departments that are devoted to student-athlete development beyond the playing arena. Founded in 2015, the Cooper Athletics Leadership Program is the leading and most recent department to serve this mission. According to its website, the department provides a curriculum to, "provide a series of immersive programs

designed to engage in leadership development, expose students to different theories of influence, and help them develop their own leadership philosophies” (About Cooper Athletics Leadership Program | guhoyas.com). Other departments on campus that serve all Georgetown students share the mission of student growth and leadership. The departments include the Office of Campus Ministry, the Academic Resource Center, the Cawley Career Center (Partners | guhoyas.com).

Building on the legacy of Coach John Thompson Jr.

Perhaps the most revered individual in history of Georgetown athletics is John Thompson Jr., the former coach of the Georgetown’s men’s basketball program from 1972 to 1999 who recently passed away in August 2020. He led the Hoyas to 596 wins and a NCAA National Championship title in 1984. He was later inducted to the Naismith Memorial Hall of Fame as well as the National Collegiate Hall of Fame (Bielik, 2020). Georgetown also recently dedicated its newest state-of-the-art athletic facility in Thompson’s name for his commitment to student-athlete formation, both on and off the court (Donahoe, 2016).

However, beyond his success as a basketball coach alone, Thompson Jr. continues to be a leading witness of a professional committed to integrating sports into the mission of higher education. In his posthumous book, *I Came As A Shadow: An Autobiography*, he expresses his greater purpose beyond basketball. In the last chapter, Thompson Jr. explains his deep commitment to higher education in his role as a coach,

I’m gratified that I could contribute to the cause of higher education even beyond our school. I hope that I helped more young people discover the value of college. My players rarely tell me that I was a great coach. They say that I taught them a lot about life and I love that because that is what education is all about (Thompson & Washington, 2020).

Georgetown can build on John Thompson’s legacy in his commitment to use sports as vehicle to support the Jesuit, Catholic mission in higher education. Throughout the book, Thompson Jr.

does not shy away from exposing Georgetown's historical shortcomings as a Jesuit, Catholic institution. He deeply criticizes Georgetown's exploitation of African American slaves to build the university into the prestigious institution it is today. His concluding words in the book demonstrate Georgetown's ongoing efforts to partially repair its centuries of racial injustice and stay true to its Jesuit, Catholic mission,

The Jesuits started buying slaves in the 1600s. How can you heal wounds that deep? Georgetown hired me as part of that effort to heal itself. Why would an all-white school want a black coach in 1972? To revisit what they claim they stood for because they had strayed from the mission of higher education, not to mention the principles of the Jesuits and Catholicism itself. Georgetown was not practicing what it preached, even a century after selling all of those slaves. Georgetown didn't cause slavery to happen. The school participated in it, but at some point they accepted what they had done and felt the need to make amends. That's how they ended up hiring a black man from the same place they had kept his family in bondage. Georgetown, too, is haunted by its past. That past is me (Thompson & Washington, 2020).

With respect to John Thompson Jr., I believe it could be constructive for Georgetown to remain haunted by its past. Slavery, a system of exploitation, served as a foundation for a large part of Georgetown's success. Like Thompson Jr., many people have criticized college athletics for exploiting student-athletes, including a disproportionate of whom are African-American, to bolster the success of their respective universities. Lawyers are among the most adamant proponents of this issue. Tim Nevius, a former investigator at the National Collegiate Athletic Association (NCAA), summarized this racial implications of this criticism in his ten-minute TED talk named, "The exploitation of US college athletes,"

American universities oversee a multibillion-dollar entertainment industry that denies fundamental rights to its essential workers, a disproportionate number of whom are Black, while making millionaires of largely white coaches and administrators. This dynamic has not only deprived many young people of a meaningful education, it has shifted generations of wealth away from mostly Black families and represents the systemic inequities plaguing of our society (Nevius, 2020).

Many federal justices aim to address this longstanding system of injustice as well. Supreme Court Justice Samuel A. Alito Jr. points to the top university football and basketball programs as the chief violators of exploiting college athletes. When discussing football and basketball student-athletes in “powerhouse schools,” he lamented that while student-athletes are required to commit a majority of their time and energy to their sports, they receive a compromised education and often do not graduate. He puts this exploitive dynamic in simple terms, “They are recruited, used, and cast aside” (Savage, 2021).

As Division I universities grapple with the complex balance of giving vital opportunities to college athletes while also benefitting from their unique talents, Georgetown can rise to the challenge as institution committed to student-athlete development through its unique Jesuit, Catholic identity. Incorporating *cura personalis* as a foundational way to form and educate student-athletes demonstrates a rejection of this exploitive system. Therefore, by building on Thompson’s Jr. legacy, Georgetown can look forward by prioritizing the mission of higher education in college athletics— a mission animated by its Jesuit, Catholic identity.

Chapter 2

Literature Review

Overview

This literature review focuses on three distinct topics: 1. the transitional experiences of NCAA Division I college athletes, 2. the unique role of higher education and leading student-athlete development programs at Jesuit, Catholic institutions, and 3. the role of social media in creating personal branding opportunities for professional and college athletes. The first topic focuses on athletic transition into and out of college. A review of the existing college athlete transition literature reveals a dominant focus on transitions out of sport, while far fewer studies target the transition from high school to college athletics (Freeman, 2018). At the same time, transitional experiences out of college often involve a stressful and problematic experience for student-athletes who have not adequately explored academic or career interests beyond sports. The challenging transitional experiences of student-athletes at the university level requires a holistic understanding of what it means for them to transition across athletic, academic, and social dimensions.

The second topic focuses on the aims of higher education, specifically at Jesuit, Catholic institutions. Unlike the aim of traditional universities without religious affiliations, Jesuit, Catholic institutions make a unique commitment to student formation across the multiple dimensions of a student's intellectual, moral emotional, relational, and spiritual life. This commitment is expressed through Ignatian values that are embodied by the lived experiences of St. Ignatius of Loyola. Many Jesuit, Catholic universities actively promote the Jesuit value of "cura personalis," or care for the whole person, which promotes the individualized attention to the physical, intellectual, psychological, and emotional needs of every student. Several

institutions provide leading examples of athletic programs that aim to integrate their Jesuit, Catholic principles in their work with student-athletes.

The third topic focuses on the opportunities afforded by social media for professional and college athletes to monetize their personal brands. Today's elite college and professional athletes routinely use social media to connect directly with fan audiences. "The modern athlete" uses these platforms to speak out on contemporary social issues, and various digital media platforms have emerged to amplify these athletes' voices to online audiences. Additionally, new Name, Image, and Likeness (NIL) legislation will soon allow college athletes to monetize their personal brands on social media (Rueda, 2021). This new commercial opportunity underscores the importance for student-athletes to promote their experiences, stories, and identities using social media platforms.

Transition to college athletics

According to National Collegiate Athletic Association (NCAA) statistics in 2018, about 6% of high school students graduate high school and go on to participate in collegiate sports at the Division I, II, or III level. (NCAA, 2018). While the transition from high school to college is difficult for all first-year students, the transition may be especially challenging for student-athletes who spend a large chunk of their time practicing, preparing, competing, and traveling during their college experiences. However, before even stepping foot on a college campus, student-athletes are challenged with strict recruiting procedures that can begin as early as 13-years of age (Freeman, 2018).

The recruitment process involves a litany of specific terms. A "contact" occurs when a college coach interacts with a student-athlete away from the college's campus. An "evaluation" occurs when a coach observes a student-athlete in athletic participation. An "official visit" is

when a college pays for a student-athlete to visit its campus. A “verbal commitment” occurs when a college-bound student-athlete verbally makes a non-binding agreement to play sports at a college before they are fully eligible. Lastly, an “official commitment” occurs when a student-athlete signs a National Letter of Intent to agree to attend that school for one academic year (NCAA, 2014).

When NCAA Division I student-athletes earn admittance into college, they embark on a new journey filled with high demands, lofty expectations, and intense pressure to perform. Approximately 180,000 Division I college athletes (from a total of 492,000 Division I, II, and III athletes) spend close to 40 hours per week participating in sport-related activities (Freeman, 2018). Their schedules are highly structured and their activities are tightly managed by coaches, professors, and university administrators (Stokowski et al., 2019). In order to adapt and succeed in their transitions from high school to college, student-athletes must first adjust to unique constraints on their time and energy due to demands of athletic participation as well as the academic and social norms of the institution. At the same time they are learning to balance athletic, academic, and social demands of the college experience, student-athletes are also expected to make strides across athletic, academic, and social dimensions in similar ways to their non-athlete peers (Gayles & Baker, 2015).

Two important areas in which all students are challenged to grow during their formative college years are in the psychosocial and cognitive domains. Psychosocial growth constitutes developing skills and the ability to define oneself, make commitments that reflect one’s identity, express values, and form relationships with others. Cognitive growth constitutes analytical thought and processing of information and experiences (Evans, 2009). In the academic domain, student-athletes are expected to take a full course load to progress toward degree completion

each year. However, the energy and time constraints of athletic practice, game preparation, competition, and travel often leave little time for other meaningful experiences such as social interaction and the ability to form relationships, particularly among non-athlete peers (Gayles & Baker, 2015).

Athletic identity has been defined as “the degree to which an individual identifies with the athlete role, within the framework of a multidimensional self-concept, and looks to others for acknowledgement of that role” (Brewer, Van Raalte, & Linder, 1993). In a study concerning student-athletes’ experiences and undergraduate major choices, college student-athletes reported that time constraints limited their major choices. These constraints ultimately negatively affected their college experiences, roles as students and athletes, and their career paths. Therefore, not only does sport participation limit a college athlete’s ability to gain experience outside of their sport, but the tremendous amount of time college athletes spend on sport-related activities heightens athlete identity and limits their intentional reflection of their identities beyond athletics. As a result, student-athletes who identify strongly with their athletic role may be less likely to explore other educational and career options because of their intensive involvement in sports (Navarro & Malvaso, 2015).

Transition from college athletics

According to the NCAA, less than 2% of college athletes will go on to play their respective sports at the professional level (NCAA, 2018). The resulting transition out of athletics is inevitable for nearly 98% of college athletes who are forced to retire from their sport upon the end of their college careers. This leaves roughly 120,00 college athletes needing to enter into non-athletic playing careers after college each year (NCAA, 2018). However, despite the fact that almost all college athletes will not advance to play professional sports, the majority of

participants in a 2019 study reported a profound sense of loss upon leaving their sport. 57.3% of the total respondents indicated a negative response toward adaptation and 34% of the respondents felt “lost” or “not ready” to adapt to their new environment (Stokowski, 2019).

The potential risks of a strong athletic identification pose unique psychosocial challenges in the career transition out of athletics. With higher levels of sport, such as NCAA Division I compared to Division II athletics, the athletic identity heightens and self-esteem is more greatly tied to sport, making it more difficult to move beyond this athletic identity. At its worst, transition out of a sports career can be traumatic for student-athletes. The psychosocial struggle for student-athletes may result in higher levels of depression and lower levels of physical health when they retire from college sports (Yao, Laurencelle, & Trudeau, 2018).

A similar transition process out of sport is well documented for professional athletes, especially for players in the National Football League who typically have an exceptionally short playing career averaging 3 to 6 years (McGraw et al., 2019). In a study of the terminal release stories of 25 former NFL elite-level athletes conducted by Dr. Jeanine Turner, a professor at Georgetown University, the former players continually described themselves as having a lack of agency in their release experiences. Many stories of their abrupt nature of release from playing professional football revealed a consistent feeling of loss of a highly structured activity and a deeper sense of meaning and emotional connection in their daily lives (Turner et al., 2020). This research is complemented by a similar study at Harvard University, in which 25 former and current elite-level NFL athletes explained their preparation for career change and financial planning. One of the concluding recommendations of the study delineates the need for early and ongoing preparation for career change (McGraw et al., 2019).

College athletes, unlike professional athletes, have the opportunity to explore academic and career interests beyond sports at the same time as their athletic participation. This proactive preparation for impending transition is named anticipatory socialization (Cranmer & Myers, 2017). However, student-athletes who do not take the time to seriously engage in interests outside of sports often remain in a developmental stage called identity foreclosure. In identity foreclosure, individuals are aware of a current identity but have not yet explored other options or ideas of who they can become (Bernes et al., 2009). It is further suggested that some student-athletes view career planning as a threat to their identity and aspirations of becoming professional athletes. Results from a study with 124 intercollegiate student-athletes at an NCAA Division I institution show that athletic identity and identity foreclosure were inversely related to career maturity (Murphy et al., 1996).

Understanding transferrable skills gained through sports provides an important strategy for student-athletes to transition successfully beyond athletics (Navarro & Malvaso, 2015). These skills include but are not limited to leadership, overcoming adversity, time management, goal setting, commitment, and open communication. Coaches can offer an invaluable perspective and support system for student-athletes to cultivate and understand their transferable life skills. Coaches are often viewed by athletes as a primary source of support (Adams et al. 2015). The amount of time that coaches are in contact with student-athletes affords them a unique role to help athletes identify their strengths and opportunities for growth beyond sports at the end of their collegiate careers (Bjornsen & Dinkel, 2017).

Research suggests the need for student-athletes to actively engage with faculty, peers in class, as well as participate in student-run organizations to grow in their academic and career interests. However, several studies have shown that the physical and psychological demands of

intercollegiate athletics may isolate athletes from mainstream college activities and therefore restrict their willingness to engage in these areas. In fact, some student-athletes and teams are encouraged to bond by socializing primarily with one another and taking similar classes (Stokowski, 2019). Suggested solutions to engage student-athletes in more exploratory behavior during college include programming that involves an examination of values and interests, as well as professional interview and resumé strategies to prepare for a successful transition out of college athletics to the workforce (Gaston-Gayles & Hu, 2009).

What is a Jesuit, Catholic university supposed to do for its students?

Today's American universities traditionally focus their services on students' educational advancement and professional preparation. However, college life also presents students with many opportunities for personal growth and identity formation. Several theorists have claimed that college is a time for students to explore and develop psychosocial strengths such as self-awareness, interpersonal skills, morality, spirituality, and general health and well-being (Kholstedt, 2011).

Father Michael Himes, a Catholic priest and theology professor at Boston College, claims that the primary role of a university is to foster the activity of rigorous and sustained conversation about the great questions of human existence. This deep and intentional conversation, both with oneself and with others, guides students to discover their vocations, or their purposes in the world. Therefore, Father Himes understands the university as an educational vehicle to prepare students for more than getting a job, but as a broader activity of personal discernment in interpreting the world and finding one's role in it (Okey, 2011).

The aims of Jesuit, Catholic universities, of which there are 28 in the United States, are uniquely centered on Ignatian principles of student formation. Student formation has deep roots

in the lived experience of St. Ignatius of Loyola, the founder of the Society of Jesus (“Jesuit Colleges and Universities” | Association of Jesuit College and Universities). In his early life, St. Ignatius was born into a noble family and took pride in his identity as a soldier. However, a pivotal moment in his life occurred when his leg was shattered by a cannonball during the Battle of Pamplona in 1521. While restricted to his bed during his convalescence, he experienced a spiritual conversion and thereafter determined to give his life to God and “help souls.” St. Ignatius later established the Society of Jesus in 1540, a religious order of the Catholic Church that has since founded numerous institutions of higher education to enliven the Jesuit mission in forming the minds, hearts, and souls of young people (Signorino, 2013).

Throughout its history, a Jesuit, Catholic value-oriented education intentionally commits to the personal lives of its students to integrate intellectual life with faith and moral responsibility. In this light, Jesuit, Catholic universities express the unique duty to form students across multiple dimensions as embodied intellectual, physically, spiritual, and emotional beings (Traub, 2012). Two specific Latin phrases, “cura personalis” and “magis,” are frequently promoted in the context of a Jesuit, Catholic education with regard to its students. Cura personalis, meaning care of the whole person, stresses a holistic education that serves the unique needs of each individual student. Magis, meaning more or greater, is understood as seeking the more universal good rather than one individual’s ends. Together, these two interconnected values at Jesuit, Catholic institutions of higher education serve as guiding principles to prepare students for being in the world, interpreting the needs of the world, and responding to them (Geger, 2014).

Fr. Patrick Kelly, S.J. provides a valuable historical perspective on the intersection of Catholic institutions of higher education and sports in America. In the introduction of his book

“Catholic Perspective on Sports: From Medieval to Modern Times,” he illustrates how very little research addresses the role of sports at Catholic intuitions of higher education, despite the fact that sports have been at the center of Catholic spiritual life since the medieval era. Drawing from the teachings of St. Thomas Aquinas, he argues that sports can provide an important outlet for students at Catholic universities to balance their intellectual and spiritual lives. In this light, he suggests sports offer students the ability to grow in the spiritual virtues of enjoyment and moderation (Kelly, 2013).

In the last chapter of the book, Fr. Kelly, S.J. highlights some of the pressing issues for Catholic institutions to remain competitive in athletics while staying committed to their mission of student formation. In the competitive landscape of intercollegiate athletics, American universities often struggle with the win-at-all-cost efforts necessary to generate revenue. He points to scandals that are often the results of these efforts, involving use of performance-enhancing drugs and cash exchanges that violate NCAA protocol. Fr. Kelly, S.J. claims that when Catholic institutions reclaim the values of enjoyment and moderation instead of fierce competition as the foundation of intercollegiate sports, universities can best serve student-athletes by using sports as vehicles to personal formation and spiritual growth (Kelly, 2013).

Leading student-athlete development programs at Jesuit, Catholic institutions

Academic and personal development support services for college athletes have been in place since the late 19th century across NCAA athletics departments. However, the primary focus of these programs was not intended to promote student-athletes’ academic achievement, but rather to maintain a base level of academic eligibility in order for college athletes to play in competitions (Murdock, 2010). The NCCA also aimed to address a disconnect on university campuses between student-athletes and students outside of athletics. By 1991, the NCAA issued

a call to action to increase specialized programming at the campus level to promote more robust engagement for student-athletes with institutional members outside of athletics (Murphy et al., 1996).

Over the past two decades, the NCAA and its member institutions collaborated to create the NCAA Life Skills program. This program is founded on five pillars, including academic excellence, athletic excellence, personal development, career development, and community service (Murdock, 2010). Consistent with the challenge to develop quality student-athlete development programs, the NCAA now requires that all member institutions to implement a basic foundation of this five pillar curriculum. However, studies have found that the implementation of the Life Skills program varies widely among universities and have determined that many student affairs professionals often lack curricular guidance to address the complex needs of student-athletes (Navarro & Malvaso, 2015).

Beyond the limited attempts of the NCAA to address student-athlete development, how do the specific aims of Jesuit, Catholic institutions attempt to integrate its student-athlete population within its educational mission? Georgetown University employs many departments on its campus to promote the holistic development of its student-athletes. At the center of these efforts is the Cooper Athletic Leadership Program, founded in 2015 funded by a \$50 million gift from Georgetown parents, which aims to provide student-athletes with opportunities to transition with ease to life after college (“About Cooper Athletics Leadership Program” | guhoyas.com).

The Cooper Athletics Leadership Program offers the Student-Athlete Leadership Institute to engage student-athletes on developing effective leadership skills. The program actively promotes the Student Athlete-Advisory Committee (SAAC), a voice of the student-athlete community that creates initiatives to improve student-athletes’ experiences during college.

Community partners of the Cooper Athletic Leadership Program include The Office of Campus Ministry, the Center for Multicultural Equity and Access, and several other departments on campus that share the mission of student growth and development (Partners | guhoyas.com).

However, Georgetown's Cooper Athletic Leadership program does not provide an explicitly Ignatian approach to student-athlete development. Georgetown is not alone, however, and very little literature addresses student-athlete development specifically in the context of Jesuit, Catholic higher education. At the same time, a few Jesuit, Catholic universities such as Gonzaga University, Seattle University, and Loyola University Chicago demonstrate concrete examples of services intended to promote student-athlete development through a distinctly Ignatian approach. While these institutions are by no means the only Jesuit, Catholic universities that generally promote student-athlete development, they employ people and offer programs that address the complex needs of student-athletes specifically through Jesuit, Catholic principles.

Gonzaga University, known widely for its top-ranked men's basketball team, takes an Ignatian approach to its student-athlete training and development off-the-court. Gonzaga's initiatives highlight the university's efforts to provide *cura personalis* to student-athletes in the context of athletic performance. A recent article outlines their health and wellness services that address the pressing issues Gonzaga student-athletes face in their personal and athletic lives, incorporating a framework centered on nutrition, mental health, physical health, performance and sleep. The athletic staff also stresses the importance of connection between staff and student-athletes, as well as building resiliency to prepare student-athletes for healthy lives and success after their college playing experiences come to an end (Bunch, 2020).

Seattle University initiated a new program in late 2020 called The Redhawk Experience (TREx). Like Gonzaga, Seattle University's TREx initiative takes another Ignatian approach to

student-athlete development, this time in the areas of community service and civic engagement. The TREx program aims to foster community and service within their athletic program by putting the university's Ignatian values into action with the motto, "Engage, Reflect, Serve, Prepare." TREx provides tailored service opportunities for student-athletes to engage with local partner organizations such as Washington Middle School and St. Francis House. The program also invites student-athletes into an alumni network to stay connected to the school and serve as mentors to the future generations of student-athletes ("Redhawks Launch New Ignatian Approach to the Student Athlete Experience" | GoSeattleU.com, 2020). These integrated offerings are important for student-athletes at Seattle University because their busy athletic schedules often conflict with their ability to participate in formative social and service experiences that are predominantly catered to non-athletic students.

Loyola University Chicago is perhaps known most for a person credited with the recent success of its men's basketball program. This person is not a Rambler student-athlete, but 101-year-old Sister Jean Dolores Schmidt. Sister Jean is an American religious sister of the Sisters of Charity of the Blessed Virgin Mary. She has served as the chaplain for the men's basketball team at Loyola University Chicago since 1994 (Lang, 2018). Sister Jean's support of the Ramblers men's basketball team made her famous during the team's 2018 run to the Final Four, as well as the team's advancement to the Sweet 16 in 2021 in the NCAA Men's Basketball Tournament. (Wright, 2020). Sister Jean's influential role as a team chaplain underscores her efforts in providing spiritual accompaniment and faith formation to members of the athletic community.

A lack of literature addresses the impact of college sports chaplains like Sister Jean on the spiritual formation of student-athletes. However, chaplains can play a crucial role of tending to the spiritual needs of student-athletes at Jesuit, Catholic universities. The function of a sport

chaplains at religiously-affiliated institutions centers on providing prayer services, pastoral care, encouragement, character development, and assistance in crisis situations (Waller et al., 2010). Georgetown University appointed Tony Mazurkiewicz to the position of Chaplain for Athletics in 2019, analogous to Sister Jean's role. Georgetown can further draw from Gonzaga University's Ignatian model of holistic athletic performance, Seattle University's model of service and community initiatives for student-athletes, and Loyola Chicago's model of spiritual formation personified by Sister Jean to promote the spiritual formation of Hoya student-athletes.

Personal branding and the rise of “the modern athlete”

Personal branding is defined as “a widely-recognized and largely-uniform perception or impression of an individual based on their experience, expertise, competencies, actions and/or achievements within a community, industry, or the marketplace at large” (What Is a Personal Brand?” | personalbrand.com). The concept of personal branding was first introduced by Tom Peters in the article “The brand called YOU.” Peters conceptualizes the term as connecting a distinct, externally facing identity to a target audience (Peters, 1997). Throughout the past few decades, the concept of personal branding has taken a new and more dynamic form with the rise of social media, especially in the area of college and professional athletics.

Elite professional and Division I college athletes attract interest from fan audiences for a number of reasons. Perhaps most commonly, elite athletes' unique physical abilities draw admiration from fans who enjoy watching them compete. For example, a college basketball player named Mac McClung amassed over 750,000 followers on Instagram by his sophomore year at Georgetown in 2019. Highlight videos displaying his rare athleticism and ability to dunk as a high school athlete sparked massive attention from young basketball audiences. His large social media following demonstrates the wide reach today's elite college and professional

athletes have on social media. (How did Mac McClung become an internet sensation?" | NBCSports.com, 2018).

Social media affords today's elite college and professional athletes the ability to connect directly with fans audiences who are interested in their stories and personal lives. In doing so, athletes can leverage social media platforms such as Instagram, Facebook, Twitter, and YouTube to raise their personal brand awareness. However, unlike college athletes, professional athletes can also convert their personal branding on social media into profit through endorsement deals and brand sponsorships. In today's digital influencer marketing world, professional athletes with large followings can make up to hundreds of thousands of dollars for one post on social media by endorsing a particular product or service (Weber, 2020).

Several digital media platforms have emerged over the last decade to directly connect elite athletes with fan audiences. These platforms have fostered the emergence of "the modern athlete," enabling widely known athletes to speak openly about pressing personal and societal issues. The Players' Tribune, founded by former professional baseball player Derek Jeter in 2014, is a media company that produces first-person stories from college and professional athletes. The company aims to give athletes direct access to vulnerably share their personal stories with fans. The platform features a range of written articles as well as digital video and podcast content (Lewis, 2015).

LeBron James, a professional basketball player, along with his friend, Maverick Carter, founded the company, Uninterrupted, that acts simultaneously as an athlete empowerment brand and a digital media platform. Uninterrupted aims to allow to express themselves directly and without interference by reporters. Its content offerings extend to various multimedia outlets, such podcasts, documentaries, and web series. One the most popular offerings include the HBO

television series, “The Shop,” which gathers together celebrity athletes, artists, and other cultural figures to informally discuss a range of topics about sports, entertainment, and societal issues (Cohen, 2017). Digital platforms such as The Players’ Tribune and Uninterrupted highlight a trend that “the modern athlete” no longer remains quiet on social issues.

Harnessing the direct channels afforded by social media platforms, many college and professional athletes have taken prominent roles in advocating for social change. In doing so, social media affords “the modern athlete” ability to seamlessly integrate personal branding with a larger societal impact (Horn, 2020). One leading voice in the arena of professional sports is the aforementioned professional basketball player, LeBron James, who often uses his social media platform to speak out on social issues. In 2018, Fox News reporter Laura Ingraham insisted LeBron James to “Shut up and dribble” after he openly talked in an ESPN interview about his political views and his personal challenges of being a Black public figure in America. In other words, the reporter condemned James for speaking out on political and racial issues and urged him to focus on his singular purpose of performing in the sports arena (McDonald, 2018).

James responded bluntly to this criticism on Twitter, asserting “We will definitely not shut up and dribble” (Bieler, 2018). Using his influential social media platform along with his Uninterrupted production company, he transformed this harsh insult into the production of a three-part documentary series called “Shut Up and Dribble.” This documentary provides a dynamic look into the changing roles of NBA athletes who advocate for social and political change (Bieler, 2018). Through his leading example, LeBron James models how the modern athlete can be “more than an athlete” using social and digital media platforms to promote a personal stance on social issues.

Preparing for Name, Image, Likeness (NIL) legislation

College sports are a multi-billion industry. With the massive influx of revenue that college athletics generates on an annual basis, the current financial model in place begs the question: should a college athlete be considered a student, an employee, or both? From 1951 until early 2021, the NCAA has established the longstanding principle of amateurism in college athletics that prohibits any type of financial benefit for athletes other than scholarships. In a testimony in 2020 to a Senate subcommittee, NCAA President Mark Emmert stated his intentions to uphold this principle of amateurism,

Student-athletes are students first who earn degrees while playing sports in college. We believe it is imperative to the success of college sports as both an integral component of the educational experience and a popular form of entertainment that we maintain a clear line of demarcation between college and professional sports (Bradsher, 2020).

However, amateurism in college athletics is now in jeopardy. Name, Image, and Likeness (NIL) legislation will soon allow student-athletes to profit from their personal brands as early as July 2021 in the state of Florida (Rueda, 2021). This legislation, which will come into effect on a state-by-state basis, guarantees college athletes the right to profit from their names, images, and likenesses and permits them to hire professional agents to help secure endorsements.

California enacted the United States' first law, called Fair Play to Play, in September 2019 that will take full effect in 2023 (Bradsher, 2020). Following Florida and California, New Jersey, Colorado, Nebraska, Michigan, and Iowa have also granted college athletes the rights to profit from endorsements and other commercial endeavors (Dellenger, 2021). Considering the massive amount of revenue that many Division I athletic programs generate, many state legislators have advocated strongly for student athletes to receive rights to their Name, Image, and Likeness. New Jersey Senator Corey Booker and Connecticut Senator Richard Blumenthal have pushed for even more compensation for student-athletes. The two senators introduced the

Athletes Bill of Rights which goes as far as sharing a percentage the university's athletic revenue with its student-athletes.

At the forefront of federal lawmakers' objectives, as well as the NCAA's requests, is the need for Congress to pass a federal bill to implement NIL legislation uniformly across states and schools. In this light, a federal NIL bill would avoid varying compensation laws from different states and keep the NCAA in accordance with federal antitrust laws (Dellinger, 2021). However, while legislators continue to settle this matter in court, much is still to be determined how NIL will play out in college athletics in the coming months and years. Oliver Luck, a former college administrator and NCAA executive, puts this simply, "It's going to be a little chaotic for a time. The next three or four months, it's the most uncertain time in the history of college athletics" (Dellinger, 2021).

NIL legislation will provide the ripe opportunity for college athletes to monetize their influence on social media. This opportunity is especially opportune for the 98% of college athletes who will not go on to play at the professional level (NCAA, 2018). However, while many students today are successful content creators, college athletes are entrepreneurially disadvantaged compared to their nonathletic peers with more time and energy constraints to devote to building and protecting their personal brands. They are also financially disadvantaged compared to professional athletes who have ample resources available to address legal disputes. Such constraints create the need for student-athletes to hire marketing professionals to protect their personal brands, as well as to retain control over how their name, image, or likeness is used (Rueda, 2021).

In preparation for NIL legislation to enact as early as July 1, 2021, over 150 entrepreneurial ventures have launched to anticipate the business needs of college athletes in the

NIL marketplace. For college athletes, these companies provide the services of a traditional sports agency, although each company offers a different range of specializations. Many companies specialize in NIL education, branding, and marketing, while others focus on compliance and regulatory issues (Dellinger, 2021). Of these companies, the biggest players such as INFLCR and Opendorse have targeted lucrative partnerships with institutions. Georgetown University recently partnered with INFLCR in December 2019 (INFLCR, 2019). This partnership gives INFLCR the exclusive rights to provide NIL-based marketing and branding services to Georgetown student-athletes.

Chapter 3

Methods

Context

This research project broadly seeks to understand the lives and experiences of ten student-athletes at Georgetown University. Ultimately, this study answers one guiding question: who are student-athletes at Georgetown? This question is too complex to address in a singular way. Therefore, the following research questions delve into four distinct components of this question: 1. student-athlete transitions to Georgetown and their plans after graduating, 2. student-athletes experiences at Georgetown across athletic, academic, and social contexts, 3. how student-athletes identity and define their faith lives, and 4. how student-athletes use social media to communicate with others and understand NIL legislation as an opportunity to monetize their personal brands.

I focused this case study specifically on student-athletes who attend Georgetown University for two personal reasons. Firstly, I acknowledge the convenience factor of accessing student-athletes in the same institutional network as my graduate program. Secondly, this personal interest stems from my undergraduate experience at Boston College, another Jesuit, Catholic university, in which I developed a passion for Ignatian spirituality while studying theology and participating in a number of campus ministry programs. Through my previous research and work with student-athletes at Georgetown, I am personally drawn to an institution that places a strong emphasis on the value of *cura personalis*. Therefore, by drawing from a leading example of a Jesuit, Catholic institution that commits to providing individualized attention to students, I aim to also more deeply understand Georgetown University's role in shaping how student-athletes express their college experiences and identities.

Research questions

Research question 1: How do student-athletes narrate their transitions into Georgetown and express what they want to do after they graduate?

Research question 2: How do student-athletes articulate their key athletic, academic, and social experiences at Georgetown?

Research question 3: How do student-athletes identify themselves and define their faith lives?

Research question 4: How do student-athletes at Georgetown use social media and think about opportunities with NIL legislation to monetize their personal brands?

Participant sampling

In order to address the research questions presented in this study, I interviewed ten student-athletes at Georgetown University. Interviewees were recruited in two ways. I utilized snowball sampling by soliciting student-athletes I have previously engaged with to connect me to teammates who would be interested in participating in this study. I also utilized convenience sampling to access student-athletes with assistance from a Georgetown University staff member in the Office of Campus Ministry. Tony Mazurkiewicz, the Chaplain for Athletics at Georgetown University, put me in touch with student-athletes who have previously participated in Campus Ministry programming. In addition, he recruited four student-athletes from a student organization named Georgetown University Christian Athletes (GUCA). The sample size and methods were also motivated by the limited time to conduct this research in fulfillment of graduate school requirements.

Data collection

All interview participants received interview questions to reflect on before each interview (see the Appendix B for further details). All questions address student-athletes' experiences and their identities across four areas: 1. high school to college transition and transition from Georgetown, 2. athletic, academic, and social experience at Georgetown, 3. identity and faith, and 4. use of social media and opinions on Name, Image, Likeness (NIL legislation). This study used a semi-structured interview technique in which the initial set of questions could be followed up with additional questions during the interview. All interviews were conducted virtually using Zoom and averaged a total duration of forty-two minutes. Interviews were recorded as video files and transcribed using Trint, an AI audio transcription software. After transcribing the documents, I entered into the data immersion phase of reading twice through each interview transcript. In this phase, I identified several themes that emerged across my four topics of questions.

Coding process

This study's coding process drew upon Tracy's iterative which asks three questions: 1. What is the data telling me? 2. What is it that I want to know? 3. What is the relationship between what the data is telling me and what I want to know? (Tracy, 2019). The primary-cycle coding focused on the first two questions: the data present in my interview transcripts and the phenomena I wanted to learn more about within the four major categories: 1. student-athletes' transitions to Georgetown, 2. their current experiences at the school, 3. their identity and faith, and 4. their uses of social media and opinions on NIL legislation.

In the secondary-cycle coding, I began to organize these four categories into interpretive concepts. This stage of coding moved into the third question of my iterative analysis, "what is the relationship between what the data is telling me and what I want to know?" In Tracey's next

step of iterative analysis, I created analytical memos for each interviewee to more deeply understand the individual student-athlete's responses (Tracy, 2019). I then compared the analytical memos of the ten participant interviews to find interconnected themes among interview responses. In reaching a theoretical saturation point of overlapping responses, I generated key concepts within each of the four categories.

Results

The participant sample equally represents both genders with five male and five female student-athletes. The sample also includes a diverse representation of racial identities with four participants identifying as Black, three participants identifying as White, two participants identifying as Latina, and one participant identifying as Asian-American. Interview participants play a variety of sports, including men and women's track and field (4), men's football (2), women's softball (2), men's soccer (1), and women's golf (1). Five participants play team sports, consisting of men's football (2), women's softball (2), and men's soccer (1). Five participants, including members the men's and women's track and field team (4) and women's golf (1) compete in individual sports. The sample includes student-athletes who are in their fourth year of college (6), third year of college (1), and second year of college (3). Lastly, with regard to religious affiliation, four participants identity as Christian, two participants identity as Catholic, one participant identifies as both Christian and Buddhist, and two participants identify as Spiritual but Agnostic. Table 1 provides a more-in depth look at participants' demographic information.

Chapter 4

Research Findings

My coding process involving interview responses from ten student-athletes revealed themes associated with each research question. See Table 2 for an in-depth listing of themes associated to each research question. Exploration of research questions and their respective themes follows.

Research question 1

How do student-athletes narrate their high school transitions to Georgetown and express what they want to do after they graduate?

Themes: Why Georgetown?

The first goal in this study was to better understand the transitional experiences of student-athletes from high school to college and their motivations to play sports at Georgetown University. The study first aimed to determine if the Jesuit, Catholic identity of Georgetown played a significant role in student-athletes' ultimate decisions to attend the school. While most student-athletes did not explicitly cite Georgetown's religious identity as a primary consideration for them, two themes emerged in explaining why student-athlete participants decided to attend Georgetown over any other school: Georgetown's recruiting style and Georgetown's elite academic reputation and athletic rankings across several of its Division I sports programs.

Georgetown's recruiting style

Several student-athlete participants expressed the recruiting efforts from Georgetown athletic personnel as an important reason for committing to athletic programs at Georgetown. Many student-athletes claimed to have been recruited by other top-ranked universities in their respective sports. Participant 7, a junior on the women's cross country and track team, mentioned receiving interest from Notre Dame, Duke University, and many Ivy league schools. Official visits are a major part of recruiting at the Division I level, in which college athletic programs invite and pay for prospective students to tour the campus and meet coaches and players in their respective sports. A majority of the student-athlete participants in this study were invited on official visits to Georgetown. Several student-athletes claimed that personal encounters with coaches and players at Georgetown were main reasons for them choosing to attend the school.

Participant 8, a sophomore on the men's football team, underscored a strong relationship with a Georgetown coach that led to an overnight commitment to Georgetown over another elite football program. Participant 3, a senior on the men's football team, was highly recruited for football at several Ivy League schools such as Columbia University and the University of Pennsylvania. However, on his visit to Georgetown, he felt immediate belonging with the Georgetown coaches and players he met. He expressed,

Once I came to visit, it was just the family feeling that I had with the team. They were just such a big family. They were helpful with everything and really cool people. So I thought I was at home as soon as I got there. I mean, I got lucky (personal communication, interview 3, 3/11/2021).

Participant 2, a senior on the men's cross country and track team, similarly emphasized Georgetown's relational approach to recruitment,

I knew my high school coach had a strong relationship with the coach at Georgetown, which instantly made me trust him. I also got a great feel for the guys on the team when I visited (personal communication, interview 2, 3/09/2021).

These responses demonstrate how Georgetown's approach to recruitment makes lasting impressions on its prospective student-athletes.

Elite academic and athletic reputation

Georgetown's elite academic reputation emerged as another key factor for many student-athletes in deciding to attend Georgetown, specifically among the female participants in this study. In fact, all five female student-athletes addressed academic motivations in their responses to "why Georgetown?" At the same time, only three of five male student-athletes mentioned academics as a key reason to attend Georgetown. Participant 5, a sophomore on the women's softball team, stated, "I just know that with Georgetown, the name and the academics will get me farther in life than just a softball career alone" (personal communication, interview 5, 3/15/2021). Therefore, most of the student-athletes in this study, especially among the female participants, chose to attend Georgetown at least in part for a rich academic experience.

Many student-athletes also expressed desire to attend Georgetown for its top rankings across several Division I sports programs. Participant 2, a senior on the men's cross country and track team, stressed this notion with respect to the men and women's track program, "It was super important for me that Georgetown is historically one of the best track programs in the country" (personal communication, interview 2, 3/09/2021). He also referenced the success of women's cross country and track program that won the Women's NCAA Cross Country and Track National Championship in 2011. Participant 9, a senior on the men's soccer team, similarly selected Georgetown for its elite soccer program, a team that ranked third in the nation the year he committed to Georgetown and won the NCAA National Championship in 2019. Overall, while student-athletes in this study expressed various personal motivations for playing

college sports at Georgetown, the combination of elite academic reputation and top ranking in several Division I sports programs motivated student-athletes to ultimately choose Georgetown.

Themes: What's next?

After hearing why student-athletes attend Georgetown, I next wanted to learn about how they aim to approach their transitions out of Georgetown. For most student-athlete participants involved in this study, college graduation will mark the end of their athletic playing careers. This transition is increasingly imminent for members of the senior class who must soon decide what to do with their lives after Georgetown. Therefore, I wanted to know how student-athlete participants understand what they want to do after they graduate and if their plans involved playing professional sports. Two different themes emerged. While three student-athletes expressed the desire to play sports professionally, the remaining seven student-athletes highlighted the desire to pivot to other careers after graduating. While these student-athletes expressed uncertainty in pinpointing the exact job functions they are seeking, most participants defined their career plans with confidence and the willingness to explore different paths. See Table 2 for details of the student-athlete participants' professional interests.

Professional athletic aspirations

Of the ten student-athlete participants, three expressed the desire to play their respective sports professionally. These student-athlete participants include two members of the men's football and one member of the men's soccer team. Participant 9, a senior on the men's soccer team, recently accomplished his goal of playing professional soccer. He was drafted by a United States Major League Soccer organization in January 2021 and signed in April with the team. Participant 3, a senior on the men's football team, is hopeful to play in the National Football

League (NFL) upon graduating Georgetown. He also is in another exceptional position, as he has both received a job offer from a large financial services company and been given the option to defer the job until he no longer wishes to pursue his professional football dream.

Pivoting to careers after athletics

Seven student-athlete participants who plan to transition from athletic playing careers after graduating from Georgetown have a range of short-term and long-term goals outside of sports. They pointed to a range of career interests they aim to move into, interests that are generally rooted in their undergraduate majors. Participant 5, a psychology major on the women's softball team, aims to work in industrial organizational psychology, the same career her mother works in. Participant 2, an American Musical Culture and government major on men's cross country and track, explained his diverse interests between music and government. While he entered Georgetown as a government major, he soon after discovered a passion for recording and producing music that he hopes to launch into professionally after he graduates from Georgetown. Participant 1, a senior on the women's softball team, expressed her aim of working in healthcare to serve elderly patients after she graduates,

I'm getting my undergrad in health care administration and disability studies. A lot of people within my major are doing consulting, but I don't want to sit behind the computer. I love people, I like working with seniors. I want to be out there talked to people, like, what do you need? What can I do? So I'm kind of trying to work within hospital systems who do more community-based things (personal communication, interview 1, 3/04/2021).

Many students also expressed the desire to enter master degree programs to gain more clarity on their career options and enhance their opportunities in particular industries. Four student-athletes plan to pursue master's programs upon graduating college and two participants specifically aim to pursue careers in academia. Participant 6, a senior and Science, Technology, and International Affairs major on the women's golf team, plans to enter a master's program in environment

policy and eventually obtain her doctorate. Participant 2, a science, technology, and international affairs major on the men's cross country and track team, expressed a similar aspiration,

Right now I'm studying science and also humanities and politics. I hope that I always stay in academia because I feel like it allows me to pursue things I love like learning and studying that allows me to grow. The real answer is, I'm not sure how it's all going to fit together, but I'm confident I'll figure it out (personal communication, interview 2, 3/09/2021).

Although Participant 2 does not express a singular trajectory for his postgraduate life, he articulates the confidence to explore different paths related to his undergraduate major. Like most student-athletes in this study, he has explored his academic interests thoroughly and feels well prepared to take on his next steps in his transition beyond Georgetown.

Research question 2

How do student-athletes articulate their key academic, athletic and social experiences at Georgetown?

Themes: Experiences in the classroom

The second goal in this study is to broadly understand the experiences of student-athletes during their time at Georgetown. In the academic context, three themes emerged that involve student-athletes' academic interests, their engagement in the classroom, and their relationships to professors and administrators. The participants in this study represent a diverse range of academic interests across three of Georgetown's four schools. See Table 3 for details of participants' academic majors. Many student-athletes expressed the difficulty of balancing their academic workloads with their demanding athletic schedules. While most of them described positive interactions with faculty and administrators, one participant expressed frustration in her

interactions with faculty in her major. Her experience in particular provides an important finding to highlight about faculty who often impose limiting stereotypes about the academic potential of student-athletes.

Diverse academic interests

Student-athlete participants in this study represent a plethora of undergraduate majors within three of the four different schools at Georgetown University. The three schools represented comprise of the Georgetown College (the liberal arts and humanities focused school), the McDonough School of Business, and the School of Foreign Service. Two participants study in the McDonough School of Business, two participants study in the School of Foreign service with majors in the science, technology and international affairs program, and six participants study in the Georgetown College with majors in healthcare administration, biology, government, American musical culture, psychology, anthropology, and art history. No student-athletes in the sample study were enrolled in the School of Nursing and Health Studies.

Academic support

Many participants expressed positive and supportive relationships with their professors and administrators. Participant 9, an anthropology and art history major on the men's soccer team, explained his deep connection to an art history professor specializing in Mesoamerican art. The art history professor sparked his interest in art history, which prompted him to take four classes with her over his four years at Georgetown. He glowingly described the impact of his relationship with the art history professor on his Georgetown experience,

I've had some professors who actually have really made a difference in my time here. I had this one amazing art history professor. The first art history I took was her class my sophomore year and I just kind of built a good relationship with her. She was always super helpful, always kind and understanding. And I took four classes and never really

thought I'd be interested in that, but she made it interesting for me. She's somebody who definitely made my time here much more enjoyable (personal communication, interview 9, 3/26/2021).

Participant 5, a psychology major on the women's softball team, similarly expressed a positive relationship with an administrator in her undergraduate major in the Georgetown College. She explained the valuable interactions she has had with her in a virtual academic environment,

I really value academics and personally have had a great experience with my dean. She has pointed me to great resources on campus, like the Cawley Career Center, and she's helped me with the academic planning process as well. She asked me to let her know if I ever wanted to Zoom call and also emailed me after last semester congratulating me on my grades and to keep up the good work (personal communication, interview 5, 3/04/21).

According to many student-athletes, Georgetown professors and administrators often lend relational guidance and support student-athletes in the classroom, even when the classroom is conducted virtually on Zoom.

Academic frustrations

On the other hand, many student-athletes participants expressed a compromised experience in the classroom with the time and energy constraints of their athletic participation.

Participant 4, a sophomore on the men's cross country and track team, discussed the difficulty of selecting a major as a student-athletes with limited time to explore his unique interests in both government and music production,

I came in a government major but I'm also a creative person, so I wanted to switch my major to American musical culture. However, I don't think I branched out much during my freshman year just because I didn't want to get spread too thin, especially doing track. My grades were terrible my first semester (personal communication, interview 4, 3/15/2021).

Participant 6, a science, technology, and international affairs major on the women's golf team, provides an important perspective regarding negative student-athlete interactions with Georgetown faculty. She explained an interest in entering academia and applying for doctoral

programs in environmental policy after she graduates Georgetown. However, she expressed frustration in not receiving support from faculty within her major in the School of Foreign Service, who advised Participant 6 not to take classes in their rigorous program. She further discussed the complicated nature of being a student-athlete with regard to her academic experience at Georgetown,

I really try to disassociate myself from the athlete culture at Georgetown. I had professors, who once I showed them that I was an athlete, they actually told me to drop the class. They said they don't take athletes in their classes because athletes don't try hard. So I would go to great lengths to dissociate myself. I would change out of my clothes and I would try to just make sure that people didn't see me first and foremost as an athlete. So for me I don't feel like there is support to pursue the academic track you really want to do (personal communication, interview 6, 3/17/2021).

While many student-athletes expressed positive relationships with professors, Participant 6 highlights that a few faculty members at Georgetown perpetuate negative academic stereotypes about student-athletes, a dynamic that may limit student-athletes' academic experiences in the classroom.

Themes: Memorable athletic moments and social connection

In this section, I wanted to understand how participants discussed their most memorable college experiences. Two themes emerged when student-athletes recalled their most memorable experiences at Georgetown. The first theme involves their achievements in athletics, such as thrilling team wins or placing in an individual competition. However, an even more pervasive theme that emerged was how student-athletes talked their relationships with other student-athletes as some of the most memorable aspects of their college experiences. All student-athletes glowingly expressed their friendships with teammates as some of their fondest experiences in college, friendships that they perceive will last well beyond their time at Georgetown.

Athletic achievement

This section aims to better understand how student-athlete participants tell stories of their memorable college experiences. As expected, senior student-athletes generally had more stories and experiences to share than sophomore and junior students-athletes. When posed the open-ended question, “what have been your favorite experiences so far at Georgetown,” most student-athletes responded with their key athletic achievements. Many highlighted key team wins as their favorite athletic experiences. Participant 9, a senior on the men’s soccer team, highlighted a notably impressive accomplishment of winning the NCAA Division I Men’s Soccer National Championship in 2019. Other participants expressed more individual accolades. Participant 4, a sophomore on men’s cross country and track team, recalled the triumph of placing third in an NCAA tournament event during his freshman year. Participant 5, a sophomore on the women’s softball team, described hitting her first collegiate homerun during her freshman year. Therefore, many student-athletes expressed the value of their achievements in the athletic arena.

Friendships with teammates

Beyond athletic achievement, all student-athlete participants expressed their friendships with teammates as one of their favorite aspects of their college experiences at Georgetown. Participant 9 on the men’s soccer team expressed, “I just really like being on a team and working towards one collective, one common goal, and we all ultimately come together to have that same goal” (personal communication, interview 9, 3/26/2021). Several participants expressed that teammate camaraderie and friendships with other student-athletes stems from the extensive amount of time and energy they spend with one another. Participant 7, a junior on the women’s cross country and track team, expresses the foundation of her relationships to her teammates as rooted in the demands unique to athletics,

Thrown in with those girls, I think you get so close with them so quickly. I know that we work so hard and it's such a demanding schedule. It's really important to make sure that the people around you understand the commitment involved in you we do (personal communication, interview 7, 3/24/2021).

Other student-athletes expressed their friendships with student-athletes at Georgetown as a unique privilege that they did not experience in high school. Participant 5, a sophomore on the women's softball team, explained the rich social dynamic that has animated her student-athlete experience at Georgetown,

I think there is a moment each day that makes me go like 'wow, I'm proud to be here.' I'm proud to be a student-athlete at Georgetown. There is the community aspect of when we all go to eat after lift and we talk about our week. Everyone is so open to making relationships, and that's what I really like about the diverse and inclusive community of Georgetown. All of those people have enriched my thinking. And I feel that when I go back home, I kind of feel like a black sheep because I've been so enriched with different perspectives that are given from people all around the globe. And I never would have met those people if I didn't go to Georgetown (personal communication, interview 5, 3/15/2021).

Of all memorable experiences in college, student-athletes highlighted their social dynamics with teammates as some of their fondest experiences of their undergraduate years at Georgetown.

Research question 3

How do student-athletes identify themselves and define their faith lives?

Themes: Who am I?

The third goal in this study is to better understand how student-athletes participants identify themselves with respect to their roles as college athletes. To address this complex topic, I posed the question, "Do you identify first and foremost as an athlete?" While three of ten student-athlete participants responded "yes" to this question, seven student-athlete participants responded "no" (see Table 4). Two themes emerged that explain how student-athletes answered

this question: a few student-athletes claimed that their demanding athletic schedules dominate their day-to-day life, justifying their identity as primarily athletes, while most student-athletes see the label as “an athlete” as constricting of who they are and what they can offer beyond the realm of sports.

Athletic identification

The three student-athletes who responded “yes” to the question of “Do you identify first and foremost as an athlete?” connected their athletic identities to their daily time and energy commitments to athletic activity. For these participants, the tremendous amount of time and energy they devote to athletics dominated other aspects of their lives and determined how they would spend their limited time and energy elsewhere. Participant 5, a sophomore on the women’s softball team, detailed the rigor and time dedicated to athletics as both a high school and college student-athlete, claiming that she has spent more than four hours per day participating in softball-related activities since her freshman year of high school. Participant 7, a junior on the women’s cross country and track team, illustrated that her fierce commitment to running track, “is why being an athlete motivates everything I do and every decision I make with my time and energy” (personal communication, interview 7, 3/24/2021).

More than an athlete

The seven student-athlete participants who responded “no” to the aforementioned question explained their rationale and offered a wide array of identities they would claim before “athlete.” Participant 2, a senior on the men’s cross country and track team, expresses the sentiment, “I’ve always personally tried to be well-rounded and never go overboard on one of three core points of my academic, athletic, and spiritual identity” (personal communication,

interview 2, 3/09/2021). Participant 4, a sophomore on the men's cross country and track team, furthermore expressed the limitations in considering himself primarily as an athlete,

I think it's super limiting. I know a lot of other athletes who think of themselves as just an athlete. I never want to think of myself as a one-dimensional person. I know I am more than an athlete (personal communication, interview 4, 3/15/2021).

Four student-athlete participants, Participant 1, 4, 5, and 9 also referenced their ethnicities as a primary component of their identities. Participant 9, a senior on the men's soccer team, explained that he identifies first and foremost as "a black man in the United States" rather than a soccer player because of the current climate of racial unrest in America. Another few student-athletes also expressed their identities as fluid and changing over time. Participant 1, a senior on the women's softball team, perceived her identity shifted throughout her time at Georgetown,

If you would have asked me this in my first year I would have said yes. My life revolved around athletics, and I was like, 'I'm an athlete, and that's it.' But over this past year, I realized that it is just one tier of my identity. I now think I have so many more layers to who I am (personal communication, interview 1, 3/04/2021).

Themes: Engaging with faith

Within this section asking about student-athletes' identities, I also aimed to understand how student-athletes define their faith lives. To address this equally complex topic, I posed the question, "Do you identify as religious or spiritual, both or neither?" Before asking the question, I did not explicitly define "religious" or "spiritual" in order to allow participants to define their faith lives subjectively. All ten participants responded that they identify as spiritual, while seven participants responded that they identify as both spiritual and religious.

More specifically, seven participants identified as Christian (two specifically identified as Catholic), one identified as both Christian and Buddhist, and two identified as a spiritual but agnostic. Table 1 details how student-athletes define their faith identities. One theme that

emerged highlights how family's upbringing played an important role in their engaging in faith. A second theme underscores student-athletes' active participation in faith groups at Georgetown, particularly in a group named Georgetown University Christian Athletes, as well as the conflict presented by their busy athletic schedules to participate in campus ministry programming.

Family upbringing and faith

The student-athlete participant's family upbringing was an important indicator of how strongly student-athletes identified as religious or spiritual. For many student-athlete participants, initial encounters with faith occurred during childhood in family settings. Participant 2, a senior on the men's cross country and track team, identifies strongly as a Christian growing up in a Protestant household. His father is a Protestant minister, and he claims that his father's influence prompted him to pursue working for Georgetown's Campus Ministry on the Protestant Ministry team. Participant 7, a junior on the women's cross country and track team, similarly identifies as a practicing Catholic largely in part that her father is an administrator of a Jesuit, Catholic University. She expressed "my dad's been in Jesuit education for a long time. I think that's been kind of dinner table conversation for me my whole life without even realizing it" (personal communication, interview 7, 3/24/2021).

Participation in Georgetown faith groups

Many student-athletes involved in this study actively participate in faith-related activities and student organizations at Georgetown. Six participants actively participate in a student-athlete organization named Georgetown University Christian Athletes (GUCA) coordinated by Tony Mazurkiewicz, the Georgetown Chaplain of Athletics. The group meets weekly throughout the academic school year to engage in faith sharing and to read scripture together. Participant 2, a

senior on the men's track and field team, is a leader of the GUCA group. He has also worked on ecumenical team of Catholic, Protestant, Orthodox ministers that serves Georgetown's emphasis on interreligious dialogue and promoting inclusivity among different faith traditions.

However, despite Georgetown's extensive programming with Christian ministries, one student-athlete suggested that Georgetown does not promote all faith traditions with the same fervor. Participant 6, who identifies as both Christian and Buddhist, explained the lack of programming support for its dharmic religions,

I don't think Georgetown does a great job with dharmic religions. When I was a freshman there was no support for Buddhist students at all except for like a meditation club. However, they introduced a new dharmic center that lumps together Hinduism, Buddhism, Sikhism all together. I mean, it's still not to the degree other religions on Georgetown's campus get (personal communication, interview 6, 3/17/2021).

Based on this perspective of Participant 6, Georgetown's Office of Campus Ministry can look to better integrate more programming support for dharmic religions alongside its Christian programs.

Lastly, while most student-athletes in this study participate in Georgetown faith groups, many student-athlete participants expressed that their involvement in athletics often conflicts with their ability to engage with Georgetown's campus ministry programming, such as liturgies, retreats and service trips. Participant 7, a junior on the women's cross country and track team, recently participated in an Ignatian spirituality course this semester and claimed to have thoroughly enjoyed the applying key spiritual practices in the course into her daily life. At the same time, however, she explained the difficulty of participating in additional campus ministry programs due to her rigorous athletic schedule,

Unfortunately with running, I'm not able to do weekend trips that are like three days at the retreat center because I can't miss a weekend of practice or competition. I wish there was a way to get more involved" (personal communication, interview 7, 3/24/2021).

Consistent with many other areas of their college experiences, even the most faith-engaged student-athletes often are restricted by their busy athletic schedules from participating in campus ministry programming.

Research question 4

How do student-athletes at Georgetown use social media and think about opportunities with NIL legislation to monetize their personal brands?

Themes: Social media uses

The fourth goal in this study is to better understand how student-athletes use social media. I first asked participants about the social media platforms they are active on. All ten student-athletes participants expressed being active on at least one social media platform. Eight of ten participants named Instagram as the platform they most frequently use and engage with, while many participants claimed to also be active on Twitter, Snapchat, Tik Tok, LinkedIn, and Facebook (see Table 6 for details of social media platforms use among student-athletes).

After understanding what social media platforms student-athletes use, I aimed to understand their specific intentions for using them. I posed the question, “why do you use social media?” One theme that emerged was how most student-athletes use social media for “spreading awareness” as well as for communicating to family and friends. A second theme emerged that most student-athletes use social media for purposes beyond themselves, such as advocating for social causes or staying in touch with relatives, rather than for promoting themselves as personal brands.

Using social media for spreading awareness, communicating with family and friends

When asked about their purpose for using social media, most student-athletes explained their intentions of using social media for promoting social issues and maintaining relationships with family and friends. Participant 1, a senior on the women's softball team, expressed a general aim to use social media for the purpose of spreading positivity to the world. She further explains,

I think it is just a way to educate people on things going on in world, and just bring stuff to people's attention that maybe wasn't at the forefront before. I think there's just so many things going on in the world that people are going to continue to be vocal (personal communication, interview 1, 3/04/2021).

Participant 9, a senior on the men's soccer team, expressed his intention of using social media to "bring social awareness" to key social issues in society. He participated in an Instagram campaign with his soccer team over the summer and fall months to post about key infographics related to racial justice. However, he expressed belief in the inefficacy of social media to create real change, and suggested that social media merely serves as the starting point to address and advocate for issues, such as racial justice, that are important to him.

Many student-athletes participants also claimed to use social media to keep updated with family and share messages and posts with friends. Participant 5, a sophomore on the women's softball team, expressed how she uses Snapchat to communicate with and send funny videos to group of her teammates. Participant 3, a senior on the men's football team, also explained using Instagram and Twitter to keep in touch with friends and to promote their initiatives,

If I see a video or something I think is cool, if it's about football or just about whatever topic I think that reminds me of a group of people, I usually send it to them. It's just like a conversation starter, especially with friends I haven't seen in a while especially during COVID. Or maybe I'll just promote something that has to do with my friend's business, just things like that (personal communication, interview 3, 3/11/2021).

While a few student-athletes mentioned sharing posts about themselves such as an athletic highlight or winning an athletic award, most participants conveyed that they mainly use social media for other ends than promoting themselves.

Using social media for promoting Georgetown organizations and personal interests

Many student-athlete participants also run social media accounts for organizations they are involved in at Georgetown, as well as for various personal interests. Participant 5, a sophomore on the women's softball team, currently serves as the social media manager for the Instagram account of the Georgetown University Christian Athletes (GUCA) student organization. She explained that her favorite project has been a "spotlight series" of Georgetown Campus Ministry staff. Participant 7 and her friends on Georgetown's women's cross country and track team recently launched Oval Magazine, an online blog that tells the stories of collegiate runners. They predominantly use Instagram and a website as a platform to promote blog posts written by a variety of collegiate track and field student-athletes. Participant 2, a sophomore on the men's cross country and track team, is active on Instagram and Twitter to promote his music interests. He produces music on streaming platforms such as Spotify, Apple Music, and YouTube music. Once again, the prevailing theme was that student-athletes do not aim to use social media to promote their personal brands.

Themes: Opinions on Name, Image, Likeness (NIL) legislation

Lastly, I wanted to know if student-athletes had previously thought about or engaged in conversation about Name, Image, and Likeness (NIL) legislation. NIL legislation will soon allow college athletes to profit from endorsement deals and sponsorship opportunities. However, the legislation will affect each institution differently, and so I also wanted to know if Georgetown

student-athletes had given thought to leveraging the opportunity to monetize their personal brands. A gender discrepancy highlights an important trend about the outlook of student-athletes in leveraging and monetizing their social media presences. While male student-athlete participants were largely optimistic about the implications of NIL for college athletes, most female student-athletes were largely uninterested in the opportunities NIL would grant them.

Male student-athletes in favor of Name, Image, Likeness (NIL)

Four male student-athletes in this study expressed interest in the ability for college athletes to profit during their college playing careers. The most outspoken participants on the passing of NIL legislation were two student-athletes on the men's football team. Participant 3 presented strong opinions on NIL having previously presented on the topic in one of his undergraduate business classes. He critiqued the NCAA's unfair profiteering on the backs of student-athletes and the need to reform its business model. Participant 8 similarly felt passionate about the topic and claimed, "people doing the work and making the plays deserve to make a portion of the profit" (personal interview, interview 8, 3/24/2021). However, due to the ongoing nature of the legislation to enact state-by-state, both student-athletes do not see the opportunity for themselves to reap the benefits of NIL during their college playing careers.

A tangible example of how NIL would affect student-athletes at Georgetown is a graduate student-athlete on the men's cross country and track team named Spencer Brown. All four student-athlete participants on both the men's and women's cross country and track team mentioned his name while discussing the topic of NIL. According to Participant 2, Spencer created a YouTube channel during his freshman year at Georgetown and later called it "The Athlete Special." The channel features his running tips as a collegiate runner, and by April 2021 he has amassed over 60 thousand subscribers on YouTube. Participant 7 claimed that Spencer

“went viral” during her college running career at Georgetown and she constantly gets requests from her running friends to mention their names in his videos. As a Georgetown student-athlete, Spencer cannot monetize his YouTube channel due to violations with NCAA policy. NIL legislation would amend this issue and grant opportunities for all student-athletes at Georgetown to monetize their personal brands.

Female student-athletes indifferent toward Name, Image, Likeness (NIL)

On the other hand, most female student-athlete participants voiced the opinion that NIL will make a huge difference for them, both in the context of their college careers and with their negative outlook on their opportunities in women’s sports. Participant 7, a junior on the women’s cross country and track team, expressed her apathetic view on NIL,

I don’t really have a strong preference on the issue because I know that kind of as a women’s cross-country runner, it wouldn’t change my life that much. Also, that’s never been a motivation for me and I’m lucky I don’t feel like I need to make money off my name, image, and likeness to affect my motivation in sport. However, I know that is not everyone is my situation. Like I know this can be life changing for some people, but I feel lucky that I don’t really need that (personal communication, interview 3, 3/24/2021).

On the other hand, Participant 10, a senior on the women’s cross country and track team, brought up an interesting example of her own experience that is negatively affected by the current financial system of college sports. She expressed,

I actually have a strong opinion on this matter because I have been offered modeling opportunities from brands such as Nike and Lululemon. I had to turn those down because of being a student-athlete. My opinion is that I should have been allowed to do that and it really pisses me off that I couldn’t do those things. I think student-athletes should be allowed to profit now (personal communication, interview 10, 3/31/2021).

All Georgetown student-athletes in this study have slightly different perspectives on the topic of NIL. However, the common theme among participants is that most student-athletes do not regard NIL legislation as a motivating opportunity for them to monetize their personal brands, at least to

the extent that can be anticipated from top college athletes at more athletics-focused Division I schools.

Findings summary

This case study offers an initial glimpse into the multifaceted lives of ten student-athletes at Georgetown University. This wide study poses questions to student-athletes across four areas to address one guiding question: who are student-athletes at Georgetown University? These four areas include: 1. their transitions to and from Georgetown, 2. their academic, athletic, and social college experiences at Georgetown, 3. their personal identities and how they define their faith lives, and 4. their uses of social media and thoughts on NIL legislation. Altogether, student-athletes' responses across these four research areas form a rich collection of data to personify the experience and identities of Georgetown student-athletes.

The first research question addresses student-athletes' transitional experiences. In this section, the study aimed to learn about student-athletes' motivations to attend Georgetown and what they plan to do after they graduate. With their decisions to attend Georgetown, most student-athletes expressed the importance of Georgetown's recruitment efforts and both the university's prestigious academic reputation and the athletic notoriety. Student-athletes have a range of desires upon graduating Georgetown and mostly pointed to academic programs, industries, and careers they wish to target. Three male student-athletes desire to play sports professionally, while the remaining student-athletes plan to enter graduate programs and careers relevant to their undergraduate majors.

The second research question broadly engages student-athletes on their academic interests and memorable Georgetown experiences. The student-athletes voiced a diverse range of academic interests. Most participants also claimed to receive substantial academic support from

faculty and administration. However, Participant 6 identified a lack of assistance from faculty and highlights the need for additional support for student-athletes who are highly academically motivated. When asked about their favorite experiences at Georgetown, most student-athletes highlighted their moments of accomplishment in athletics and understand their connections with teammates as an important part of their social experience.

The third research question delves into how student-athletes identify themselves and define their faith lives. This question was perhaps the most complex to address. The question, “do you identify first and foremost as an athlete” aimed to understand how student-athletes perceived their identities as related to athletics. Three participants who responded yes to this question connected their heightened athletic identity to the amount of time and energy they devote to their sports, while seven student-athletes regarded the athlete label as limiting. With respect to their faith identities, I asked participants, “are you spiritual or religious, neither or both?” Many student-athletes have engaged with faith and participate in various faith groups such as Georgetown University Christian Athletes. Family upbringing greatly influences the faith lives of student-athletes. However, almost all student-athletes did not talk explicitly about the charism of Georgetown’s Jesuit, Catholic identity as playing a crucial role in their college experience.

Lastly, the fourth research topic asks how student-athletes use social media and regard their opportunities to monetize their personal brands with Name, Image, and Likeness (NIL) legislation. Most student-athletes are active on social media platforms and use social media to communicate with friends and family. Many express their intentional purposes of spreading positivity and bringing awareness to social issues they are passionate about. A gender disparity highlighted student-athletes’ opinions of NIL legislation. While most male student-athletes

express the positive implications of the ability to monetize their personal brands as college athletes, most female student-athletes are more apathetic to this development. Overall, Georgetown student-athletes are not keen on leveraging NIL to monetize their personal brands.

Chapter 5

Discussion

Limitations

A few limitations lie in the methods of this study. These limitations can be attributed to the short amount of time to conduct this research in fulfillment of graduate school requirements. The first limitation is its small sample size. With only ten participants in this study, the sample offers a limited representation of athletic teams, class years, ethnicities, religious affiliations, and other demographic information needed to fully embody the diverse student-athlete population at Georgetown. Therefore, a larger sample size would provide a more diverse representation of student-athletes at Georgetown.

Another limitation of this study is its narrowly targeted method of recruiting. Participants were recruited through the help of Tony Mazurkiewicz, Georgetown's Chaplain of Athletics, in order to include student-athletes with faith backgrounds in this study. While this was much appreciated and important given the time constraints to conduct this research, it is important to underscore a biased sampling procedure in drawing from a number of student-athletes who were known to actively engage with faith organizations at Georgetown. The faith identities of Georgetown student-athletes would perhaps look much different using a random sample.

While also its strength, an additional limitation of this study is its wide approach to understanding Georgetown student-athletes' experiences and identities. This study aims to gain a holistic view on the lives of student-athletes across the four topics of their college athlete transition, their experiences in college, their identity and faith backgrounds, and their uses of social media and opinions on Name, Likeness, and Image legislation. While the breadth of topics in this study contributes to a deep understanding of the ten student-athlete participants, the study

lacks the depth to understand one topic in a particularly focused and nuanced way. Therefore, future research can pinpoint one of the four research questions in this study to better draw more concrete and robust findings in one area.

Areas of future research

This research project ultimately aims to understand the identities of experiences of student-athletes at Georgetown, as well as to further Georgetown's student-athletes development efforts. Outside of Georgetown, future research at any NCAA school can dive deeply into one of the four research questions topics presented in this study in order to better serve their student-athlete population. For example, a goal within my first research question was to understand why student-athletes decided to attend Georgetown over any other school. This research question is transferrable to other universities that aim to better understand why student-athletes initially decided to attend their institutions. Comparative analysis among student-athletes attending different institutions can provide important insights into why student-athletes attend one particular school over another.

Of any topic covered in this study, Name, Image, and Likeness legislation will likely prove to be one of the most significant research focuses for institutions to grapple with moving forward. As the conversation of how NIL will play out continues to evolve, university athletic programs will need to prepare to implement structural changes and provide services for their college athletes. However, while institutions can proactively understand the current research on the topic to brace for these changes, each university's implementation of NIL-based services will depend on the state-by-state protocol as it emerges in the coming months to years. For now, universities can look to better understand how their student-athletes aim to realize their opportunities with NIL and prepare to make their structural changes accordingly.

Key findings for Team Magis

At Georgetown University, a gap exists between Georgetown's student-athlete development efforts and a practical outlet for Georgetown student-athletes to articulate their identities and their values beyond sports. Team Magis, a video production service I founded to serve student-athletes, aims to fit into this gap by affording student-athletes the opportunity to deeply reflect on their lives and articulate their athletic, academic, social, and spiritual experiences through feature videos they can post on social media. These videos can be viewed at the following link: <https://www.teammagis.com/>. Ultimately, these feature videos encapsulate what student-athletes aim to do with their lives both during and after their college athletic careers are over.

In this research project, I have tested my initial assumptions about the problems Team Magis aims to solve for student-athletes. Student-athlete responses to two research questions in particular have prompted a shift of my vision with Team Magis. The first research question asks Georgetown student-athletes about what they desire to do when they graduate college. I had initially assumed going into this study that athletic transition out of college was source of anxiety and uncertainty for Georgetown student-athletes. However, for the most part, these student-athletes articulated a clear understanding of how they aim to transition to the next phases of their lives. While three male student-athletes have aspirations to play their sports professionally, many other student-athletes expressed the desire to transition into a career that draws from their undergraduate majors, and several student-athletes pointed to furthering their education in graduate programs. Georgetown University has evidently prepared student-athletes well for the transition out of college athletics. Therefore, these responses invalidate my assumption that transition out of college is a pervasive problem for student-athletes at Georgetown.

Secondly, the fourth research question asks how Georgetown student-athletes use social media. I had initially assumed going into this study that many of these student-athletes leverage social media platforms to promote themselves and express athletic identities. Surprising to me, most participants expressed that they do not use their social for their own personal promotion, but rather to promote causes beyond themselves and to stay connected to communities of family and friends. Therefore, in finding that student-athletes do not use social media for promoting themselves as much as I had anticipated, producing digital content for student-athletes to promote themselves does not serve student-athletes' voiced needs. Overall, student-athlete responses to these two research questions in particular have clarified the intentions for the services Team Magis aims to offer moving forward.

In response to these findings, I aim to pivot the aims of Team Magis to serve the promotion of Georgetown as an institution committed to its development of student-athletes, rather than to promote Georgetown's student-athletes themselves. Although student-athletes will undoubtedly benefit from the opportunity to more deeply understand how they have developed throughout their college experiences, I believe the greater opportunity lies in helping Georgetown better understand their intentional efforts to provide *cura personalis*, or care of the whole person, to its student-athlete community. If implemented effectively, this new value proposition of Team Magis will demonstrate that Georgetown University can learn as much from the experience of student-athletes as student-athletes can learn from Georgetown.

Recommendations for Georgetown University

Using key findings of this study, I offer strategic recommendations for three departments of Georgetown University who work both directly and indirectly with student-athletes. These departments specifically include the Office of Campus Ministry, the Academic Resource Center,

and the Cawley Career Center. In making these recommendations, I aim to draw from my Communication, Culture, and Technology degree to propose solutions involving technology and conducting surveys. Within these three departments, I make recommendations in the following three areas: 1. Create additional campus ministry programming to integrate virtual methods of faith gatherings and a specific retreat tailored for student-athletes, 2. Conduct a survey to assess the degree to which professors support student-athletes in the classroom, and 3. Ally with or create personal narrative video production service for student-athletes to articulate their professional interests for use on their LinkedIn profiles.

Office of Campus Ministry

Two recommendations for Campus Ministry aim to specifically engage Georgetown student-athletes in their programming. While there is certainly an important social and spiritual emphasis to having in-person faith gatherings, one way to better integrate student-athletes into Campus Ministry offerings would be to offer additional virtual faith gatherings and retreats, such as those employed during the COVID-19 pandemic. More specifically, Participants 7 and 10 expressed that they enjoyed participating in a six-week daily retreat offered over Zoom. However, most student-athlete participants explained they did not have time or energy to engage in many in-person weekend retreats or service trips. While I did not engage in this retreat, I recently participated in a two-hour online Ecumenical Lenten Mini Retreat conducted on Zoom and found it to be easy to fit into a busy schedule. Therefore, virtual retreats might provide an effective solution for student-athletes to fit into their busy schedules and further help them grow in their faith lives during their time in college.

A second recommendation, “A cannonball moment,” has recently been implemented by Georgetown’s Office of Campus Ministry in a virtual setting. This recommendation is a tailored

retreat experience that campus ministry can offer student-athletes centered on the pivotal cannonball experience of St. Ignatius of Loyola. St. Ignatius, the founder of the Jesuits, was a soldier in his early life and he took pride in this identity. However, when St. Ignatius shattered his leg in war, he was forced into a recuperation process and confronted with an identity crisis. In his convalescence, he decided to devote his life to serving God. Therefore, his physical ailment transformed him emotionally, morally, and spirituality. He discovered his life's purpose through this identity crisis.

Perhaps student-athletes are presented with a similar, though less visceral, identity crisis as St. Ignatius throughout the course of the college athletic careers. This identity crisis may happen when they suffer through physical injuries, sometimes injuries so severe that they cannot continue to play sports. However, and perhaps more pervasively, student-athletes experience this identity crisis when they arrive at the end of their college athletic careers. In this way, student-athletes may experience “a cannonball moment” when they no longer see a viable future with their athletic identity. Georgetown can draw from its Catholic, Jesuit identity to provide this retreat experience for student-athletes. This retreat ultimately serves to anticipate this crisis moment for student-athletes and encourage them to discern on who they are before the end of their college athletic careers.

Academic Resource Center

A recommendation for the Academic Resource Center is predicated on the responses of Participant 6, a highly academically motivated student-athlete who aims to move into a career in academia after she graduates Georgetown. Her illuminating sentiments about faculty and administrators in her undergraduate major highlights an important issue that student-athletes often encounter. She explained how a faculty member persistently told her to drop her class

because she did not believe that student-athletes are academically inclined enough to perform well in it. This anecdote highlights an unfortunate trend of professors in higher education that stereotype, disregard, or neglect the academic abilities of student-athletes in the classroom.

To address the lack of academic support for student-athletes, a potential solution would start with the Academic Resource Center to promote ways professors can better assist student-athletes who are highly academically motivated. The Academic Resource Center could administer an evaluative survey to student-athletes about their experiences with professors. If a substantial amount of survey responses demonstrate a problematic trend with certain professors, the Academic Resource Center can then look to provide advocates within the athletic department to intervene. In this way, student-athletes are not directly pitted against their professors, but provided with an advocate to intervene on their behalf. This recommendation ultimately aims to create better understanding between faculty and student-athletes of the constraints associated with their athletic participation.

Cawley Career Center

A recommendation for the Cawley Career Center is based on the video production services of Team Magis. In this study, I learned that most student-athletes have a strong understanding of their career interests and industries they wish to target after they graduate Georgetown. At the same time, Georgetown does not currently have a service in place to afford student-athletes the opportunity to articulate these interests and express the skills they have developed throughout their time at Georgetown. Therefore, I recommend that the Cawley Career Center implements a personal narrative video production service to promote student-athletes' career interests.

My envisioned end-to-end video production service assists student-athletes with crafting, articulating, and posting their personal narratives related to their professional goals. The service implements a structured process to guide student-athletes through scripting their narratives and practicing their deliveries on camera. Through a careful editing process, the service produces a polished two-minute personal narrative video that succinctly express the student-athlete's career interests. Finally, the service assists the student-athlete with posting this video to their desired social media channels.

This service is timely with emerging digital media trends. As of late 2020, LinkedIn features a video introduction capability that users can post on their profiles to connect with employers and network with professionals in their desired industries (Barnes, 2020). In this light, the envisioned service implemented through the Cawley Career Center can guide students through sharing their personal narrative videos on their LinkedIn profiles to connect with future employers. This ideation-to-execution service would ultimately improve student-athletes' opportunities for employment so they are well prepared to enter the workforce by the time they graduate Georgetown.

Chapter 6

Conclusion

Who are student-athletes at Georgetown?

The first goal of this research was to better understand the experiences and identities of student-athletes at Georgetown University. In essence, I guided ten student-athletes through a forty-minute conversation for them to answer one question: “who are you?” This question was far too complex to address in a singular approach. For this reason, I segmented this question into four topics. These questions delved into their college athletic transitions, their experiences at Georgetown, their ways of identifying and defining their faith, and their uses of social media and opinions on Name, Image, Likeness (NIL) legislation. Ultimately, the student-athletes in this study proved to be committed and well-rounded individuals who have a clear understanding of who they are, what they care about, and how they aim to contribute to the world around them.

Cura personalis in college athletics

The second goal of this research was to support Georgetown’s mission integration in the arena of college athletics. This study aims to understand if Georgetown’s Jesuit, Catholic identity plays a prominent role in student-athletes’ motivations to attend Georgetown, in their experiences at Georgetown, in their identities and faith lives, and in their uses of social media. Most student-athletes did not explicitly reference Georgetown’s Jesuit, Catholic identity in their motivations to come to Georgetown. However, Georgetown’s commitment to the ideal of cura personalis in student formation revealed in subtle, yet profound ways throughout the lived experience of ten student-athletes at Georgetown. In other words, Georgetown student-athletes did not merely talk about the value of cura personalis. They embodied it.

At Georgetown, student-athletes enlivened the value of *cura personalis* through their relationships. Student-athletes first recalled a welcoming embrace from Georgetown athletic personnel, a relational recruiting style that motivated many of them to attend Georgetown in the first place. In the classroom, student-athletes emphasized support from Georgetown professors and key relationships to mentors that fueled their academic curiosity. All student-athletes spoke fondly about their deep and lasting friendships with teammates that animated their college experience. In expressing their identities, many student-athletes spoke to a purpose beyond athletics and a role beyond themselves. With regard to social media, student-athletes generally do not use the platforms to promote themselves as much as to promote and causes beyond themselves and strengthen communication between them and their family members and friends. Once again, student-athletes did not explicitly talk about Georgetown's commitment to *cura personalis* throughout their student formation. They embodied the value as their lived experience.

Chasing the magis

Most student-athletes in this study engage in faith. While many participants explicitly tie their faith lives to a specific religious identity, all student-athletes indirectly expressed their unique Ignatian lens in chasing the “magis,” or the greater good, throughout the course of their lives. In this light, many student-athletes see their athletic participation as a vehicle to grow holistically in other facets of their lives. By leveraging athletics to obtain a well-rounded education filled with lofty demands, time constraints, and external pressure, as well as unique opportunities, moments of joy, and lasting relationships, ten student-athletes at Georgetown University ultimately understand their college experiences as a means of intentional preparation. This intentional preparation, or chasing the magis, is the means by which student-athletes strive to lead lives filled with meaning and fulfillment at Georgetown and beyond.

Furthering the Jesuit, Catholic mission

May 20, 2021 will mark the 500-year anniversary of St. Ignatius's injury in the Battle of Pamplona. Since this pivotal event, the Jesuit, Catholic approach to education has formed students for centuries for them to better understand their unique identities and roles in an increasingly complex world. Georgetown's commitment to the value of *cura personalis* is evident through my conversations with student-athletes, expressed through the various ways in which they express their deep desires to pursue the magis throughout the course of their lives. However, as the system of college athletics continues to evolve and face new uncertainties in the years to come, student-athletes at Georgetown and the institution itself will similarly be presented with new and complex challenges.

The best way for Georgetown to address these issues as they arise is through its deeply roots in its Jesuit, Catholic mission. While Georgetown significantly incorporates Ignatian principles in its student formation, its approach to intercollegiate athletics is perhaps most suited to integrate these values. Following the example of other Jesuit, Catholic institutions, Georgetown's student-athlete development efforts can better integrate Jesuit, Catholic values by implementing new programming and employing personnel that take a distinctly Ignatian approach. Moving forward, Georgetown has the opportunity to build on the foundation Coach John Thompson Jr.'s legacy as someone who both pioneered Georgetown athletics into what it is today and prioritized the school's Jesuit, Catholic mission of higher education. In this light, Georgetown's commitment to its Jesuit, Catholic identity will prove to be key for serving the needs of its student-athletes in the years, and perhaps centuries, to come.

APPENDIX A: TABLES

Table 1. Demographic description of participants

Participant #	Gender and Sport	Race	Class Year	Years at Georgetown	Religious Identity
1	Women’s Softball	Latina	Senior, 2021	4	Christian
2	Men’s Cross Country and Track	White	Senior, 2021	4	Christian
3	Men’s Football	Black	Senior, 2021	4	Spiritual, Agnostic
4	Men’s Cross Country and Track	Black	Sophomore, 2023	2	Christian
5	Women’s Softball	Latina	Sophomore, 2023	2	Christian
6	Women’s Golf	Asian-American	Senior, 2021	4	Christian, Buddhist
7	Women’s Cross Country and Track	White	Junior, 2022	3	Catholic
8	Men’s Football	Black	Sophomore, 2023	2	Christian
9	Men’s Soccer	Black	Senior, 2021	4	Spiritual, Agnostic
10	Women’s Cross Country and Track	White	Senior, 2021	4	Catholic

Table 2. List of themes associated with each research question

Research Question	Theme
1. How do student-athletes narrate their transitions into Georgetown and express what they want to do after they graduate?	Georgetown’s recruiting style
	Elite academic and athletic reputation
	Professional athlete aspirations
	Pivoting to careers after athletics
2. How do student-athletes articulate their key athletic, academic, and social experiences at Georgetown?	Diverse academic interests
	Academic support
	Academic Frustrations
	Athletic achievement
3. How do student-athletes identify themselves and define their faith lives?	Friendships with teammates
	Athletic identification
	More than an athlete
	Family upbringing and faith
4. How do student-athletes at Georgetown use social media and think about opportunities with NIL legislation to monetize their personal brands?	Participation in Georgetown faith groups
	Using social media for spreading awareness and communicating with family and friends
	Using social media for promoting organizations and personal interests
	Male student-athletes in favor of Name, Image, Likeness (NIL)
	Female student-athletes apathetic toward Name, Image, Likeness (NIL)

Table 3. Postgraduate career interests of participants

Participant #	Gender and Sport	Class Year	Postgraduate Career Interests
1	Women's Softball	Senior, 2021	Career in Healthcare Administration
2	Men's Cross Country and Track	Senior, 2021	Master's Degree in Applied Intelligence
3	Men's Football	Senior, 2021	Professional Football Player or Sales and Trading Analyst at Citi Bank
4	Men's Cross Country and Track	Sophomore, 2023	Professional Musician or Career in Government
5	Women's Softball	Sophomore, 2023	Career in Industrial Organization Psychology
6	Women's Golf	Senior, 2021	Master's Degree in Environmental Policy
7	Women's Cross Country and Track	Junior, 2022	Master's Degree in Security Studies
8	Men's Football	Sophomore, 2023	Professional Football Player or Private Wealth Management Analyst
9	Men's Soccer	Senior, 2021	Professional Soccer Player (Currently)
10	Women's Cross Country and Track	Senior, 2021	Master's Degree in Sports Industry Management

Table 4. Undergraduate schools and majors of participants

Participant #	Gender and Sport	Class Year	Undergraduate Major and School
1	Women's Softball	Senior, 2021	Healthcare Administration and Disability Studies in Georgetown College
2	Men's Cross Country and Track	Senior, 2021	Science, Technology and International Affairs in the School of Foreign Service
3	Men's Football	Senior, 2021	Finance, Operations, and Information Management in the McDonough School of Business
4	Men's Cross Country and Track	Sophomore, 2023	American Musical Culture and Government in Georgetown College
5	Women's Softball	Sophomore, 2023	Psychology in Georgetown College
6	Women's Golf	Senior, 2021	Science, Technology and International Affairs in the School of Foreign Service
7	Women's Cross Country and Track	Junior, 2022	Biology in Georgetown College
8	Men's Football	Sophomore, 2023	Finance in the McDonough School of Business
9	Men's Soccer	Senior, 2021	Anthropology and Art History in Georgetown College
10	Women's Cross Country and Track	Senior, 2021	Psychology in Georgetown College

Table 5. Participant responses to “Do you identify first and foremost as an athlete?”

Participant #	Gender and Sport	Class Year	Response to Athletic Identity
1	Women’s Softball	Senior, 2021	No
2	Men’s Cross Country and Track	Senior, 2021	No
3	Men’s Football	Senior, 2021	Yes
4	Men’s Cross Country and Track	Sophomore, 2023	No
5	Women’s Softball	Sophomore, 2023	Yes
6	Women’s Golf	Senior, 2021	No
7	Women’s Cross Country and Track	Junior, 2022	Yes
8	Men’s Football	Sophomore, 2023	No
9	Men’s Soccer	Senior, 2021	No
10	Women’s Cross Country and Track	Senior, 2021	No

Table 6. Participants' uses of social media platforms

Participant #	Gender and Sport	Class Year	Uses of Social Media Platforms
1	Women's Softball	Senior, 2021	Instagram, Snapchat
2	Men's Cross Country and Track	Senior, 2021	Instagram (manages for student organization)
3	Men's Football	Senior, 2021	Instagram, Tik Tok, Twitter, LinkedIn
4	Men's Cross Country and Track	Sophomore, 2023	Instagram, Music streaming platforms
5	Women's Softball	Sophomore, 2023	Instagram, Facebook Snapchat, Tik Tok
6	Women's Golf	Senior, 2021	Instagram
7	Women's Cross Country and Track	Junior, 2022	Instagram, Website for Oval Magazine
8	Men's Football	Sophomore, 2023	Instagram, LinkedIn, Twitter
9	Men's Soccer	Senior, 2021	Instagram, Twitter
10	Women's Cross Country and Track	Senior, 2021	Instagram, Snapchat, Tik Tok

APPENDIX B: INTERVIEW QUESTIONS

Interview questions

1. What was your recruitment process like in high school?
2. Why did you come to Georgetown as a student-athlete over any other school?
3. What are you planning to do after you graduate Georgetown?
4. What do you currently study? What has your academic experience been at Georgetown?
5. What are some your favorite experiences during your time at Georgetown?
6. Are there any particular people or departments of Georgetown that have been important for your personal growth?
7. Do you identify first and foremost as an athlete? Why or why not?
8. Are you religious or spiritual? If so, how would you describe your faith?
9. Have you participated in faith groups or any programs in Campus Ministry?
10. How do you use social media? What platforms are you most active on?
11. Do you feel you have the technical ability to post what you want on social media?
12. What are your thoughts on NIL legislation to monetize your personal brand?

REFERENCES

- About Cooper Athletics Leadership Program. *Georgetown University Athletics*.
<https://guhoyas.com/sports/2018/9/20/background.aspx>
- Barnes, B. (2020). Get to Know Job Candidates Better and Faster with LinkedIn's Video Intro. *LinkedIn*. <https://business.linkedin.com/talent-solutions/blog/product-updates/2020/linkedin-video-intro>
- Bernes, K.B., McKnight, K. M., Gunn, T., Chorney, D., Orr, D.T., & Bardick, A.D. (2009). *Life After Sport: Athletic Career Transition and Transferable Skills*.
<https://opus.uleth.ca/handle/10133/1175>
- Bieler, D. (2018). LeBron James turns 'Shut up and dribble' insult into title of Showtime series. *The Washington Post*.
<https://www.washingtonpost.com/news/earlylead/wp/2018/08/07/lebron-james-turns-shut-up-and-dribble-insult-into-title-of-showtime-series/>
- Bielik, T. (2020). Hall of Fame college basketball coach John Thompson dies at 78. *Cleveland.com*. <https://www.cleveland.com/sports/college/2020/08/hall-of-fame-college-basketball-coach-john-thompson-dies-at-78.html>
- Bjornsen, A.L., & Dinkel, D.M. (2017). Transition experiences of Division-1 college student athletes: Coaches perspectives. *Journal of Sport Behavior*, 40(3), 245-268.
- Bradsher, B. (2020). Compensating College Athletes: Should players profit from the use of their names and images? *The CQ Researcher*, 30(16), 1-35.
- Bunch, Jeff. (2020). Team Behind the Teams: A Cura Personalis Model For GU Athletics. *Gonzaga University Athletics*. <https://www.gonzaga.edu/news-events/stories/2020/3/6/team-behind-gonzagas-athletics-teams-cura-personalis>
- Cohen, B. (2017). LeBron James's Media Empire Is Out Front (Even If His Team Isn't). *Wall Street Journal*. <https://www.wsj.com/articles/lebron-james-media-empire-is-doing-way-better-than-his-team-1496846788>
- Cranmer, G., & Myers, S. (2017) Exploring Division-I Student-Athletes' Memorable Messages From Their Anticipatory Socialization, *Communication Quarterly*, 65:2, 125-143, DOI: [10.1080/01463373.2016.1197292](https://doi.org/10.1080/01463373.2016.1197292)
- Definition: What is a Personal Brand? *PersonalBrand.com*. <https://personalbrand.com/definition/>
- Dellenger, R. (2021). Inside the Hidden Industry of Name, Image and Likeness and the Changing World for College Athletics. *Sports Illustrated*.
<https://www.si.com/college/2021/04/22/ncaa-athletes-profit-nil-marketplace-july-1>

- Dellenger, R. (2021). Two Democrat Senators Spar With NCAA Over NIL. *Sports Illustrated*.
<https://www.si.com/college/2021/01/14/ncaa-athlete-rights-compensation-congress-nil>
- Donahoe, J. (2016). Slam Dunk: New Thompson Center Opens. *Georgetown University Alumni*.
<https://alumni.georgetown.edu/news/magazine/slam-dunk-new-thompson-center-opens>
- Evans, N. (2010). *Student development in college theory, research, and practice* (2nd ed.).
 Jossey-Bass.
- Farrey, T. (2016) What Created the Modern Athlete-Activist? *The Aspen Institute*.
<https://www.aspeninstitute.org/videos/created-modern-athlete-activist/>
- Freeman, J. (2018). Examining First-year Student-athlete Transition into College. ProQuest
 Dissertations Publishing.
- Gayles, J., & Baker, A. (2015). Opportunities and Challenges for First-Year Student-Athletes
 Transitioning From High School to College: Opportunities and Challenges for First-Year
 Student-Athletes Transitioning. *New Directions for Student Leadership*, 2015(147), 43
 51. <https://doi.org/10.1002/yd.20142>
- Horn, M. (2020). Social activism and the modern day athlete. *Beyond the Bench*.
<https://blog.nscsports.org/social-activism-and-the-modern-day-athlete/>
- How did Mac McClung become an internet sensation? (2018). *NBC Sports*.
<https://www.nbcsports.com/washington/ncaa/how-did-mac-mcclung-become-internet-sensation>
- Jesuit Colleges and Universities. *Association of Jesuit College and Universities*.
<https://www.ajcunet.edu/institutions>
- Kelly, P. (2013). *Catholic perspectives on sports: from medieval to modern times*. Paulist Press.
- Kerbs, S. (2016) Fact or Fiction? Mythbusting Hoya History with the University Archives.
Georgetown University Library. <https://www.library.georgetown.edu/exhibition/fact-or-fiction-mythbusting-hoya-history-university-archives>
- Lang, C. (2018). Why This 98-Year-Old Nun is Already the Real MVP of March Madness.
Time. <https://time.com/5203219/sister-jean-dolores-schmidt-loyola-chicago-march-madness/>
- Lewis, H. (2015) Derek Jeter-Founded The Players' Tribune Officially Launches. *Entertainment
 Close-Up*. <https://www.hollywoodreporter.com/news/derek-jeter-teams-legendary-launch-37142>

- McDonald, S.N. (2018). 'Shut Up and Dribble' is more than a public clapback from LeBron James to Laura Ingraham. *The Undefeated*. <https://theundefeated.com/features/shut-up-and-dribble-showtime-more-than-clapback-from-lebron-james-to-laura-ingraham/>
- McGraw, S., Deubert, C., Lynch, H. F., Nozzolillo, A., & Cohen, I. G. (2019). *NFL or "Not For Long"? Transitioning Out of the NFL* (SSRN Scholarly Paper ID 3497163). Social Science Research Network. <https://papers.ssrn.com/abstract=3497163>
- Murphy, G. M., Petitpas, A. J., & Brewer, B. W. (1996). Identity foreclosure, athletic identity, and career maturity in intercollegiate athletes. *The Sport Psychologist*, 10 (3), 239–246.
- Navarro, K., & Malvaso, S. (2015). Synthesizing Research on the Contemporary Student-Athlete Experience: Implications and Recommendations for NCAA Student-Athlete Development Programming. *Journal of College and Character*, 16(4), 263–269. <http://dx.doi.org.proxy.library.georgetown.edu/10.1080/2194587X.2015.1091358>
- NCAA (2020). Championships Summary Through June 22, 2020. http://fs.ncaa.org/Docs/stats/champs_records_book/Overall.pdf
- Nevius, Tim. (2020). *The Exploitation of US College Athletes*. TED, www.ted.com/talks/tim_nevius_the_exploitation_of_us_college_athletes?language=en.
- Okey, S. (2011). Thoughts on the University and the Value of Education: A (Belated) Response to Fr. Himes. *Daily Theology*. <https://dailytheology.org/2011/07/26/thoughts-on-the-university-and-the-value-of-education-a-belated-response-to-fr-himes/>
- Peters, T. (2017) The Brand Called You. *Fast Company*. <https://www.fastcompany.com/28905/brand-called-you>
- Redhawks Launch New Ignatian Approach to the Student Athlete Experience. (2020). *Seattle University*. <https://goseattleu.com/news/2020/9/30/athletics-redhawks-launch-new-ignatian-approach-to-the-student-athlete-experience.aspx>
- Rueda, M. (2021.). Why College Athletes Must Prepare For The Name, Image, And Likeness Era. *Forbes*. <https://www.forbes.com/sites/michaelrueda/2021/02/11/why-college-athletes-must-prepare-for-the-name-image-and-likeness-era/>
- Savage, D.G. (2021). Supreme Court justice sees 'exploitation' of college athletes in NCAA case. *Los Angeles Times*. <https://www.latimes.com/politics/story/2021-03-31/supreme-court-ncaa-case>
- Signorino, S. (2013). I've Been Hit by a Cannonball!. *Ignatian Solidarity Network*. <https://ignatiansolidarity.net/blog/2013/09/04/ive-been-hit-by-a-cannonball/>
- Stokowski, S., Paule-Koba, A., & Kaunert, C. (2019). *Former College Athletes' Perceptions of Adapting to Transition*. 12, 403–426.

- Thompson, J., & Washington, J. J. (2020). *I came as a shadow: an autobiography*. Henry Holt and Company.
- Tracy, S. J. (2019). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*. John Wiley & Sons.
- Traub, G.W. (2012). Do You Speak Ignatian?; A Glossary of terms used in Ignatian and Jesuit Circles. Cincinnati, OH: *Center for Mission and Identity, Xavier University*.
- Turner, J.W., Collins, A., Grossman, J., Fordyce, A., & Genovese, N. (2020). Transition or Transformation? Former Elite Athletes Describe the Moment they Stop Playing at the Professional Level.
- Waller, S. N., Dzikus, L., & Hardin, R. (2010). The Collegiate Sports Chaplain: Kindred or Alien? *Chaplaincy Today*, 16–26. <https://doi.org/10.1080/10999183.2010.10767397>
- Weber, S. (2020). Which Athletes are Earning Endorsements on Instagram? *Opendorse.com*. <https://opendorse.com/blog/athletes-are-earning-endorsements-on-instagram/>
- Wright, K. (2021). Sister Jean celebrates her 101st birthday, virtually. *NCAA.com*. <https://www.ncaa.com/news/basketball-men/article/2020-08-21/sister-jean-celebrates-her-101st-birthday-virtually>
- Yao, P-L., Laurencelle, L., & Trudeau, F. (2018). Former athletes' lifestyle and self-definition changes after retirement from sports. *Journal of Sport and Health Science*, 1-8.