‘Equity and Education in Name, Image, & Likeness (NIL)’

EDUC 335 Course #34547

Winter 2024 | 3 Credit Hours

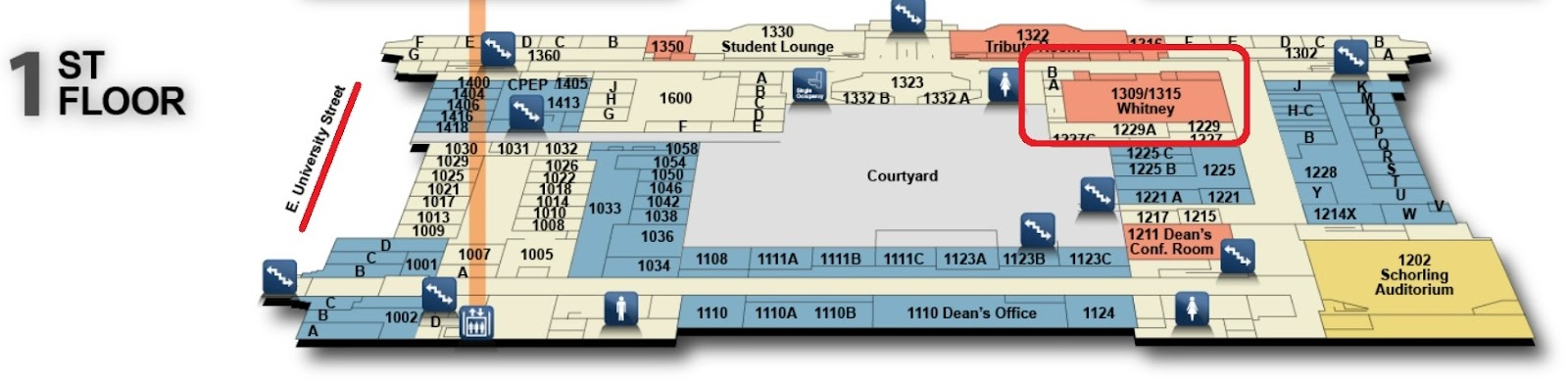
Course Syllabus Schedule updated: Mar 19, 2024

**The Basics**

* **Lead Instructor:** Prof. [Greg Dooley](https://www.linkedin.com/in/gregdooley/) [dools@umich.edu](mailto:dools@umich.edu)
* **Graduate Instructors:** 
  + Sara Batool [sarabp@umich.edu](mailto:sarabp@umich.edu)
  + Leeb Song [soleeb@umich.edu](mailto:soleeb@umich.edu)
* **\*\*\*Use** [**EDUC335Team@umich.edu**](mailto:EDUC335Team@umich.edu)for class questions, attendance-related issues, letters, or general items. This email will go to both the instructor and the grad instructor and will help us better address/record your needs.
* **Tuesdays & Thursdays 10:00 am-11:20 am ET**
* **Where:**

1315 Whitney Auditorium (First Floor)

School of Education Building (SEB)  
 610 E University Ave, Ann Arbor, MI 48109

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**Office Hours**

| **Prof. Dooley Office Hours** | |
| --- | --- |
| **Room 1360 (First Floor) - School of Education Building** | |
| **\*\* Walk-ins welcome but email me (dools@umich.edu) ahead of time is preferred** | |
| **MONDAY:** | 8:30am-11:00am, then 1-2pm |
| **TUESDAY:** | 8:30am-9:45am, then 1-2pm |
| **WEDNESDAY:** | 8:30am-11:00am, then 1-2pm |
| **THURSDAY:** | 8:30am-9:45am, then 1-2pm |
| **FRIDAY:** | ~10am - noon + (often later into the afternoon) |

**Course Materials**

* Selected links/videos/pdfs - refer to Canvas Modules!
* [The Athletic](https://theathletic.com/checkout/?type=student) - Subscription ($1.99/mo student rate) \*\*Optional but highly recommended.
* [D1 Classroom](https://driveandcompany.formstack.com/forms/d1_classroom_sign_up)+ - $20 for the entire semester. Provides access to D1.ticker (daily feed read by all athletic department leaders/ballers), Extra Points, Athletic Director Simulator 3000. For students: Professional development digests and entry level jobs in college athletics. \*\*Optional but Highly recommended if you have an interest in a career in athletics or athletics administration.
* [Professor and The Pundit Podcast](https://mvictors.com/tag/professor-and-the-pundit/) - Prof. Dooley's podcast on college athletics with longtime Ann Arbor radio voice Steve Clarke. Optional!
* We will suggest additional books, sources and other materials to support your specific assignments and project. There is no required textbook for this course.

**Course Overview**

In June 2021 the Supreme Court issued a unanimous & overwhelming rebuke of the NCAA and its policy prohibiting college athletes from benefiting from their Name, Image & Likeness. The case had already prompted many U.S. states to move ahead with their own laws. The NCAA suspended its previous NIL rules and announced an “interim” policy allowing athletes across the nation to be paid for their fame. Since this time college athletics has changed profoundly. The NCAA has since revised and clarified its guidelines, and in December 2023 its president Charlie Baker announced a proposal to allow additional compensation for athletes directly from universities.

This course will take an academic approach to Name, Image & Likeness covering the following topics:

* Explore the historical aspects of college athletics, specifically focusing on compensation, growth, oversight, and issues related to race/gender inequity.
* Examine the funding model of college athletics, including key revenue sources such as conference distributions, brand licensing, apparel deals, and more.
* Analyze the challenges and opportunities presented by the introduction of NIL (Name, Image, and Likeness), considering other concurrent changes like the expanded transfer portal, conference realignment, and the momentum towards revenue sharing.
* Investigate the impact of emerging services from NIL such as Collectives, agents, investment advisors, as well as tax, law, and financial literacy services on college athletes.
* Assess the reactions and influence of external stakeholders tied to schools, such as fans, boosters, and donors, in response to NIL implementation.
* Examine relevant Federal rights and laws (Title IX, free speech, civil rights, IRS, Supreme Court) and their implications for NIL.
* Analyze the complexities of varying state laws, NCAA guidelines, and the process of reconciling them with other areas of oversight, and explore how these factors impact individual school policies.
* Explore the potential for additional athlete compensation through revenue sharing of TV, apparel, and media rights revenue, and evaluate its impact on the overall model of college athletics.
* Assess the overall impact, opportunities, threats, and new challenges faced by student-athletes, with a focus on understanding NIL implementation in both revenue and non-revenue sports.
* Speculate on the mid- and long-term future of college athletics, considering the challenges, influencing factors, and stakeholders discussed throughout the course.

**Course Method**

This course will be taught primarily through lectures by the lead instructor, supplemented by a series reading/viewing/listening materials.

**Class Format**

Each class will follow a consistent format, depending on the timing of special guests:

* **NIL in the Headlines**: Identification and discussion of a (very) current headline, with class discussion
* **Class Business**: General business, reminders, schedule, feedback, etc.
* **Rapid Review**: A facilitated Q&A on the previous class to serve as a review of important topics and takeaways.
* **Lecture (or Guest Speaker):** Professor-led lecture on a new topic, with discussion OR special guest, format varies (straight guest lecture vs. panel-type Q&A).
* **Discussion:** Review and discussion of pre-posted questions tied to reading/viewing/listening assignment.
* **Close out:** Reminders for next class

**Expectations “Make this class better.”**

1. **Show Up -** Attend all lectures on time, arriving fully prepared to discuss all assigned readings, conduct yourselves in a professional manner, ready to work. Be your “best” self, understanding we have good days and bad days.

* Three (3) unexcused absences requires an office hours visit with Professor Dooley.
* Five (5) unexcused absences results in a 0 for participation and consideration for Incomplete (or failing) grade for the course at Professor Dooley’s discretion.

| **Absence Event** | **Descriptions/Includes** | **Excused?** |
| --- | --- | --- |
| **Documented Medical** | ER, Urgent Care, Surgery, COVID - with document/doctor’s note | **YES - Will be ignored when calculating participation.** |
| **Athletics or School Events/Travel** | Athletic or school major/club event including job-related with documentation | **YES - Will be ignored when calculating participation** |
| **Religious Observance/ Holiday** | No documentation required | **YES - Will be ignored when calculating participation** |
| **“Bad Day”** | Sniffles, slept in, fever, not feeling great, rolled ankle, parking, bus/car…etc. | **NO - marked as unexcused absence** |
| **Personal Conflict** | Wedding, family event, extended break, personal choice travel | **NO** |
| ***Late Notice (after the missed class) of any of the above?*** | If notified after the missed class? (Exception: certain medical events, use judgment) | **NO** |

1. **Participate –** Solicited or unsolicited, share your knowledge, ideas, input, questions. Your participation is key to making this class better for everyone – you, your classmates, those in your discussion section, our guest speakers, and your teaching team.
2. **Communicate –** Seek help. Share feedback, questions or challenges in discussions, office hours, or 1:1 with the course leadership team. If you are having issues, discuss with us ahead of time. Don’t tell us in April about a problem or difficulty you had in February. Use [EDUC335Team@umich.edu](mailto:EDUC335Team@umich.edu) for general issues or general questions.
3. **Device Discipline –** Cell phones/laptops are primarily in backpacks and silenced unless used to respond to in-class actions such as quizzes, polls, and group exercises. Device policy is subject to change based on observed use, disruptions, and class feedback.
4. **Integrity** - All work must be your own. Sources (in assignments and projects) must be properly attributed/cited. Plagiarism and cheating, including aiding others in cheating or misrepresenting themselves in course work including quizzes/assignments/exams and/or attendance/participation, will be prosecuted to the full extent of University policy.
5. **Respect** - Respect the sharing of thoughts, ideas, and questions by your classmates in class or in small groups. Respect the course leadership team sharing information, course lectures, or facilitating discussions. Respect guests and guest speakers in our class! Respect that we are all agents & representatives of the University of Michigan: by many standards the best university in the world.

**Evaluation:**

| **Assignment** | **%** | **Description** |
| --- | --- | --- |
| Attendance/Participation | 25% | Through on time attendance, class prep (readings/discussion questions), in-class quizzes, participation in reviews/class discussions. This includes the ability to follow directions and includes professor/GSI discretionary adjustments.  Assessed at two intervals:   * Midpoint 12.5% * Final 12.5%   At the end of the semester: did you make the class better? |
| Assignments | 10% | Four assignments (worth 2.5% each). This will include:   * Two (2) individual assignments to be discussed in class * Two (2) team/group-based assignments. You will be assigned teams in class. |
| Exam #1 | 20% | Will cover lectures, speakers, readings. Mixed format (multiple choice, fill-in-the-blank, short essay) |
| Exam #2 (non-cumulative) | 20% | Will cover lectures, speakers, readings. Mixed format (multiple choice, fill-in-the-blank, short essay) |
| NIL Innovation Project | 25% | Made up of several milestones, to be discussed in class. Based on the readings, speakers and lectures in class, you will deliver a project related to an NIL innovation, opportunity or policy., |
|  | 100% |  |

**Additional Notes on Assignments:**

See Canvas for assignment, exam and project due dates. As of the writing of this syllabus, these are:

| **Individual Assignment #1: NIL and You** | **Tue Jan 23, 2024** |
| --- | --- |
| **Team Assignment #1: Revenue Sharing** | **Tue Feb 20, 2024** |
| **Exam #1 (in class)** | **Thu Mar 7, 2024** |
| **Team Assignment #2: Your Brand, Your Service** | **Tue Apr 2, 2024** |
| **Individual Assignment #2: Assess an NIL Athlete** | **Thu Apr 12, 2024** |
| **NIL Innovation: Milestone #1 - Concept/Idea Statement** | **Thu Feb 8, 2024** |
| **NIL Innovation: Milestone #2 - Outline/Q&A** | **Thu Mar 21, 2024** |
| **NIL Innovation: Completed/Submitted** | **Tue Apr 16, 2024** |
| **Exam #2 (in class)** | **Tue Apr 23, 2024** |

**The NIL Innovation project**. This is your final project. You will produce a ~15 minute video to address an issue, or improve an existing aspect of NIL, or describe a solution (product/service or business). This could be as wide as affecting NIL as a whole, or, to improve NIL for a particular NIL stakeholder group or groups. You could also delve into tangential issues tied to NIL such as conference realignment, revenue sharing, player rights, gender/racial/socioeconomic equity -- but make sure you explain why these relate to or could impact NIL.

**Important note on all assignments and coursework:**

**Assignments and exams are communicated well ahead (weeks at a minimum) of their due date or execution date. Attendance in school-related or personal activities (e.g., athletic events or travel, club events or travel, interviews, personal events or travel, personal issues that occur on the day or day +/- of the scheduled work) is not an acceptable excuse for late or incomplete assignments, exams or other work. It is your responsibility to understand your personal schedules.**

**Grading**

Student grades will be assigned according to these standards:

| **Grade** | **Standard** |
| --- | --- |
| A | Outstanding performance. The student shows a keen appreciation of course concepts and respect for course policies. The student’s written assignments reflect diligence, CARE and imagination, and they’re well presented. The student’s class participation shows that they’ve read the assignments carefully and thoughtfully. The student’s contributions to discussions help classmates understand course material and concepts. These students make the class (and arguably the world) better.  A → 93-100  A- → 90-92.9 |
| B | Performance on assignments and in class that falls between the levels required for an A and a C—not outstanding, but better than simply meeting basic requirements.  B+ → 87-89.9  B → 83-86.9  B- → 80-82.9 |
| C | A performance that meets basic course requirements. The student completed the written assignments and grasped at least the basic elements of the course, but without detectable diligence or imagination. The student’s contributions to discussions show they have read at least most of the assigned readings, but without much consideration.  C+ → 77-79.9  C → 73-76.9  C- → 70-72.9 |
| D | A performance that is worthy of course credit but falls short of basic requirements.  D+ → 67-69.9  D → 63-66.9  D- → 60-62.9 |
| F | A failure to meet basic requirements such that no credit can be assigned.  Below 60 |

**Grading disputes/adjustments**

* Review/reconsideration of assignments and exams is allowed and should be requested in office hours, in-person with Professor Dooley.
* Final Grade. I don’t round or fudge final grades. That said, I do consider Participation adjustments for exceptional results such as students who made an impact in class Q&A and discussion, participation during reviews, activity in shared exam review documents, engagement out of class in office hours or otherwise.

Course Schedule (very subject to change - REFER TO Canvas Modules for specific required course materials/readings/viewings, schedule of events, assignments, and reminders!)

| **EDUC 335 Name, Image & Likeness** | | | |
| --- | --- | --- | --- |
|  | **Date** | **Topic/Milestone** |  |
| 1 | **Thu, Jan 11** | Welcome: Course Introduction & Expectations | Course Syllabus, Canvas review |
| 2 | **Tue, Jan 16** | How we Got Here (The History of Amateurism, Compensation and Oversight) - Part I | See Canvas |
| 3 | **Thu, Jan 18** | Intro to Teams! College Athletics on the Brink | See Canvas |
| 4 | **Tue, Jan 23** | Topic/Guest Lecture TBD  **INDIVIDUAL ASSIGNMENT #1 DUE** | See Canvas |
| 5 | **Thu, Jan 25** | Leading a Power Five Collective  Special Guest: Jared Wangler, Champions Circle | See Canvas |
| 6 | **Tue, Jan 30** | Inside NIL at Michigan  Special Guest: Michigan NIL Director, Danielle Davison (U-M Athletics) | See Canvas |
| 7 | **Thu, Feb 1** | The Budget! Athletic Department in Crisis? Speculate on the Future | See Canvas |
| 8 | **Tue, Feb 6** | NIL, Large Donors & Financial Influencers  Special Guest: Nate Forbes | See Canvas |
| 9 | **Thu, Feb 8** | World Class Academics, Athletics & the Future  Special Guest: U-M Regent Jordan Acker  **INNOVATION MILESTONE #1 DUE** | See Canvas |
| 10 | **Tue, Feb 13** | Teams! Reflect on Forbes, Wangler, Acker. And work on Assignment #1 | See Canvas |
| 11 | **Thu, Feb 15** | Teams! And U-M Legend, Founder of Stadium & Main - Special Guest: Jamie Morris | See Canvas |
| 12 | **Tue, Feb 20** | NIL, Women's Athletics and History - Special Guest: Coach Bev Plocki, U-M Gymnastics  **TEAM ASSIGNMENT #1 DUE** | See Canvas |
| 13 | **Thu, Feb 22** | NIL, Agents, Protecting Athletes  Special Guests: U-M Football Coach Chris Bryant, Agent Nadine Dabaja | See Canvas |
|  |  | Spring Break | Behave! |
| 14 | **Tue, Mar 5** | Reflection, Review, and Exam Prep | None/Review |
| 15 | **Thu, Mar 7** | **EXAM #1 (IN CLASS)** | None/Review |
| 16 | **Tue, Mar 12** | Reflect on Exam, New Teams, Second Half of the Semester | See Canvas |
| 17 | **Thu, Mar 14** | Leading a College Athletics Retail Behemoth  Special Guest: Scott Hirth, Owner M Den | See Canvas |
| 18 | **Tue, Mar 19** | Brand Building: History, Significance and Evolution -  Special Guest: Dr. Marcus Collins, U-M Ross Business School | See Canvas |
| 19 | **Thu, Mar 21** | Reflect on Hirth, Collins, Team Assignment #2  **INNOVATION MILESTONE #2 DUE** | See Canvas |
| 20 | **Tue, Mar 26** | Leading "The Clinic" - U-M Legal Service  Special Guest: Prof. Tifani Sadek | See Canvas |
| 21 | **Thu, Mar 28** | Reflect on Tifani Sadek and Guest Speaker TBD | See Canvas |
| 22 | **Tue, Apr 2** | Topic/Guest Lecture TBD  **TEAM ASSIGNMENT #2 DUE** | See Canvas |
| 23 | **Thu, Apr 4** | Topic/Guest Lecture TBD  **EXTRA CREDIT INTERVIEW (DUE 4/5)** | See Canvas |
| 24 | **Tue, Apr 9** | Topic/Guest Lecture TBD | See Canvas |
| 25 | **Thu, Apr 11** | Topic/Guest Lecture TBD  **INDIVIDUAL ASSIGNMENT #2 DUE** | See Canvas |
| 26 | **Tue, Apr 16** | Topic/Guest Lecture TBD  **INNOVATION PROJECT DUE!** | See Canvas |
| 27 | **Thu, Apr 18** | Final Review - and discussion | Review |
| 28 | **Tue, Apr 23** | **EXAM #2 (IN CLASS)** | Execute! |

**Additional Policies**

**Course Delivery**

There will be in-person, real-time instruction on the scheduled meeting day/time listed for this course. *It is the expectation that enrolled students will engage in class during class time.* Attendance may be taken. Classes will be recorded.

* Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student’s own private use.
* If you do not wish to be recorded, please contact the instructor the first week of class (or as soon as you enroll in the course, whichever is the latest). Additional information regarding course recordings and privacy concerns can be found on the[*UM ITS Recording and Privacy Concerns webpage*](https://safecomputing.umich.edu/be-aware/privacy/privacy-u-m/videoconferencing/recording-privacy-concerns-faq)*.*

**Culture of Care**

**Students with Disabilities**

If you think you may need [accommodation for a disability](https://ssd.umich.edu/), please let the course instructor know at the beginning of the term. The University of Michigan is committed to providing equal opportunity for participation in all classes, programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office located at G664 Haven Hall. The SSD phone number is 734-763-3000.

**Student Mental Health and Wellbeing**

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressures and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers a variety of resources, many which are listed on the [Resources for Student Well-being](https://wellbeing.studentlife.umich.edu/resources-list) webpage. You can also search for additional well-being resources [here](https://wellbeing.studentlife.umich.edu/well-being-resources).

**UMICH Diversity, Equity, and Inclusion**

* Overarching Strategy 1: Create an Inclusive and Equitable Campus Climate
* Overarching Strategy 2: Recruit, Retain and Develop a Diverse Community
* Overarching Strategy 3: Support Innovative and Inclusive Scholarship and Teaching

**Student Sexual Misconduct Policy**

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, (734) 936-3333 and [sapac.umich.edu/](https://sapac.umich.edu/)

Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu.

**University Attendance Policy**

A student is expected to attend every class and laboratory for which he or she has registered. Each instructor may make known to the student his or her policy with respect to absences in the course. It is the student’s responsibility to be aware of this policy. The instructor makes the final decision to excuse or not to excuse an absence. An instructor is entitled to give a failing grade (E) for excessive absences or an Unofficial Drop (UE) for a student who stops attending class at some point during the semester.

**Religious-Academic Conflicts**

It is the policy of the University of Michigan to make every reasonable effort to allow members of the University community to observe their [religious holidays](http://www.provost.umich.edu/calendar/religious_holidays21-22.html) without academic penalty. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to make-up missed academic work. It is the obligation of students to provide the instructor with reasonable notice of the dates on which they will be absent. When the absence coincides with an exam or other assignment due date, the options to make up that missed work may be limited and will be determined by the instructor within the boundaries of the respective class.

**Students Representing the University in an Official Capacity Off-Campus (**[**www.provost.umich.edu**](http://www.provost.umich.edu)**)**

There may be instances when students must miss class due to their commitment to officially represent the University.  These students may be involved in the performing arts, scientific or artistic endeavors, or intercollegiate athletics.  Absence from classes while representing the University does not relieve students from responsibility for any part of the course missed during the period of absence. Within reason, an instructor should provide appropriate arrangements to the student for missed work, providing such accommodations does not place unreasonable burden on the instructor or fundamentally alter the integrity of the course. When the absence coincides with an exam or other assignment due date, the options to make up that missed work may be limited and will be determined by the instructor within the boundaries of the course.