

COLLEGIATE SKIING AND U.S. ALPINE DEVELOPMENT SYSTEM

By Edie Thys Morgan

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INTRODUCTION

U.S. Collegiate Skiing consists of two leagues, USCSA (United States Collegiate Ski & Snowboard Association) and NCAA (National Collegiate Athletic Association). The purpose of this paper is to outline the role of collegiate skiing in U.S. the development system, with a goal of appraising its past and current contributions, and maximizing its potential to further develop the sport. Collegiate skiing contributes to skier development in the following ways:

1. USCSA skiing provides team-centric competition opportunities for all levels of sub elite ski racing, from entry level through FIS racing. With more than 5000 athletes, USCSA is a critical vehicle both for athlete retention and for reinforcing that skiing is a fun sport for life.
2. NCAA skiing is a high level of competition on its own, offering a scholarship path or, as is more likely, a way to continue the enjoyment and challenge of ski racing through college.
3. A robust NCAA circuit fuels the ecosystem of high-level ski racers by allowing more athletes to compete in an economically viable way as they mature athletically and professionally. (See BENEFITS OF NCAA SKIING)
4. The health of the NCAA circuit contributes to the strength of the NorAm and domestic FIS circuit in terms of pace and point penalties.
5. The prospect of ski racing through college, in either NCAA or USCSA, is a crucial motivator for retention in the sport past age 16 which is the biggest dropout point.
6. NCAA skiing has been shown as a possible development pathway toward World Cup competition.

OVERVIEW

WHY COLLEGES HAVE SKI TEAMS

The mission of the NCAA does not prioritize winning, and neither do the missions of the vast majority of member schools. (see App2. Only Utah mentions winning in its mission). In very rough numbers, the cost to field a college ski team is around \$250,000 without scholarships, and \$500,000 with scholarships. The decision to invest in ski teams varies for each school, and can include the following:

INCENTIVES FOR SCHOOLS

A: Smaller schools: to increase enrollment.

B: Smaller to medium schools: to get on the map through athletics.

C: To enhance or build on image, for example see MSU's "Mountains and Minds" and Alaska and skiing identity.

D: Large schools: to win titles (DU, CU, UU), and build on Athletics reputation.

E: All schools: to create well-rounded citizens through sports and team.

USCSA MISSION AND STRUCTURE

USCSA Mission Statement:

To be the National Governing Body (NGB) of collegiate team ski and snowboard competition. To promote and increase awareness of and participation in Alpine skiing, Nordic skiing and snowboarding in the U.S. To provide competition and development opportunities for student athletes in a team atmosphere leading toward National Championships in each discipline.

Most importantly, USCSA racing is an inclusive, team-based racing experience.

While NCAA skiing has a limited number of elite level roster spots, that remain flat, USCSA skier numbers are growing and are a key area for skier retention. With more than 250 Alpine ski teams and 50 schools with large ski programs of roughly 20 athletes per team, USCSA is team-oriented, largely student-run, inclusive and flexible. Competitions include Alpine, Nordic, snowboard, freeski and ski jumping.

USCSA has 11 conferences in 41 states with a range of competition levels, the highest of which include opportunities to race in U.S. Ski & Snowboard races, FIS races and NCAA races. Many of the 480+ USCSA teams have pre-season training camps and in-season regular training. Many schools with top NCAA teams (all but Alaska and New Mexico in the west) also field USCSA teams, though teams with both an NCAA team and a USCSA team cannot compete in the USCSA Nationals. Some USCSA schools have a small amount of scholarship money available, and much of it goes unclaimed. A comment by the parent of a former club ski racer, who now races USCSA, speaks to the potential enjoyment and incentive value of USCSA skiing:
“M—was always the hard worker with no great results to show for it. Now he’s much more relaxed, he is one of the fastest on his team and in the league, and he is having more fun than ever. As a parent, if I’d known all along this was the end game I would have been so happy.”

THE CURRENT STRUCTURE OF NCAA SKIING

There are 13 Eastern (EISA) and seven western (RMISA) schools that field Alpine NCAA teams. DIV I, II, III schools all race in the same league but have different rules around training, age limits and scholarships. Division I and II can give athletic scholarships, and Division III cannot. Division I schools may provide student-athletes with multiyear scholarships and may pay for student-athletes to finish their bachelor's or master's degrees after they finish playing NCAA sports. Div III has no upper age limit and the eligibility clock only runs when an athlete is matriculated. Each division also has its own regulations for in and out of season training (see "Training, Competing and Coaching" below).

CHAMPIONSHIPS: Athletes qualify for NCAA National Championships individually. Each team, regardless of how many of their athletes qualify, can bring a maximum of three men and three women in each Alpine and Nordic. There they compete for team and individual titles, and the NCAA pays all the costs of the event. Originally, the whole team went to the NCAA championships. It was cut to 40 per gender (in both Alpine and Nordic), then in 1995 to 35 and in 2013 to 34. (Total number of athletes at the Championships are 64 Alpine and 64 Nordic.) Current championship quotas further restrict numbers from eastern schools, though the east has 229 rostered athletes, to the west's 91. In 2012 the east had 18 championship spots per gender (in each Alpine and Nordic) and the west 16. Now the east has 16 and the west 18. The quota numbers are continually adjusted relative to performance of the top half of the field over a two-year cycle.

FUNDING: In addition to training and racing during collegiate season, college teams fund early season training in Colorado, NorAm/FIS competitions when appropriate, and sometimes U.S. National and Jr National Championships. The competition funding varies by school, with larger schools benefiting from significant "Friends of" fundraising arms. For example, Alaska takes 10 athletes to pre-season training in Colorado and then makes trips to early NorAms, college invitationals, regionals, nationals then Spring NorAms or Canadian Finals. Eastern colleges typically host early season team training camps in Colorado as soon as the rules and their schedules allow, and most schools travel to some spring races. Each school chooses competition and training days based on schedule and budget. NCAA Div 1 schools can support a maximum of 32 countable competitions ("countable" means athletes are supported financially, scoring for the team or otherwise representing the school). Exempted competitions do not count towards the countable total. These include World Cups and National Championships. If teams have any money and training days available after the collegiate season, they can use them to go to spring races and improve their FIS rankings.

SCHOLARSHIPS: Div I and II can offer 6.3 scholarships each for men and women (7 for women in Div I), divided between Alpine and Nordic. Ivy League schools do not give athletic scholarships. Scholarships are awarded as units, not total dollars. Skiing is an NCAA equivalency sport, so partial scholarships can be awarded in any

proportion to meet the limit per school. For example, UAA spreads its 13.3 scholarships over 28 Nordic and Alpine athletes. For state residents, whose tax dollars go to scholarships and roster spots awarded to athletes at state schools, there is resentment when scholarships go to foreign athletes and not to local ones. (See Foreign Athletes, below.)

NCAA TRAINING, COMPETING AND COACHING: Each team must comply with regulations of their NCAA divisions (I, II, or III) as well as those of their own conferences (NESCAC, Ivy League, etc.) for in-season and out-of-season training. For example, NCAA Div I has a 144-day season and Div III has a slightly shorter season. This can be continuous or split into two sections, with complicated rules for how days are counted - Dartmouth, a Division I School has an official season from approximately Oct 1 to April 5. "Out of season" NCAA rules allow them to work out six days per week but Ivy League rules allow only five days per week, for up to six hours. Div II and III have different rules for allowable out-of-season training, meaning some schools' dryland training must be captain-led vs. coach-led. There are also in-season restrictions on traveling overnight or missing classes for training during academic periods. Summer is very limited on what NCAA teams can do with their athletes, so in order to develop optimal NCAA athletes it is important for them to have high level off-season training opportunities. Additionally, NCAA teams can only have one head and one assistant coach per gender. "When you get beyond eight women and eight men, it's hard to coach the way you want to," explained one coach. This is an area where the NGB can greatly help NCAA skiers continue development. Providing supplemental coaching support and training projects during the summer prep period, pre-season and at any "non-countable" (unsupported) competitions, under the umbrella of the NGB, conforms with NCAA rules while also allowing high, peer-level training opportunities.

FOREIGN ATHLETES: The U.S. is the only country where collegiate ski teams are fielded and funded, making roster spots highly coveted and competitive. Fewer and fewer of those spots are going to native athletes. At the 2019 NCAA Championships in Stowe, VT, foreign athletes accounted for 65% of men and 80% of the women in the entire field. Foreign athletes scored 85% of the top 10 spots for women, and 70% for men. (["Bocock Study," analysis of championship results from 1991-2018.](#))

Foreign athletes are recruited both to raise the level of competition and the challenge for all athletes, and to help win athletic titles. In 2018/19, there were 323 (159 w, 164 m) NCAA Alpine skiing roster spots. The majority are in the east: 232 east, 91 west. 110 (34%) are non-U.S. athletes. Roughly 80 spots per year come up which, with current proportions, leaves 53 total spots per year for American athletes. A high proportion of the international students are from Scandinavia and Canada. The highest proportion of international athletes are in the west (in Alpine, internationals comprise 64% of the rosters in the west, 20% in the east), although their numbers are growing in the east even at non-scholarship schools. ([BOCOCK NCAA Champs analysis.](#))

Selected highlights from the 2018 analysis:

- 2014 is the first year that international athletes outnumbered U.S. athletes at championships.
- 2018 is the first year in the men's category that there are as many international athletes from Alpine countries as from Scandinavia.
- Dramatic increase of international athletes in the east over the past 15 years.
- Over the past five years, the numbers of Canadian men were up 73% and of American men were down 50%
- Over the past 10 years, the numbers of international women were up 39%, and U.S. women down 40%.
- In the west international women are overwhelmingly dominant.

THE UPSIDE OF INTERNATIONALS: Foreign skiers at U.S. colleges have a huge positive influence on the quality of skiing and the overall experience. They lower penalties, bring increased professionalism and international ski culture. Furthermore, their level of skiing benefits the development of younger skiers in their regions. To college coaches, Europeans with similar point profiles are typically more technically refined and "grittier" than their American peers. The same has been said of Canadian racers. As one coach said of his foreign skiers, "I'm not going to have to work on their pole plant." In general, they seem more proficient, prepared and independent at a younger age than their American counterparts.

THE DOWNSIDE OF INTERNATIONALS: In the words of one coach, "when Europeans are part of the system it's good for American racers. When they ARE the system it's not good." With so many mature European racers in the NCAA system, Americans lose hope of competing with older foreign athletes in college without taking multiple PG years. If multiple PG years are not a financial option, or if an athlete wants to stay on track educationally, and no roster spots are available to them right out of high school, they leave the sport.

LIMITING FOREIGN ATHLETES: The flow of foreign athletes to American schools is directly related to the funding of foreign national teams. When there is no B, C or D Team in a country, its athletes flood American schools where they can. For example, Leif Kristian Nestvold-Haugen raced NCAA during a time when Norway was forced to cut its Tech B Team due to budget constraints. With no national-level support, Nestvold-Haugen chose to take his racing to college.

Over the years there have been attempts to limit foreign athletes (see below on NCAA working group efforts). Decreased performance, and the inability for all to comply "on a handshake" without actual regulation, ended those efforts. For example, CU won the NCAA Championships in 1998 and 1999 with an all-American Alpine team. The next generation of American recruits could not compete against the "Foreign Legion." DU won the next four NCAA titles in row then UNM won with no Americans. CU brought young athletes from across the Atlantic and the Buffs won

again, in 2006 and four times since. One college coach explains, “American kids have very limited chances unless we arbitrarily eliminate or regulate a foreign influence.”

An NCAA working group of leading coaches and administrators has been exploring the possibility of limiting foreign athletes for many years. The following are the barriers that they have encountered:

1. Discrimination. Once you are a student you have equal rights.
2. Other sports, for example track and hockey, rely heavily on foreign athletes, making an NCAA-based change for skiing even more unlikely.
3. American colleges like foreign athletes as they increase diversity, and some AD's are directed to seek out foreign athletes because of their tendency to be big donors.
4. Agreements between schools and coaches to cap foreigners were tried before in the 80's and not honored. That is still an option, but would take regulation, not just a handshake.

LOWERING AGE LIMITS: Another potential tactic to provide more opportunities to American skiers is a proposed rule lowering the upper age limit for eligibility to age 24 across the board for skiing. The age limit for the FISU World University Games was recently lowered to 25. As of now there are many loopholes with age limits, even in Div I and II, and racers can compete for their schools up to age 26. In 2020 / 2021, FIS will adopt the FIS University Games age limit of 25, although the age limit for NCAA Championships will still be 26. Under those new rules, a 26 year old would not be able to race in the University Games or in FISU races. They would still be allowed to race in NCAA Championships, but might not be able to qualify. At this point it seems unlikely that the NCAA will adopt a younger age limit, although this is still being worked on.

Lowering the upper age of NCAA skiing would free up roster spots for younger athletes and encourage athletes to use the college system to continue development, rather than taking multiple PG years. Currently, incoming male and female freshmen often take at least one PG year, but sometimes two or even more to secure a roster spot among older athletes. Pressing pause on education not only puts an additional financial and logistical burden on families and individuals, but also brings with it a state of “arrested development,” which is not socially or professionally in line with the culture of the American skier demographic. See current rule below:

12.8.3.5 Participation After 21st Birthday—Men's Ice Hockey and Skiing. In men's ice hockey and skiing, any participation as an individual or a team representative in organized sports competition by a student during each 12-month period after the student's 21st birthday and prior to initial full-time enrollment in a collegiate institution shall count as one year of varsity competition in that sport. Participation in organized competition during time spent in the U.S. armed services shall be excepted. (Revised: 1/10/90, 1/16/93, 1/10/95 effective 8/1/95, 1/9/96 effective 8/1/96, 6/10/04, 1/17/09 effective 8/1/10, 4/13/10 effective 8/1/11 applicable to student-athletes who initially enroll full time in a collegiate institution on or after 8/1/11, 7/31/14)

Note that if the age limit were to be lowered, it would need to be phased in with adequate notice so that athletes who are currently taking a PG year wouldn't be penalized and lose eligibility later on due to the policy change.

NCAA SKIING AS A POTENTIAL PATH TO THE WORLD CUP

In the past five years, five collegiate athletes have won team event medals at the World Championships and Olympics (Haugen (NOR), Nordbotten (NOR), Philp (CAN), Read (CAN)). (Ages when medaling: 22, 23, 24, 28, 30.) Beyond the medals, athletes from these and other countries have contributed to stronger national teams and secured World Cup start spots. In Alpine alone, at least 12 NCAA athletes, including six former NCAA champions, competed in the 2018 Olympics. Two, Leif Kristian Nestvold-Haugen and Jonathan Nordbotten, won bronze medals for Norway in the team event. In the 2019 World Championships, seven current NCAA athletes (five women and two men) competed, finishing between fifth place and 30th place.

To date, there have been two athletes who have raced in NCAA and gone on to achieve an individual podium at the World Cup level (not including the team event). Leif Kristian Haugen (NOR) has podiumed in GS, and Roni Remme (CAN) has podiumed in Combined. David Chodounsky (USA) was fourth in a World Cup SL and achieved a Top 15 world ranking. All of these athletes took a unique path to World Cup success, but most managed to juggle NCAA, World Cup and NorAm skiing simultaneously:

Leif Kristian Nestvold-Haugen

To date, Haugen is the only male NCAA skiing alum to achieve an individual World Cup podium, and the only NCAA skiing alum to achieve an individual World Championship medal. Haugen raced with Norway's development team as a junior and placed seventh, seventh, eighth and tenth at World Juniors. He then chose to attend DU at a time when Norway's men's Tech B and C Team was unfunded and he was not named to the national team. During college, Haugen was invited to train with the Norwegian team in the summer, and then invited to a time trial in Sölden, where he won a start right. He proceeded to score points in that first World Cup race, and his next three consecutive World Cup races at age 22. Haugen continued racing both NCAA and World Cup until he graduated and joined the Norwegian team. He has since achieved a top ten world ranking, a World Cup podium in GS, a World Championship medal in GS, and an Olympic medal in the team event. Haugen has also had multiple fourth place finishes in World Cup SL, making him a true two-event skier. Haugen continues to race on the World Cup with the Norwegian national team.

Roni Remme

To date, Remme is the only female NCAA skiing alum to achieve an individual podium on the World Cup, which she did this year in Alpine Combined. Remme was also fifth in Alpine Combined at the 2019 World Championships.

David Chodounsky

Chodounsky is the most successful U.S. NCAA skiing alum to date, achieving a Top 15 world ranking and a fourth place finish in World Cup SL and fifth place in a city event. Unlike many athletes who skied with their country's development team prior

to college, Chodounsky did not ski with the national team or on the World Cup until after he graduated from Dartmouth. He competed on the NorAm circuit while in college.

Paula Moltzan

Moltzan has been nominated to the U.S. Ski Team B Team for the 2019-20 season, and is the most successful American NCAA skiing alum to date. Moltzan won the 2015 World Junior Championships and skied with the U.S. Ski Team on the World Cup for a few years before being cut from the team in 2016 and deciding to attend UVM. She took two years away from World Cup, racing instead on the NCAA and NorAm circuit, and won the NCAA Championships. This past season, she returned to the World Cup while still racing NCAA and NorAm, and established herself as the second-best American slalom skier after Mikaela Shiffrin. Juggling NCAA races, school, and the World Cup, Moltzan was only able to compete in 70% of the World Cup SL races this past season, and finished the year ranked 27th in the world. She was 18th at the World Championships and had five Top 20 World Cup finishes in 2018-19: 12th, 15th, 16th, 17th, and 18th.

Brian McLaughlin

McLaughlin is a former NCAA Champion who is nominated to the 2019-20 U.S. Ski Team B Team. McLaughlin raced with the U.S. Ski Team Development Team and the UNI Team before deciding to attend Dartmouth. During his senior year at Dartmouth, at age 24, he won NCAAs and a NorAm World Cup spot (and lowered his FIS points to six points, further improving his start position). Last season ('18-'19) he was an invitee to the U.S. Ski Team and trained and raced with the World Cup team although he was not officially named to the team. He placed 18th at the GS in Beaver Creek, which was his second-ever World Cup race. He scored World Cup points again in Alta Badia, placing 27th, and went on to race at World Championships.

NATIONAL TEAM COOPERATION AND TRANSITION

Most recently, the advantages of this uniquely American competitive collegiate system have been better exploited by European and Canadian national teams than by our own. This is due in part to the age restrictions used in U.S. Ski Team selection criteria.

Once a national team and a university team have established a relationship, there is still limited coordination and planning, but there is a freer flow of athletes from that country. For example, Trevor Philp went to DU and qualified for the Canadian team. When he decided to continue with both, the Federation figured out how to work with him. His example was followed by Erik Read. L.K. Haugen paved the way for the Norwegians and was followed by E. Lysdahl and K. Haugen at DU, then Nordbotten and Riis-Johannesen at UVM. It takes will on both sides, and the athlete experience would be greatly enhanced by closer cooperation and planning (both of which are typically minimal) between the foreign national teams and college coaches. One

coach explains, “There is so much more capacity in America to make it work between college and the national team.” This is an area of opportunity for the U.S. (See UNI team, below.)

ALIGNING RESOURCES AND PURPOSE

As stated above, the cost to field each NCAA college ski team represents a significant investment in the sport. Spread across the current 20 schools those resources, if aligned with and utilized by the U.S. Ski & Snowboard development pipeline, represent a much broader development pool in dollars and athletes than is possible through the national team alone.

NATIONAL TEAM SELECTION AND NCAA

In recent years, prior to 2017, there was no specific NCAA criteria for making the U.S. Ski Team. NCAA criteria was added in 2017-18 and remains in 2018-19:

- Women: NCAA Championships Top 5 result age 19 and younger (YOB 1999)
- Men: NCAA Championships Top 10 age 19 and younger (YOB 1999)

Because of the age limitations, (the criteria includes athletes up until their second-to-last junior year) college coaches see the NCAA criteria as irrelevant. The three youngest men to qualify for the NCAA Championships this past season (only two were selected by their teams) were YOB 1998. (See Men College 2019, top collegiate racers, sorted by birth year.)

Older athletes can still qualify for the U.S. Ski Team via FIS Age World Rank, FIS World Rank, NorAm performance, or World Cup performance. NCAA races are FIS sanctioned, so NCAA performances can contribute to FIS World Rank. However, the penalty added to FIS races starting in 2020 will limit domestic point opportunities outside NorAms or World Cups. This puts an additional premium on college racers competing in NorAms. Because the NorAm and World Cup schedules are typically set after the NCAA schedule has been confirmed, it can be hard for NCAA athletes to compete in all or many of the NorAms or World Cups.

Collegiate athletes like McLaughlin and Moltzan have earned their U.S. Ski Team B Team status as discretionary picks. Foreign athletes who are selected to their respective national teams while racing NCAA are selected based on World Cup and NorAm performance, or discretion, and not on NCAA results. Norway and Switzerland are among nations that do not have similar age band restrictions tied to their criteria.

Jesse Hunt, Alpine Director for U.S. Ski & Snowboard, explains the philosophy behind the criteria: “As a country we are up against steep international competition, and to be competitive U.S. athletes need to be focused on holding pace with international markers beyond the junior years. These markers include top

performance at the NorAm level and ultimately success on the World Cup. We are excited to work with any U.S. athlete who is meeting these markers, whether they rise from a college, club, or the D Team. A select few have done this while racing in college, but it presents a real challenge to juggle NCAA racing, NorAm and / or World Cup racing, travel, education, and adequate training during the season and the prep period. To be a viable path to the World Cup podium, the key is that college athletes must keep meeting these international markers because our international competition won't wait for us. We are focused on remaining internationally competitive at every level of the international pipeline. In an effort to achieve this, we will invest in development through our project-based Development Team and collaborate with our partners to be successful at the World Junior Championships. Our project-based programming allows us to engage with clubs, academies and collegiate programs around the country in an effort to improve the skills in a broader range of athletes.”

THE DEVELOPMENT DILEMMA

Young athletes deciding whether to take one or more PG years have a tangible conflict. There is pressure to defer from college until they are older in order to better compete with older foreign NCAA racers, but PG years are expensive and use up their NCAA eligibility. For colleges that do not offer athletic scholarships, such as Ivy League and Division III schools, but do offer academic and need based support, this is less of an issue.

For athletes who still have room to develop domestically, on the Nor Am and NCAA circuit, and who can secure a roster spot at an NCAA skiing school right after high school, the decision to go directly to college can be economically strategic. It utilizes fully their eligibility and the available college resources, and shifts the financial burden of development to post-college years. By then, they are athletically more mature (closer, though still not at their peak), and their potential for international success is more obvious.

UNI TEAM: For the 2015-16 and 2016-17 seasons, the six-person N-UNI team helped top college skiers overcome NCAA training and staffing restrictions by providing ample off-season and pre-season training with the national team while also maintaining their NCAA eligibility for athletics and school. Athletes on the UNI team advanced their rankings through college, and, now graduated, are racing independently, fueling the domestic ecosystem. Brian Mclaughlin secured a World Cup start for the 2018-19 season and for the upcoming 2019-20 season as well, and at age 25, has established himself as a World Cup caliber competitor. Garret Driller, Alex Leever and Sandy Vietze all podiumed (Driller twice so far) in the 2019 U.S. Nationals.

D TEAM: The new D Team structure is an evolution of the UNI Team structure and provides a similar bridge between the national team and NCAA teams, allowing college athletes to train and compete with both.

In the 2018-19 season, U.S. Ski & Snowboard shifted to a new project-based D Team structure, embarking on a shared athlete management program in partnership with clubs around the country. Under the new program, athletes nominated to the D Team, along with select National Development Group members, were invited to elite-level camps throughout the preparation and competition periods. All junior athletes who meet the published criteria, including those enrolled in college, are eligible for selection. The program is specifically aimed at helping athletes break into the top 15 at the NorAm Cup and win medals at the World Junior Championships. In the first year, eight collegiate athletes engaged with D Team programming, including four at the World Junior Championships. The new project-based D Team program can be a helpful bridge for younger top-level collegiate athletes who are looking for elite training opportunities in the summer, when NCAA rules prohibit them from training with their team, as they seek to podium at the

NorAm Cup and World Junior Championships, and ultimately earn a berth on the U.S. Ski Team's B or C Team.

WOMEN

What is remarkable this year is the rise of World Cup level female athletes in the NCAA. Five women who scored top 30 in the World Championships were competing at the 2019 NCAA Championships. The winner of both NCAA events, Canadian Laurence St-Germain, scored sixth in Are. St-Germain was going to retire from ski racing before accepting the offer, at age 20, to race for UVM. Other notable results for NCAA women include Roni Remme fifth in Alpine Combined at Are and second in a World Cup Alpine Combined in Crans Montana and Paula Moltzan's two top 15's and four top 20's. Remme and St-Germain were also part of Canada's fourth place team in the 2019 World Cup Finals team event.

Traditionally, women have been less likely to advance through the college path, a consequence of both their earlier physical maturity and the perception that early development precludes ongoing development through college years. The relatively less competitive fields among college women perpetuated this trend, until international athletes (NOR and CAN) made the jump from college to World Cup racing. The rising age of female World Cup athletes has increased the challenge for women trying to break through on the World Cup, while the increasingly competitive rosters have made collegiate skiing a more viable development path. For example, Katie Hensien, who skis for the U.S. Ski Team and DU, is ranked fourth in the country in SL. Mid-season she was ranked fifth on her college team. Many female college athletes have the room, the peer group and the athletic horizon to develop domestically within the NCAA and NorAm circuit.

NCAA RACERS ON THE WORLD CUP

The attached document "World Cup Selection Criteria" (appendix 6) details the representation and support that the U.S. Ski Team provides for athletes who are qualified for the World Cup but not named to the national team. This addresses World Cup qualification and entry, training opportunities during the week leading up to the event, logistical support and uniforms.

NOTABLE CURRENT AND RECENT NCAA WORLD CUP ATHLETES

Women:

Laurence St-Germain CAN / UVM
Amelia Smart CAN / DU
Roni Remme CAN / UU
Mikaela Tommy CAN / CU
Kristine Haugen NOR / DU
Kristina Riis Johannessen NOR / UVM
Andrea Komsic CRO / DU
Foreste Peterson USA / DART

Paula Moltzan USA / UVM

Men:

David Ketterer GER / CU

Tanguy Nef SUI / DART

Brian McLaughlin USA / DART

Trevor Philp CAN / DU

Phil Brown CAN / DU

Erik Read CAN / DU

Simon Fournier CAN / DU

Leif Nestvold-Haugen NOR / DU

Jonathan Nordbotton NOR / DU

Joonas Rasanen FIN / UNM

Mark Engel USA / UU

Hig Roberts USA / MIDD

Robby Kelley USA / UVM

Tim Kelley USA / UVM

Espen Lysdahl NOR / DU

David Chodounsky USA / DART

BENEFITS OF NCAA SKIING FOR ELITE ATHLETE DEVELOPMENT

NCAA skiing keeps more athletes, foreign and American, competing longer, which increases the level of competition in this country while also allowing more athletes to remain active through their athletic peaks.

- **Increased quality and quantity of ski racers in the USA:** In a recent NorAm field at Burke Mountain, of the first 90 racers on the starting list, more than 60% of the athletes: raced for, currently race for or are accepted students who will race for NCAA college teams. The remaining field included many young racers hoping to race for NCAA teams as a way to continue their development. At the 2019 U.S. Nationals, 13 of the top 14 spots in the men's SL, and four of the top 10 in the Women's SL, went to current or graduated NCAA athletes. Without these racers the NorAm and FIS fields would be vastly weaker. FIS races where there are no NCAA college teams (Far West), are far less competitive and populated than FIS races in regions with NCAA ski teams (East, Rocky).
- **Affordability/Accessibility:** The in-season costs borne by college teams (travel, training, entry fees) allows athletes who might otherwise not be able to afford to continue their development to do so.
- **Four Year Tenure:** A guaranteed four year runway allows athletes to mature and evolve their technique and improve their rankings without the pressure to constantly qualify for a spot.
- **Team Environment:** The supportive team atmosphere allows athletes to stay positive, feel productive and enjoy the sport, which often rejuvenates and inspires them to develop further in the sport.
- **Consistency and mental strength:** The premium on finishing races, within a highly competitive field, leads to more grit and consistency. Collegiate racers who have broken through to the World Cup often mention that the pressure to finish well for their teams in the NCAA Championships is greater than any starting gate pressure they have experienced.

CHALLENGES FOR NCAA SKIING

NCAA skiing has challenges based on maintaining the level of competition and getting the quantity and quality of off-season training needed to keep athletes competitive.

- Number of teams in the west: The western conference, RMISA, includes only seven teams and ranges from Alaska to New Mexico. This geographic distance makes it more expensive and less attractive for schools to field teams.
- Cost: In the west, fewer teams mean greater travel, which perpetuates the cycle of rising costs. Teams can only afford to support minimal roster spots. Efforts to revive NCAA schools that formerly had teams are difficult, requiring significant investment as well as enthusiastic local support. The only school to start an NCAA team is Westminster College, which did so with all foreign athletes and no Nordic team.
- Out-of-season training restrictions: NCAA teams can only train as school teams within their designated seasons. (See NCAA Rules, above). To continue developing at this level, athletes need high peer level training in the summer and pre-season.
- Equipment: For any athletes without national team designation it is difficult, if not impossible, to get the best equipment. This puts potential World Cup athletes in college at a distinct disadvantage.
- Foreign athletes: The perception of NCAA skiing developing foreign athletes to the detriment of American athletes is an image problem. Finding and explaining the balance of fostering high-level competition while also helping domestic ski racers is key to winning support among American skiers.
- Planned penalty addition to UNI races may reduce the attractiveness of college racing, while also putting a premium on teams that have the ability to attend NorAms. NorAm scheduling is not timely, which makes it difficult for NCAA teams to schedule races around them and maximize opportunities.
- Venues: NCAA racing venues vary greatly in the levels of difficulty and preparation. More consistent high-level venues would raise the level of competition and credibility.

NEXT STEPS

The following are areas of opportunity for U.S. Ski & Snowboard to further advance the role of collegiate skiing in the U.S.:

- Actively acknowledge the value of all college racing, USCSA and NCAA, for building participation, enthusiasm and athlete retention.
- Advocate for the benefits of all levels of college skiing directly to young skiers and parents so they can see it in their futures as a positive step or outcome.
- Continue to increase awareness of USCSA racing as an attractive option and a potential scholarship resource for young racers.
- Proactively encourage all NCAA ski schools to support their ski programs in a manner that optimizes development within NCAA rules.
- Proactively advocate for more NCAA and high-level USCSA teams, particularly in the west. Direct outreach from U.S. Ski & Snowboard to colleges further legitimizes the role of college skiing in U.S. skier development.
- Leaders at U.S. Ski & Snowboard need to meet and regularly communicate with leaders at NCAA skiing colleges to explore a coordinated, mutually supportive partnership towards national development.
- Work to set the NorAm schedule earlier, so it can be coordinated with the college schedule in each region and attract the best athletes.
- Continue to create opportunities under U.S. Ski Team umbrella that allow student athletes to compete for college and train at the highest possible peer level out of season, without violating NCAA rules.
- Encourage athletes to continue to develop through their junior year (U-21) via the path that best meets their unique athletic, personal, academic and economic needs.

The above recognition and partnerships allow resources to be fully leveraged by U.S. Ski & Snowboard, and gives schools due credit for the resources they put to ski racing. It also makes roster spots on all NCAA ski teams coveted resources, which would spread out the talent on the carnival circuit beyond the top schools. Not least, it enlists the goodwill and support of the broader American ski community.

APPENDIX 1

HISTORY

From the formation of the first intercollegiate ski competition in 1914, between Dartmouth and McGill, collegiate racing has featured international students. In the earliest days, Europeans who were already in the USA disseminated their skills. This started with ski jumping in the early 1900s, then cross country and finally Alpine. The first DH and SL events in North America were run by the Dartmouth Outing Club, in 1927 and 1928 respectively. Skiing received a major boost the late 1940s when many Norwegian skiers came to the USA by way of the Marshall Plan's effort to create opportunities for young Norwegians after the German occupation of Norway from 1940-1945. They built and bolstered ski programs, led by jumping, at the schools where they landed from coast to coast where they landed, and established what became a tradition of Scandinavian talent on college ski teams. Through the 40s and 50s, most collegiate skiers competed in four events: cross-country, jumping, downhill and slalom. The Ski Meister was awarded to the best skier who competed in all four events

THE MOVE WEST: DU, CU AND FOREIGN ATHLETES

Willy Schaeffler and Bob Beattie radically changed the power center of U.S. collegiate skiing from east to west. Schaeffler started coaching DU in 1948, and aggressively recruited Norwegian ski jumpers for his team, because there were so few competitive American jumpers. The very first NCAA Championships took place in 1954, and DU won the competition that year and for the next three straight.

Bob Beattie came to CU from Middlebury in 1957 and started his long rivalry with DU and Willy Schaeffler. At the time, the best American Alpine skiers were in college, and Beattie recruited them (Jimmie Heuga, Billy Kidd, Buddy Werner, Harry "Rebel" Ryan and Bill Marolt) making CU the de facto U.S. Ski Team. His All-American CU squad won the NCAA championships in 1959 and 60, but DU remained dominant winning 13 national titles from 1954-1970.

Schaeffler offered irresistible deals to Alpine foreign skiers, the promise of a free education while continuing to race for their home countries on the World Cup and in the Olympics. (Otto Tschudi won five individual NCAA titles *and* raced for Norway in the 1972 Olympics).

When Bill Marolt took over at CU (1968-78), he took a page from Schaeffler's playbook, recruiting Norwegians in jumping and Nordic, though staying mostly American for Alpine. Marolt's Buffs won eight straight NCAA titles from 1972-78. By then, all the other western schools were heavily recruiting foreigners even for Alpine roster spots. Part of this was because the best U.S. racers were clustered at CU. At UNM's roster reflected a direct connection to the Swedish national team, and the University of Wyoming became "Little Norway."

MEANWHILE BACK EAST

Having foreign jumpers was the only opportunity to win. While Norwegians going to U.S. schools often received athletic scholarships and a stipend from Norway (they still do, to the tune of \$15,000), Dartmouth students received neither. Ivy League schools offer no athletic scholarships and the Norwegian government did not yet recognize liberal arts institutions. Norwegian students did receive the same academic or need-based scholarships. Ex: Christian Berggrav and Arne Nielsen both received 80 percent of their tuitions through financial aid available to any student, and helped Dartmouth win the 1976 NCAA Championships.

UVM and the University of New Hampshire (UNH) offer athletic scholarships, though Chip LaCasse tried to carry on the homegrown tradition when he started coaching at UVM in 1971. He recruited Norwegians as jumpers, but tried to fill the rest of his roster, Nordic and Alpine, with Americans, particularly Vermonters. This included the entire Cochran clan, now in its third generation of UVM skiers. With minimal international recruits, UVM won the NCAA Championships in 1980.

TITLE IX: WOMEN ARE IN, JUMPING IS OUT

The passage of Title IX in 1972, and its mandate for equal athletic opportunities for women, brought in female skiing recruits. At first that was through the Association for Intercollegiate Athletics for Women (AIAW). One of the first international women skiing recruits, in 1975, was Norwegian Olympian Toril Forland, whose own parents had attended Washington State University under the Marshall Plan. In 1980, due largely to the fact that women's ski jumping was not an event, jumping was eliminated from NCAA competition. Ski Meister had been eliminated in 1973. The Alpine DH was dropped in 1975, and was replaced with GS in 1976, maintaining equal weighting between Nordic and Alpine events. Starting in 1983 the NCAA hosted its first combined national championships, split evenly between men and women competitors.

SKI TEAMS FEEL THE FINANCIAL SQUEEZE

As the expense of fielding men's and women's ski teams caught up with the western schools (travel creates significantly higher expense in the west), many of them dropped their NCAA ski programs: DU eliminated its ski team in 1983; Wyoming dropped Alpine in 1992; Western State dropped all in 2008, and the University of Nevada, Reno, defunded its ski team for the second and final time in 2010. Other former NCAA RMISA colleges include Boise State, Colorado College, Colorado Mines, Colorado State, Utah State and Whitman College.

SAVING AND REVIVING TEAMS

University races became FIS races in 1995, and the incentive to come to U.S. schools was no longer just economic. As the domestic circuit of College/ NorAm races became a viable way to lower points and earn World Cup starts, the aspirations of college racers shifted. College racing, once a post career step-down program to leverage your low points into an education and a good time, became a vehicle for

continuing to develop athletically. Meanwhile, the average age of World Cup racers kept inching upwards, creating more opportunity to ski race post-college.

DU's team was resurrected in 1993, due to alumni efforts led by Otto Tschudi. In the east UNH and SLU were both saved from the brink. Most recently in the west, UAA was nearly cut, and UNM was cut then provisionally reinstated. In private colleges saving or resurrecting a team depends on the strong alumni network. (ex: SLU and DU). In public schools, it helps to get politicians and the community involved, and show what skiing means to the state and the school (ex: UNH, UNM, UAA). In each case, when a program has been saved, the scrutiny reveals deficiencies and also renews commitment to the program. Typically, the programs come back stronger. Ex: DU was back on top by 2000 and has won eleven NCAA champs since then. Alaska is now on solid footing backed by strong community and state identity.

Appendix 2

MISSION STATEMENTS

Below is the mission statement from the NCAA. Following that statement are all available mission statements from athletic departments of the NCAA skiing schools. Words most commonly used in these missions and core values include: sportsmanship, athletic and academic excellence, respect, leadership, integrity, community, personal growth, development, accountability, dedication, loyalty, teamwork. Among them, only Utah includes the word or any reference to “winning” in its mission.

NCAA Mission Statement

The National Collegiate Athletic Association is a member-led organization dedicated to the well-being and lifelong success of college athletes. "Our purpose is to govern competition in a fair, safe, equitable and sportsmanlike manner, and to integrate intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount."

NCAA Core Values

The Association - through its member institutions, conferences and national office staff - shares a belief in and commitment to:

- **The collegiate model of athletics** in which students participate as an avocation, balancing their academic, social and athletics experiences.
- **The highest levels of integrity and sportsmanship.**
- **The pursuit of excellence in both academics and athletics.**
- **The supporting role that intercollegiate athletics plays** in the higher education mission and in enhancing the sense of community and strengthening the identity of member institutions.
- **An inclusive culture** that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds.
- **Respect** for institutional autonomy and philosophical differences.
- **Presidential leadership** of intercollegiate athletics at the campus, conference and national levels.

In addition to the above, each of the three NCAA divisions has its own Philosophy Statement. Below are college athletic dept mission statements. Colby College, Williams College and:

Bates College

Department of Athletics and Physical Education Mission Statement:

The Department of Athletics and Physical Education promotes the mission of the College by providing appropriate amateur, gender-equitable athletic opportunities that enhance the overall liberal arts undergraduate experience. The members of the Athletics Department are professional educators who foster the principles of fair

play, good sportsmanship and ethical conduct and who are committed to the optimum intellectual, physical and personal development of all students. Consistent with Bates' national reputation, the Department offers programs that strive for excellence and seek distinction within the New England Small College Athletic Conference and at the national level. The Department and its programs play a critical role in promoting diversity, respect, and inclusion while working to build community amongst students, faculty, staff, alumni, and in Lewiston-Auburn.

Boston College

Mission Statement

Boston College Athletics Builds Champions as Scholars, Athletes and Leaders for Others.

Consistent with the University as a whole, the Athletics Department is committed to the quest for excellence; to the personal formation of our undergraduate, graduate, and professional students; and to the pursuit of a just society.

The University's dedication to excellence is an integral part of the Athletics Department's goals and objectives and a primary consideration in our service to students and the Boston College community.

In keeping with our tradition as a Jesuit, Catholic university, rooted in a belief that seeks God in all things, especially in human activity, the Boston College Athletics Department offers a broad-based program of intercollegiate athletics, as well as intramural, recreation, and club sport opportunities. Through these activities, the Athletics Department provides an educational experience that promotes the development of the whole person intellectually, physically, socially, and spiritually. Through its offerings, the Athletics Department plays an integral part in the personal formation and development of students, preparing them for citizenship, service, and leadership.

The University's pursuit of a just society is fostered through the Athletics Department's commitment to the highest standards of integrity, ethics, and honesty. The Athletics Department promotes the principles of sportsmanship, fair play, and fiscal responsibility in compliance with University, Conference, and NCAA policies.

The Athletics Department supports and promotes the University's goal of a diverse student body, faculty and staff. In this spirit, the Athletics Department supports equitable opportunities for all students and staff, including minorities and women.

Colby Sawyer College

Mission Statement

The Athletic Department at Colby-Sawyer College is committed to providing each student athlete with a positive athletic experience, and to supporting the total educational experience for each student-athlete in their pursuit of excellence, through high academic standards, quality athletic competition and a meaningful student life.

We as a department are **dedicated** to:

- Foster and model good sportsmanship and fair play
- Continue to enhance individual development
- Enrich and deepen self-knowledge
- Demonstrate effective team work, as well as, fair and equitable treatment of men and women
- Act ethically and professionally

In doing so, we hope that Colby-Sawyer Athletics will continue to achieve Conference, Regional, and National prominence, while ensuring that each student-athlete will be better prepared for life after college.

Dartmouth College

Athletic Department Mission Statement

Dartmouth College and its Athletic Department are committed to providing an extraordinary variety of athletic opportunities that meet the talents, interests and needs of a broad range of individuals. The spectrum of programs and activities available for men and women includes "drop-in" recreation, physical education, intramural and club sports, and a broad array of competitive intercollegiate athletic teams. At all times, the department strives to adhere to the basic tenets of the Ivy League as they relate to the representativeness of athletes, financial aid based on need rather than athletic ability, the limitation of sport seasons, and institutional autonomy in managing programs. The purpose of all Athletic Department activities is to foster and complement the overall academic and intellectual growth of Dartmouth students and provide experiences that will enable them to interact in a special way with other students, test their own personal limits, and gain from the demands and realities of athletic competition and the success and adversity that go with it.

In attempting to work with students to create a safe, healthy, socially stimulating, educational residential community, our goals are to enable the students to be involved wherever possible in the governance and management of their teams and activities, and to make available, as appropriate, to all those who participate advice and information regarding the College's basic principles and expectations. With respect to affirming and maintaining standards of conduct for responsible student behavior within the College community, our goals throughout the department are to encourage the highest level of deportment and performance not only in athletic endeavors but in all phases of campus life, particularly because many of our participants are very visible representatives of Dartmouth and, in many respects, important role models.

In attempting to do our part in sponsoring a rich variety of opportunities for students to grow intellectually, physically, socially, emotionally and morally, our goals are to make available high quality coaching, support services, scheduling,

facilities and equipment; and to encourage excellence and meaningful interaction, no matter what the level of participation. Furthermore, we aim to continually strive to make sure there is equity among the genders in all our programs and reasonable access to our facilities and our activities so that engaging in them is not overly complicated or difficult.

Regarding resources, in order to maintain overall support for our programs, and make sure that our participants are enriched individually and by one another during their recreational and athletic experiences, our goals are to structure a realistic budget and develop appropriate sources of revenue, and to foster effective communication between our coaches and the Admissions Office so that a diverse, talented pool of athletes is identified and favorably acted upon to enable us to achieve the greatest degree of success for our teams and our athletes, thereby bringing pride and positive recognition to the College, the community and Dartmouth graduates. As we work with our athletic prospects and our students encouraging them to exercise self-awareness and make well informed decisions that shape their college years and their subsequent lives, our goals are to have a thoughtful, thorough recruitment approach developed by our coaches and an on-going interaction with student-athletes on the part of the coaches, who so frequently act as mentors on matters beyond athletics, helping them to establish appropriate priorities, manage their time effectively and make difficult choices.

Finally, we feel it is our responsibility to foster, for employees and students alike, an environment that enables continuous learning, professional development, career preparation, the integration of personal and professional commitments, opportunities for advancement, and attainment of maximum performance. Constant attention to the full menu of goals and objectives described above is the only way they can be realized on an on-going basis and insure that the mission of the Athletic Department blends with the overall mission of the Office of the Dean of the College and the purposes of Dartmouth College.

Harvard University

Athletics Mission Statement

Education through Athletics

Athletic participation helps our students grow, learn, and enjoy themselves while they use and develop their personal, physical, and intellectual skills. Harvard values the lessons that have long been taught by athletic participation: the pursuit of excellence through personal development and teamwork, ethical and responsible behavior on the field and off, adherence to the spirit of rules as well as to their letter, leadership and strength of character, and sportsmanship – respect for one’s opponents, acceptance of victory with humility, and acknowledgement of defeat with grace. In teaching these lessons to its students, Harvard instills habits which will lead students to better and healthier lives. While winning is not an end in itself, we believe that the efforts by our intercollegiate athletes to be their best will lead them to succeed throughout their lives.

Build Community and Pride in Harvard

Athletics at Harvard builds community through the engagement of students, faculty, staff, and alumni, and creates a portal through which neighboring communities can enjoy the Harvard experience. We all take pride in knowing that our coaches are educators and our athletes are true representatives of Harvard's student body – Harvard athletes are admitted through the same process, receive the same academic support, and are held to the same standards as every other Harvard student. Successful athletic teams generate unique excitement across the campus and community, help strengthen bonds among the various arms of our university, build collegiate loyalty in a healthy manner, and give our community members yet another reason to be proud to represent Harvard.

Middlebury College

Athletics Mission Statement

Athletics are an essential part of the overall educational experience at Middlebury College. The College endeavors to provide athletic programs that are comprehensive and varied while offering athletic opportunities to all students. The Department of Physical Education and Athletics is committed to the following: a physical education/wellness program that stresses good health, physical fitness, and lifetime activities; a vigorous intercollegiate sports program that strives for achievement and excellence; an intramural program that encourages students of varied abilities and skills to participate in a wide range of recreational athletic activities; and a club sports program that offers opportunity for intercollegiate competition in a less structured environment.

Montana State University, MSU

Athletics Mission Statement

We purposely contribute to Montana State University land grant mission through excellence in the classroom, competition and a holistic approach to student-athlete well-being. Our commitment to integrity, inclusion, respect and service fosters a lasting connection between the MSU community, State of Montana and Rocky Mountain Region.

Vision

Distinguished by academic success, personal development and life-long achievements of our student-athletes. Admired for our nationally competitive teams. Guided by our values and heritage.

St. Lawrence University

Athletic Department Mission Statement

In its commitment to student educational and developmental outcomes, the St. Lawrence University intercollegiate athletic program reflects the mission, goals and objectives of the University and, for the students involved, provides an opportunity not only for competitive accomplishment but one that continually reinforces such personal traits as responsibility, perseverance, sacrifice, honesty, respect,

compassion, and other qualities that otherwise may be difficult to learn in a traditional learning environment.

The athletic program will also serve to attract and retain well-rounded student-athletes whose academic performance is representative of the student body as a whole, both upon entry to the University and at graduation.

The athletic department is committed to integration – that is, coaches, athletic staff, faculty, and student life staff must work closely together to accomplish the educational and student development goals of the University.

St Michaels College

Athletic Department Mission Statement

The Saint Michael's College Athletic Department seeks to provide high quality, broad-based athletic and recreational experiences while holding intellectual, personal, social, moral and spiritual growth paramount in the process of developing the whole "human person".

University of Colorado, CU

Our mission statement clearly states that we will provide a world class and comprehensive student-athlete experience by enhancing our academic, health and wellness, and personal development programs.

Our core values for everyone associated with the athletic program are comprised of five significant points that form the acronym RAPID: Respect (recognize and embrace each individual's unique value to the department); Accountability (take personal responsibility for actions and results); Passion (personal energy that drives work ethic, focus and a need to excel); Integrity (operating in an honest and ethical manner); and Dedication (unwavering loyalty to the department and shared vision).

University of Denver, DU

Division of Athletics and Recreation Mission Statement

The Division of Athletics & Recreation provides athletic, recreational, and entertainment opportunities that meet the needs of students, faculty, staff, alumni, and the Denver community.

To fulfill the mission the Division will:

- Provide diverse and equitable programming
- Serve as a positive presence in the community
- Foster personal growth and development
- Employ sound fiscal management practices
- Provide powerful and meaningful experiences, which forge enduring bonds with the University

Vision

Our Vision as an Athletics and Recreation Division is to actively create, promote and sustain an environment in which each participant is challenged and supported in pursuit of personal growth in the areas of sports, wellness and recreational activities.

University of New Hampshire, UNH

Mission Statement

The mission of the intercollegiate athletics program at UNH is to provide opportunities for student-athletes to enrich their collegiate experience through participation on athletic teams which are competitive at the conference level and beyond.

The intercollegiate athletic program also has an important role in enriching the quality of life for the University and statewide community, and as a source of pride and encouragement for support of the University, while maintaining high standards of academic scholarship. In order to fulfill its mission, the intercollegiate athletics program must:

1. Provide the support necessary to field teams competitive at the appropriate level.
2. Provide student-athletes with the opportunity to meet academic and athletic demands with the goal of graduating every student-athlete.
3. Provide equitable opportunities for men and women to participate.
4. Operate within the policies and rules of NCAA membership, Title IX and any conference in which the University is a member.
5. Provide a safe and positive environment for athletes to train and compete.

University of New Mexico, UNM

Mission of UNM Athletics

The University of New Mexico athletics is committed to student athlete success and competitive excellence by creating an inclusive environment, through recruiting, developing, and retaining quality people, providing a great fan experience, inspiring community engagement, and serving as a source of pride for New Mexico.

Vision Statement

UNM athletics aspires to be the premier institution in the Mountain West Conference and recognized as a national leader in intercollegiate athletics with an international reputation for excellence.

Core Values

Student Athlete Experience - We provide an environment that promotes personal, academic, athletic, and social development. We prepare Lobos for Life!

Integrity - We are honest, respectful, and accountable.

University of Utah

Athletics Department Mission Statement

As an integral part of the University and the community, the Athletics Department complements and supports the overall mission of the University. The Athletics Department seeks to provide the means for all student-athletes to reach their full potential academically and athletically, while also becoming positive contributors to society.

The Athletics Department supports the University's objective of creating an inclusive community that is enriched by the life experiences and backgrounds of a diverse and excellent staff and students. The Athletics Department strives for winning teams that adhere to NCAA and Pac-12 rules and display loyalty, honesty, fiscal soundness and good sportsmanship.

Core Values (CARES)

Character

Acceptance

Relationships

Excellence

Service

Vision

1. Provide the best student athlete experience in the country.
2. Have nationally ranked programs through successful competition in the PAC 12 and in national post season play
3. Be a leader in the PAC 12 in student support services and all administrative areas.
4. Be a significant leader in advancing the mission and goals of the University of Utah.

University of Vermont, UVM

Vermont Athletics Mission Statement

The intercollegiate athletics program at the University of Vermont facilitates the personal growth and education of young men and women through their participation in a comprehensive program of NCAA Division I sports. As an integral part of the university, the intercollegiate athletics program actively promotes equity and diversity, fosters the pursuit of academic and athletic excellence, and provides community enrichment.

Vision Statement

As a program of national prominence, the University of Vermont intercollegiate athletics program is built upon a commitment to excellence and the development of high achieving young men and women student-athletes. Much is demanded from

our student-athletes in their roles as scholars, athletes, citizens, and campus leaders. Through exceptional coaching, challenging competitive activities, outstanding facilities, high quality academic support services and sport science practices, UVM student-athletes realize their full personal, academic, and athletic potential. Through sustained competitive accomplishments and the excitement and festivities accompanying athletic events, the intercollegiate athletics program builds pride and esprit de corps, uniting our campus, alumni, friends, and the citizens of the great state of Vermont.

It is a privilege to serve our student-athletes, the University and its community. We honor this privilege through personal accountability, prudent decision making, innovative resource acquisition, and vigilant management. An environment in which a strong work ethic, mutual respect, honesty, integrity, and teamwork are highly valued and cultivated facilitates the realization of our collective vision and professional goals. In representing the ideals of educational sport, and in all our affairs, we maintain the highest ethical standards and steadfastly honor the traditions, values, and mission of the university.

Appendix 3

Colleges with USCSA and NCAA ski teams; USCSA Colleges that formerly had NCAA ski teams

Colleges with USCSA and NCAA ski teams

Bates College

Boston University

Colby College

Univ of Colorado Boulder

Dartmouth College

Denver Univ

Montana State University

Univ of Utah

Univ of Vermont

Westminster College

USCSA schools that once had NCAA programs

Western State

Whitman

Washington State University

Wyoming

Univ Nevada Reno

College of Idaho

Appendix 4

USCSA Mission Statement

To be the National Governing Body (NGB) of team ski and snowboard competition at the collegiate level.

To promote and increase awareness of and participation in Alpine skiing, Nordic skiing and snowboarding in the United States.

To provide competition and development opportunities for student-athletes in a team atmosphere leading toward National Championships in each discipline.

The USCSA is an inclusive organization with 4900+ member athletes representing over 170 institutions in 11 conferences from 41 states. There are programs that are fully funded varsity teams to club teams highlighting talent from elite level national team athletes to individuals who are trying racing for the first time. Within the four disciplines of Alpine, Snowboard, Nordic, and Freeski, there are 480+ distinct teams registered with the USCSA

		2019 USCSA Census
Alpine		3449
	Male	1777
	Female	1672
Freeski		301
	Male	200
	Female	101
Snowboarding		845
	Male	596
	Female	249
Cross Country		358
	Male	164
	Female	194
Total		4953

Demographics	
Average Age	19.5
Average GPA	3.4
Fr/Sph with Decided Majors	4502
Athletes w/ ^3.0 GPA	3549
Fr.	1666
Soph.	1240
Jr.	1005
Sr.	886
SSr.	62
Grad.	94
# of Athletes in U.S. Ski & Snowboard	386
# of Athletes in USASA	80

Majors	
Applied Sciences	1160
Business	811
Creative Arts	95
Humanities	314
Life Sciences	778
Physical Sciences	366
Social Sciences	604
Undecided	471
Other	354

Appendix 5

World Cup and World Championships Competitors in NCAA Championships 2019

Tanguy Nef	UVM	7 starts 11 th , 13 th , 19 th , 25 th , World Champs 29 th
Simon Fournier overall leader	DU	3 starts, World Championships, 24 th , 30 th , NorAm SL
Mark Engel	UU	4 starts
Paula Moltzan	UVM	6 starts, 12 th , 15 th , 16 th , 17 th World Champs 18 th
Laurence St Germain	UVM	10 starts, 9 top 30, World Champs 6 th
Patricia Mangan	DAR	4 starts
Mikaela Tommy	UU	4 starts, 18 th , 19 th , 26 th , World Champs 26 th
Amelia Smart	DU	4 starts, 1 top 30, World Champs 22 nd
Andrea Komsic	DU	10 starts, World Champs 30 th

World Junior Championships

Jett Seymour	DU	10 th , 17 th
Claire Thomas Championships)	DAR	32 nd (qualified but was not selected for NCAA
Jimmy Krupka NCAA Championships)	DAR	6 th , 25 th , 32 nd (qualified but was not selected for
Katie Hensien	DU	(did not qualify for NCAA champs)



United States Ski & Snowboard 2018-19 Alpine World Cup Selection Criteria

Eligibility for Consideration:

The US Ski Team will consider for selection only those U.S. Ski & Snowboard members in good standing who have a valid U.S. passport, a valid USA-coded FIS license and who meet FIS minimum eligibility standards:

- Nation quota: athletes must be ranked top-120 FIS world rank or be top 60 WCSL in the discipline being selected for.
- Basic quota: athletes must be top-350 FIS world rank in the discipline being selected for.
- If the event is Alpine Combined, athletes must have 80 FIS points or better in the speed event being used in the Alpine Combined.
- For an athlete to take a training run in WC Downhill they must have 80 FIS points or better.

Criteria Guidelines:

- U.S. Ski & Snowboard policy mandates that team selection criteria shall be principally objective (or performance-based) and that available start rights and team spots will not necessarily be filled.
- The U.S. Ski Team Gender Head Coach is responsible for applying the selection criteria set forth herein, subject to the oversight of the U.S. Ski & Snowboard Alpine Director and Chief of Sport.
- No minimum team size will be established.
- The team selected by U.S. Ski & Snowboard may consist of any number of athletes up to the FIS World Cup quota for the United States.
- The quota for each discipline will be calculated and posted on the FIS website
- Objective selections shall be based on current season discipline WCSL points, current discipline WC points, current FIS world ranks, and Europa Cup and NorAm results in the discipline.
- Discretionary selections, if any, may be based on a variety of factors.
- Achieving a start right does not include funding from U.S. Ski & Snowboard, nor does it automatically include ski service. The US Ski team will provide onsite event logistical support of hotel, coaching, and representation.
- Any athlete accessing a WC will be representing the USA and therefore will be provided a US Ski and Snowboard uniform. This must be worn at all times in the field of play.

General Criteria:

Athletes shall be selected to the team based solely upon WCSL points, WC points, FIS Point rankings, Europa Cup and NorAm results. Athletes shall be selected to the team according to and in order of the criteria below until the available quota is filled.

1. Current top-30 WCSL ranking in the discipline
2. 500 point racers will be awarded priority to quota spots above all other selection methods if determined by the head coach.



3. Europa Cup podium finish – athlete will be entered in the next available World Cup in the same discipline.
4. Winners of World Cup fixed spots through the NorAm circuit from the prior season will have their start rights when they meet all FIS eligibility criteria.
5. If the application of these criteria would result in a total team size exceeding the current FIS quota, the following tie-breaking mechanism (in order) shall be used:
 - Best FIS points in the discipline.

Coaches Discretion:

If quota spots in a race are unfilled by the objective criteria above, coach’s discretion may be used to select athletes according to the following guidelines:

- Current top 60 WC ranking in the discipline (except for the first race of the season by discipline, for which WCSL top-60 will be used).
- Current top 60 WCSL ranking in the discipline.
- Athletes who will be placed on the board top 45 according to current FIS world ranks will be awarded next priority if they are skiing to the level of their world rank.
- Previous performance in the event being selected for that would indicate a strong likelihood of performance consistent with team goals and objectives, including:
 - Attaining a start position no worse than 45.
 - Demonstrated ability in training, races, and time trials that would indicate a strong likelihood of scoring World Cup points.
 - Outstanding performances in Europa Cup and or NorAm races.
- Indication of podium potential in future World Cup competition (such as international age-group results and rankings) that would be materially enhanced by selection.
- Indication of a lack of progress after many World Cup opportunities may negatively affect a discretionary selection

Training Opportunities associated with a World Cup start

Training opportunities leading into a World Cup will be offered for certain events. These opportunities will be decided on by the Head Coach and respective discipline Head Coach with the goal of achieving team and individual athlete success. Generally, this will begin with access to the WC venue the day prior to the race, however, it can also include training days leading into the event.

The timeframe will be no longer than 1 week prior to the event unless approved by the Alpine Director.

U.S. SKI & SNOWBOARD APPEAL AND GRIEVANCE PROCEDURES

Any member who believes that he/she has wrongfully been denied membership on any team whose members are selected through participation in “protected competition,” as that term is defined in the USOC Bylaws, shall be entitled to appeal such decision.

The U.S. Ski & Snowboard Grievance Procedures can be found within section IX of the U.S. Ski & Snowboard bylaws found at: usskiandsnowboard.org



USOC ATHLETE OMBUDSMAN

Athletes who have questions regarding their opportunity to compete that are not answered by U.S. Ski & Snowboard may contact the USOC Athlete Ombudsman, Kacie Wallace, by:

- Telephone at (719) 866-5000
- Toll-free telephone at (888) ATHLETE (1-888-284-5383)
- E-mail at Kacie.wallace@usoc.org
- www.athleteombudsman.org
- <https://www.teamusa.org/Athlete-Resources/Athlete-Ombudsman>