

A Comparative Study of the Sports Organization and Competition Systems in Chinese and American Universities

Hongjun Tao*

Department of Physical Education, Anhui Jianzhu University, Anhui, 230601, China

*Corresponding author: taohongjun6577@sina.com.

Abstract: In order to provide ideas and feasible references for the sports reform in Chinese universities, this study conducts a comparative analysis of the sports organization and competition systems in American and Chinese universities from aspects such as development status, strengths, and weaknesses, using methods like field surveys, literature review, and statistical analysis. The study provides insights for the development of sports organizations and competition systems in Chinese universities based on the American model.

The study proposes establishing a broad university sports organization and a two-tiered intra-school competition system; creating a university league system based on cities or regions; shifting the focus of university sports from skill development to competition organization; increasing sports facilities to ensure the effective implementation of physical activities; promoting the development of university sports economy by relying on high-level competitions; reforming the national sports system, and nurturing excellent sports talents through the integration of physical education and sports.

Keywords: American university sports; Chinese university sports; sports organization system; comparative study; insights.

Introduction

American university sports have achieved remarkable success after more than a century of development, becoming the most successful model for university sports development in the world today. American university sports serve as the foundation and cornerstone of American competitive and professional sports. The majority of athletes in the U.S. Olympic team come from major university sports leagues, winning numerous medals for the U.S. Olympic team. The key to the success of American university sports lies in the establishment of a nationwide, systematic, and multi-level sports organization and competition system. Chinese university sports, after decades of development, have made great progress, but still face issues such as underdevelopment, immature sports organizations, and an incomplete competition system. The mature sports organization and competition system of American universities have important reference value for the sports reform in Chinese universities.

1. Research Methods

During a visit to the International Sports Management Center of the University of Georgia, the author conducted field surveys, reviewed electronic literature, and interviewed experts, professors, and coaches to gather a large amount of data for an in-depth study of the American university sports organization system. The aim of this research is to provide useful references for the ongoing sports management reform in Chinese universities.

2. Analysis of the American University Sports Organization System

2.1 The Origin of American University Sports Organizations

The first organized university sports club in the United States was established in 1843 when Yale University created a rowing club. Harvard University followed suit the next year by creating a similar

rowing club. These rowing clubs organized to compete in regatta races, known as "Regattas." The establishment of these organizations laid the foundation for the first intercollegiate sports competition in the United States, which took place in 1852 when the rowing teams of Yale and Harvard competed on Lake Winnepesaukee in New Hampshire. This marked the beginning of intercollegiate competitions, followed by the establishment of many university sports organizations. This historic race ignited a fierce competition between the two universities, and the Yale-Harvard rowing race is considered the cornerstone of intercollegiate sports competitions in the U.S.

2.2 Major Sports Organizations in American Universities

The major sports organizations in American universities are the Sport Association and Sports League/Sports Conference. The most influential university sports organization in the U.S. is the National Collegiate Athletic Association (NCAA), which includes 1,268 member schools or institutions, with a total of 480,000 student-athletes. The NCAA is divided into Division I, Division II, and Division III leagues, with Division I institutions having the highest level of investment and competitiveness in sports. Each member university can choose the league it belongs to, and each league holds national championships in various sports. Other major organizations include the National Association of Intercollegiate Athletics (NAIA), with 255 members and 60,000 student-athletes, the National Junior College Athletic Association (NJCAA), with 525 members and 59,000 student-athletes, and the National Christian College Athletic Association (ACCA) with 24 members and 460,000 student-athletes. Additionally, there are other regional and specialized associations such as the California Community College Athletic Association (CCCCAA) and the National Intramural-Recreational Sports Association (NIRSA), among others.

2.3 Analysis of the American University Sports Organization and Competition System

American university sports organizations are divided into a two-tier system based on organizational management and athletic level.

2.3.1 Tier 1 System

The Tier 1 system includes various university sports associations and leagues, which have the highest level of competition. Universities must receive approval from these organizations to participate. The primary approval organizations include the NCAA, NAIA, and NJCAA, and individual sports associations oversee specific sports like sailing, boxing, rugby, and rowing. The characteristics of the Tier 1 system include:

- (1) High athletic level – only elite athletes are eligible to participate.
- (2) Scholarships – Universities provide generous scholarships to outstanding athletes.

2.3.2 Tier 2 System

The Tier 2 system includes all intra-university competitive sports clubs and recreational sports clubs, which are student-organized and student-managed. These clubs are not formally affiliated with the university, and competitions between clubs from different colleges within a university are referred to as "intramural sports." The characteristics of the Tier 2 system include:

- (1) Sports clubs are open to all students, with lower entry barriers and broad participation.
- (2) Competitions are organized based on student interests, with a focus on exercise and entertainment.

2.4 Analysis of the Characteristics of American University Sports Organization System

2.4.1 Hierarchical Classification of Sports Organizations Based on Athletic Level

The hierarchical nature of American university sports organizations originates from the NCAA's desire to increase competition among universities. In the early 1970s, the NCAA classified universities into three different leagues—Division I (DI), Division II (DII), and Division III (DIII)—based on their athletic performance levels. Different sports associations typically establish two or three-tiered leagues, and universities are placed into the corresponding league based on their athletic performance levels. High-level athletes can move from lower-tier leagues to higher ones through their efforts, with only elite athletes in a particular sport eligible to participate in Division I leagues.

2.4.2 High Athletic Level of Leagues Organized by University Sports Associations

Unlike other regions of the world, many university sports leagues in the U.S. are highly popular at both regional and national levels. Competitions organized by university associations and leagues, especially those in Division I leagues, are of a very high level. Many popular sports, such as football and men's basketball, attract large audiences, and in many cases, these sports compete with professional leagues for mainstream broadcast, print media, and top athletes.

2.4.3 Extensive Coverage and High Student Participation in University Sports Organizations

Most universities sponsor at least 20 different sports and provide various intramural sports. Each year, around 400,000 male and female student-athletes participate in various sports competitions with approval. In the 2017-18 academic year, nearly 500,000 students participated in university sports activities. The largest university sports organization, the NCAA, has over 2,197 men's and women's basketball teams, 2,065 cross-country teams, and 1,952 baseball and softball teams in its leagues. University sports provide ample opportunities for students to participate in sports, with students of all skill levels able to join the appropriate level of sports organizations. During the 1980s and 1990s, university sports rapidly developed, fueled by increased revenue from television broadcasts of games.

2.4.4 Diversity, Gender Equality, and Fair Competition in University Sports Organizations

The principles of intercollegiate sports include "gender equality, sportsmanship and ethical behavior, sound academic standards, non-discrimination, internal organizational diversity, rule adherence, amateurism, fair competition, recruitment, eligibility, financial aid, competition and training seasons, postseason play, and competitions hosted by non-collegiate organizations. The economic operation of sports programs ensures the fair competition and equality of all university sports programs and associations."

2.4.5 Generous Scholarship System for Outstanding Athletes

Some American universities offer scholarships to more than 190,000 athletes in Division I and II leagues. Each year, these two divisions invest over \$3 billion in athletic scholarships. University sports in the U.S. are very popular globally, attracting more than 20,000 international athletes to participate in American university sports.^[1-3]

2.4.6 Mature and Well-Developed Commercial Operation Mechanism of University Sports Organizations

University sports have been popular since the 1920s, and their popularity increased with television broadcasts of the Olympics. College sports in the U.S. have become a major business, with successful commercialization bringing substantial economic benefits to university sports organizations and universities themselves, with a market value of \$13 billion. Each year, over 460,000 student-athletes in NCAA sports are provided with direct and positive academic and development opportunities. According to surveys, more than 70% of respondents occasionally watch college basketball. In 2017, nearly 31 million people engaged in college sports events consumption. The main sources of income for university sports organizations are television broadcasting rights and marketing fees, tournament and national invitation revenues, investment income, sales and service revenues, and donation income.

Figure 1: NCAA Revenue from 2012-2023 (Unit: Million USD)

| Year | Television and Marketing Rights Income | Tournament and National Invitational Revenue | Investment Income | Sales and Service Revenue | Donations (Facilities/Other) | Other Income | Loss of Revenue Insurance Income | Total Revenue |
|-------------|---|---|--------------------------|----------------------------------|-------------------------------------|---------------------|---|----------------------|
| 2012 | 708.86 | 101.91 | 29.54 | 24.16 | 0.06 | - | - | 864.53 |
| 2013 | 726.39 | 110.63 | 41.4 | 27.31 | 7.07 | - | - | 912.8 |
| 2014 | 753.6 | 114.85 | 82.27 | 28.32 | 9.99 | - | - | 989.03 |
| 2015 | 776.58 | 119.82 | -20.56 | 29.6 | 6.91 | - | - | 912.35 |
| 2016 | 797.92 | 123.45 | 35.64 | 32.1 | 6.83 | - | - | 995.94 |
| 2017 | 821.39 | 129.4 | 47.13 | 30.37 | 6.74 | 26.34 | - | 1,061.37 |

| | | | | | | | | |
|-------------|--------|--------|--------|-------|------|---|-------|---------|
| 2018 | 844.27 | 133.37 | 22.66 | 57.46 | 6.65 | - | - | 1064.41 |
| 2019 | 845.27 | 134.37 | 23.66 | 58.46 | 7.65 | - | - | 1069.41 |
| 2020 | 165.23 | 15.8 | 40.49 | 24.46 | 3.21 | - | 270 | 519.19 |
| 2021 | 915.78 | 61.05 | 60.91 | 32.92 | 3.3 | - | 81.05 | 1155.01 |
| 2022 | 939.98 | 198.66 | -72.35 | 49.69 | 3.37 | - | 17.18 | 1136.53 |
| 2023 | 945.1 | 222 | 62 | 56 | - | - | - | 1285.1 |

2.4.7 The "Achievement Pyramid" Talent Development Model

One of the reasons why college sports in the United States is so important is that it plays a key role in the hierarchical structure of sports organizations. Thomas Rosandich, in his article on university sports programs, mentioned the "Achievement Pyramid" as the talent pipeline for sports organizations at the top levels (i.e., national teams and professional teams). This system illustrates the general developmental process of American sports organizations. As the pyramid ascends, the competitive level continually improves, while the number of athletes decreases until it reaches the highest level of organized sports—professional sports. In many ways, intercollegiate sports serve as the feeder system for professional sports, as elite college athletes are selected to compete at higher levels. This system is very different from most other countries, which generally have government-funded sports organizations serving as the feeder system for professional competitions.^[4-7]

2.5 Advantages of the U.S. College Sports Organizational System

2.5.1 Effective Development System for Professional Athletes

U.S. college sports is the second tier of American sports and serves as the feeder system for professional sports. Its scale and level are unparalleled by college sports in any other country. The U.S. has over 500,000 student-athletes, with a large number of sports associations and leagues covering the entire country. Each student-athlete can find an appropriate platform to compete on (clubs or leagues), making the college sports organizational system an effective feeder system for professional sports. Athletes like Tiger Woods, John Isner, Michael Jordan, Missy Franklin, Mia Hamm, and Clint Dempsey all transitioned from being college athletes to becoming top professional athletes.

2.5.2 Successful Integration of Sports and Education

U.S. college sports is a successful example of integrating education with high-level sports. Student-athletes receive high-level training, while outstanding college athletes can obtain paid higher education through sports scholarships. Academically, student-athletes take the same courses as other students and earn the same university degrees. Being a student-athlete is a privilege; these athletes do not have to make a difficult choice between sports and a good education, and they do not have to worry about losing career options after retirement due to the lack of a degree.^[8]

2.5.3 U.S. Olympic Team Benefiting from College Sports Organizations and Competition Systems

The U.S. Olympic team for the 2016 Rio Olympics consisted of 558 athletes, of which 439 were student-athletes from 150 universities, accounting for about 80% of the team. The majority of these student-athletes belonged to different leagues, with six major leagues contributing a total of 359 athletes, which made up 82% of all student-athletes and 64% of all U.S. Olympic athletes. In this record-breaking Olympic Games, the U.S. team won 121 medals, with nearly 85% of the medalists having participated in or about to participate in college leagues.

For the 2024 U.S. Olympic team, 75% of the athletes came from the college sports system. A total of 169 schools from 45 different leagues sent one or more athletes to the Paris Olympics. In 21 U.S. Olympic teams, at least 80% of the athletes were student-athletes, with 15 teams consisting entirely of student-athletes. The college student-athletes in the 2024 U.S. Olympic team represented all three levels of the National Collegiate Athletic Association (NCAA)—I, II, and III—along with junior colleges, the National Association of Intercollegiate Athletics (NAIA), and college club programs.^[9-11]

2.5.4 Financial Benefits for Colleges and Government from College Sports Organizations and Competitions

Unlike most other countries, the U.S. government does not provide funding to college sports or the

U.S. Olympic Committee. Despite the lack of government funding, the college sports organizations and competition systems in the U.S. maintain high levels of athletic performance and generate substantial tax revenue from college sports leagues. In contrast to the huge financial investment in sports in other countries, the U.S. government benefits from the market-driven operation of college sports leagues, saving a considerable amount of public spending.

2.5.5 Ensuring Sustainable Development of National Sports Health through College Sports Organizations and Competition Systems

The broad reach, systematic structure, and long-term success of U.S. college sports organizations and competition systems ensure a seamless and efficient transition from elementary school sports to college sports, and ultimately to professional sports. College sports benefit from being the recipient of the pyramid-shaped sports talent cultivation and delivery system while also laying a solid foundation for the highest level of professional sports. The market-driven operation of college sports, along with the significant economic income generated, ensures that college sports remain at a high level and can continue to develop sustainably, thus creating a virtuous cycle that promotes the overall health and sustainable development of national sports.

3. Current Situation of the Chinese University Sports Organization System

3.1 National Sports Organizations

The management body for university sports in China is the Chinese University Students Sports Association (CUSSA) and its affiliated units, which include student sports associations or university sports associations in the 31 provinces, autonomous regions, and municipalities directly under the central government. This association is the only national mass sports organization for students in higher education in the People's Republic of China. The Chinese University Students Sports Association is currently under the administration of the Ministry of Education. Its branches consist of 35 individual sports federations, each headed by the vice president of the university in charge of sports, with the secretary-general being the head of the university's sports department.^[12-18]

The purpose of the Chinese University Students Sports Association is to promote and implement the national education policies and sports work guidelines among university students; to mobilize social forces to support and care for university sports; to review and approve the establishment of individual federations and related matters, as well as to examine the activity plans of these federations and conduct regular checks on their work; to assist the Ministry of Education and various federations in organizing national university sports competitions and other sports activities; to facilitate exchanges with sports organizations from universities around the world; and to participate in international student sports competitions and exchange activities.^[19]

3.2 University Sports Organizations

Within Chinese universities, sports organizations are primarily individual sports associations. These associations are organized and applied for by students according to the university's sports association regulations and are registered by the university. Each association is managed by students with assistance and guidance from physical education teachers. These associations organize internal competitions among students, typically in sports such as basketball, football, volleyball, and other events that are easy to organize and do not require special venues. Internal leagues are usually held once a year, and most adopt a tournament format, completing all matches within a short time period. Only a few sports associations organize year-round leagues.

3.3 University Sports League System

Currently, sports events in Chinese universities mainly include the annual provincial university individual sports leagues, the quadrennial provincial university sports competitions, and the annual national university individual sports leagues, along with the quadrennial National University Games. In the provincial individual sports leagues, the champions have the opportunity to participate in the national leagues the following year. Almost all of these leagues adopt a tournament format, where all matches are concentrated in a short period at the same location.

4. Shortcomings of the University Sports Organization System in China

4.1 Single National and Regional University Sports Organizations

China only has one national university sports organization, the Chinese University Students Sports Association. The association has 35 regional branches responsible for various individual sports in each province, municipality, and autonomous region. The single national university sports organization struggles to manage the sports competitions for 2,688 universities across the country. The limited number and uniform format of competitions organized by the Chinese University Students Sports Association and its affiliates result in too few opportunities for winning, making it difficult for students to earn awards. This lack of variety in sports organizations and competitions does not foster healthy competition or provide students with more opportunities to compete and win. A singular sports league cannot create a competitive atmosphere that is inclusive, distinctive, diverse, and lively. This hampers university participation in regional and national sports leagues, as well as hindering the improvement of students' competitive levels.

4.2 Lack of Intercollegiate Sports Events

Since each province only has one student sports association, and it only organizes the provincial league once a year, most university teams can only participate in the provincial league once a year. Only a few teams can enter the national league. For instance, the top two teams in the provincial university football league qualify for the following year's national university football league. Outside of the provincial leagues, there are no other suitable provincial or city-level leagues for universities to participate in.

Provincial leagues generally adopt a tournament format, which is easy to organize, has a short schedule, involves fewer matches, and saves costs. However, the drawbacks are also apparent. For most teams and athletes, the tournament format offers too few opportunities to compete over the course of the year. This is particularly true for team sports like basketball, football, and volleyball, where only the top eight teams in the final stages get more playing time. Teams eliminated in the preliminary rounds have very few matches. The tournament format does not offer sufficient opportunities for athletes to compete and showcase their skills. The annual tournament league does not provide enough year-round competition, which inhibits the improvement of skills and fails to stimulate the enthusiasm and motivation of athletes to participate.

4.3 Low Level of University Leagues

In China, professional sports and university sports are separate systems, and university sports do not serve as a feeder system for professional sports. The participants in university sports are ordinary college students, which means that the competitive level of university sports cannot be very high. Provincial and national university sports leagues are typically divided into groups A, B, and C. Group A is for regular undergraduate students, group B is for students in higher vocational colleges, and group C is for students majoring in physical education. Group A has the most teams and participants, while groups B and C have fewer teams and athletes.

Coaches for university sports teams are typically regular university teachers, and the coaching levels vary widely, with a significant gap compared to professional league coaches. Athletes in group A and group B are regular university students who usually train only during their spare time, leading to less training time and lower training intensity. As a result, the overall competitive level of group A and B athletes is low, and the matches are not very exciting to watch. Group C athletes perform better than those in group A and B, but their level still lags far behind professional athletes.

4.4 Lack of Marketization and Insufficient Funding for University Sports

At present, most Chinese universities have limited funding for their sports teams, usually only covering the expenses for one competition cycle. Due to the low competitive level and lack of appeal in university sports leagues, it is difficult to attract a large audience, and thus the commercial value is low. This lack of commercial potential makes it hard to attract business investment. Without market-driven operations and social investments, university sports struggle to secure sufficient funds for high-quality year-round training, making it difficult to significantly improve their overall level.

The insufficient funding for university sports leads to inadequate year-round training, which in turn fails to stimulate the motivation of coaches and athletes. The lack of investment, low training standards, and weak competitive levels have kept university sports at a relatively low level, unable to create a high level of competition or viewer interest, generate economic value, attract social investment, or foster a positive cycle that promotes the development of university sports.

4.5 Underdeveloped University Sports Culture

Currently, most provincial and national university sports leagues in China use the tournament format, where all matches are held at the hosting school or a few joint host universities. Compared to the home-and-away system, this format does not allow students from all participating universities to watch the games in person, cheer for their teams, or experience the intensity of the competition. This limits the opportunity to promote a strong campus sports culture through the excitement of competition.

University sports activities are affected by factors such as venue conditions, financial investment, and the level of attention from university leadership. The development levels of various schools and sports projects are uneven. On-campus sports events generally lack publicity and audience engagement. The efforts to develop campus sports culture through university sports activities and competitions are insufficient. As a result, university sports culture in China remains underdeveloped, lacking distinctive symbols, cohesion, and individuality.

5. Insights from the U.S. University Sports Organization and Competition System for the Development of Chinese University Sports

5.1 Establish a Broad University Sports Organization and a Two-Tier Intra-School Competition System

Establish sports associations covering all sports that are popular among students. Based on the level of competition, create a two-tier league system. Develop a detailed and feasible annual competition plan, an athlete selection system, a reward system, and a promotion mechanism for athletes to move from the second-tier to the first-tier leagues. Increase the number of competition opportunities as much as possible, encourage students to actively participate in various project leagues, and establish a reasonable competitive mechanism to continuously improve the level of the leagues.

5.2 Establish a Regional University League System Based on Cities or Regions

China is vast, with many universities, and inter-provincial or inter-city university leagues require significant time and expenses, which are not suitable for the national conditions. Establishing an annual league system based on cities or regions can save costs and ensure that the league can be held regularly. For cities with a large number of universities, multiple competition alliances can be formed based on the level of competition. The annual champions or runners-up from each alliance can then compete in a citywide championship league. For cities with fewer universities, they can form competition alliances with nearby cities to hold leagues. The short distance allows teams to travel back and forth on the same day, saving competition expenses and reducing the financial burden on schools.

5.3 Shift from Focusing on Physical Skills to Organizing Competitions to Foster Sports Talent

Due to the differences in educational philosophy and resource distribution, the physical skill levels of university freshmen in China vary greatly, and most students have relatively low physical skills. As a result, physical education in universities has mainly focused on teaching basic sports skills, but this method has shown limited results. Given that the best age for learning sports skills has passed for many students, most do not achieve a high level of athletic ability after two years of physical education classes, and they also fail to develop good exercise habits.

Based on the study of U.S. university sports and the actual conditions of Chinese universities, physical education in Chinese universities could shift its focus to organizing competitions, which would help improve students' physical activity levels, develop exercise habits, and stimulate their interest in sports. Students with lower skill levels can be coached by teachers or more skilled students, and they can also use online resources to improve their skills. With the increasing emphasis on physical education in primary and secondary schools in China, the physical skill level of university freshmen is

expected to improve in the future, which will reduce the need for teaching basic sports skills at the university level.

5.4 Increase Sports Facilities to Ensure Effective Sports Activities

While the importance of physical education is growing in Chinese universities, the current quantity and area of sports facilities in most universities are far from sufficient to meet the demand for physical activities. To promote the effective development of university sports, sports facilities should be built according to the popularity of sports, to meet students' needs for physical exercise and intra-school league activities. Sports facilities can be designed and scheduled efficiently, ensuring that one facility can serve multiple functions. This would maximize the utilization of the sports facilities and reduce construction costs and land usage.

5.5 Drive the Development of University Sports Economy by Relying on High-Level Competitions

The sports economy in U.S. universities has become very mature, with the scale of the sports economy being enormous. The NCAA generated nearly \$1.3 billion in revenue in the 2022-23 fiscal year, with the majority of the revenue (\$945 million) coming from media rights and marketing deals. Some popular sports, like American football, can generate revenue comparable to the U.S. professional football league through ticket sales, television broadcasting rights, and advertising fees.

Chinese universities can follow this model by creating high-level leagues and exploring the marketization of sports competitions. Depending on the popularity and level of competition in different sports, they can charge for tickets and attract commercial sponsorships. The revenue generated from competitions can be reinvested into team training, competitions, management, and operations. Initially, popular sports like football and basketball can be tested for commercialization, and as the situation develops, this model can gradually be expanded to other sports. The healthy development of the sports economy will help universities increase their investment in sports, improve the training level, competitive level, and league standards of university teams, attract more viewers, generate more ticket sales and commercial investments, and lead university sports onto a path of positive, sustainable development.

5.6 Reform the National Sports System and Promote Sports Talent Development through Integration of Sports and Education

The national sports system has played an important role since the founding of China, achieving remarkable results. Under this system, Chinese athletes have won numerous gold medals and honors in international competitions, significantly contributing to China's competitive sports and international reputation. Since the 18th National Congress, the Chinese government has outlined the "14th Five-Year Plan" and the 2035 vision for the construction of a "sports powerhouse" by 2035.

However, the drawbacks of the national sports system are also evident. It has primarily invested resources in provincial and national teams, with little focus on school sports and social sports, which can no longer meet the current development needs and the goal of building a "sports powerhouse."

Reforming the national sports system is imperative. Establishing a sports-education integration system that aligns with the strategic goal of building a sports powerhouse is a promising approach. This system would create a bottom-up sports talent cultivation model through the education system, attract talented athletes at different levels through sports scholarships, improve competition and league levels through increased competition, and establish a mechanism for training and promoting high-level athletes from university sports to professional sports. By increasing investment in university sports, strengthening the construction of sports facilities, meeting the physical activity needs of all students, and providing comprehensive education to foster sports talent, universities can offer better development prospects and career options for athletes.

6. Conclusion

The successful organization and competition system of U.S. university sports is one of the most important factors contributing to the success of American sports. A deep study of the U.S. university sports system, summarizing and drawing on its developmental experiences while considering China's actual conditions, is of significant importance for reforming and constructing China's university sports

and competition system. This will help Chinese university sports quickly enter a path of healthy and scientific development and contribute to the gradual realization of the goal of becoming a sports powerhouse.

China and the U.S. differ in their systems and national conditions, and university students' athletic levels also vary, so we cannot simply adopt the U.S. model of sports development. However, the ideas and developmental experiences behind the construction of the U.S. university sports system can be used as a reference. The suggestions proposed in this study include: establishing national and regional university sports associations and sports leagues, creating leagues at different levels for all university students, ensuring the central role of sports associations and leagues in the management and operation of sports competitions; attempting the marketization of high-level sports leagues; creating scholarship programs for high-level athletes to attract talented individuals to join university sports; allowing universities to independently develop sports-education integration training plans; promoting enthusiasm and participation in sports among all university students; ensuring the coordinated development of students' academic knowledge, vocational skills, and athletic skills; cultivating a healthy and vibrant university sports culture; and strengthening campus culture and awareness.

Fund Project

Key Project of Scientific Research in Higher Education Institutions in Anhui Province (Philosophy and Social Sciences) (Project No.: 2023AH050153)

References

- [1] Lewis, Guy. *The Beginning of Organized Collegiate Sport [J]. American Quarterly, USA, 1970, 22(2):222-229*
- [2] *History Rowing [EOB/OL]. (2018-10-29) [2019-12-16].*
- [3] *Yale-Harvard Regatta is 160 Years Old Friday[EOB/OL]. (2012-08-03) [2019-12-16].Yale.*
- [4] *Collegiate Athletics in the United States [EOB/OL]. [2019-12-16].*
- [5] *Granholt, Cory. Welcome to NIRSA: Leaders in Collegiate Recreation - NIRSA [EOB/OL]. (2018-10-29) [2019-12-16]. nirsanet.*
- [6] *Rosandich, Thomas. Collegiate Sports Programs: A Comparative Analysis[J]. Education, USA, 2002,122 (3):471-476.*
- [7] *Cardinal BJ, Sorensen SD, Cardinal MK. Historical perspective and current status of the physical education graduation requirement at American 4-year colleges and universities [J]. Research Quarterly for Exercise and Sport, USA, 2012; 83(4):503-512.*
- [8] *Rosandich, Thomas. Collegiate Sports Programs: A Comparative Analysis[J]. Education, USA, 2002,122 (3):471-476.*
- [9] *Cork Gaines and Mike Nudelman. The 2 most common college sports are basketball and cross country [EOB/OL]. (2017-08-22) [2019-12-16].*
- [10] *Jesse Caestine, Melissa Bopp, Christopher M. Bopp and Zack Papalia.College Student Work Habits are Related to Physical Activity and Fitness[J]. International Journal of Exercise Science, USA, 2017, 10(7): 1009-1017.*
- [11] *Neither Employees Nor Indentured Servants: A New Amateurism for a New Millennium in College Sports [J]. Marquette Sports Law Review, USA, 2016, 26 (2): 301-330.*
- [12] *Scholarships[EOB/OL] [2019-12-16].*
- [13] *Rpowell. International Student-Athletes [EOB/OL]. (2017-06-14) [2019-12-16].*
- [14] *Coyte Cooper, Erianne Weight. Investigating NCAA administrator values in NCAA Division I athletic departments [J]. Journal of Issues in Intercollegiate Athletics, USA, 2011, 16(3): 74-89*
- [15] *Rosandich, Thomas. Collegiate Sports Programs: A Comparative Analysis[J]. Education, 2002, 122(3): 44*
- [16] *Scott McDonald. Nearly 80 Percent Of The 2016 U.S. Olympic Team Has Competed In College Sports [EOB/OL]. (2016-08-12)[2019-12-16].*
- [17] *2024QualifiedU.S.CollegeAthletes[EOB/OL].*
- [18] *United States Olympic & Paralympic Committee[EOB/OL]. [2019-12-16].*