A G E N D A

National Collegiate Athletic Association
Division I Presidential Advisory Group

Indianapolis Westin — April 29, 2009
Indianapolis, Indiana — Noon to 5 p.m.

1. Opening remarks.

2. Report of the January 12, 2009, Division I Presidential Advisory Group conference call and highlights from the January 17, 2009, Division I Board of Directors meeting. [Supplement No. 1]

3. Report of the January 17, 2009, meeting of the NCAA Executive Committee. [Supplement No. 2]

4. News from the NCAA.

   a. Youth Basketball Initiative. [Supplement No. 3]

   b. NCAA Bundled Rights Agreement.

5. Financial Issues.

   a. Update regarding the Empirical Effects of Intercollegiate Athletics. [Supplement No. 4]

   b. Update regarding financial dashboard indicators. [Supplement No. 5 a.]

   c. Update regarding national office cost savings initiatives. [Supplement No. 5 b.]

6. Review of the agenda for the April 30, 2009, Board of Directors meeting. [Supplement No. 6]

   a. Report from the Committee on Academic Performance meeting. [Supplement No. 7]

      (1) Update regarding development of the APR coaches' rate.

      (2) Review of new APR data.

      (3) Occasion Three Hearings.

   b. Update on the work of the Men's Basketball Academic Enhancement Group. [Supplement No. 8 – Report posted subsequent to 4/4/09 posting due to the timing of the meeting.] [Comments encouraged.]

c. News regarding the efforts of the Football Academic Working Group. [Supplement No. 9] [Comments encouraged.]

7. Update from the Division I Governance Structure.

a. News from the Division I governance substructure.

(1) Cabinet reports through the Communications and Coordination Committee. [Supplement No. 10]

(2) Report of the March 24, 2009 Leadership Council meeting. [Supplement No. 11]

(3) Agenda and Report of the April 20, 2009 Legislative Council meeting. [Supplement No. 12 – Report posted subsequent to the 4/4/09 posting due to timing of the meeting]

- Legislative proposals remaining in the 2008-09 annual cycle of interest. [Supplement No. 13] [Comments encouraged.]

b. Other governance or legislative matters of interest to the group.

8. Presidential Advisory Group transitional issues. **[Action anticipated.]**

a. Recommendation of a new chair.

b. Expression of appreciation.

9. Discussion of other issues of interest to the group.

10. Other business.

11. Future meeting dates and times.

a. August, 2009, TBD conference call.
b. October 28, 2009, National Office, Indianapolis, Indiana.
c. January 2010, TBD conference call.

12. Adjournment.

The National Collegiate Athletic Association
March 30, 2009 SDB/EED:vlm:pem

REPORT OF THE JANUARY 12, 2009, CONFERENCE CALL OF THE DIVISION I PRESIDENTIAL ADVISORY GROUP

Participants:

Charles Bantz, Indiana University/Purdue University – Indianapolis
Al Bowman, Illinois State University
Robert Caret, Towson University
Rebecca Chopp, Colgate University
Anthony DiGiorgio, Winthrop University
William Beauchamp, University of Portland
Philip Dubois, University of North Carolina, Charlotte
Robert Fisher, Belmont University
Bruce Grube, Georgia Southern University (chair)
Walter Harrison, University of Hartford,
William (Bill) Meehan, Jacksonville State University
Ann Millner, Weber State University
Kevin Mullen, Siena College
Thomas Powell, Mount St. Mary's University
David Sweet, Youngstown State University
Randall Webb, Northwestern State University
S. David Berst, NCAA
Beth DeBauche, NCAA, recording secretary

Presidential Advisory Group members unable to participate were:, Milton Gordon, California State University, Fullerton; William Harvey, Hampton University; Ronald Mason, Jr., Jackson State University; and James Wright of Dartmouth College.

Participating during portions of the conference call were NCAA staff members: Steve Brown, Joni Comstock, Diane Dickman, Bernard Franklin, Kevin Lennon, Steve Mallonee, Delise O'Meally, and Wallace Renfro.

1. Opening remarks. The chair recognized the new members to the Presidential Advisory Group.

2. **Report of the October 29, 2008, Division I Presidential Advisory Group conference call and highlights from the October 30, 2008, Division I Board of Directors meeting**. The group briefly reviewed actions from the October 30, 2008, Division I Board of Directors meeting relative to issues discussed by the Division I Presidential Advisory Group (PAG) during its meeting on October 29, 2008.

3. **President's report.** Wallace Renfro, senior advisor to the president, provided a few comments to the group. Additionally, Walter Harrison, chair of the Committee on Academic Performance and member of this Board subcommittee exploring the concept of an Academic Performance Coaches Rate, informed the group that the subcommittee is recommending that the Board approve the development and implementation of a publicly available Web site search that provides for each Division I head coach the APR "lifetime batting average" accounting for all head coaching years; and each year, school and APR used to create this "lifetime" running rate. He also noted that the subcommittee had discussed the concept of developing a secure Web site that would provide academic and other information specific to head coaches that could be reviewed by select institutional personnel, but that given the costs and complexity of such an initiative, the subcommittee is not recommending immediate development of such a Web site. The subcommittee is recommending that the Board charge the staff with conducting a feasibility study regarding implementation of this initiative including the idea of beginning to collect data, but not implementing until a future date.

   While the PAG did not take a formal vote, members indicated support for the subcommittee's approach and recommendation. The PAG members suggested that the public Web site should be implemented as soon as possible using all available data.

4. **Review of the agenda for the January 17, 2008, Board of Directors meeting**.

   a. Update on the work and recommendations of the Men's Basketball Academic Enhancement Group. The group was informed that the BAEG, at its meeting on December 3, agreed to modify a few of its preliminary recommendations. Specifically, it was reported that rather than recommending mandatory summer school for all incoming men's basketball student-athletes, the group has shifted its focus to recommending mandatory summer school based on the academic profile and academic performance of individual student-athletes and institutional teams. The details regarding impacted students and programs still need to be developed, but the BAEG has expressed preliminary interest in requiring summer school for entering student-athletes who are determined and defined by the institution to be "at risk." The BAEG is also discussing a similar concept for continuing student-athletes in the summer immediately following their initial year of enrollment. The PAG was interested to learn that the BAEG is still supportive of the "access" concept, although individual members expressed concerns over the arguable appearance of rewarding programs that have low academic achievement.

      Additionally, the PAG was informed that the BAEG is not recommending any changes in the APR calculation in men's basketball at this time, but asked the 0 for 2 subcommittee to continue its work, which it has, and as a result, the subcommittee

has revised its recommendations regarding APR adjustments and waivers. Further, it was reported that the BAEG is examining the concept of a "year of readiness" for both student-athletes initially enrolling and two-year college transfer student-athletes. The PAG asked to receive an update on the ongoing work of the BAEG at its April 2009, meeting.

b. **Status report on the efforts of the Football Academic Group**. The PAG was informed that this group, which is currently working in subcommittees, is taking a deliberate approach to trying to address its important charge of trying to identify ways to improve the academic performance of football student-athletes. Accordingly, it is anticipated the FAWG will be able to provide a status report to the PAG in April, with more formal recommendations coming later in the year.

c. **Task Force on Commercial Activity – Statement of Principles**. The PAG learned that this task force, which was charged with seeking to find the balance point between the two extreme positions of unrealistic idealism and crass commercialism, has developed a set of principles for commercial activity to help further guide this important discussion. This statement of principles will be shared with the Board at its January meeting, and if generally accepted by the Board, it is anticipated that the Board will charge the Leadership Council with filling in the necessary and supporting details, including any recommendations for legislation. Any recommendations developed by the substructure will ultimately be reviewed at the presidential level, including the Presidential Advisory Group.

d. **Legislative Issues**.

(1) Review of the process regarding the override requests on Proposal No. 2007-30-C. The group members were provided a brief overview of the process to be used for considering the override requests on Proposal No. 2007-30-C. Additionally, the group was reminded that this proposal was intended to address concerns expressed about the proliferation of nonscholastic events conducted during the April contact period and the resulting consequences to the well-being of the prospective student-athletes who travel all over the country to participate in such events. Individual members shared their concern over the override effort and stressed the importance of seeing the Board's adoption sustained.

(2) Review of legislative process and discussion of proposals that are of potential interest to the Presidential Advisory Group and the Board of Directors. The PAG members were reminded that at its January 14-15 meeting, the Legislative Council will consider and ultimately vote on, all legislative proposals being considered in the annual legislative cycle and that proposals receiving at least two-thirds support by the Legislative Council will be considered adopted, but

that action will not be considered final until after the conclusion of the Board of Directors January 17 meeting, to help ensure the Board has the appropriate level of oversight. Therefore, individual group members shared comments as follows:

(a) Proposal No. 2008-60 B. One member shared his conference's preference for alternative Proposal No. 2008-60–B over Proposal No. 2008-60-A. Proposal No. 2008-60-B specifies that the Administration Cabinet may deny an institution's advancement to active Division I membership for any Division II institution seeking reclassification to Division I or any provisional member seeking active Division I status, if any of the institution's sports programs are subject to penalties pursuant to the Academic Performance Program, applicable to institutions beginning the provisional or reclassifying process on or after August 1, 2009, rather than applicable to institutions in the provisional or reclassifying process as of that date.

(b) Proposal No. 2008-48. It was shared with the group that at its October meeting, the Board, in the course of reviewing Proposal No. 2008-48 – Playing and Practice Seasons – Baseball – Maximum Number of Contests – 52, noted there has been insufficient time to assess the impact of the baseball reform package. Individual members expressed varying opinions with regard to the Board's suggested approach but acknowledged the Board's position.

5. **Update regarding NCAA travel initiatives**. The PAG received an update on efforts made by staff and through the governance structure to address escalating costs and a reduction in capacity impacting NCAA championships travel. Specifically, they were informed that with 22 of 88 championships having been completed, there appears to have been some positive developments as a result of staff-driven and governance-approved changes. Examples cited include a reduction in commercial flights by 19 and a reduction of about $700,000 in the cost of charter flights. The PAG asked to receive updates regarding the impact of these changes.

6. **Review of 2009 Convention Events.** The PAG members were encouraged to attend the following events at the 2009 NCAA Convention:

Thursday, January 15

The Opening Business Session. (4 – 5:30 p.m. – Potomac A – B)

Delegates' Reception and Honors Celebration. (6 – 10 p.m. – Newseum)

Friday, January 16

Division I Issues Forum. (9:30 – 11:30 a.m. and 1 – 3 p.m. Woodrow Wilson A- B)
Board/Leadership Council/Legislative Council Luncheon. (11:30 a.m.–1 p.m. Baltimore 4–5)*
Division I Business Session. (3 - 3:30 p.m. Woodrow Wilson A- B)

Saturday, January 17

Joint SAAC/Board breakfast. (8 – 9:30 a.m. Cherry Blossom) *
Board of Directors meeting. (9:30 a.m. – 5 p.m. - Woodrow Wilson Room B – C)*

NOTE: *** BOD only**

7. **Plans for the April 29, 2009, in-person meeting of the Division I Presidential Advisory Group**. The group members supported inviting the conference commissioners to attend the April 29, 2009, meeting in Indianapolis.

   a. **Suggested discussion items**. There are a number of agenda items anticipated for the April meeting including: An update on actions taken at the 2009 NCAA Convention, news regarding the efforts of the Basketball Academic Enhancement Working Group, and the Football Academic Working Group. Additionally, the group should anticipate an update on the Youth Basketball Initiative and the ongoing discussion regarding the appropriate balance point for commercial activities in intercollegiate athletics. Further, the group members were asked to notify NCAA staff liaisons David Berst or Beth DeBauche with suggested agenda items.

   b. **Start thinking about selection of new chair**. The group members were informed that the chair's term will end at the conclusion of the April 30, 2009, meeting when he is scheduled to rotate off the Board of Directors. The group was reminded that in order to serve as chair, a member must also be a member of the Board of Directors. Interested representatives were encouraged to contact the chair directly to discuss the position.

Subcommittee chair: Bruce Grube, Georgia Southern University
Staff Liaisons: S. David Berst, Division I governance
Beth DeBauche, Division I governance

MINUTES OF THE

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

DIVISION I BOARD OF DIRECTORS

Gaylord National Resort and Convention Center
National Harbor, Maryland

January 17, 2009

Participants:

Michael Adams, University of Georgia, Southeastern Conference
Charles Bantz, Indiana University-Purdue University at Indianapolis, Summit League
James Barker, Clemson University, Atlantic Coast Conference (Chair)
William Beauchamp, University of Portland, West Coast Conference
Frank Brogan, Florida Atlantic University, Sun Belt Conference
Thomas Buchanan, University of Wyoming, Mountain West Conference (Alternate)
Bruce Grube, Georgia Southern University, Southern Conference
Robert Kustra, Boise State University, Western Athletic Conference
Ann Millner, Weber State University, Big Sky Conference
Kevin Mullen, Siena College, Metro Atlantic Athletic Conference
Harvey Perlman, University of Nebraska, Big Twelve Conference
John Peters, Northern Illinois University, Mid-American Conference
Thomas Powell, Mount St. Mary's University, Northeast Conference
Edward Ray, Oregon State University, Pacific-10 Conference
Shirley Raines, University of Memphis, Conference USA
Graham Spanier, Pennsylvania State University, Big Ten Conference (Alternate)
Nancy Zimpher, University of Cincinnati, Big East Conference
S. David Berst, NCAA
Beth DeBauche, NCAA, recording secretary
Bernard Franklin, NCAA

[NOTE: Robert Bruininks, University of Minnesota, Big Ten Conference, Anthony Di Giorgio, Winthrop University, Big South Conference and David Schmidly, University of New Mexico, Mountain West Conference were unable to attend.]

Also in attendance were Damon Evans, University of Georgia, Southeastern Conference, chair of the Division I Leadership Council and Joe D'Antonio, Big East Conference, chair of the Division I Legislative Council.

NCAA staff members Erik Christianson, Elsa Cole, Joni Comstock, Julie Cromer, Abe Frank, Lynn Holzman, Michelle Hosick, Jim Isch, Tom Jernstedt, Kevin Lennon, Steve Mallonee, Delise O'Meally, Todd Petr, Wallace Renfro, Greg Shaheen, Robert Vowels, Charlotte Westerhaus and Bob Williams were also present during portions of the meeting.

[NOTE: Please refer to the report of the January 17, 2009, Division I Board of Directors meeting for the actions taken (formal votes or "sense of the meeting"), in accordance with the NCAA policy governing the minutes of all Association entities. While certain items on the Board's agenda were acted upon at various times throughout the meeting, all final actions within a given topic are combined in the report for convenience of reference. The information contained in this document

includes only those items that are not contained in the report of the Board of Directors (Attachment No. 1).]

The meeting was called to order at 9:30 a.m. on January 17, 2009, by the chair, President Barker. All were present as noted above.

1. Opening remarks. Board of Directors chair, James Barker, welcomed the members to the meeting and acknowledged the alternates in attendance, Thomas Buchanan, University of Wyoming, Mountain West Conference and Graham Spanier, Pennsylvania State University, Big Ten Conference.

2. President's Report. Given that the NCAA president Myles Brand was unable to attend the meeting, Bernard Franklin shared a few comments with the group. As part of this report, Greg Shaheen provided an update on progress being made with the Youth Basketball Initiative. Additionally, Walter Harrison, as chair of the Committee on Academic Performance and Ed Ray, as chair of the Board of Directors subcommittee of the group examining the concept of an "APR coaches' rate," led a discussion on this topic. Presidents Harrison and Ray were joined by staff liaison Diane Dickman.

3. Litigation Update. Elsa Cole, general counsel, provided this report to the Board.

4. **Governmental relations report.** NCAA managing director Abe Frank presented this report.

5. Report of the Division I Presidential Advisory Group (PAG). The Division I Presidential Advisory Group chair, Bruce Grube, provided an overview of the group's January 12, 2009, conference call.

6. **Task Force on Commercial Activities – Principles.** Graham Spanier, president of Pennsylvania State University and the chair of the Task Force on Commercial Activity in Intercollegiate Athletics led this discussion with the Board as he reviewed the work and recommendations of the Task Force.

7. Update on the work and recommendations of the Men's Basketball Academic Enhancement Group. David Berst, as primary staff liaison to this working group, provided a status report regarding the preliminary recommendations of the group and the anticipated plans to allow for review by both the membership and governance structure.

8. **Status report on the efforts of the Football Academic Working Group**. NCAA vice president David Berst provided this brief status report on the ongoing efforts of the Football Academic Working Group.

9. **Report from the Working Group Examining Issues Associated with Academic Risk**. Sidney McPhee, president of MTSU, who is serving as chair of this working group that was charged with seeking to offer strategies to address factors that put student-athletes at risk of not graduating, presented this report. He shared information on the recommended Facilitating Learning and Achieving Graduation Program (FLAG). President McPhee was joined by NCAA staff liaison Julie Cromer.

10. Division I Governance Structure Update.

    a. Update from the substructure, including a report from the Communications and Coordination Committee. Beth DeBauche, as staff liaison to this committee, provided an update on the work of this group along with an assessment of progress being made under the new Division I governance structure.

    b. Report of the January 15, 2009, Division I Leadership Council. Damon Evans, chair of the Leadership Council, provided this update regarding the January 15 meeting.

    c. Report of the January 14 – 15, 2009, Division I Legislative Council. Joe D'Antonio, chair of the Legislative Council, reviewed actions from the Legislative Council's Convention meeting and presented the report.

    d. Modification to Bylaw 32.6.2. David Berst reviewed the recommendation from the Committee on Infractions to amend the terms of Bylaw 32.62.

11. New NCAA Sportsmanship Initiatives. NCAA vice president Robert Vowels shared information regarding a program of new sportsmanship initiatives developed by the Committee on Sportsmanship and Ethical Conduct.

12. Update regarding championships travel initiatives. NCAA senior vice president Joni Comstock and director Steve Brown provided the Board with an overview of recent staff and governance driven changes to championships travel policies.

13. Adjournment. President Barker adjourned the meeting at 3:10 p.m.

# # # # #

The National Collegiate Athletic Association
January 20, 2009 SDB/EED:vlm/pem

MINUTES OF THE

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

EXECUTIVE COMMITTEE

Gaylord National Resort and Convention Center
National Harbor, Maryland

January 17, 2009

Participants:

Michael Adams, University of Georgia, chair
Charles Bantz, Indiana Univ.-Purdue Univ. at Indianapolis
James Barker, Clemson University
Anthony DiGiorgio, Winthrop University
Damon Evans, University of Georgia
John Fry, Franklin & Marshall College
Bruce Grube, Georgia Southern University
Stephen Jordan, Metropolitan State College of Denver
Robert Kustra, Boise State University
Lynn Oberbilling, Smith College
Harvey Perlman, University of Nebraska, Lincoln
John Peters, Northern Illinois University
Beverley Pitts, University of Indianapolis
Thomas Powell, Mount St. Mary's University
Shirley Raines, University of Memphis
Edward Ray, Oregon State University
Tim Selgo, Grand Valley State University
Paul Trible, Christopher Newport University
Nancy Zimpher, University of Cincinnati
Bernard Franklin, NCAA
Delise O'Meally, NCAA, recording secretary

Myles Brand, NCAA, attended a portion of the meeting by videoconference.

Also in attendance were: Gary Brown, director of NCAA News; Elsa Cole, vice president of legal affairs and general counsel; Joni Comstock, senior vice president of championships; Dennis Cryder, senior vice president of branding and communications; Abe Frank, managing director of government relations; Jim Isch, senior vice president of administration/chief financial officer; Tom Jernstedt, executive vice president; Kevin Lennon, vice president of academic and membership affairs; Keith Martin, managing director of finance and operations; Wallace Renfro, vice president and senior advisor to the NCAA president; Greg Shaheen, senior vice president of basketball and business strategies; Robert Vowels, vice president of educational affairs

Charlotte Westerhaus, vice president of diversity and inclusion; Bob Williams, managing director of public and media relations; David Berst, Daniel Dutcher and Mike Racy, NCAA governance vice presidents; and Beth DeBauche and Leah Nilsson, NCAA governance directors.

[Note: These minutes contain only actions taken (formal votes or stated "sense of the meeting") in accordance with NCAA policy regarding minutes of all Association entities. While certain items on the Committee's agenda were acted on at various times throughout the meeting, all final actions within a given topic are combined in these minutes for convenience of reference.]

The meeting was called to order at 3:45 by the chair, President Adams. All members were present as noted above.

1. Welcome and announcements. Adams welcomed all attendees and thanked departing Division III Presidents Council chair, John Fry, and departing Divisions II and III Management Council chairs Debbie Chin and Del Malloy. He also welcomed incoming Divisions II and III Management Council chairs Tim Selgo and Lynn Oberbillig.

   Adams presented departing Division III Presidents Council chair John Fry with an award for his service to the Executive Committee.

2. Executive session. Adams convened an executive session where the Committee received an update from Brand and other staff members.

3. Approval of October 30, 2008, meeting minutes.

   It was VOTED

   "To approve the Executive Committee minutes of the October 30, 2008, meeting as distributed."

4. NCAA Executive Committee Finance Committee report.

   a. Fiscal year 2007-08 audited statements. The Finance Committee met in December with the audit firm of KPMG to review fiscal year 2007-08 financial statements and conduct the required audit communications and review. KPMG issued an unqualified opinion for the fiscal year statements ending August 31, 2008. Ray reported the following from the audit:

(1) The Association's total assets increased by approximately $25 million in comparison to the prior year. The increase was primarily in the investments holdings as of year-end. The committee spent considerable time discussing market volatility and the decrease in market value of investments as of the end of November.

(2) Even though the quasi-endowment has decreased in market value by more than 20 percent since August 31, the Association's financial position remains strong.

(3) The Association's net assets increased by more than $23 million this past fiscal year due to the surplus of revenues over expenses. It was noted that the Association does not budget investment earnings since these funds, by Executive Committee policy, are allocated to the quasi-endowment.

(4) All allocations to the respective reserves, per Executive Committee policy, have been made.

(5) It was noted that the Association has approximately $5.5 million in unallocated net assets.

(6) The Association had an increase in revenue this past year despite the losses in its investment earnings. The increase was primarily due to the increases in TV rights fees, ticket revenue from championships and the revenues from the Eligibility Center.

(7) Championships travel increased approximately 25 percent, which is reflected in the Division I championships program increases. The decrease in Association-wide expense is due to a reduction in legal expenses in the prior year, primarily the result of settling the White Case.

(8) Excess revenues over expenses for the year were $23.3 million.

It was VOTED

"To approve the audited financial statements prepared by the audit firm of KPMG."

b. Recommended uses of unallocated net assets. The Executive Committee reviewed the recommended uses of net unallocated assets.

It was VOTED

"To approve the following uses as recommended:

"• The Finance Committee recommends that the surplus of $5.5 million in unrestricted net assets be allocated in the following manner.

"(a) $2.75 million distributed back to the Division I members.

"(b) $2.75 million allocated to the quasi-endowment, per Executive Committee policy that requires one-half of any year-end surplus be allocated to the quasi-endowment."

c. First quarter fiscal year 2008-09 budget to actual. The Finance Committee chair reviewed the financials and there were no significant variations from the budget.

d. Investment subcommittee report. The investment subcommittee of the Finance Committee met in December and reports as follows:

(1) The past year has been difficult in the financial markets. The NCAA investment returns have declined similar to our various campuses. Returns over the past 12-month period ending November 30, 2008, have declined 28.1 percent for the quasi-endowment and 18.7 percent for the operating reserve funds.

(2) Despite the poor relative returns, the investment committee voted to rebalance the two portfolios in accordance with its asset allocation policies. It also voted to explore various opportunistic strategies for the future.

5. Litigation update. The Committee received a report from the NCAA general counsel regarding litigation and settlement actions.

6. NCAA Division I Board of Directors and Divisions II and III Presidents Councils reports.

a. Division I Board of Directors. The Committee received an update on the actions of the Division I Board of Directors that included the following:

(1) Override vote. The override vote on Proposal No. 2007-30-C was unsuccessful. [For 144, against 118, abstain 2.]

(2) Academic reform. Approved the development and implementation of a publically available Web site search mechanism that will provide for each

Division I head coach, the "lifetime APR batting average" accounting for all head coaching years. Additionally, the Board supported initiating efforts to gather additional academic and other information specific to head coaches so that the information is ultimately available to develop a secure Web site that could be available as a tool to institutional presidents. It recommended a deliberative approach, given the complexity of the issues.

(3) Task Force on Commercial Activity. Accepted a statement of guiding principles from the Task Force on Commercial Activity in Division I Intercollegiate Athletics. The statement is intended as a baseline for work by the Division I Leadership Council and the governance substructure, as those bodies seek to develop recommendations regarding implementation details.

(4) Division I Men's Basketball Academic Enhancement Group. Received an update on the ongoing work of the Division I Men's Basketball Academic Enhancement Group, which was charged with identifying ways to enhance the academic progress and graduation rates in men's basketball by the end of the academic year.

(5) Sportsmanship initiative. Received an update on the new sportsmanship initiatives and learned that the first phase is designed to address fan behavior. As part of this campaign, there will be a number of deliverables. In phase two, there will be a focus on the campus culture.

(6) Championships travel. Received information regarding the impact of recent staff-driven and governance-driven changes to championships travel policies, and heard that these changes have resulted in cost savings and help address issues related to capacity challenges.

(7) Legislative Council. Received a report from the Legislative Council reflecting the legislative actions of the Council in adopting legislation and tabled Proposal No. 2008-62 for discussion in April, which addresses how the governance structure addresses Football Championship Subdivision football issues.

b. Division II Presidents Council. The Committee received an update on the actions of the Division II Presidents Council that included the following:

(1) 2009 NCAA Convention. Completed another successful Convention. The membership voted on 13 proposals during the business session – 10 were passed; three were defeated. Significant proposals included:

(a) Proposal No. 2009-5. Division membership – definitions and applications – emerging sports for women – archery, badminton, synchronized swimming, team handball and sand handball, which adds sand volleyball as an emerging sports for women; further, to remove archery, badminton, synchronized swimming and team handball as emerging sports for women and to eliminate other specified legislation associated with these sports.

(b) Proposal No. 2009-6. Division II membership and committees – audit of membership requirements, which gives the Membership Committee the authority to conduct an audit of an institution's fulfillment of membership requirements if the institution is placed on probation for failure to fulfill more than one membership requirement during a 10-year period.

(2) CBS College Agreement. Approved a plan to extend the Division II national television initiative for at least two more years. The initiative has provided a broad range of coverage for Division II national championships and has enhanced regular-season coverage in football and men's and women's basketball. Division II is in the final year of a three-year agreement with CBS College Sports (formerly CSTV) that, as of this April, will have provided live regular-season football and basketball exposure for more than 70 Division II schools, representing all 22 conferences. Discussions are taking place with CBS Sports on extending the current agreement.

(3) Game environment pledge. Noted that every Division II president and chancellor has signed off on the game environment pledge initiated by the Presidents Council in April 2008. The initial phase of this initiative is complete; however, now each chancellor/president must implement this initiative on each respective campus.

(4) 2009-12 Division II Strategic Plan. Unveiled its strategic plan for 2009-12 at the 2009 Division II business session. This plan highlights the division's core values and guiding principles. The 2009-2012 Division II Strategic Plan is outcome-driven and holds various governance structure and membership groups accountable for its success.

c. Division III Presidents Council. The Committee received an update on the actions of the Division III Presidents Council. These included:

(1) 2009 NCAA Convention. The Division III Membership adopted eight proposals, defeated one proposal and referred one proposal to the governance structure. Two conference-sponsored proposals were withdrawn. Proposals of significance included:

(a) Proposal No. 2009-3. Defeat of a proposal that would have established a start date of August 15 for fall sports other than football. This proposal would have replaced the current counting formula to establish a fall sport start date based on an institution's first date of classes and first contest. The proposal was defeated to avoid the addition of days to the preseason, which would have impacted campuses financially, as well as shorten the summer break period for both student-athletes and coaching staff.

(b) Proposal No. 2009-7. Removal of archery, badminton, synchronized swimming and team handball from the list of emerging sports for women. While this proposal originally included the addition of equestrian to the list of emerging sports for women, the Presidents Council did not move the equestrian-related sections of this proposal due to feedback received from that sports community that the proposal may actually result in a decrease in the number of varsity equestrian programs in the division.

(c) Proposal No. 2009-9. Adoption of a proposal to require that all head coaches be certified in first aid, cardiopulmonary resuscitation and automated external defibrillator use.

(d) Proposal No. 2009-12. Referral to the Management Council of a proposal that would have allowed the nontraditional segment and related athletics activity to occur until the day prior to the final examination period in fall sports. While the proposal was initially projected to bring consistency in end dates in the spring and fall nontraditional segments, feedback from the Faculty Athletics Representatives Association and the national Student-Athlete Advisory Committee indicated that the governance structure should seek to develop a proposal that not only created consistency between the fall and spring sports but also removed the nontraditional segment from the period immediately preceding final exams.

(2) Membership growth white paper discussion. The Division III membership engaged in a series of conversations regarding the presidentially authored white papers on membership growth. The Presidents Council established priorities and an implementation timeline for all recommendations included in the white paper series. Papers on presidential leadership and the Division III philosophy and identity are of highest priority. Other papers discuss financial aid standards; Division II as membership destination; sports sponsorship and membership requirements; playing season standards; academic considerations; championships; and budget and dues structure. White paper recommendations and priorities were shared at the presidents' issues forum and luncheon, as well as the Division III business session, and will serve as the basis for the division's agenda for the next several years.

7. Future meetings. The Committee reviewed its future meetings schedule.

8. Adjournment. Adams adjourned the meeting at 6:15 p.m.

# # # # #

NCAA/NBA YOUTH BASKETBALL INITIATIVE
DESIRED OUTCOMES

- Players and families who are armed with more information about the value of education, the collegiate recruiting process and eligibility rules, the values of the game and the importance of good citizenship.

- Better prepared coaches who receive enhanced training to improve their ability to teach the game.

- A renewed emphasis on the health and safety of youth basketball participants.

- More uniformity in the conduct of non-scholastic basketball events.

- Athletes who are better trained in the basic skills needed to excel in the sport.

- An improved system for training and advancing officials.

- A more unified set of key stakeholders who are pulling in a common direction regarding youth basketball.

- An increasing number of boys and girls participating in the sport.

NCAA/NBA YOUTH BASKETBALL INITIATIVE
PROGRAM FOCUS

- Building of robust website to serve the youth basketball community.
- Event Registration Program including standards for event conduct.
- Coach Training and Certification.
- Officiating Development and Certification.
- Elite Player Program including elements of NCAA First Team.
- Grassroots Skill Development Program including elements of Jr. NBA.

THE EMPIRICAL EFFECTS OF COLLEGIATE ATHLETICS: AN UPDATE BASED ON 2004-2007 DATA

JONATHAN ORSZAG
MARK ISRAEL

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ABOUT THIS UPDATE

This update was commissioned by the National Collegiate Athletic Association (NCAA) as an update to the August 2003 study ("The Effects of Collegiate Athletics: An Interim Report") and April 2005 study ("The Empirical Effects of Collegiate Athletics: An Update).

The views and opinions expressed in this study are solely those of the authors and do not necessarily reflect the views and opinions of the NCAA or the institutions with which the authors are associated.

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The Empirical Effects of Collegiate Athletics: An Update Based on 2004-2007 Data

In previous reports, we have investigated trends in operating expenditures for athletics by NCAA "Division I-A" schools and the relationship between these expenditures and athletic revenues. Those reports drew upon a database of athletic expenditures from 1993-2003, collected by the National Collegiate Athletic Association (NCAA) in conjunction with the Equity in Athletics Disclosure Act (EADA), supplemented with data from a variety of other sources. In the previous reports, we examined ten hypotheses regarding trends in athletic spending and the relationship between spending and revenue.

In this report, we re-examine these ten hypotheses using more recent data (from 2004 - 2007), which has been collected based on an updated survey/data collection methodology implemented by the NCAA. We also consider a new eleventh hypothesis – concerning the relationship between changes in a college's athletic capital stock (facilities, equipment, etc. funded via capital expenditures rather than operating expenditures) and revenue from athletics.

As with the previous reports, we supplement the NCAA/EADA data with data from other sources. In this case, the primary additional source of data is the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS), which collects data "from all primary providers of postsecondary education in the country in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid."[1]

Hypothesis #1: Operating athletic expenditures are a relatively small share of overall institutional spending.

- Our previous report found that, as of 2003, operating athletic expenditures represented slightly less than four percent (3.8%) of total higher education spending for Division I-A institutions.

- Using the updated EADA data, we find that, for 2004-2007, athletic operating expenditures represent a larger percentage of total institutional spending (between 5 and 6 percent). At least some of the jump from 3.8% in 2003 to 5.3% in 2004 is surely due to the updated survey/data collection methodology. However, the growth also continues steadily from 2004-2007, with athletic operating expenditures reaching 6.0 percent of total expenditures by 2006. (Table 1A).

- The growth in operating athletic expenditures over this time period was mirrored by growth in athletic revenue. From 2004-2007, average athletic operating expenditures

1. http://nces.ed.gov/IPEDS/about/

grew at a compound annual growth rate of 10.7 percent, while athletic revenue grew at a compound annual growth rate of 10.6 percent. (Figures 1A and 1B).[2]

- However, football and men's basketball expenditures grew slightly more rapidly than corresponding revenue, with total operating expenditures for these sports growing at a rate of 11.2 percent per year, versus 9.8 percent for revenue. (Figures 1C and 1D).

- As in the previous reports, we find that the share of athletic expenditures in a school's total budget is higher for smaller schools, most likely because of the fixed costs associated with an athletic department. In particular, for Division I-A schools with total spending over $1 billion per year, operating athletic expenditures are generally below five percent of total spending, and generally below three percent for schools with over $2 billion in total spending. However, the bulk of schools with total spending below $1 billion have operating athletic expenditures between five and ten percent of total spending, with many schools as high as ten or even fifteen percent. (Figure 1E).

- However, despite the changes since 2003, we continue to conclude that operating athletic expenditures represent a relatively small share of total higher education expenditures at Division I-A schools, particularly for those larger schools with at least $1 billion in total institutional expenditures.

Hypothesis #2: Football and basketball expenditures at Division I-A schools exhibit an increasing degree of inequality over time.

- In our previous report, we demonstrated that the Gini coefficient (a measure of inequality equal to one if a single school accounts for all spending and zero if spending is equal across all schools) for operating expenditures on men's basketball and football at Division I-A schools rose sharply between 1993 and 2003, from roughly 0.23 to 0.30.

- In contrast, the results for 2004-2007 are mixed:

    - For total operating expenditures on athletics, the Gini coefficient was relatively stable at just under 0.30 across these years. (Figure 2A).

    - For combined football and basketball, the Gini coefficient increased slightly from roughly 0.27 to 0.29 between 2004 and 2007. This may suggest that the new survey methodology initially led to slightly lower *levels* of inequality, but that the upward *trend* has continued. (Figure 2B).

2. The 2006 revenue data includes a very large value for Oklahoma State, due to a gift from T. Boone Pickens. As a result, we investigated revenue growth excluding Oklahoma State and found that our overall results were effectively unchanged.

- However, breaking down football and basketball, we see that while the Gini coefficient for football has increased from roughly 0.27 to more than 0.3 from 2004 to 2007, the coefficient for basketball has actually decreased from roughly 0.32 to 0.31 over this time period. (Figure 2C, 2D).

- In addition, one potential source of inequality in reported football and basketball expenditures is differences in how different schools allocate expenditures to football and basketball (rather than leaving them in an "other" category in the survey instrument). When restricting analyses to a set of expenditure categories and a set of schools for which we are confident the allocation across sports was done properly (described in more detail in the Hypothesis 2 section of the attached Results/Methodology Appendix), the Gini coefficient for combined football and basketball expenditures stays flat at just under 0.25 from 2004 to 2007. This suggests that changes in reporting practices may have driven any observed increase in the Gini coefficient over this period. (Figure 2E).

- In sum, we conclude that there is at best weak evidence for continued increases in inequality in Division I-A football spending, with no such evidence for basketball or other sports.

Hypothesis #3: Division I-A schools exhibit mobility in athletic expenditures, revenues and winning percentages.

- In our previous reports, we concluded that football and basketball exhibit some mobility in expenditure, revenue, and winning percentage.

- For 2004-2007, we find that there is some mobility in expenditures, but its magnitude is quite limited. In particular, we find:

  - Dividing schools into five quintiles, roughly 10 percent of schools move up or down a single quintile for total athletic operating expenditures in any given year. No school moves two quintiles in a given year. (Table 3A).

  - For football and basketball, mobility is slightly higher, particularly for schools in the top three quintiles. Roughly 20 percent of schools in quintile three move up to quintile four in any given year; roughly 20 percent of schools in quintile four move up or down a single quintile in a given year; and roughly 20 percent of schools in quintile five move down to quintile four in any given year. However, there is less mobility within the bottom two quintiles, or between the top three and the bottom two. (Table 3B).

  - We also performed a regression analysis (described in the Appendix) that estimates the percentage of the variation in expenditures across schools and time

that is explained by *changes in schools' positions* in the distribution, versus *fixed differences across schools*. For total athletic operating expenditures, we find that only 2.1 percent of variation is explained by changes in schools' positions, while for combined basketball and football this figure is 3.8 percent.

- For 2004-2007 athletic revenue, we find even less mobility than for expenditures:

    - For total athletic revenue, we again find that roughly 10 percent of schools move up or down one quintile in a given year, with no school moving two quintiles. For combined basketball and football, we again find more mobility within the top three quintiles, although in this case only roughly 15 percent of schools move a single quintile within the top three, versus 20 percent for expenditures. (Table 3C, 3D).

    - Using the regression analysis described above, we find that changes in schools' positions in the distribution account for only 1.6 percent of the variation in total revenue (versus 2.1 percent for expenditures) and only 2.8 percent of the variation in football and basketball revenue (versus 3.8 percent for expenditures).

- Finally, for 2004-2007, we do find substantial mobility in winning percentages:

    - For men's basketball, we find that roughly 25 percent of schools move up or down a single quintile in the winning percentage distribution in a given year, with roughly 20 percent moving at least two qunitiles.

    - With the regression analysis, we find that nearly 60 percent of variation in winning percentages is explained by schools' changing their position in the distribution. (Table 3E).

    - Results for football are quite similar to those for men's basketball. (Table 3F).

- In sum, we conclude that, in contrast to substantial mobility in success – measured by winning percentage – mobility in expenditures and revenues is quite modest in magnitude.

Hypothesis #4: Increasing operating expenditures on athletics in general, and football and basketball in particular, by one dollar leads to one additional dollar of revenue (on average) and thus no change in net revenue (revenue minus expenditures).

- Before revisiting our previous finding that one extra dollar of athletic expenditure leads to an average of one extra dollar of revenue, we note the following facts about athletic operating expenditures and revenues:

- As seen in Figure 4A, across all sports, net revenue from athletics tends to be negative, with the median annual net revenue for Division I-A schools just greater than -$4 million and the 75th percentile just greater than -$1 million.

- However, as seen in Figure 4B, among "Division I-A" schools, football and basketball tend to generate positive net revenue, with median net revenue of $2.3 million dollars, 75th percentile net revenue of $13.5 million and 90th percentile net revenue of more than $22 million.

- For total operating expenditure on athletics, regression analysis (described in more detail in the Appendix) cannot reject the hypothesis that one extra dollar of spending leads to a corresponding one extra dollar of revenue. In particular, the estimated effect of increasing spending by $1.00 is $1.10 in revenue, with the 95 percent confidence interval indicating an effect on revenue between $0.90 and $1.30.

- For combined spending on football and basketball, these updated regression results suggest that one extra dollar of spending may lead to slightly more than one extra dollar of revenue. Figure 4C plots this relationship -- showing a *positive* relationship between changes in football and men's basketball expenditures between 2004 and 2007 and the associated changes in net revenue (football and men's basketball revenue less expenditures) over those years.

- However, if some schools have changed the accuracy with which they allocate expenditures and revenues to football and basketball over time,[3] this change in reporting practice (if it affects *both* expenditures and revenues) could generate an overestimate of the true relationship between spending and revenue. When restricting our analysis to the set of expenditure/revenue categories and schools for which we are confident the allocation among categories was done properly (as described in the Appendix for Hypothesis 2), we cannot reject the hypothesis of a one-for-one relationship. This is reflected in the relatively flat relationship between changes in "narrow" football and basketball expenditures and net revenues, shown in Figure 4D.

- In sum, the balance of the evidence continues to support a one-for-one relationship between athletic expenditures and revenues, or equivalently, no effect of changes in athletic expenditures at a given school on net athletic revenues at that school.[4]

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3. We understand that there may have been some trend between 2004 and 2007 toward *not* allocating expenditures or revenues by sport, perhaps due to legal concerns.
4. We also examined whether our conclusions are sensitive to controls for the number of football games played, since some schools added a twelfth regular season game during our sample period, while others did not. Our conclusions are unaffected by including this control.

Hypothesis #5: Increased operating expenditures on football or basketball are associated with increases in winning percentage (or other measures of success) and, in turn, higher winning percentages are associated with increases in revenue.

- In our prior reports, we found no evidence for a link between higher expenditures on football or basketball and greater team success, nor a link between greater team success and higher revenues.

- In contrast, using the updated data, we do find a small positive and statistically significant relationship between greater operating expenditure on football and team success. Using the regression methodology detailed in the Appendix, we find that an extra million dollars of operating expenditure on football is estimated to increase the team's winning percentage by 1.8 percentage points and the chances of finishing in the top 25 of the season ending AP poll by five percentage points.

- However, breaking down various types of football expenditures, the only category of spending that has a statistically significant effect on performance is "team expenditures" – a category in which we include recruiting, travel, equipment, and other game-day expenses.[5]

    - Notably, we do not find a significant relationship between coaching salaries or scholarships and a team's winning percentage.

    - The relationship between team expenditures and winning percentage may reflect reverse causality, if, for example, more successful seasons lead to an extra (bowl) game and thus also lead to higher expenses.

- For basketball, we do not find a statistically significant relationship between total operating expenditure and winning percentage or the probability of reaching the NCAA tournament.

    - But, as with football, we do find a significant relationship between team expenditures and both winning percentage and the probability of reaching the NCAA tournament. However, the reverse causality concern may be larger here, as basketball seasons can be extended several games by making the NCAA tournament, leading to higher team expenditures.

- In contrast to our prior report, we do find a positive and statistically significant relationship between finishing the season in the top 25 of the AP football poll and revenue. In particular, our estimates suggest that finishing the season in the top 25 is associated with roughly $3 million more in revenue. However, after controlling for this

5. The detailed breakdown is presented in the discussion of Hypothesis 5 in the Appendix.

football ranking, we do not find such a relationship for football or basketball winning percentage nor for reaching the NCAA basketball tournament.

- In sum, we conclude that there is weak evidence that increasing "team-related" expenditures on football increases the chances of a successful football season, *and* that this success may increase revenue. However, this combined result does not extend to other types of football spending nor any basketball spending, and we feel that more work (with additional data generated in future years) is required to have confidence in this result for football, particularly given the reverse causality concerns.

Hypothesis #6: The relationship between athletic spending and revenue varies significantly by sub-groups of schools.

- In our previous reports, we did not find systematic variation in the relationship between athletic expenditures and revenue across different groups of schools.

- In contrast, our updated regression results (detailed in the Appendix) provide some evidence that, for schools in the bottom ¾ of the distribution of total athletic operating expenditures, an extra dollar of total athletic spending generates significantly *less* than one dollar of revenue. In contrast, for schools in the top ¼ of the expenditure distribution, an extra dollar of spending generates significantly *more* than one dollar of revenue. This indicates that athletic expenditures may generate additional net revenue for Division I-A schools with the largest athletic programs, but not for schools with smaller programs.

- The same pattern holds for the effect of combined football and basketball expenditures on combined football and basketball revenue. However, when restricting analysis to the types of football and basketball spending and revenue (and schools) for which we have confidence that funds are properly allocated by sport, this pattern disappears. This suggests that, at least for football and basketball, the larger effect for schools with greater athletic expenditures may be driven by the fact that those schools more accurately allocate spending and revenue by sport.

- We find evidence that, for public institutions, an extra dollar of spending is associated with slightly more than one dollar of revenue (total or basketball/football), while for private institutions, there is no such evidence. This basic pattern holds even when looking at the restricted set of basketball/football expenditures and revenues (and schools) for which we are confident in allocation.

- We do not find a stable pattern across Division I-A schools in the top or bottom half of the SAT score distribution or the top or bottom half of the acceptance-rate distribution.

Hypothesis #7: Increased operating expenditures or net revenues from football and basketball affect operating expenditures on women's or other sports.

- In our previous reports, we found weak evidence that an extra dollar spent on football by Division I-A schools was associated with a small increase in expenditures on women's sports.

- In our updated regression results, we continue to find weak evidence of such a relationship:

    - We find that an extra dollar of *spending* on football or men's basketball is associated with a (statistically significant) extra 23.5 cents on all other sports, of which 13 cents goes to women's sports (also statistically significant).

    - We find that an extra dollar of *net revenue* from football and men's basketball is associated with a (statistically significant) extra 27 cents on all other sports, of which 5 cents goes to women's sports (also statistically significant).

- However, if earning net revenue from football or men's basketball truly has a causal effect on spending on other sports, one might expect this to occur with a lag. Looking at the relationship between net revenue from one year earlier and spending on other sports in the current year, we find no relationship.

- In sum, we do see evidence for a small association between spending/net revenue on football and men's basketball and spending on other sports. However, we do not see such a relationship between lagged football/basketball net revenue and current expenditures on other sports, as might be expected if the relationship were causal.

Hypothesis #8: Increased operating expenditures on sports are associated with changes in measurable academic quality.

- In our previous reports we found no evidence to establish a pattern, positive or negative between athletic expenditures and academic quality.

- Looking at SAT and ACT scores, our updated results continue to show no consistent support for such a relationship between athletic expenditures and academic quality.

Hypothesis #9: Increased operating expenditures on sports affect alumni giving.

- In our previous reports, we found no consistent evidence for a relationship between operating expenditures on sports and alumni giving.

- Using the data from 2004-2007, while we do find a statistically significant relationship between changes in athletic expenditures by Division I-A schools and alumni giving in the same year, we find no evidence to establish a relationship between lagged expenditures and current alumni giving.

- Since we would expect any causal relationship between expenditures and alumni giving to show up (at least partially) with a lag, we do not consider the observed statistical relationship between athletic expenditures and alumni giving to be robust enough to suggest a causal relationship.

Hypothesis #10: Division I-A athletic expenditures exhibit an "arms race," in which increased operating expenditures by schools in a conference are associated with increases at other schools in the same conference.

- As noted in our previous reports, we define an "arms race" as a situation in which the athletic expenditures by a given school tend to increase along with expenditures by *other* schools in the same conference. In our previous reports, we found weak, but inconclusive, evidence in support of such an arms race.

- Using the data from 2004-2007, we find additional evidence in support of such an arms race. In particular, a $1 increase in the average athletic operating expenditure by other schools in a given school's conference is associated with roughly a (statistically significant) $0.60 increase in spending by the school. For football/basketball expenditures, a $1 increase in average conference spending is associated with a $0.55 increase at a given school.

- The statistically significant, positive relationship also holds separately for football ($1 increase in conference average associated with a $0.47 increase at a given school) and basketball ($1 increase in conference average associated with a $0.46 increase at a given school).

- As with previous hypotheses, one might expect a causal relationship to occur with a lag:

    - In this case, we do find evidence for a statistically significant relationship between lagged expenditures at other schools in the conference and a school's current expenditure (with a $1 increase at other schools leading to a $0.50 increase in overall athletic spending, or a $0.37 increase when considering football/basketball expenditures).

    - In fact, if we include both current and lagged expenditure by other schools in the conference, we find a statistically significant relationship between each of these variables and current expenditures at a particular school. For example, the results suggest that a one dollar increase in average operating expenditures at other

school's in the conference increase a school's spending by roughly 40 cents in the current year and 33 cents in the subsequent year.

- In sum, then, the data do provide some support for an arms race between schools in a given conference, or at least correlation between current and lagged athletic spending across schools in the same conference.

Hypothesis #11: Capital expenditures that increase a school's athletic capital stock – equipment, facilities, etc. – are associated with increases in athletic revenue.

- The 2004-2007 EADA data contain additional variables on schools' athletic capital expenditures, which were not available for our previous reports. In particular, they include the variable "athletic plant funds," which is defined as the "total book value of athletically-related equipment net of depreciation." We use this as our measure of the athletic capital stock.

- Our regression analysis provides preliminary evidence that *changes* in the athletic capital stock at Division I-A schools – such as those induced by capital expenditures on athletics – are associated with statistically significant increases in athletic revenue. In particular, we estimate that a $1 increase in the capital stock is associated with a $0.06 increase in athletic revenue.

- Note that unlike operating expenditures, capital expenditures lead to long-term increases in the capital stock, which depreciate over a period of years. Our estimate of a $0.06 effect on current revenue implies that if the depreciation rate is slower than six percent per year, then $1 in capital expenditures leads to more than $1 in revenue over the long term.

- However, accounting for a reasonable time value of money (of at least five percent per year) depreciation would have to be very slow – probably less than one percent per year – for our results to suggest that capital expenditure on athletics generate positive net present value.

- When including both operating expenditures and capital stock in the same regression, the effect of changes in the capital stock is no longer statistically significant.

- In sum, we conclude that the data on athletic capital stock suggest that there may be some relationship with revenue, but that the relationship may be well below the one-for-one relationship observed for operating expenditures. However, several additional years of data will be required before any firm conclusions can be drawn.

The Empirical Effects of Collegiate Athletics: An Update Based on 2004-2007 Data Results/Methodology Appendix

EADA Data

Our analysis is based on EADA data from the NCAA for the years 2004-2007. We consider only Division I-A Schools, yielding a total of 119 schools or 476 school-years.

The athletic revenue and expenditure variables from the EADA data are listed in the attached Table A1. Our total expense variable is defined as the sum of all expense variables, 17-35. However, for revenue, we exclude the following government or "internal" revenue variables (money coming from other parts of the institution to support athletics): variable 6 (Direct State or Other Governmental Support); variable 7 (Direct Institutional Support); variable 8 (Indirect Facilities and Administrative Support); and variable 14 (endowment and investment income).

Hypothesis 2 – "Narrow" Expense and Revenue Variables

As discussed in the body of the update, one issue in analyzing expenditures by sport (including football and men's basketball) is that some categories of expenses and revenues may not be easily allocated by sport, and there may be variation across schools in which types of expenses and revenues can be allocated by sport. In fact, we understand that there has been some trend toward less allocation by sport, with some schools choosing to leave expenses and revenues in an "other" category.

To address the impacts of these allocation issues on our analysis of football/basketball expenses and revenues, we conducted some of our analyses (both in Hypothesis 2 and other hypotheses) on "Narrow" expense and revenue categories. To build these, we took two steps:

- We limited analysis to the set of variables for which the allocation by sport appears to be appropriate in the data. These are:
    - Expense Variables 17 – 20, 24 – 27
    - Revenue Variables 1, 3, 4, 9

- We dropped those school-years in which one of these included variables was missing or zero for both football and men's basketball but positive for all sports combined, since these were likely cases in which the sport-by-sport allocation was not accurate.

Results using these narrow categories are discussed in several places throughout the body of the update. To the extent that these results vary from the results using total football/basketball revenues and expenses, it could be due to the different variables or schools included, but it also suggests that the results based on total revenues and expenses may be driven by reporting practices and thus should be interpreted with caution.

Hypothesis 3 – Regression Analysis

To examine the mobility of schools within the expense, revenue, and winning percentage distributions, we supplemented our quintile analysis with a fixed effect regression analysis, conducted as follows.

- We regressed the expense, revenue, or winning percentage variable of interest on year fixed effects and school fixed effects. These capture the effect of movements in the overall distribution and each school's average position in the overall distribution, respectively.

- The R^2 from this regression is the percentage of variation explained by factors *other than* schools' mobility within the distribution. So $1 - R^2$ gives the percentage of variation explained by schools' mobility within the distribution.

- These numbers are reported in Tables A2 – A4.

Hypotheses 4 -11: Regression Analysis

To examine the relationship between expenditures and revenue, we performed a series of regression analyses. Each takes the same basic form. Observations are school-years. We include a separate fixed effect for each year to account for any nationwide trends or changes. In addition, we include a fixed effect for each school, so that all analysis is "within school," meaning that we study the effect of year-to-year *changes* in expenditures at a given school on year-to-year *changes in revenue* (or more generally, the effect of changes in the right-hand-side variable on changes in the left hand side variable).

Results are presented in Tables A5 – A29. These results use various combinations of the following dependent and independent variables:

Dependent Variables

Total Athletic Revenue (as defined above)
Total Football and Men's Basketball Revenue (as defined above)
Narrow Football and Men's Basketball Revenue (as defined above)
Football Winning Percentage
Indicator for Finishing in Top 25 of Year-End AP Football Poll
Men's Basketball Winning Percentage
Indicator for Making Men's Basketball NCAA Tournament
Total Expenditures on Sports Other than Football and Men's Basketball
Total Expenditures on Women's Sports
Sum of 75th Percentile SAT Math and SAT Verbal Scores
75th Percentile ACT Composite Score
Total Alumni Revenue (Sum of Revenue Variables 4 and 5)
Football and Men's Basketball Alumni Revenue
Total Athletic Expenditures

Total Football and Men's Basketball Expenditures
Total Football Expenditures
Total Basketball Expenditures

Independent Variables
Total Athletic Operating Expenditures
Total Football and Men's Basketball Expenditures
Narrow Football and Men's Basketball Expenditures (as defined above)
Total Football Expenditures
Football Athletes and Coaches Expenditures (Sum of Expenditure Variables 17, 19, 20)
Football Administrative Expenditures (Sum of Expenditure Variables 21, 22, 23)
Football Team Expenditures (Sum of Expenditure Variables 18, 24, 25, 26, 27)
Football Marketing Expenditures (Sum of Expenditure Variables 28, 29, 31)
Total Men's Basketball Expenditures
Basketball Athletes and Coaches Expenditures (Sum of Expenditure Variables 17, 19, 20)
Basketball Administrative Expenditures (Sum of Expenditure Variables 21, 22, 23)
Basketball Team Expenditures (Sum of Expenditure Variables 18, 24, 25, 26, 27)
Basketball Marketing Expenditures (Sum of Expenditure Variables 28, 29, 31)
Football Winning Percentage
Indicator for Finishing in Top 25 of Year-End AP Football Poll
Men's Basketball Winning Percentage
Indicator for Making Men's Basketball NCAA Tournament
Football and Men's Basketball Net Revenue (Total Revenue minus Total Expenditures)
One-year Lag of Football and Men's Basketball Net Revenue
One-year Lag of Total Athletic Operating Expenditures
One-year Lag of Total Football and Men's Basketball Expenditures
Average of Total Athletic Operating Expenditures by Other Schools in the Conference
Average of Football and Men's Basketball Expenditures by Other Schools in the Conference
Average of Football Expenditures by Other Schools in the Conference
Average of Men's Basketball Expenditures by Other Schools in the Conference
One-year Lag of Avg. Total Athletic Operating Expenditures by Other Schools in the Conf.
One-year Lag of Avg. Football and Men's Basketball Expenditures by Other Schools in the Conf.
Athletic Capital Stock

Table 1A: Average expenditure for Division I-A schools, by year					
	Mean	2004	2005	2006	2007
Total Operating Athletic Expenditure ($ Million)	36.6	31.1	34.5	38.6	42.2
Total Expenditure ($ Million)	897.2	829.9	880.1	922.7	957.8
Athletic Expenditure as % of Total	5.6%	5.3%	5.4%	5.8%	6.0%

Source: EADA 2004 to 2007

Figure 1A

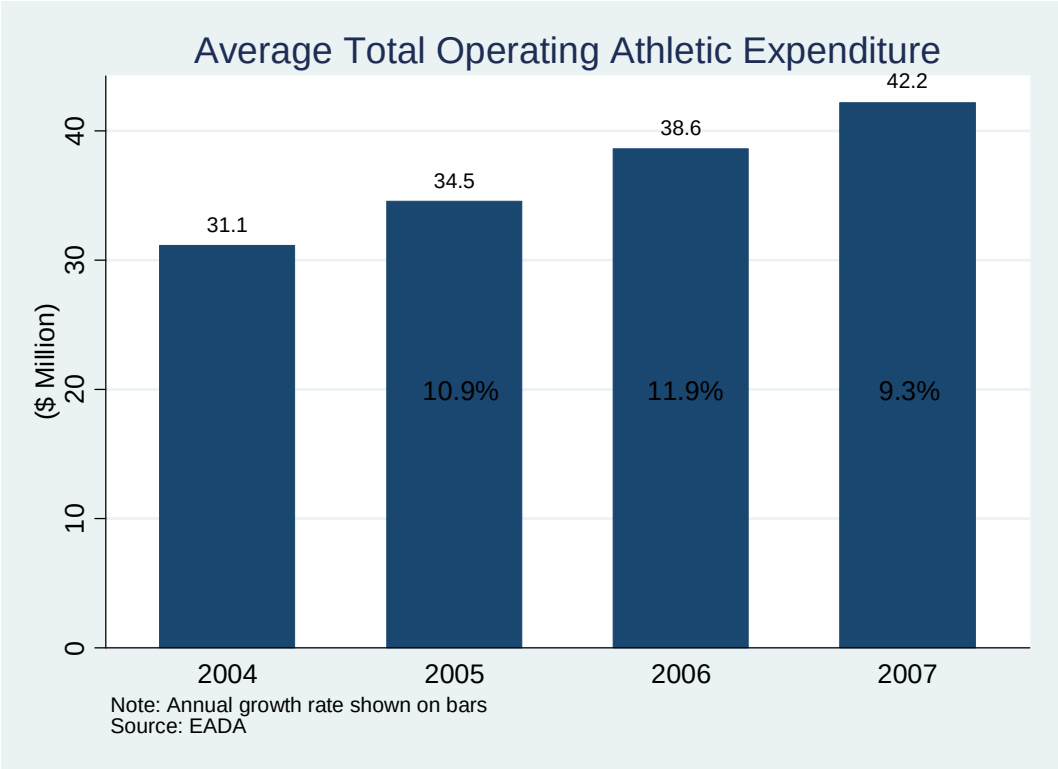

Figure 1B

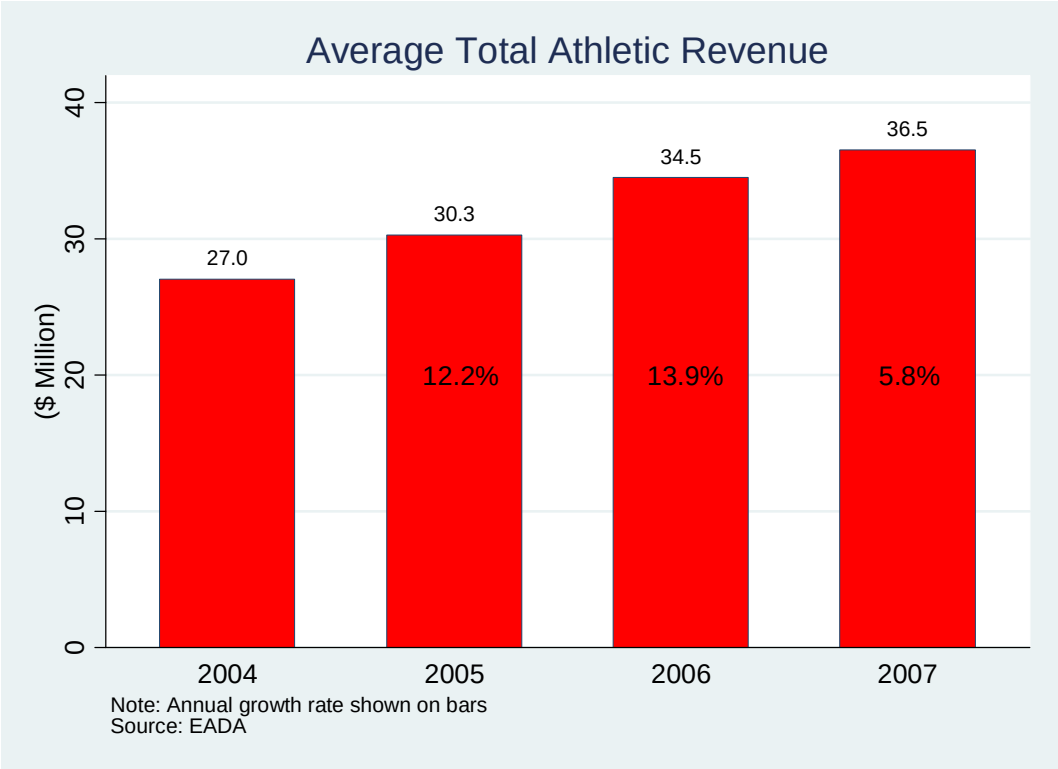

Figure 1C

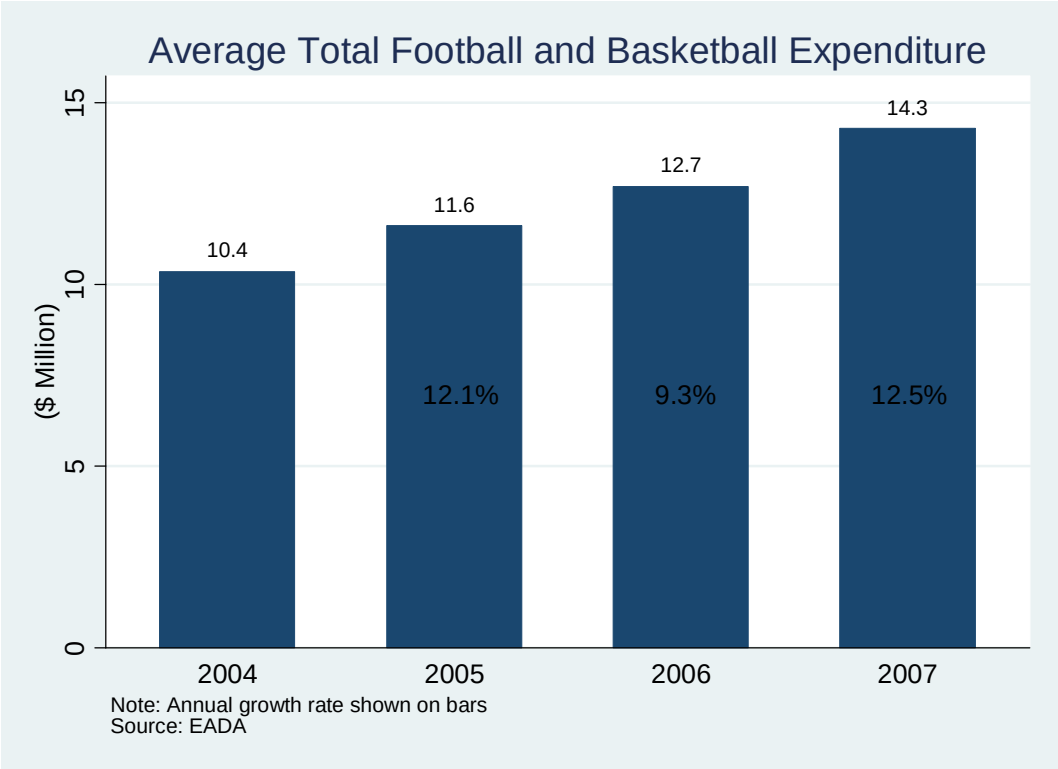

Figure 1D

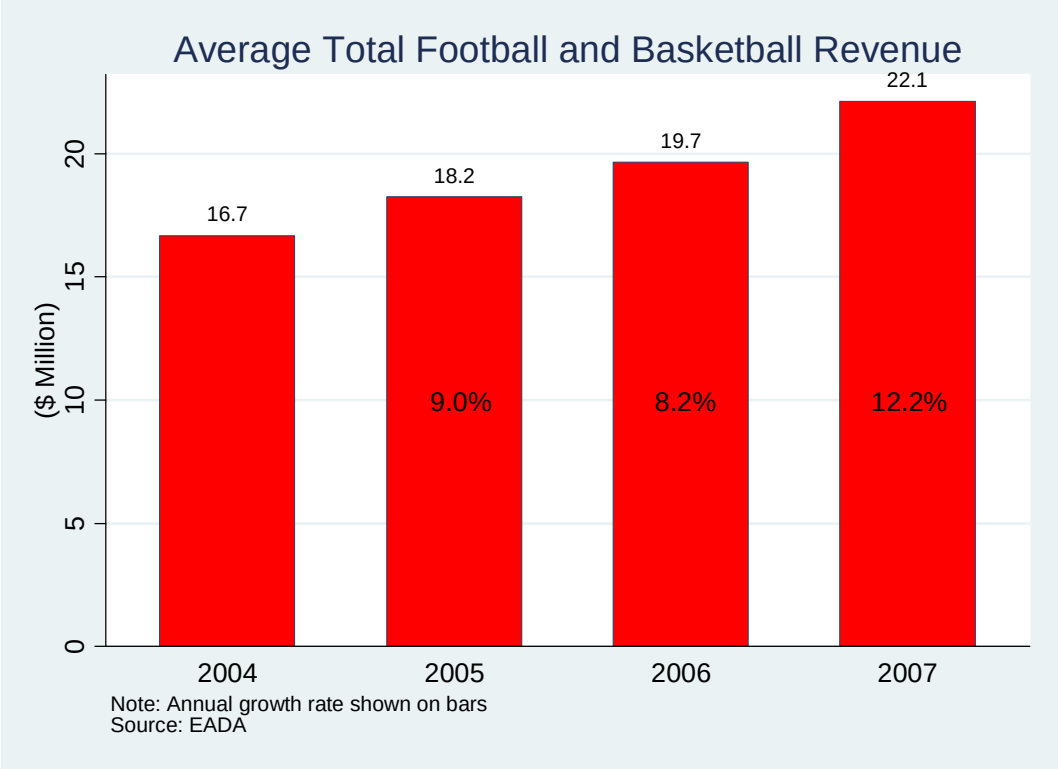

Figure 1E

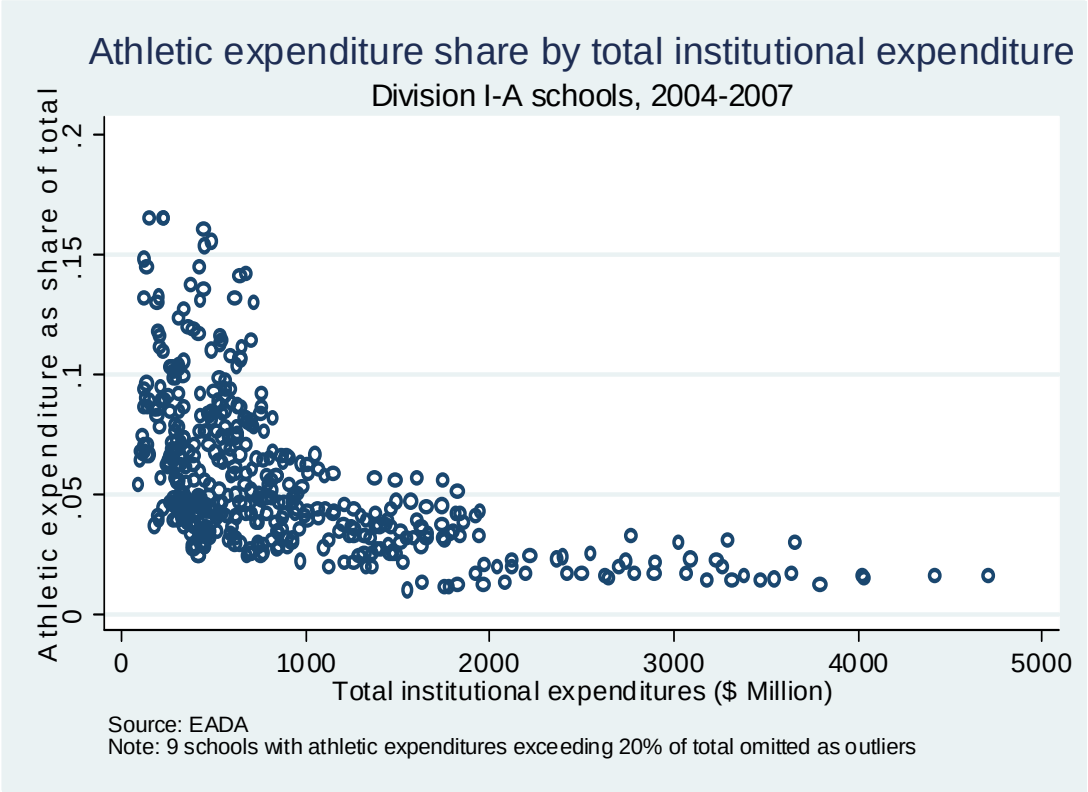
Athletic expenditure share by total institutional expenditure
Division I-A schools, 2004-2007
Athletic expenditure as share of total
0
.05
.1
.15
.2
0
1000
2000
3000
4000
5000
Total institutional expenditures ($ Million)
Source: EADA
Note: 9 schools with athletic expenditures exceeding 20% of total omitted as outliers

Figure 2A

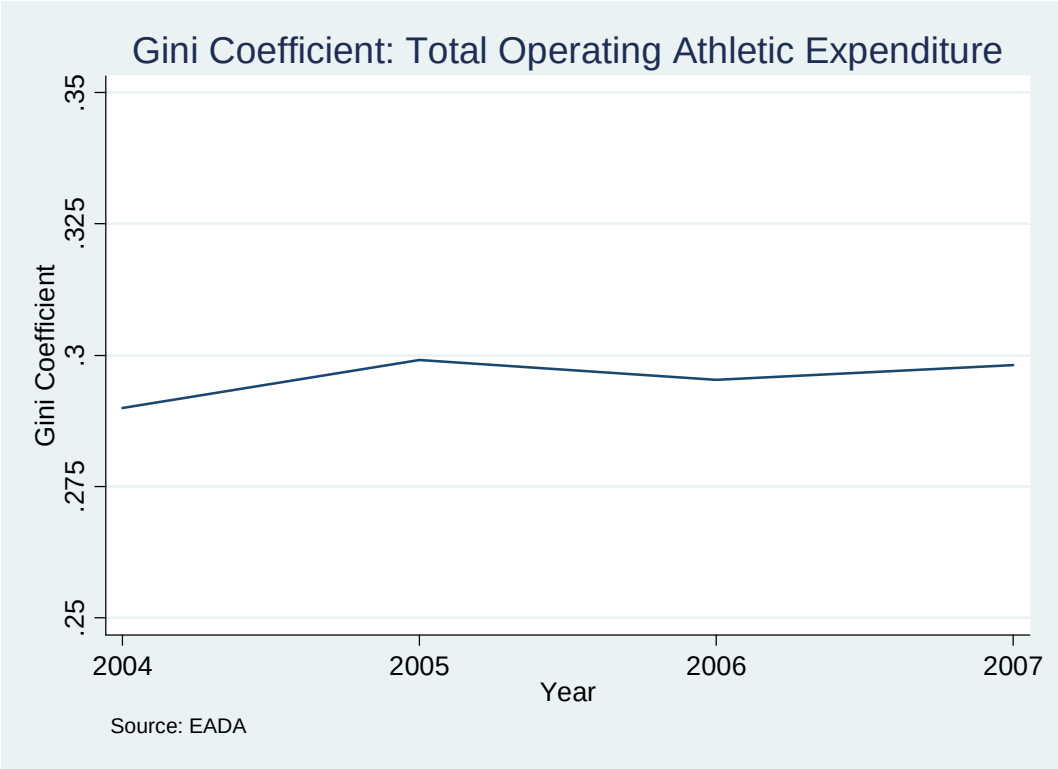

Figure 2B

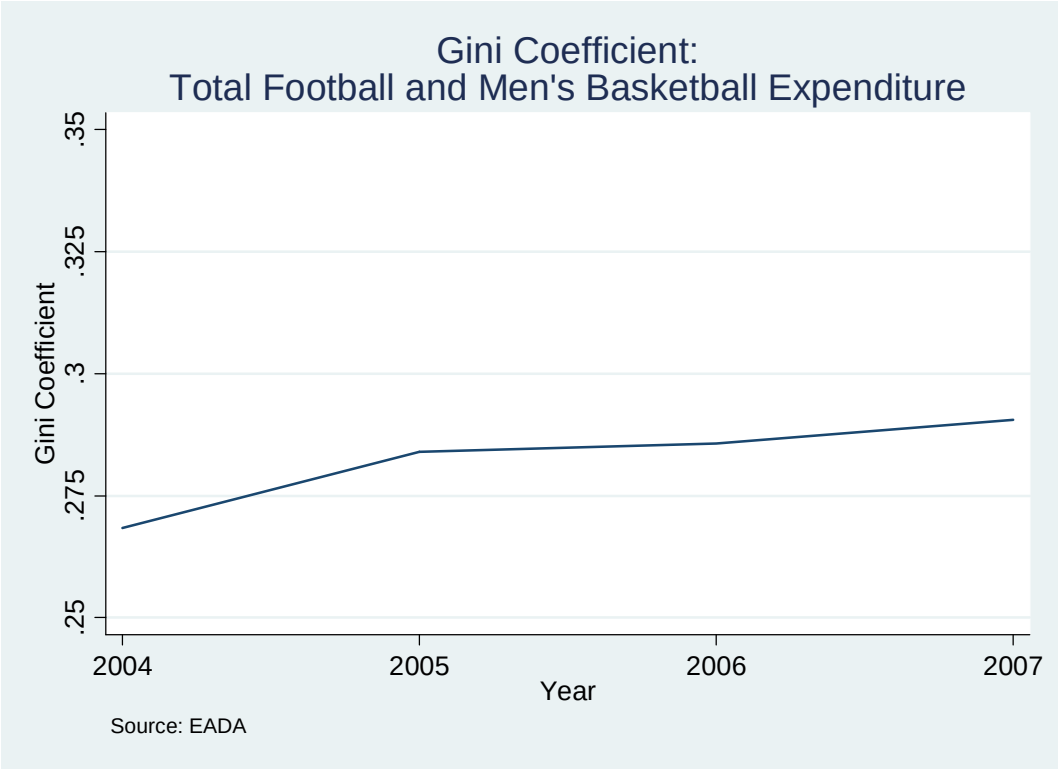

Figure 2C

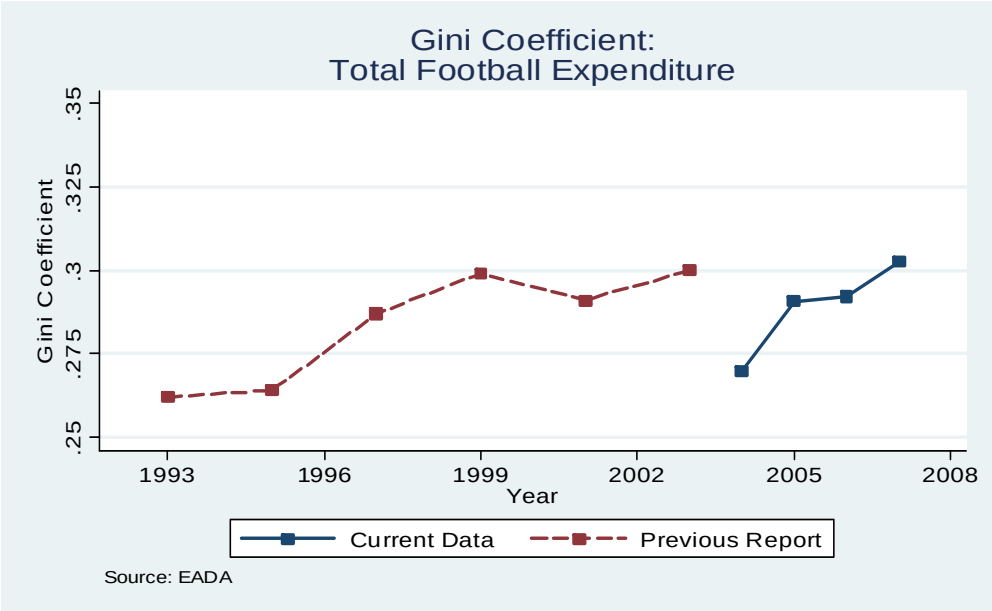

Figure 2D

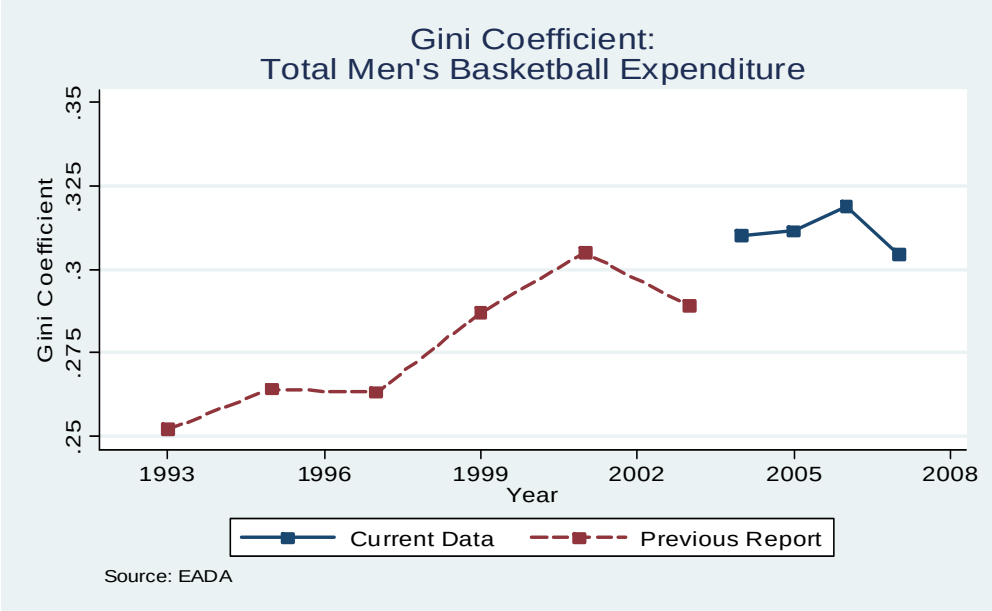

Figure 2E

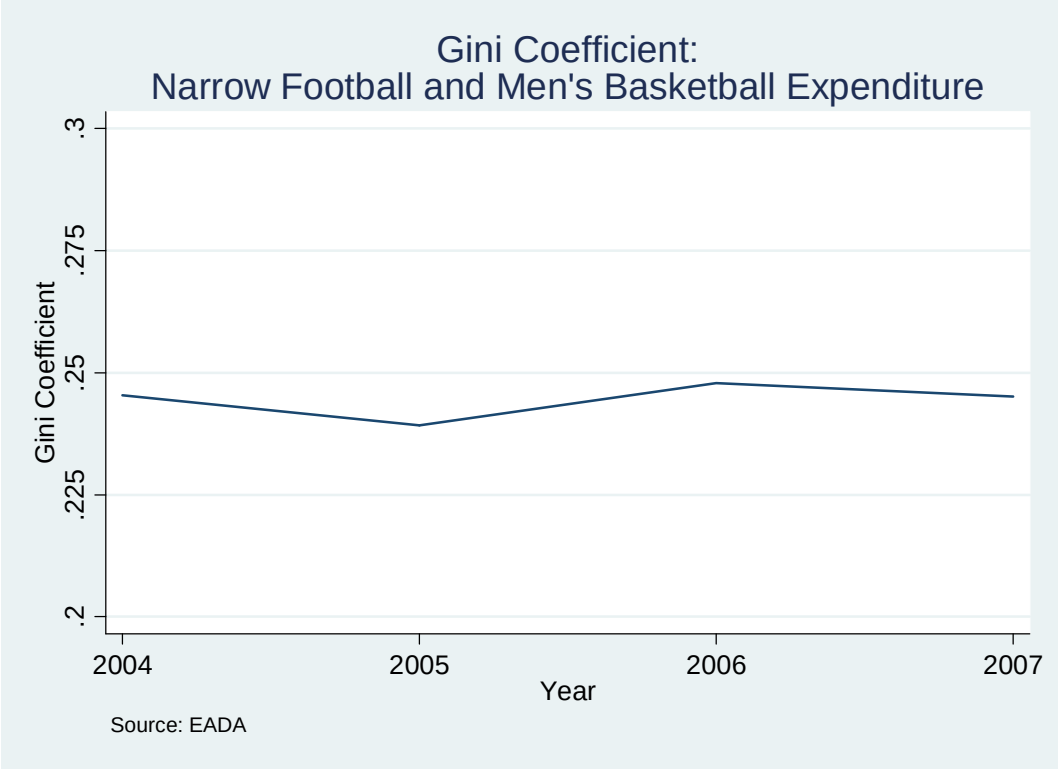
Gini Coefficient:
Narrow Football and Men's Basketball Expenditure
Gini Coefficient
.2
.225
.25
.275
.3
2004
2005
2006
2007
Year
Source: EADA

	Table 3A: Annual mobility of Division I-A schools, Total operating athletic expenditure				
Expense Quintile	1	2	3	4	5
1	**90.3**	9.7	0.0	0.0	0.0
2	8.6	**82.9**	8.6	0.0	0.0
3	0.0	8.6	**77.1**	14.3	0.0
4	0.0	0.0	14.1	**74.7**	11.3
5	0.0	0.0	0.0	11.6	**88.4**

Source: EADA

	Table 3B: Annual mobility of Division I-A schools, Total football and men's basketball expenditure				
Expense Quintile	1	2	3	4	5
1	**90.3**	8.3	1.4	0.0	0.0
2	9.9	**78.9**	9.9	0.0	1.4
3	0.0	11.6	**69.6**	17.4	1.5
4	0.0	0.0	18.3	**60.6**	21.1
5	0.0	0.0	2.9	21.7	**75.4**

Source: EADA

	Table 3C: Annual mobility of Division I-A schools, Total revenue for all sports				
Revenue Quintile	1	2	3	4	5
1	**88.6**	11.4	0.0	0.0	0.0
2	11.3	**77.5**	11.3	0.0	0.0
3	0.0	11.3	**80.3**	8.5	0.0
4	0.0	0.0	8.5	**80.3**	11.3
5	0.0	0.0	0.0	11.6	**88.4**

Source: EADA

	Table 3D: Annual mobility of Division I-A schools, Total revenue for football and basketball				
Revenue Quintile	1	2	3	4	5
1	**88.7**	11.3	0.0	0.0	0.0
2	11.4	**80.0**	8.6	0.0	0.0
3	0.0	8.5	**77.5**	14.1	0.0
4	0.0	0.0	15.5	**70.4**	14.1
5	0.0	0.0	0.0	14.5	**85.5**

Source: EADA

	Table 3E: Annual mobility of Division I-A schools, Winning percentages for men's basketball				
Winning % Quintile	1	2	3	4	5
1	**50.0**	19.7	14.5	13.2	2.6
2	24.7	**32.9**	23.3	13.7	5.5
3	19.4	20.9	**20.9**	23.9	14.9
4	9.7	18.1	23.6	**20.8**	27.8
5	1.5	7.3	14.5	29.0	**47.8**

Source: EADA

	Table 3F: Annual mobility of Division I-A schools, Winning percentages for football				
Winning % Quintile	1	2	3	4	5
1	**55.4**	19.3	16.9	7.2	1.2
2	35.9	**19.2**	28.2	10.3	6.4
3	19.8	23.3	**29.1**	15.1	12.8
4	9.6	13.5	32.7	**21.2**	23.1
5	0.0	13.8	13.8	25.9	**46.6**

Source: EADA

Figure 4A

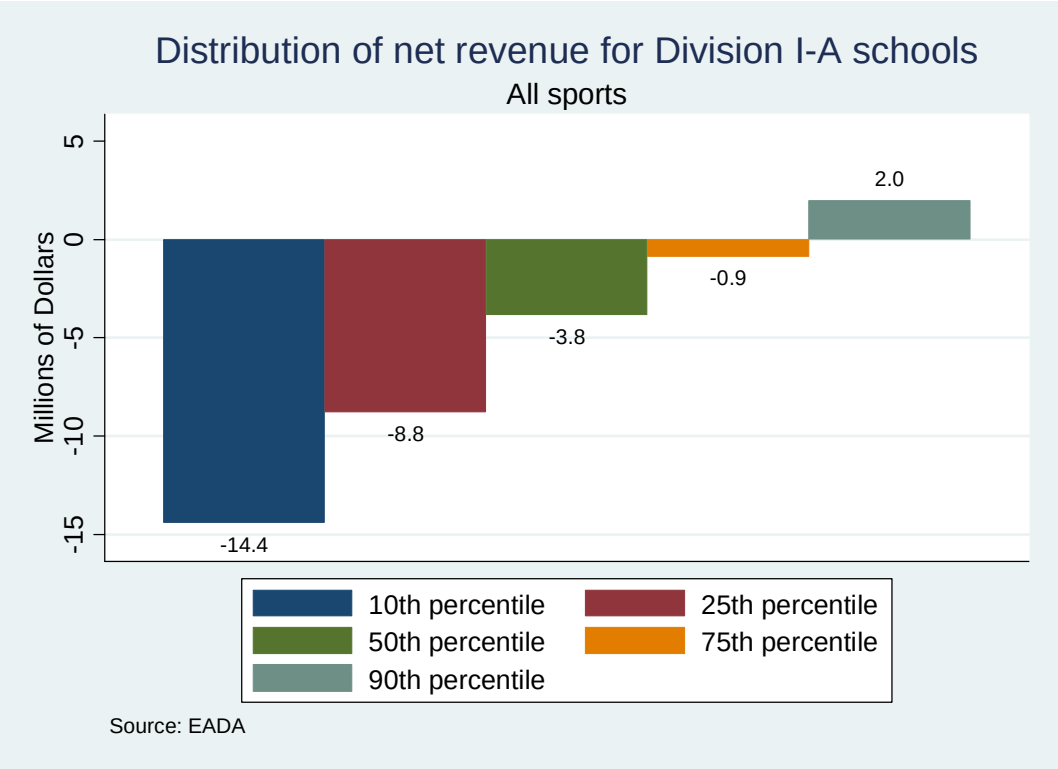

Figure 4B

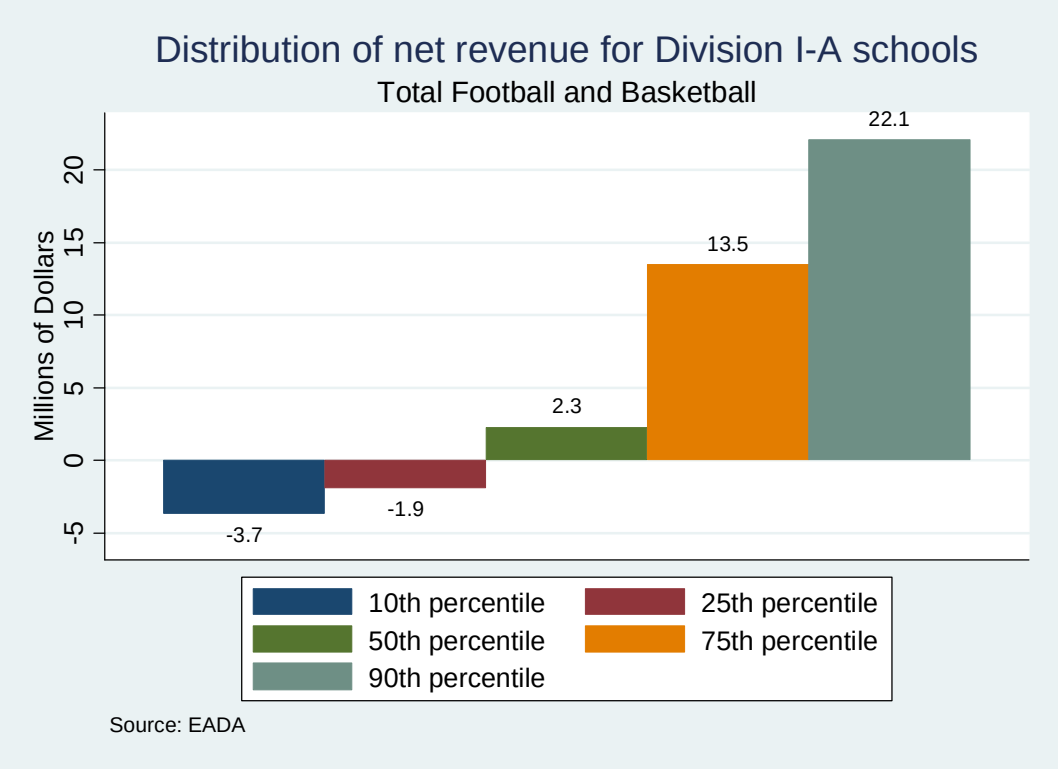

Figure 4C

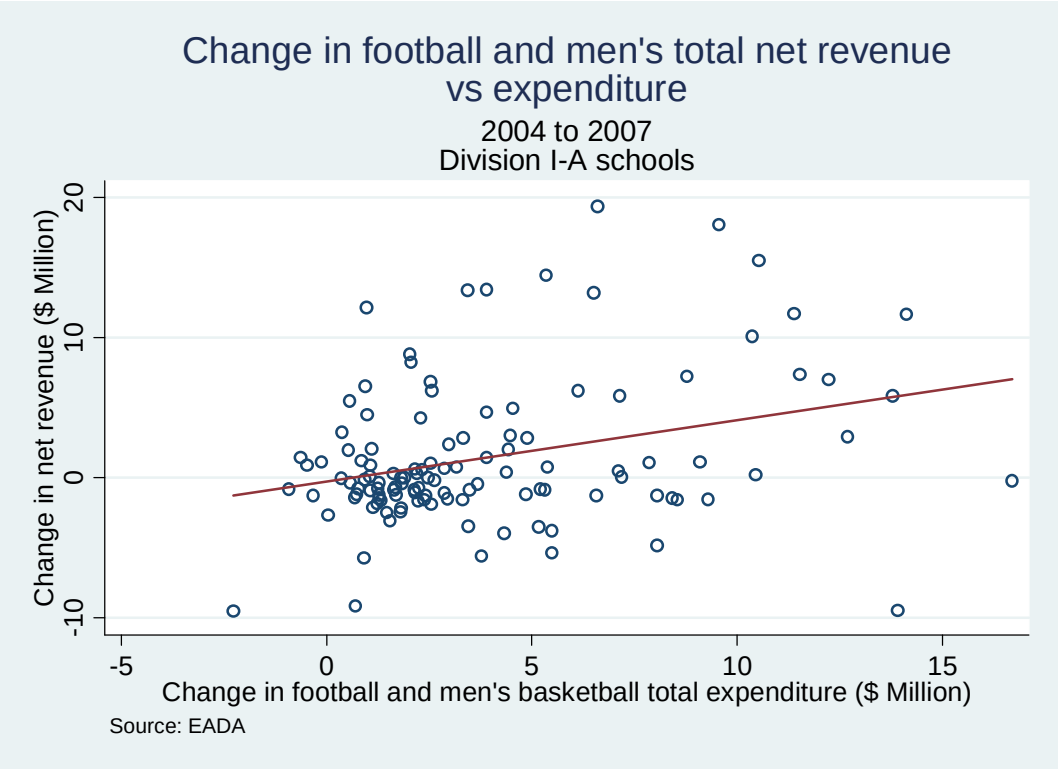

Figure 4D

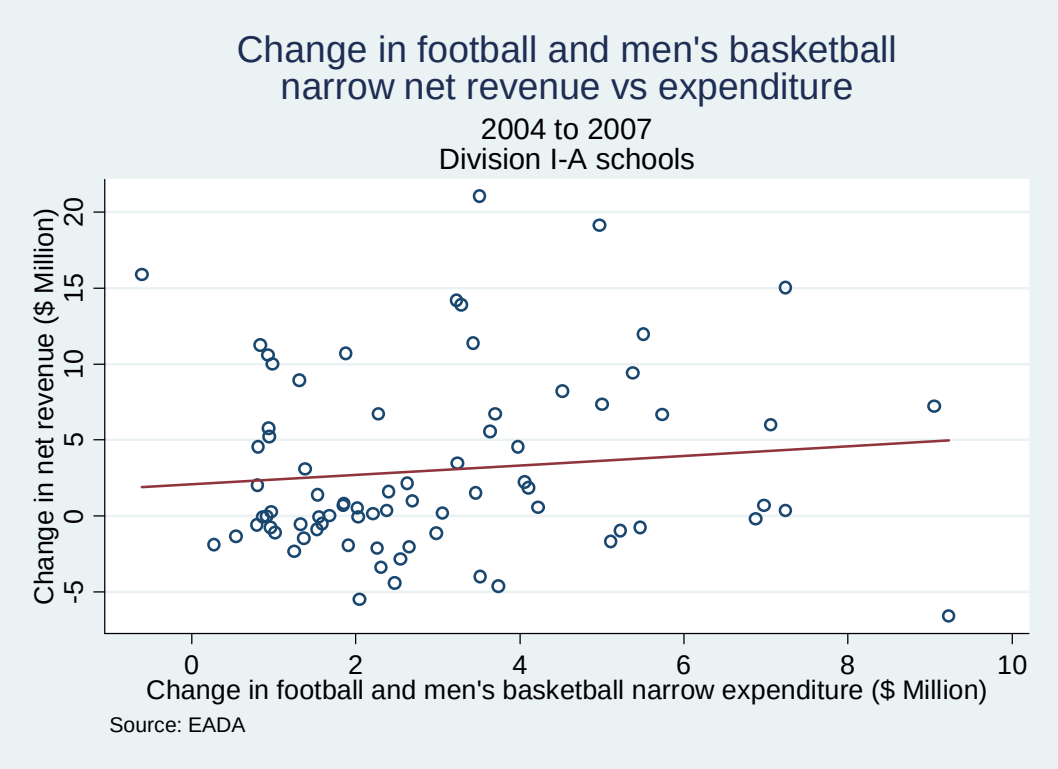

Table A1: EADA Variable Definitions

Revenues

1	Ticket Sales.	Include revenue received for sales of admissions to athletics events. Include ticket sales to the public, faculty and students, and money received for shipping and handling of tickets. Do not include ticket sales for conference and national tournaments that are pass-through transactions. Report amounts in excess of a ticket's face value paid by ticket purchasers (for example, to obtain preferential seating) in Category 4 (Contributions).
2	Student Fees	Include student fees assessed and restricted for support of intercollegiate athletics.
3	Guarantees.	Include revenue received from participation in away games.
4	Contributions.	Include amounts received directly from individuals, corporations, associations, foundations, clubs or other organizations that are designated, restricted or unrestricted by the donor for the operation of the athletics program. Report amounts paid in excess of a ticket's value. Contributions shall include cash, marketable securities and in-kind contributions. In-kind contributions may include dealer-provided automobiles (market value of the use of a car), apparel and soft-drink products for use by staff and teams. Do not report pledges until funds are allocated. Report gifts and merchandise from corporate sponsorship agreements in Category 12 (Royalties, Licensing, Advertisement and Sponsorship).
5	Compensation and Benefits Provided by a Third Party.	Include all amounts provided by a third party and contractually guaranteed by the institution, but not included on the institution?s W-2 (e.g., car stipend, country club membership, entertainment allowance, clothing allowance, speaking fees, housing allowance, compensation from camps, radio income, television income, and shoe and apparel income). This should equal Expense Categories 20 and 22 combined.
6	Direct State or Other Government Support.	Include state, municipal, federal and other government appropriations made in support of the operations of intercollegiate athletics. This amount includes funding specifically earmarked to the athletics department by government agencies for which the institution has no discretion to reallocate. Any state or other government support appropriated to the university, for which the university determines the dollar allocation to the athletics department shall be reported in Direct Institutional Support (item 7).
7	Direct Institutional Support.	Include value of institutional resources for the current operations of intercollegiate athletics, as well as all unrestricted funds allocated to the athletics department by the university (e.g., state funds, tuition, tuition waivers and transfers). Also include Federal Work Study support for student workers employed by athletics.
8	Indirect Facilities and Administrative Support.	Include value of facilities and services provided by the institution not charged to athletics. This support may include an allocation for institutional administrative cost, facilities and maintenance, grounds and field maintenance, security, risk management, utilities, depreciation and debt service. If your institution does not currently track indirect institutional support, consult your business office for a reasonable allocation. If counted here, include offsetting expenditure equal in value in Expense Category 32 (Indirect Facilities and Administrative Support).
9	NCAA/Conference Distributions including all tournament revenues.	Include revenue received from participation in bowl games, tournaments and all NCAA distributions. This category includes amounts received for direct participation or through a sharing arrangement with an athletics conference, including shares of conference television agreements. If known by sport, report as such. Include any payments received from the NCAA for hosting a championship (permissible to include in Revenue Not Related to Specific Teams).

10		Broadcast, Television, Radio, and Internet Rights.			Include institutional revenue received directly for radio and television broadcasts, Internet and e-commerce rights received through institution-negotiated contracts.
11		Program Sales, Concessions, Novelty Sales, and Parking.			Include revenue of game programs, novelties, food or other concessions, and parking revenues. Revenue from sales of game program advertising is to be included in Revenue Category 12 (Royalties, Licensing, Advertisements and Sponsorships).
12		Royalties, Licensing, Advertisements and Sponsorships.			Include all revenue from corporate sponsorships, licensing, sales of advertisements, trademarks and royalties. An allocation will be necessary to distinguish revenues generated by athletics versus the university if payments are combined. Include the value of in-kind products and services provided as part of the sponsorship (e.g., equipment, apparel, soft drinks, water and isotonic products).
13		Sports Camp Revenues.			Include amounts received by the athletics department for sports-camps and clinics.
14		Endowment and Investment Income.			Include endowment spending policy distribution and other investment income in support of the athletics department. These categories include only restricted investment and endowment income for the operations of intercollegiate athletics; institutional allocations of income from unrestricted endowments qualify as ?Direct Institutional Support.?
15		Other.			Less than 5% of total revenues may appear on this line. If the number is greater than 5%, please reclassify adequate revenue to the appropriate category(ies) above to bring the category to less than 5% of the total revenue.
16		Subtotal Operating Revenue.			Add Columns 1-15.

Expenses

17		Athletic Student Aid.			Include the total amount of athletically related student aid awarded, including summer school and tuition discounts and waivers (including aid given to student-athletes who have exhausted their eligibility or who are inactive due to medical reasons). Athletics aid awarded to non-athletes (student-managers, graduate assistants, trainers) should be reported as Expenses Not Related to Specific Teams. If you supply dollar amounts in any of the rows (including the "Expenses Not Related to Specific Teams"), you must provide non-zero entries for the Equivalencies and Number of Students.
18		Guarantees.			Include amounts paid to visiting participating institutions.
19		Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities.			Include gross salaries, bonuses and benefits provided to head and assistant coaches, which includes all gross wages, benefits and bonuses attributable to coaching that would be reportable on university and related entities (e.g., foundations, booster clubs) W-2 and 1099 forms (e.g., car stipend, country club membership, entertainment allowance, clothing allowance, speaking fees, housing allowance, supplemental retirement allowance, compensation from camps, radio income, television income, tuition remission, earned deferred compensation benefits). Place any payment made to previous coaches to satisfy a contractual agreement for coaching in Category 23 (Severance Payments).
20		Coaching Other Compensation and Benefits Paid by a Third Party.			Include all compensation paid to the coaching staff by a third party and contractually guaranteed by the institution, but not included on the institution?s W-2 (e.g., car stipend, country club membership, entertainment allowance, clothing allowance, speaking fees, housing allowance, compensation from camps, radio income, television income, shoe and apparel income). Expense Categories 20 and 22 combined should equal Revenue Category 5 (Compensation and Benefits Provided by a Third Party).

21		Support Staff/Administrative Salaries, Benefits and Bonuses Paid by the University and Related Entities.			Include gross salaries, bonuses and benefits paid to administrative staff (i.e., football secretary, sport-specific trainer) that would be reportable on university and related entities (e.g., foundations, booster clubs) W-2 and 1099 forms (e.g., car stipend, country club membership, entertainment allowance, clothing allowance, speaking fees, housing allowance, supplemental retirement allowance, compensation from camps, radio income, television income, tuition remission, earned deferred compensation benefits). Staff members responsible for the gender-specific athletics department, but not a specific sport (i.e., director of men?s athletics), will have their compensation figures reported as Expenses Not Related to Specific Teams fields. Athletics department staff members who assist both men?s and women?s teams (sports information director, academic advisor) will be reported as Not Allocated by Gender column.
22		Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party.			Include all compensation paid to the support staff by a third party and contractually guaranteed by the institution, but not included on the institution?s W-2 (e.g., car stipend, country club membership, entertainment allowance, clothing allowance, speaking fees, housing allowance, compensation from camps, radio income, television income, shoe and apparel income). Expense Categories 20 and 22 combined should equal Revenue Category 5 (Compensation and Benefits Provided by a Third Party).
23		Severance Payments.			Include severance payments and applicable benefits recognized for past coaching and administrative personnel.
24		Recruiting.			Include transportation, lodging and meals for prospective student-athletes and institutional personnel on official and unofficial visits, telephone call charges, postage and such. Include value of use of institution?s own vehicles or airplanes as well as in-kind value of loaned or contributed transportation.
25		Team Travel			Include air and ground travel, lodging, meals and incidentals for competition related to preseason, regular season and postseason. Amounts incurred for food and lodging for housing the team before a home game also should be included. Include value of use of the institution?s own vehicles or airplanes as well as in-kind value of donor-provided transportation.
26		Equipment, Uniforms and Supplies.			Include items that are provided to the teams only. Equipment amounts are those expended from current or operating funds.
27		Game Expenses.			Include game-day expenses other than travel that are necessary for intercollegiate athletics competition, including officials, security, event staff, ambulance and such.
28		Fund Raising, Marketing and Promotion.			Include costs associated with fund raising, marketing and promotion for media guides, brochures, recruiting publications and such.
29		Sports Camp Expenses.			Include all expenses paid by the athletics department, including non-athletics personnel salaries and benefits, from hosting sports camps and clinics. Athletics personnel salaries and benefits should be reported in Categories 19, 20, 21 or 22.
30		Direct Facilities, Maintenance, and Rental.			Include direct facilities costs charged to intercollegiate athletics, including building and grounds maintenance, utilities, rental fees, operating leases, equipment repair and maintenance, and debt service.
31		Spirit Groups			Include support for spirit groups including bands, cheerleaders, mascots, dancers, etc.
32		Indirect Facilities and Administrative Support.			Include value of facilities and services provided by the institution not charged to athletics. This support may include an allocation for institutional administrative cost, facilities and maintenance, grounds and field maintenance, security, risk management, utilities, depreciation and debt service. If your institution does not currently track indirect institutional support, consult your business office for a reasonable allocation. If counted here, include offsetting amount equal in value in Revenue in

					Category 8 (Indirect Facilities and Administrative Support).
33		Medical Expenses and Medical Insurance			Include medical expenses and medical insurance premiums for student-athletes.
34		Memberships and Dues.			Include memberships, conference and association dues.
35		Other Operating Expenses.			Other operating expenses include printing and duplicating, subscriptions, business insurance, telephone, postage, operating and equipment leases, non-team travel and any other operating expense not reported elsewhere. Do not include indirect administration overhead provided by the university (use Category 32) or salaries and benefits (use Categories 19 or 21). Attempt to allocate all expenses to Categories 17 through 34 before using this category. As a guide, please limit this category to 10% of total operating expenses. If the number is greater than 10%, please provide the top three categories and amounts in the comments section below.
36		Total Operating Expenses.			Add Columns 17-35.

Table A2: Percent of variation explained by changes in school's position in distribution, 2004 - 2007	
Total Operating Athletic Expenditure	Total Football and Men's Basketball Expenditure
2.1%	3.8%

Source: EADA

Table A3: Percent of variation explained by changes in school's position in distribution, 2004 - 2007	
Total Revenue for All Sports	Total Football and Men's Basketball Revenue
1.6%	2.8%

Source: EADA

Table A4: Percent of variation explained by changes in school's position in distribution, 2004 - 2007	
Winning Percentage for Men's Basketball	Winning Percentage for Football
58.9%	61.6%

Source: EADA

Table A5: Regression analysis of revenue on expenditures: Division IA schools, 2004 - 2007

Dependent Variable	Independent Variable	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Total Athletic Rev.	Total Operating Exp.	1.098	0.102	0.898	1.298
Total Football & Basketball Rev.	Total Football & Basketball Exp.	1.225	0.081	1.065	1.385
Narrow Football & Basketball Rev.	Narrow Football & Basketball Exp.	1.146	0.171	0.809	1.484

Source: EADA

Table A6: Regression analysis of football team performance on expenditures: Division IA schools, 2004 - 2007

Dependent Variable	Independent Variable ($ Million)	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
FB Winning Percentage	FB Total Operating Exp.	0.018	0.005	0.009	0.028
FB Top 25 AP Poll	FB Total Operating Exp.	0.050	0.009	0.032	0.068

Source: EADA expense data, winning percentages calculated from win/loss records at <http://cfbdatawarehouse.com/data/div_ia_team_index.php>, AP poll from <http://sports.espn.go.com/ncf/rankingsindex>

Expenditure variables are in millions of dollars

Table A7: Regression analysis of football team performance on expenditures: Division IA schools, 2004 - 2007

Dependent variable: Football winning percentage

Independent Variable ($ Million)	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Football Athletes and Coaches Exp.	0.021	0.021	-0.020	0.062
Football Administrative Expenditure	-0.029	0.021	-0.071	0.013
Football Team Expenditure	0.067	0.013	0.041	0.092
Football Marketing Expenditure	0.028	0.037	-0.045	0.102

Source: EADA expense data, winning percentages calculated from win/loss records at <http://cfbdatawarehouse.com/data/div_ia_team_index.php>

Expenditure variables are in millions of dollars

Table A8: Regression analysis of football team performance on expenditures: Division IA schools, 2004 - 2007

Dependent variable: Indicator for football team in top 25 of final AP poll

Independent Variable ($ Million)	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Football Athletes and Coaches Exp.	0.063	0.042	-0.020	0.146
Football Administrative Expenditure	-0.091	0.044	-0.177	-0.005
Football Team Expenditure	0.113	0.027	0.060	0.166
Football Marketing Expenditure	0.119	0.076	-0.031	0.269

Source: EADA expense data, AP poll from <http://sports.espn.go.com/ncf/rankingsindex>

Expenditure variables are in millions of dollars

Table A9: Regression analysis of basketball team performance on expenditures: Division IA schools, 2004 - 2007

Dependent Variable	Independent Variable ($ Million)	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Men's BB Winning Percentage	MBB Total Operating Exp.	0.020	0.011	-0.002	0.042
Made NCAA Tournament	MBB Total Operating Exp.	0.000	0.033	-0.065	0.065

Source: EADA expense data, winning percentages calculated from win/loss records at <http://sports.espn.go.com/ncb/standings>, tournament participation determined from <http://bracketville.tripod.com/>

Expenditure variables are in millions of dollars

Table A10: Regression analysis of basketball team performance on expenditures: Division IA schools, 2004 - 2007

Dependent variable: Basketball winning percentage

Independent Variable ($ Million)	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Men's BB Athletes and Coaches Exp.	-0.001	0.018	-0.037	0.035
Men's BB Administrative Expenditure	-0.034	0.034	-0.100	0.033
Men's BB Team Expenditure	0.136	0.038	0.061	0.211
Men's BB Marketing Expenditure	0.031	0.121	-0.208	0.270

Source: EADA expense data, winning percentages calculated from win/loss records at <http://sports.espn.go.com/ncb/standings>

Expenditure variables are in millions of dollars

Table A11: Regression analysis of basketball team performance on expenditures: Division IA schools, 2004 - 2007

Dependent variable: Indicator for basketball team made NCAA tournament

Independent Variable ($ Million)	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Men's BB Athletes and Coaches Exp.	-0.048	0.053	-0.153	0.057
Men's BB Administrative Expenditure	-0.161	0.098	-0.355	0.032
Men's BB Team Expenditure	0.372	0.111	0.154	0.591
Men's BB Marketing Expenditure	-0.310	0.352	-1.003	0.384

Source: EADA expense data, tournament participation determined from <http://bracketville.tripod.com/>

Expenditure variables are in millions of dollars

Table A12: Regression analysis of revenue on sports team performance: Division IA schools, 2004 - 2007

Dependent variable: Total football and men's basketball revenue ($ Millions)

Independent Variable	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
FB Winning Percentage	1.12	1.45	-1.73	3.97
Men's BB Winning Percentage	3.15	1.94	-0.67	6.98
FB Top 25 AP Poll	2.96	0.75	1.49	4.43
NCAA Tournament	-0.32	0.66	-1.61	0.98

Source: EADA revenue data, football winning percentages calculated from win/loss records at <http://cfbdatawarehouse.com/data/div_ia_team_index.php>, AP poll from <http://sports.espn.go.com/ncf/rankingsindex>, basketball winning percentages calculated from win/loss records at <http://sports.espn.go.com/ncb/standings>, tournament participation determined from <http://bracketville.tripod.com/>

Table A13: Regression analysis of total athletic revenue on total athletic operating expenditure

By total athletic operating expenditure quartile, 2004 - 2007

Quartile	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Quartile 1	0.479	0.115	0.251	0.707
Quartile 2	0.134	0.101	-0.067	0.335
Quartile 3	0.374	0.100	0.176	0.572
Quartile 4	1.695	0.321	1.058	2.333

Source: EADA revenue and expense data

Table A14: Regression analysis of total football and men's basketball revenue on total football and men's basketball expenditure

By total athletic operating expenditure quartile, 2004 - 2007

Quartile	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Quartile 1	0.553	0.129	0.295	0.810
Quartile 2	0.247	0.167	-0.084	0.579
Quartile 3	0.836	0.169	0.500	1.171
Quartile 4	1.337	0.178	0.983	1.690

Source: EADA revenue and expense data

Table A15: Regression analysis of narrow football and men's basketball revenue on narrow football and men's basketball expenditure

By total athletic operating expenditure quartile, 2004 - 2007

Quartile	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Quartile 1	0.614	0.222	0.159	1.069
Quartile 2	0.936	0.332	0.270	1.602
Quartile 3	0.653	0.288	0.080	1.226
Quartile 4	0.894	0.354	0.188	1.600

Source: EADA revenue and expense data

Table A16: Regression analysis of total athletic revenue on total athletic operating expenditure

By public/private status, 2004 - 2007

Institution Status	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Public	1.378	0.126	1.131	1.626
Private	0.483	0.083	0.315	0.650

Source: EADA revenue and expense data; institution status from IPEDs

Table A17: Regression analysis of total football and men's basketball revenue on total football and men's basketball expenditure

By public/private status, 2004 - 2007

Institution Status	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Public	1.322	0.081	1.163	1.481
Private	0.590	0.307	-0.029	1.209

Source: EADA revenue and expense data; institution status from IPEDs

Table A18: Regression analysis of narrow football and men's basketball revenue on narrow football and men's basketball expenditure

By public/private status, 2004 - 2007

Institution Status	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Public	1.228	0.188	0.857	1.598
Private	0.784	0.401	-0.029	1.596

Source: EADA revenue and expense data; institution status from IPEDs

Table A19: Regression analysis of expenditures for other / women's sports on men's football and basketball expenditures: Division IA schools, 2004 - 2007

Dependent Variable	Independent Variable	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Total Other Exp.	Total Football & Basketball Exp.	0.235	0.099	0.039	0.430
Total Women's Exp.	Total Football & Basketball Exp.	0.129	0.028	0.074	0.184

Source: EADA

Table A20: Regression analysis of expenditures for other / women's sports on men's football and basketball net revenue: Division IA schools, 2004 - 2007

Dependent Variable	Independent Variable	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Total Other Exp.	FB & Men's BB Total Net Rev.	0.272	0.064	0.147	0.397
Total Women's Exp.	FB & Men's BB Total Net Rev.	0.050	0.018	0.014	0.086

Source: EADA

Table A21: Regression analysis of expenditures for other / women's sports on lagged men's football and basketball net revenue: Division IA schools, 2005 - 2007

Dependent Variable	Independent Variable	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Total Other Exp.	Lagged FB & Men's BB Total Net Rev.	-0.001	0.062	-0.124	0.121
Total Women's Exp.	Lagged FB & Men's BB Total Net Rev.	0.026	0.022	-0.017	0.069

Source: EADA

Table A22: Regression analysis of 75th percentile SAT and ACT scores on football and men's basketball expenditure: Division IA schools, 2004 - 2007

Dependent Variable	Independent Variable ($ Million)	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
SAT 75th Percentile	Total Operating Exp.	0.447	0.211	0.032	0.862
SAT 75th Percentile	Total Football & Basketball Exp.	-0.445	0.470	-1.371	0.480
ACT 75th Percentile	Total Operating Exp.	0.000	0.006	-0.013	0.012
ACT 75th Percentile	Total Football & Basketball Exp.	-0.009	0.015	-0.038	0.020

Source: EADA expense data; SAT and ACT scores from IPEDs

Note: Expenditure variables are in millions of dollars
SAT score is the sum of the 75th percentile scores for the verbal and math sections
ACT score is the 75th percentile composite score

Table A23: Regression analysis of alumni contributions on expenditures: Division IA schools, 2004 - 2007

Dependent Variable	Independent Variable	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Total Alumni Rev.	Total Operating Exp.	0.687	0.106	0.478	0.895
Football & Basketball Alumni Rev.	Total Football & Basketball Exp.	0.475	0.055	0.366	0.584

Source: EADA expense data

Note: Alumni contribution calculated as sum of revenue categories four and five

Table A24: Regression analysis of alumni contributions on expenditures: Division IA schools, 2004 - 2007

Dependent Variable	Independent Variable	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Total Alumni Rev.	Lagged Total Operating Exp.	-0.105	0.168	-0.435	0.225
Football & Basketball Alumni Rev.	Lagged Total Football & Basketball Exp.	0.115	0.067	-0.018	0.247

Source: EADA

Note: Alumni contribution calculated as sum of revenue categories four and five

Table A25: Regression analysis of expenditures on conference mean expenditures: Division IA schools, 2004 - 2007

Dependent Variable	Independent Variable	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Total Operating Exp.	Conf. Total Operating Exp.	0.609	0.084	0.445	0.774
Total Football & Basketball Exp.	Conf. Total Football & Basketball Exp.	0.548	0.097	0.357	0.739
Total Football Exp.	Conf. Total Football Exp.	0.467	0.104	0.264	0.672
Total Basketball Exp.	Conf. Total Basketball Exp.	0.461	0.117	0.231	0.691

Source: EADA

Note: Conference averages do not include the value of the dependent variable

Table A26: Regression analysis of expenditures on lagged conference mean expenditures: Division IA schools, 2005 - 2007

Dependent Variable	Independent Variable	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Total Operating Exp.	Lagged Conf. Total Operating Exp.	0.498	0.091	0.319	0.677
Total Football & Basketball Exp	Lagged Conf. Total Football & Basketball Exp	0.368	0.121	0.129	0.606

Source: EADA

Note: Conference averages do not include the value of the dependent variable

Table A27: Regression analysis of expenditures on conference mean expenditures with lags: Division IA schools, 2005 - 2007

Dependent Variable	Independent Variable	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Total Operating Exp.	Conf. Total Operating Exp.	0.397	0.122	0.156	0.638
	Lagged Conf. Total Operating Exp.	0.332	0.103	0.130	0.535
Total Football & Basketball Exp	Conf. Total Football & Basketball Exp	0.341	0.140	0.064	0.617
	Lagged Conf. Total Football & Basketball Exp	0.287	0.124	0.043	0.532

Source: EADA

Note: Conference averages do not include the value of the dependent variable

Table A28: Regression analysis of athletic revenue on athletic capital stock: Division IA schools, 2004 - 2007

Dependent variable: Total athletic revenue

Independent Variable	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Athletic Capital Stock	0.060	0.018	0.024	0.096

Source: EADA

Table A29: Regression analysis of athletic revenue on expenditures and athletic capital stock: Division IA schools, 2004 - 2007

Dependent variable: Total athletic revenue

Independent Variable	Coefficient	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Total Operating Exp.	1.073	0.105	0.865	1.280
Athletic Capital Stock	0.015	0.017	-0.017	0.048

Source: EADA

An Econometric Analysis of the Matching Between Football Student-Athletes and Colleges[1]

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Abstract

This study improves the understanding of how college football programs and student-athletes make their recruiting and acceptance decisions. We develop an econometric framework that investigates both directions in the process by which student-athletes match with schools: (i) the considerations schools take into account when making scholarship offers, and (ii) the factors that affect student-athletes' choices of which scholarship offers to accept. Our methodology allows us to predict the probability that a student-athlete candidate will sign with a school based on the candidate's and the school's characteristics, as well as the distance between the candidate's hometown and the school.

Keywords: Matching, Conditional Logit, Recruiting, College Football

1. Introduction

In order to evaluate the efficiency of the NCAA's current recruiting regulations, a better understanding is needed of the process by which student-athletes are matched with schools. The matching of student-athletes with schools is affected not only by the recruiting mechanism and regulations, but also by the preferences of the student-athlete candidates and of the schools themselves. This study extends current knowledge of these preferences. We develop and employ an econometric framework for the analysis of both directions in the matching process: (i) the considerations schools take into account when making scholarship offers to student-athlete candidates, and (ii) the factors that affect student-athletes' choices of which scholarship offers to accept. It is the interaction of these two directions of matching that determines the final allocation of student-athletes among colleges. One key element of our empirical modeling is allowing for geographical influences on the scholarship offers made by schools and on the acceptances of offers by student-athletes.

Some noteworthy general features of matching mechanisms emerge from our analytic framework and its empirical implementation. First and foremost, we see a great gain in understanding of the forces at work from explicit decomposition of the probabilities of the various outcomes into the individual probabilities of the choices of the participants on the two sides of the matching process. Second, we see that the preferences shaping the choices of the participants on each side of the match are affected significantly by their perceptions of the likely decisions of participants on the other side of the matching process. These features of the matching mechanism at work here are significant for understanding the process by which student-athletes are matched with schools, and in

addition, we believe, will have important counterparts in other two-sided matching processes as well.

The Organization of College Football

The NCAA has 1,033 active members.[2] Its members are divided into three divisions based on the size and scope of the colleges' athletic programs. Division I has 329 active members and, for football, the Division is further divided into Division I-A with 119 active members and Division I-AA with 118 active members.[3] Division II has 282 active members while Division III has 422 active members.[4] Schools in Division I-A compete in 12 football conferences, while schools in I-AA compete in 15 football conferences. In 2006, Divisions I-A and I-AA were respectively renamed the Football Bowl Subdivision (FBS) and Football Championship Subdivision (FCS).

Amateurism and Scholarship Restrictions

The principle of amateurism has been central to the guiding mission of the NCAA ever since its inception. Accordingly, while scholarships can be based on athletic ability, they are limited to the so-called "grant-in-aid."[5] Colleges are prohibited from offering student-athletes and their families any additional benefits, such as cash payments or employment opportunities. These restrictions are monitored and enforced by the NCAA.

Since 1973, the NCAA has limited the total number of athletic scholarships that could be awarded by a school's program. In football and men's basketball, the limits have been defined in terms of the number of athletes receiving aid ("counters"), while in other sports the limits have been defined in terms of the number of full scholarships, which

could be divided among students ("equivalencies"). Currently, the limit on football counters is 85 per institution, including only 25 initial counters per year.

The Recruitment Process

Schools collect information on potential players during their high school years through a variety of mechanisms, including scouts, videos, dedicated websites, and summer camps at the colleges. Their efforts to establish relationships with potential new players often begin before the athletes' senior year of high school. During athletes' high school freshman and sophomore years, colleges are permitted to send out questionnaires and camp brochures. In athletes' junior high school year, colleges may send out recruiting materials and make one contact by telephone. Then, during the senior high school year, each college decides which athletes to target and typically invites potential recruits to visit the campus at the school's expense. In addition, members of the coaching staff sometimes visit athletes' homes and establish relationships with their families.

A college may make official scholarship offers to any eligible candidate who registers through the NCAA's Clearinghouse system.[6] Each student-athlete candidate then decides which scholarship offer to accept.

It should be noted that the costs incurred by many schools in the recruiting process are substantial. On average, Division I-A football programs spend around $250,000 per year on recruiting. Top programs can spend substantially more. For example, in 2006, the five schools with the highest recruiting expenditures each spent more than $600,000. Recruiting costs schools an average of $10,000 per offer made.[7]

Relevant Literature

The design of an efficient two-sided matching process has been the subject of a long and still growing theoretical literature. Seminal papers include Gale and Shapley (1962) and Shapley and Shubik (1972). This literature usually *assumes* the preferences of both sides rather than attempting to uncover their sources: it would assume, for example, that each school has a preference ranking over recruits and each potential student-athlete has a preference ranking over schools, and then suggests a matching mechanism that will lead to a "Pareto efficient" allocation.[8,9] In this process, understanding the drivers of student-athlete and school preferences may not be of central importance because the recruiting mechanism would, by design, have the student-athletes self-select efficiently into schools. However, the reality of college football is far more complicated. Specific characteristics of this market – including the need to maintain the amateur status of college sports, the need to promote competitive balance, the importance of personal relationships between athletes and coaches and imperfect information on candidates and schools – all have to be taken into account in any allocation design. As a result, a standard "off the shelf" matching process that only requires preference rankings may be insufficient. A better understanding of the preferences themselves may therefore be important for the design of an optimal recruiting process.

The literature that investigates these preferences is very limited. The only recent contribution is a paper by DuMond, Lynch, and Platania (2007) that, like our study, attempts to further the understanding of student-athlete candidate and school preferences. However, this study differs from ours in several important respects. One notable difference is that DuMond, Lynch, and Platania (2007) focus mostly on the factors that affect athlete preferences for schools, and do not try to evaluate empirically the factors

that affect to whom schools make scholarship offers. In our study, in contrast, we disentangle the final matching into two parts – the choices made by the schools on which offers to make and the choices made by the athletes on which offers to accept. Another difference is that their paper emphasizes the importance of participation in bowl games, while we emphasize the importance of geographical considerations in the matching process. These differences also affect the empirical methods, which differ between the papers.

Summary of Results

We find a U-shaped relationship between the average distance football student-athletes travel to school and the students' levels of athletic ability: on average, the highest ability student-athletes travel a longer distance than lower ability student-athletes, despite their higher probability of signing with an in-state school. The intermediate ability student-athletes travel a shorter distance than both the highest and the lowest ability groups. Within the intermediate ability group, the student-athletes with the relatively lower levels of ability travel more than those with the higher levels of ability.

In our main analysis, we identify and measure several effects that could explain these patterns. We find that students of all ability levels tend to prefer to be closer to home. Better players get noticed by schools further away, and star players tend to put a greater weight on the quality of their schools; this could explain why star players travel the longest distance. However, better players get more offers, and therefore intermediate level student-athletes are able to choose schools closer to home and do not need to travel as far as their lower-ability level counterparts.

We also find that when deciding whether to make an offer, a school takes into account the likelihood that the athlete would accept the offer (*e.g.*, a mid-tier school is much less likely than a top school to make an offer to a 5-star recruit). Moreover, schools with better athletic programs typically have bigger recruiting budgets; they give more offers to students and are willing to take more gambles on distant recruits of higher ability.

Finally, our methodology allows us to predict the probability that a student-athlete candidate will sign with a school based on the candidate's and the school's characteristics, as well as the distance between the candidate's hometown and the school.

2. Data

Our analyses utilize data from several sources. These are described in this section.

Offers and signings data. Our primary data on recruiting come from a dataset maintained by Rivals.com ("Rivals"). Rivals is a subscription-based service that provides information on college football and basketball recruiting. Rivals uses a network of approximately 300 analysts and reporters to collect information on high school athletes who are likely to be recruited by Division I-A football programs.[10] Rivals also collects data on the schools from which athletes receive offers as well as the program with which each athlete ultimately signs. We should note that while Rivals confirms offers with each student-athlete candidate and confirms signings with each school, some athletes can get as many as 100 offers, but will typically report fewer than ten. We investigate the potential implications of this data incompleteness in Appendix A, and conclude that this omission is unlikely to have a significant impact on our results.

In addition, Rivals rates the potential of many of the athletes in the database using a star system. Each student-athlete candidate is assigned a ranking between one and five stars. A five-star candidate is "considered to be one of the nation's top 25-30 players," while a two-star candidate is considered to be "a mid-major prospect."[11] Finally, the Rivals data contain demographic information, such as each candidate's hometown, his height and weight, and the position he plays.[12] We have obtained Rivals data from 2002 through 2007. These data encompass 16,906 student-athlete candidates and 45,785 scholarship offers.

College rankings. We obtain data on college football programs from several sources. First, we measure the success of each program using end-of-year rankings from the Associated Press (AP) poll and the Sagarin poll. Both polls are components of the Bowl Championship Series (BCS) rankings, which determine which teams will play in the national championship game each year. The AP poll is conducted weekly during the college football season and reflects the consensus opinion of 65 college football writers on the top 25 programs each week.[13] The Sagarin poll is a computer algorithm that ranks all football programs and explicitly accounts for factors such as strength of schedule.[14] The AP poll better reflects conventional wisdom about the relative ranking of college football teams, whereas the Sagarin poll reflects a quantitative assessment of the actual on-field quality of those teams. We use the Sagarin poll in our estimation.[15]

Program revenues and expenditures. We use the NCAA/EADA data to measure team expenditures on recruiting, coaching and facilities, as well as revenues derived from football. In particular, the NCAA/EADA data are collected annually and include

information about revenues and expenses of the athletic program, by sport, from member institutions.[16] We obtained these data for 2004-2006.[17]

Additional data sources. We have also collected data on the conference affiliation of each program,[18] attendance at home games,[19] graduation rates,[20] the number of NFL draftees from each program,[21] and whether the institution is public or private.[22] Finally, we obtained from the NCAA the zip code of each school; this allows us to calculate the distance between a recruit's residence and the school ("distance").[23] Understanding distance patterns of the match-ups between colleges and student-athletes is one of the main focuses of this paper.

3. Distance Regressions

In this section, we present a simple analysis that examines how the distance between the recruit's residence and the school at which he signs varies with the athletic ability of the recruit. This reduced form analysis reveals whether high-ability recruits tend to travel more or less than low-ability ones. Answering such questions by itself does not identify the factors behind any such differences; however, the patterns that emerge provide the motivation for the next sections in which we investigate how recruits and schools make their decisions.

We employ a straightforward ordinary least squares (OLS) methodology to regress the distance between a recruit's home and the school with which he signed on a vector of indicator variables that identify the number of stars Rivals assigned to the recruit. To control for the fact that some regions have a higher density of schools (and hence recruits

who live in these regions are more likely to find a match close by), we also include a vector of indicator variables to mark the region in which the student-athlete lives.[24]

The results of this regression are listed in Table 1 and graphed in Figure 1. These results establish an interesting pattern. They show that three-star and four-star athletes sign, on average, with schools closest to home, while one/two-star and five-star athletes sign with schools farther from home. Five-star athletes travel the longest distance overall. In Appendix B we take a deeper look at these patterns and show that the differences in travel distances between the different groups are much more dramatic when conditioning the regressions on student-athlete enrolling with an out-of-state school. That analysis shows that a top-rated recruit is more likely than lower-rated recruits to sign with a school in the state in which he lives, but if he does decide to leave the state he is likely to travel a much longer distance.

One interpretation of the U-shaped pattern between distance traveled and ability could be that the best players get many offers from distant schools, including the best schools nationwide, and would be willing to travel farther in order to play for a top program. For low- and mid-level players, however, the situation is more complex: while lower level recruits will not often be noticed by schools far away from their home, they also get fewer offers than mid-level recruits and are therefore less able to choose a school they want near their home.[25]

While these empirical results provide useful motivation for the remainder of our analysis, the straightforward OLS approach is limited in that it does not allow us to disentangle the factors that influence the respective choices of the schools and the student-athletes, and

thus it is insufficiently powerful to prove why the pattern eventuates. For more depth, we need an estimation procedure that incorporates more information about the schools (other than their distances from the athlete) and we need to model the interactions between the characteristics of the schools and the recruits. These interactions are likely to be particularly important for understanding how recruits and schools match with each other and for determining what role distance plays in the recruiting process. In the next section, we explain the progress we have made in deepening our analysis of these elements of the matching between student-athletes and schools.

Table 1:

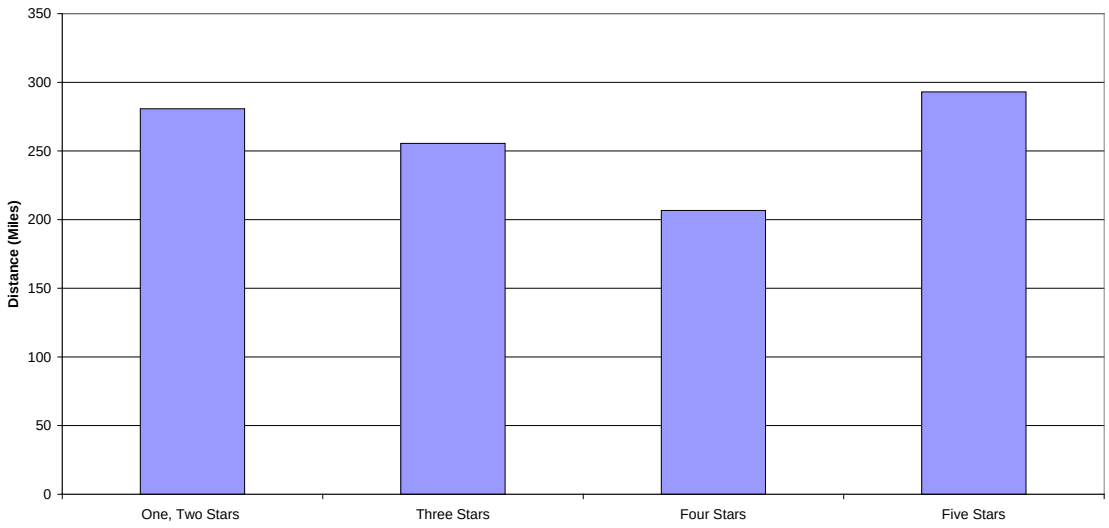
The Effect of Athlete Quality on Distance to Signing School

Dependent Variable: Distance

Variable	*Coefficient*	*Std Err*
One, Two Stars	280.71	10.90
Three Stars	255.49	12.16
Four Stars	206.64	15.48
Five Stars	293.05	35.67
Regional dummies	Included	
Number of observations:	14,070	
R-squared:	0.462	

Figure 1:

Distance Traveled to College by Recruits' Athletic Ability



4. Methodology

As discussed above, the reduced form OLS distance regression demonstrates that one needs to account for more than just distance and student-athlete quality to answer the question of how recruits and schools match with each other. An analytic characterization of the matching process focuses on the probability that a specific recruit (i), with particular characteristics (represented by the vector (x_i)), will end up signing with a specific school (j) that has particular school characteristics (represented by the vector (y_j)). The overall probability of a specific match can be decomposed into two parts: (1) the probability that school j chooses to offer a scholarship to recruit i; and (2) the probability that recruit i will choose to sign with school j conditional on receiving an offer from school j. The first probability reflects the schools' preferences, while the

second reflects the recruits' choices. This decomposition is represented by the following conditional probability formula:[26]

(1) $$\Pr(Offer, Signing) = \Pr(Signing | Offer) * \Pr(Offer)$$

We can estimate each of the two components of this equation separately using a logit estimation model, and then combine the estimates to calculate the overall probability that recruit *i* signs with school *j*. Logit models are a standard technique for estimating equations in which the dependent variable is discrete (e.g., takes a value of "yes" or "no" rather than being continuous). In our case, the dependent variable takes a value of one (if the school makes an offer or if the recruit signs, respectively) or zero (if no offer is made or if the offer is not accepted, respectively).[27] We include a set of variables that describe student-athlete and school characteristics, and investigate how these variables affect the probabilities that a recruit receives an offer and signs.

First, consider the probability that recruit *i* receives an offer from school *j*. This is likely to depend on several observable factors, including the distance between the home of the student-athlete and the school, the quality of the student-athlete, the quality of the school's football program, the amount that the school spends on recruiting, and interactions between recruit and school characteristics. We estimate the following equation ("offer logit"):

(2) $$\Pr(Offer_{ij} = 1 | x_i, y_j, z_{ij}; \theta) = f(x_i, y_j, z_{ij}; \theta),$$

where x_i represents student-athlete characteristics, y_j represents school characteristics, z_{ij} represents the interaction between student-athlete and school characteristics, θ is a vector of parameters, and the function *f(.)* represents the logistic distribution function.

Next, consider the probability that recruit *i* signs with school *j*, conditional on receiving an offer from the school. This is likely to depend on several observable factors, including the distance between the home of the student-athlete and the school, the quality of the student-athlete, the quality of the football program (measured along several different dimensions), the likelihood of playing time (captured by the number of athletes signed at the same position in previous years) and interactions between recruit and school characteristics. We estimate the following equation ("signing logit"):[28]

$$\text{(3)} \qquad \Pr\left(Sign_{ij} = 1 \middle| Offer_{ij} = 1, x_i, y_j, z_{ij}; \theta\right) = f\left(x_i, y_j, z_{ij}; \theta\right),$$

The parameter estimates from Equation (2) can be used to predict the probability that a student-athlete with a given set of characteristics receives an offer from a school with a given set of characteristics. The parameter estimates from Equation (3) can be used to predict the probability that a student-athlete with a given set of characteristics signs with a school with a given set of characteristics, conditional on the school making an offer. Combining these two predictions, we can use Equation (1) to predict the overall probability of any student-athlete and any school matching with each other, conditional on their observable characteristics and the interaction between the student-athlete's and school's characteristics.

To conclude, this approach is potentially much more informative than the distance regressions discussed in the previous section because it explicitly models the choices

made by schools and the choices made by recruits, taking into account both school and recruit characteristics. While it may be used to analyze the relationship between the distance of the match and recruit quality, this deeper approach may permit the decomposition of that relationship with respect to the separate influences of distance on school and student-athlete choices.

5. Results

Offer Logit

We run several versions of the offer logit regression described in Equation 2. We start with a simple specification that includes variables for student-athlete and program quality, as well as the distance from the home of the student-athlete to the school (Model O1). We identify recruit quality by the star rating issued by Rivals. We also group teams into four quality groups based on the average end-of-season ranking over the previous four seasons: top ten teams; teams with an average ranking between 11 and 30; teams with an average ranking between 31 and 60; and teams ranked below 60.[29] Next, we run an additional specification that adds interaction terms between school and athlete fixed effects (Model O2).[30] These interaction terms allow us better to understand how programs of different levels target athletes of different abilities. We also interact these interaction terms with distance, to understand better how the effect of distance varies for different combinations of schools and athlete levels.

Table 2 reports the coefficients and odds ratios from the first specification (Model O1). A higher odds ratio means that the event is more likely to occur.[31] The results from this

model point to two important patterns. First, higher ranked student-athletes are more likely to receive an offer. This can be seen from the fact that the odds ratio on *5 Stars* is larger than the odds ratio on *4 Stars*, and so on.[32] Second, on average, student athletes are more likely to receive offers from schools closer to home (the coefficient on distance is negative), but this effect dissipates as distances become greater (the coefficient on the quadratic distance variable is positive).

Table 2: Offer Logit Model O1

Variable		*Coefficient*	*Standard Error*	*Odds Ratio*
5 Stars	***	-1.367	0.055	0.255
4 Stars	***	-1.507	0.035	0.221
3 Stars	***	-1.734	0.033	0.177
1,2 Stars	***	-2.568	0.033	0.077
11-30 Program	***	0.325	0.028	1.384
31-60 Program	***	0.269	0.027	1.309
60+ Program		-0.029	0.028	0.972
Distance	***	-3.149	0.026	0.043
Distance^2	***	0.487	0.007	1.628
Recruit. Exp.	***	0.669	0.050	1.952
N	853,868			

*** indicates significance at 99%; ** indicates significance at 95%; * indicates significance at 90%

Table 3 presents the coefficients and odds ratios on the interaction variables from the second model (O2). Looking first at the intercept coefficients (which represent the probability of receiving an offer, independent of distance), the results suggest that a five-star recruit is more likely to receive an offer from a school ranked in the top ten than from a school ranked 11-30. Similarly, a five-star recruit is more likely to receive an offer from a school ranked 11-30 than from a school ranked 31-60 or higher than 60. We see similar patterns for four-, three-, and two and one-star recruits. The four-star recruit is most likely to receive an offer from a school ranked 11-30. The three-star recruit is most likely to receive an offer from a school ranked 11-60. And the one- and two-star recruits are

most likely to receive offers from schools ranked outside the top-30. These differences are generally statistically significant.

Table 3: Intercepts and Slopes on Interactions in Offer Logit Model O2

Athlete Rank	Program Ranking							
	1-10		11-30		31-60		60+	
	Intercept	*Slope*	*Intercept*	*Slope*	*Intercept*	*Slope*	*Intercept*	*Slope*
5 Stars	0.644	-0.710	0.294	-1.367	0.139	-1.208	0.016	-1.148
4 Stars	0.277	-1.062	0.472	-2.640	0.255	-2.171	0.055	-2.132
3 Stars	0.105	-2.119	0.193	-2.363	0.193	-2.019	0.113	-2.389
2 Stars	0.003	-1.157	0.028	-1.949	0.038	-2.640	0.128	-2.171

Note: This table reports odds ratios for the intercept and coefficients for the slope.

The results suggest that schools target athletes who are most likely to accept an offer. For example, a school ranked outside the top 60 is unlikely to lure a five-star recruit. Consequently, such schools are less likely to make an offer to a five-star recruit than to a two-star recruit.

We now turn to the effect of distance on the probability of an offer being made. The results are presented under "slope" in Table 3. The slopes are the coefficients on the interaction terms of distance, school rankings and recruit rankings, and they show the importance of distance changes for different combinations of student and program quality. As we saw in Model O1, in general, distance has a negative effect: Programs of all qualities are less likely to recruit athletes of all qualities from further away. However, the magnitude of this effect differs depending on the type of school and the type of athlete.[33] For example, distance generally has less of an effect on schools ranked in the top ten than schools ranked 11-30 (*i.e.*, the slope coefficients for "*1-10 programs*" is closer to zero than for "*11-30 programs*"), perhaps because better schools care more about finding the right match, have a better chance of attracting more distant students and can also take more risks since they make more offers and have higher recruiting budgets.

Note, however, that these results are not always monotonic. For 4- and 5-star recruits, the coefficient on the interaction for teams ranked in the 60+ range is closer to zero than the coefficient on interactions for 11-60 ranked schools, and the coefficient on the interaction for teams ranked in the 31-60 range is closer to zero than the coefficient on interactions for 11-30 ranked schools. This may indicate that in some cases intermediate ranked schools need geographically to expand their search for recruits more than higher ranked schools because they are less likely to be able to attract local talent, while lowest ranked schools typically put the highest weight on distance because they have limited ability to attract athletes from far away, their recruiting budgets are smaller, and they are not willing to take risks. The patterns for recruits generally mirror those for schools: top-rated recruits are more likely to receive offers from more distant schools (*i.e.*, the slope coefficient for "*5 Stars*"*"*1-10 programs*" is closer to zero than the slope coefficient for "*4 Stars*"*"1-*10 programs*"), but distance has in most cases more of an effect on 3-star recruits than on either 4-star or 1,2-star recruits. This confirms our findings from the reduced form distance regression discussed above and generally matches the pattern seen in Figure 1.[34]

Finally, we include recruiting expenditures in the estimation, since the size of the recruiting budget could affect the number of offers being made by a school. Similar to our finding above, higher recruiting budgets increase the probability of an offer being made.[35]

These results support several of our original hypotheses: (1) better athletes receive more offers and from more distant schools; (2) schools target athletes whom they have the best

chance of successfully recruiting; and (3) better schools give more offers to students and are more willing to take a gamble on distant recruits of higher ability.

Signing Logit

We now turn to the signing logit regressions described in Section 4. We again start with a relatively simple specification and then add more complexity.[36]

Model S1 generates results from a simply specified logit estimation of the probability of signing conditional on receiving an offer. This model estimates the probability of signing without directly accounting for other offers received by the student-athlete (though the student-athletes' athletic ability, which is included in the regressions, could proxy to some extent the likelihood of receiving attractive offers, even as it represents such other effects as the degree of aspiration for a professional sports career). Model S2 offers a summary statistics approach to accounting for a student-athlete's other offers by including variables that measure the number of offers received, the distance to the closest school from which an alternative offer was received, and the rank of the highest ranked school from which an alternative offer was received. The results of Model S2 show that it is important to take into account other offers received. In particular, the probability of accepting any given offer is decreasing in the number of offers received and in the quality of the best alternative offer received (the coefficients on shortest alternative distance and highest alternative rank are positive). The addition of these three variables gives Model S2 substantially more explanatory power relative to Model S1. Model S3 even more completely builds into its stochastic structure the perspective that a student-athlete chooses to accept an offer from among the offers received, represented by their characteristics. As such, Model S3 is estimated with a conditional logit specification.[37]

Table 4 reports the coefficients and odds ratios from these three models. Similar to what we observed with schools, student-athletes demonstrate clear preferences for signing with a school closer to home, although again this effect dissipates with distance. This finding is consistent across all three models. Most of the other coefficients on variables describing the programs are consistent with expectations, although there are perhaps a few surprising results.

- The coefficient on recruiting expenditures is negative and significant in all three models. This finding suggests that, while larger recruiting budgets give programs an advantage in that they can make more offers, they do not increase the probability that a student-athlete will accept any particular offer. Indeed, these results suggest that programs with larger budgets make more marginal offers (*i.e.*, they are able to take risks and make offers to candidates who are less likely to accept) and therefore have a lower success rate.

- Model S1 suggests that the likelihood of a student-athlete signing increases with the expenditures that programs make on facilities and coaches. It also suggests that the likelihood of signing is decreasing with total expenditures made by the football program. However, this counterintuitive result is not present in the better specified Models S2 and S3; in these models, none of these three variables are significant.

- The effect of ticket revenue is positive in all three models, but only significant in Models S2 and S3. Similarly, in Models S2 and S3, the probability of signing is increasing in the average attendance at home games and this effect is significant.

- The likelihood of a student-athlete signing increases with marketing revenue in all three models. Marketing revenue includes items such as licensing and gear sales and can be thought of as a proxy for the overall name recognition and popularity of a program.

- The effect of broadcasting revenue is negative and not significant in Model S1, but positive and significant in Models S2 and S3. Broadcasting revenues are typically earned and distributed by the conferences, rather than individual programs, so this finding suggests that athletes are attracted to individual schools in part due their membership in high-profile conferences. This is supported by the fact that the coefficient on the BCS indicator is positive and significant in Models S2 and S3.[38]

- The effect of school rank is positive and significant in Model S1 but negative and significant in Models S2 and S3. Since better teams have a lower numerical rank (i.e., closer to one), we would expect the results found in the latter two models rather than the first model.

- The number of athletes who signed in the previous year and play the same position as the recruit has a negative effect on the probability of signing, suggesting perhaps that student-athletes take playing time into consideration when choosing a school. On the other hand, the number of athletes who were drafted from the school by NFL teams and play the same position as the recruit has no effect on the probability of signing, perhaps because it is correlated with the quality of the program that is already captured by other variables.[39]

- In contrast to the finding of DuMund, Lynch, and Platania (2007) that a program's graduation rate is not correlated with the likelihood of signing, we find that the effect is negative and significant in all three models. In other words, student-athletes are actually more likely to sign with programs with a worse record of graduating its students.[40]

- The coefficient indicative of the impact of the private status of a school is positive and strongly significant in all three models, suggesting that student-athletes have a strong preference for private schools.[41]

- Finally, the effect of average November temperature is positive and significant in Models S2 and S3, suggesting that student-athletes have a preference for schools in warmer climates.

Table 4: Signing Logit Models S1, S2, and S3

	(1)				(2)				(3)			
	Coef.	*Std. Error*	*Odds Ratio*		*Coef.*	*Std. Error*	*Odds Ratio*		*Coef.*	*Std. Error*	*Odds Ratio*	
# of Offers (Inv)					3.977	0.222	53.352	***				
Distance to closest school					0.446	0.074	1.563	***				
Highest ranked school					0.013	0.001	1.013	***				
Distance	-1.142	0.071	0.319	***	-1.204	0.086	0.300	***	-1.729	0.112	0.177	***
Distance^2	0.355	0.030	1.426	***	0.250	0.034	1.284	***	0.503	0.049	1.654	***
Recruit. Exp.	-1.040	0.154	0.354	***	-0.718	0.173	0.488	***	-0.587	0.180	0.556	***
Facil. Exp.	0.068	0.014	1.070	***	-0.005	0.016	0.995		0.006	0.016	1.006	
Head Coaching Exp.	0.085	0.042	1.088	**	-0.009	0.048	0.991		0.033	0.051	1.034	
Total Exp.	-0.068	0.010	0.934	***	0.004	0.012	1.004		-0.009	0.013	0.991	
Ticket Rev.	0.005	0.006	1.005		0.014	0.007	1.014	**	0.015	0.007	1.016	**
Marketing Rev.	0.048	0.020	1.049	**	0.073	0.021	1.076	***	0.065	0.022	1.067	***
Broadcasting Rev.	-0.014	0.009	0.986		0.022	0.010	1.022	**	0.034	0.011	1.035	***
Total Rev.	0.018	0.004	1.019	***	0.001	0.005	1.001		0.004	0.005	1.004	
Average Rank	0.004	0.001	1.004	***	-0.013	0.002	0.988	***	-0.010	0.002	0.990	***
Winning %	0.130	0.173	1.139		-0.838	0.228	0.433	***	-0.693	0.240	0.500	***
Average Attendance	-0.003	0.002	0.997	*	0.006	0.002	1.006	**	0.010	0.002	1.010	***
Graduation Rate	-0.008	0.001	0.992	***	-0.006	0.002	0.994	***	-0.004	0.002	0.996	*
# Recruited at Position Last Year	-0.047	0.011	0.954	***	-0.037	0.014	0.964	***	-0.043	0.016	0.958	***
# Drafted from Position	0.033	0.060	1.034		-0.023	0.068	0.978		-0.035	0.070	0.966	
BCS Affiliation	-0.014	0.042	0.986		0.211	0.053	1.234	***	0.322	0.056	1.381	***
Private	0.289	0.056	1.336	***	0.414	0.070	1.513	***	0.442	0.074	1.557	***
Average November Temp	-0.003	0.002	0.997	*	0.006	0.003	1.006	**	0.008	0.003	1.008	***
N	21,019				17,900				17,689			
R-Squared	0.038				0.100				0.091			

*** Indicates significance at 99% level; ** Indicates significance at 95% level; * Indicates significance at 90% level

As we did for the offer logits, we now turn to an examination of the interaction terms. The results for the conditional logit specification (Model S3) with interactions are presented in Table 5.[42] In general, the coefficients on interactions between athlete quality and program quality are not significantly different from each other, and neither are the coefficients on the interactions among distance, athlete quality and program quality.[43] However, the point estimates of the slope coefficients (*i.e.*, the interactions with distance) show an interesting pattern. In general, for a given program quality, better athletes find distance to be more important than lower ability athletes. Distance has the least effect (i.e., the slope coefficients are closest to zero) for one- and two-star athletes. This may be the case because higher ability athletes have, in general, more attractive options to choose from and therefore have the flexibility to take distance into account. An exception, however, is top ranked athletes that consider top ranked schools: in this case, distance is less important, perhaps because finding a good match may be very important to top athletes who go to a top school. Finally, the lowest ranked schools (60+) seem to have lower coefficients on distance than higher ranked schools. This could be the case because lower-ranked schools have lower recruiting budgets, and are less likely to make offers to student-athletes who live far away unless they have a good reason to believe these athletes would accept the offer despite the distance.

Table 5: Intercepts and Slopes on Interactions for Model S3

Athlete Rank	Program Ranking							
	1-10		11-30		31-60		60+	
	Intercept	*Slope*	*Intercept*	*Slope*	*Intercept*	*Slope*	*Intercept*	*Slope*
5 Stars	1.000	-1.178	0.861	-1.310	0.917	-1.101	0.531	-0.582
4 Stars	1.141	-1.223	0.872	-1.398	0.811	-1.308	0.794	-1.227
3 Stars	1.562	-1.333	1.546	-0.843	1.189	-0.608	0.815	-0.379
1,2 Stars	2.338	-1.168	2.165	-0.441	2.319	-0.492	1.857	-0.311

Note: This table reports odds ratios for the intercept and coefficients for the slope.
Based on conditional logit model

Unconditional Signing Probability

As discussed in Section 4, our findings can be used to simulate the probability of a match between a student-athlete and a school based on the characteristics of the student-athlete, the school, and the distance between them.[44] We simulate these probabilities for different combinations of athlete and program quality, taking account of the other school characteristics (*e.g.*, recruiting expenditures at the sample mean for the subset of schools that we examine).

Table 6: Unconditional Probabilities of Signing – All Regions Combined

		Distance (Miles)						
Recruit Ranking	**School Ranking**	**0**	**50**	**100**	**250**	**500**	**1000**	**1500**
5 Stars	1-10	14.8%	13.9%	13.1%	11.0%	8.0%	3.9%	1.8%
	11-30	4.7%	4.3%	3.9%	3.0%	1.8%	0.7%	0.2%
	31-60	3.4%	3.0%	2.6%	1.7%	0.8%	0.2%	0.0%
	60+	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.0%
4 Stars	1-10	14.2%	13.0%	11.8%	8.8%	5.1%	1.6%	0.4%
	11-30	8.6%	7.6%	6.7%	4.5%	2.2%	0.5%	0.1%
	31-60	5.0%	4.4%	3.8%	2.5%	1.2%	0.3%	0.1%
	60+	1.0%	0.9%	0.8%	0.6%	0.3%	0.1%	0.0%
3 Stars	1-10	6.5%	5.6%	4.9%	3.1%	1.4%	0.2%	0.0%
	11-30	7.4%	6.7%	6.0%	4.3%	2.4%	0.7%	0.2%
	31-60	6.1%	5.4%	4.9%	3.4%	1.8%	0.5%	0.1%
	60+	2.2%	2.0%	1.8%	1.3%	0.7%	0.2%	0.1%
2 Stars	1-10	0.5%	0.5%	0.4%	0.3%	0.1%	0.0%	0.0%
	11-30	1.7%	1.6%	1.4%	1.1%	0.7%	0.3%	0.1%
	31-60	2.9%	2.7%	2.4%	1.8%	1.1%	0.4%	0.1%
	60+	6.0%	5.2%	4.6%	3.1%	1.5%	0.4%	0.1%

Error! Reference source not found. displays these probabilities for selected distances.[45] For example, the first cell of Table 6 says that a 5-star athlete who lives in Los Angeles has roughly a 15 percent chance of receiving an offer from and signing with USC, which is ranked in the top-ten. That same athlete has a two percent chance of signing with the University of Iowa, another top-ten program located about 1500 miles away. Similarly, he has roughly a 1-2 percent chance of signing with Stanford, a program typically ranked in the 31-60 range that is 350 miles from Los Angeles.

The results in Table 6 are averaged across all athlete-school combinations in the data. The tables in Appendix C disaggregate the results by region, and hence provide more accurate predictions. For example, the table based on the athletes living on the West coast suggests that the same 5-star athlete living in Los Angeles actually has a 30 percent chance of signing with USC. On the other hand, the table for the Southeast suggests that a 5-star athlete living in Miami has only an 11 percent chance of signing with the University of Miami. These results make intuitive sense. USC is the only top-ten football

program within 1,000 miles of Los Angeles, whereas Florida State, LSU, and Georgia are all within 750 miles of Miami.

Rather than analyze simulated data, one could also look at actual athletes and schools in the data.[46] Appendix D shows the probabilities of receiving an offer, signing conditional on receiving the offer, and the joint probability of receiving and offer and signing for a sample of actual athletes in the data.

These results reflect several phenomena that we have already discussed. First, there is clear selection between schools and athletes on the basis of quality. For example, 5-star student-athletes are most likely to match with schools in the top ten. On the other hand, 1- and 2-star athletes are most likely to match with schools ranked lower than 60. Second, the distance between where the student-athlete lives and the location of the school plays an important role in the probability of a match. For any given matching between student-athlete ranking and school ranking, the probability of a match decreases by about half or more with each additional 500 miles of distance. This strongly suggests that student-athletes prefer to be close to home and that schools are more likely to recruit close to home. However, student-athletes are in many cases willing to travel to participate in a better program. Moreover, distance is a less important factor for higher ranked athletes when compared to lower ranked athletes, and the importance of distance for these athletes diminishes with the quality of the school. These effects are consistent with the U-shaped relationship we found in our distance regressions between the perceived quality of the student-athletes and the average distance between their homes and their matched college.

6. Summary

The purpose of this study is to increase the understanding of how schools and student-athletes make their recruiting decisions. We paid particular attention to geographical considerations, but the framework also allowed us to investigate other factors such as the importance for attracting student-athletes of capital spending, recruiting expenditures, and coaching expenditures.

Several noteworthy general features of matching mechanisms emerged from our analytic framework and its empirical implementation. There is a great gain in understanding of the forces at work from explicit decomposition of the probabilities of the various outcomes into the individual probabilities of the choices of the participants on the two sides of the matching process. For example, while the reduced form here shows a U-shaped relationship between the perceived quality of the student-athletes and the average distance between their homes and their matched college, the decomposition shows that the underlying causes are monotonic preferences on both sides of the match that have systematically differing strengths. Second, we see that the preferences shaping the choices of the participants on each side of the match are affected significantly by their perceptions of the likely decisions of participants on the other side of the matching process. For example, here we see lower ranked colleges avoiding making offers to the better athletes in the expectation that they will be rejected, and we see less-able athletes avoiding accepting offers at highly ranked schools where they are unlikely to see much playing time.

While we view the topics studied in this paper as important inputs into the design of optimal matching mechanisms, actual utilization of this knowledge for the purpose of

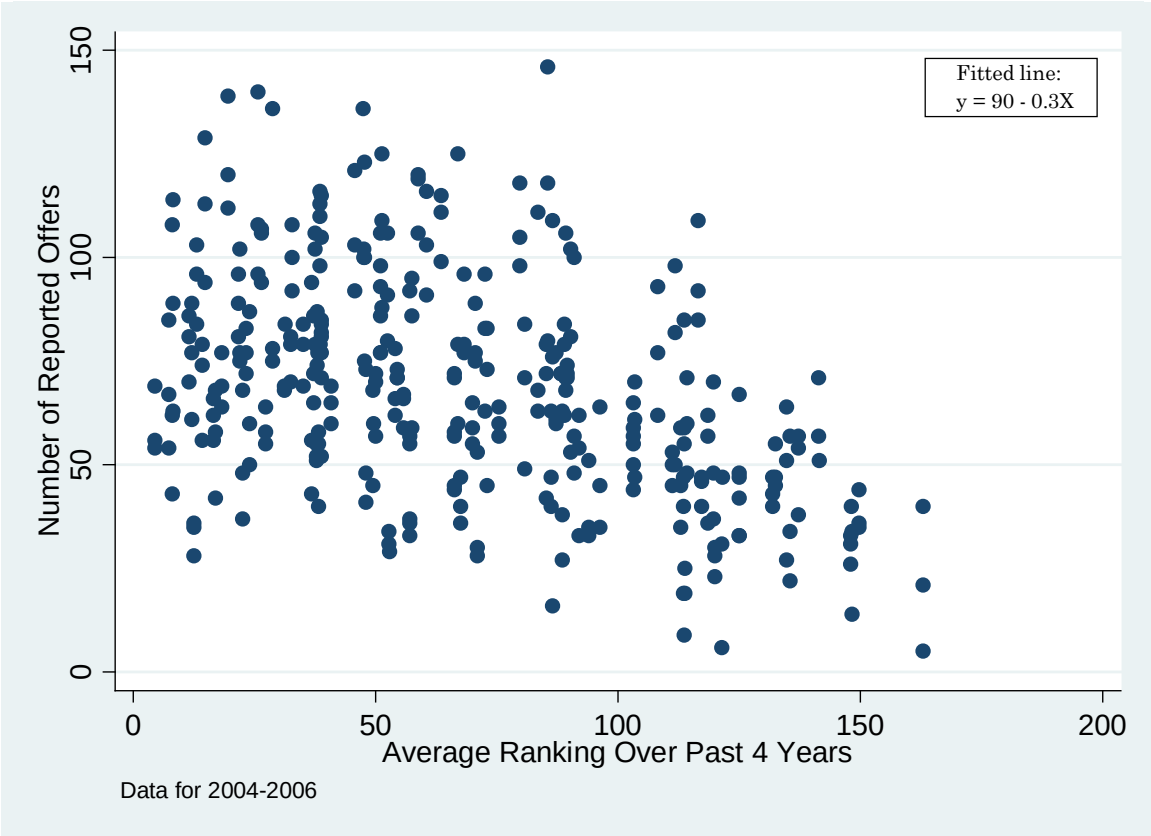
evaluating – and perhaps improving – the current recruiting mechanism for intercollegiate athletics is beyond the scope of this study. Any attempt to design such a mechanism would need also to identify the normative criteria by which matching outcomes are to be evaluated, and to draw more explicitly on the knowledge economists have accumulated on mechanism and matching-market design.

Appendix A: Potential Implication of Incompleteness of Rival's Offers Data

The scholarship offers included in the Rivals data are reported by the recruits themselves and are not necessarily comprehensive.[47] Naturally, this raises the question of whether this data collection method affects our results (*i.e.*, whether our analysis suffers from a "selection bias"). Therefore, before the logit regressions can be relied upon, it is necessary to perform an analysis of whether the way the Rivals data are reported should raise concerns.

In Figure 2, we plot the number of reported offers from each specific school against the schools' Sagarin rankings. The figure clearly shows that there are generally fewer reported offers from lower-ranked schools. A simple linear regression of the number of reported offers made by a school on the ranking of the football program suggests that the average football program makes 90 reported offers each year, but the number of such offers declines, on average, by 0.3 with each position in the rankings.[48] The coefficient on school ranking is highly significant. Not surprisingly, lower ranked schools have fewer offers reported in the data. This could be consistent with bias against poorly ranked schools in the reporting of offers.

Figure 2: Correlation Between Reported Offers and Rank



The question we need to address is whether this relationship between program quality and number of reported offers stems from reporting bias or whether it is the case that higher-ranked schools actually do make more offers. The latter would not be surprising since recruiting is costly and smaller and lower-ranked schools have especially limited recruiting budgets.[49]

To examine this, we regress the number of offers on school rank and school recruiting expenditures (see Table 7). We find that, controlling for recruiting expenditures, the number of reported offers declines by just 0.11 with each average ranking slot. Also, not surprisingly, a bigger recruiting budget means more offers: an extra $10,000 of spending

leads to 0.8 additional offers. In other words, if we take two schools with the same recruiting expenditures, but different ranks, the number of reported offers will be fairly similar. This finding suggests that the number of offers reported in the data reflects the actual number of offers made, and there is likely no significant systematic bias from any recruits' tendency to report to Rivals the better offers they receive.

Table 7: Effect of Recruiting Budget on Number of Offers

Dependent Variable: Number of Offers

Variable	*Coefficient*	*Std Err*
Average Rank	-0.11	0.03
Recruiting Expenditure	81.80	9.08
Constant	56.46	4.00
Number of observations:	342	
R-squared:	0.352	

Appendix B: Extensions to the Distance Regressions

In this Appendix we expand our analysis of the distance regressions presented in section 3 to incorporate student athletes' tendency to sign with in-state schools. First, we examine how the probability of signing with an in-state school varies with athlete quality. We do this by running a regression like the one described in Section 3, but replacing the variable for distance with an indicator variable for in-state signing. We find that the probability of staying in-state increases monotonically with the rating of the recruit. For example, five-star recruits are 14 percentage points more likely to stay in-state than two-star recruits.

Table 8: The Effect of Athlete Quality on the Probability of Signing Out-of-State

Dependent Variable: Signing in-state

Variable	*Coefficient*	*Std Err*
One, Two Stars	0.43	0.01
Three Stars	0.46	0.01
Four Stars	0.55	0.01
Five Stars	0.57	0.03
Regional dummies	Included	
Number of observations:	14,800	
R-squared:	0.400	

We also repeat the analysis reported in Table 1, but limit the sample to athletes who signed out of state. We find that conditional on leaving his home state, a five-star athlete is likely to travel farther than lower-rated recruits. For example, a five-star athlete signing with a program out of state is likely to be nearly 200 miles further from home, on average, than a three-star athlete who leaves his home state.

These results further emphasize the significant differences in the patterns of distance traveled between athletes with different sporting ability.

Table 9: The Effect of Athlete Quality on Distance to Signing School (Out-of-State)

Dependent Variable: Distance

Variable	*Coefficient*	*Std Err*
One, Two Stars	410.19	15.65
Three Stars	396.22	17.00
Four Stars	405.79	22.21
Five Stars	587.78	53.02
Regional dummies	Included	
Number of observations:	8,617	
R-squared:	0.621	

Appendix C: Unconditional Probabilities of Signing for Different Regions of Student-Athlete Hometowns[50]

Midwest

		Distance (Miles)						
Recruit Ranking	**School Ranking**	**0**	**50**	**100**	**250**	**500**	**1000**	**1500**
5 Stars	1-10	10.2%	9.7%	9.2%	8.0%	6.1%	3.5%	1.9%
	11-30	3.7%	3.2%	2.8%	1.8%	0.8%	0.2%	0.0%
	31-60	1.6%	1.4%	1.2%	0.8%	0.4%	0.1%	0.0%
	60+	0.3%	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%
4 Stars	1-10	17.0%	15.1%	13.4%	9.0%	4.3%	0.8%	0.1%
	11-30	5.7%	5.0%	4.4%	2.9%	1.4%	0.3%	0.1%
	31-60	3.6%	3.1%	2.7%	1.8%	0.8%	0.2%	0.0%
	60+	1.1%	0.9%	0.8%	0.5%	0.3%	0.1%	0.0%
3 Stars	1-10	10.8%	8.8%	7.1%	3.7%	1.1%	0.1%	0.0%
	11-30	7.2%	6.3%	5.4%	3.4%	1.5%	0.3%	0.0%
	31-60	7.6%	6.3%	5.3%	2.9%	1.0%	0.1%	0.0%
	60+	3.4%	2.8%	2.4%	1.3%	0.5%	0.1%	0.0%
2 Stars	1-10	1.4%	1.0%	0.8%	0.3%	0.1%	0.0%	0.0%
	11-30	0.9%	0.8%	0.8%	0.6%	0.3%	0.1%	0.0%
	31-60	5.6%	4.5%	3.5%	1.7%	0.5%	0.0%	0.0%
	60+	10.4%	8.1%	6.3%	2.7%	0.6%	0.0%	0.0%

Northeast

		Distance (Miles)						
Recruit Ranking	**School Ranking**	**0**	**50**	**100**	**250**	**500**	**1000**	**1500**
5 Stars	1-10	10.2%	9.8%	9.4%	8.4%	6.7%	4.2%	2.4%
	11-30	4.6%	4.2%	3.9%	2.9%	1.8%	0.6%	0.2%
	31-60	5.4%	4.6%	3.9%	2.3%	0.9%	0.1%	0.0%
	60+	6.7%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%
4 Stars	1-10	11.6%	10.7%	9.9%	7.8%	5.1%	2.0%	0.7%
	11-30	8.9%	7.9%	6.9%	4.7%	2.3%	0.5%	0.1%
	31-60	7.3%	6.2%	5.3%	3.1%	1.2%	0.1%	0.0%
	60+	2.4%	1.9%	1.5%	0.7%	0.2%	0.0%	0.0%
3 Stars	1-10	3.6%	3.3%	3.0%	2.3%	1.4%	0.4%	0.1%
	11-30	10.1%	9.0%	7.9%	5.4%	2.7%	0.6%	0.1%
	31-60	8.3%	7.1%	6.1%	3.8%	1.6%	0.2%	0.0%
	60+	3.0%	2.6%	2.2%	1.3%	0.6%	0.1%	0.0%
2 Stars	1-10	1.0%	0.9%	0.8%	0.5%	0.2%	0.0%	0.0%
	11-30	2.9%	2.6%	2.3%	1.7%	0.9%	0.3%	0.1%
	31-60	4.8%	4.2%	3.7%	2.5%	1.3%	0.3%	0.1%
	60+	7.7%	6.6%	5.7%	3.5%	1.5%	0.3%	0.0%

Southeast

Recruit Ranking	School Ranking	Distance (Miles) 0	50	100	250	500	1000	1500
5 Stars	1-10	10.9%	10.4%	9.9%	8.5%	6.5%	3.6%	1.9%
	11-30	6.8%	6.0%	5.2%	3.4%	1.6%	0.3%	0.1%
	31-60	4.6%	3.8%	3.1%	1.6%	0.5%	0.0%	0.0%
	60+	0.6%	0.5%	0.4%	0.2%	0.1%	0.0%	0.0%
4 Stars	1-10	15.5%	14.0%	12.7%	9.3%	5.2%	1.4%	0.3%
	11-30	9.7%	8.4%	7.3%	4.6%	2.0%	0.3%	0.0%
	31-60	5.4%	4.6%	3.8%	2.2%	0.8%	0.1%	0.0%
	60+	2.1%	1.7%	1.3%	0.6%	0.2%	0.0%	0.0%
3 Stars	1-10	5.8%	5.1%	4.4%	2.9%	1.4%	0.3%	0.1%
	11-30	6.6%	5.9%	5.2%	3.7%	2.0%	0.5%	0.1%
	31-60	5.6%	5.0%	4.4%	3.0%	1.5%	0.4%	0.1%
	60+	3.2%	2.7%	2.3%	1.3%	0.5%	0.1%	0.0%
2 Stars	1-10	0.5%	0.5%	0.4%	0.3%	0.1%	0.0%	0.0%
	11-30	1.4%	1.3%	1.2%	0.9%	0.6%	0.2%	0.1%
	31-60	2.6%	2.4%	2.2%	1.6%	1.0%	0.4%	0.1%
	60+	6.1%	5.3%	4.6%	3.0%	1.4%	0.3%	0.1%

Southwest

Recruit Ranking	School Ranking	Distance (Miles) 0	50	100	250	500	1000	1500
5 Stars	1-10	29.6%	27.6%	25.7%	20.2%	12.3%	3.3%	0.7%
	11-30	4.7%	4.3%	3.9%	2.9%	1.8%	0.6%	0.2%
	31-60	6.8%	5.9%	5.0%	3.0%	1.2%	0.2%	0.0%
	60+	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
4 Stars	1-10	21.4%	19.1%	16.9%	11.2%	5.1%	0.8%	0.1%
	11-30	10.9%	9.5%	8.2%	5.2%	2.2%	0.3%	0.0%
	31-60	12.0%	10.4%	9.0%	5.3%	1.8%	0.2%	0.0%
	60+	0.9%	0.8%	0.7%	0.5%	0.2%	0.1%	0.0%
3 Stars	1-10	11.5%	9.3%	7.5%	3.7%	1.1%	0.1%	0.0%
	11-30	9.3%	8.2%	7.3%	5.0%	2.5%	0.6%	0.1%
	31-60	9.3%	8.3%	7.3%	4.9%	2.4%	0.5%	0.1%
	60+	2.4%	2.2%	2.0%	1.4%	0.8%	0.2%	0.1%
2 Stars	1-10	0.3%	0.3%	0.2%	0.2%	0.1%	0.0%	0.0%
	11-30	1.9%	1.7%	1.5%	1.1%	0.7%	0.2%	0.1%
	31-60	2.6%	2.4%	2.2%	1.7%	1.1%	0.4%	0.2%
	60+	7.0%	6.0%	5.2%	3.3%	1.5%	0.3%	0.1%

West

		Distance (Miles)						
Recruit Ranking	**School Ranking**	**0**	**50**	**100**	**250**	**500**	**1000**	**1500**
5 Stars	1-10	30.0%	28.4%	26.8%	22.3%	15.7%	6.6%	2.3%
	11-30	8.3%	7.6%	7.0%	5.4%	3.5%	1.3%	0.5%
	31-60	4.7%	4.3%	3.8%	2.8%	1.6%	0.5%	0.1%
	60+	0.6%	0.6%	0.6%	0.5%	0.3%	0.2%	0.1%
4 Stars	1-10	14.1%	13.0%	12.0%	9.3%	5.9%	2.2%	0.7%
	11-30	14.0%	12.8%	11.6%	8.5%	4.8%	1.2%	0.3%
	31-60	6.9%	6.3%	5.7%	4.3%	2.5%	0.8%	0.2%
	60+	2.2%	2.0%	1.8%	1.4%	0.8%	0.3%	0.1%
3 Stars	1-10	4.0%	3.6%	3.2%	2.2%	1.1%	0.3%	0.1%
	11-30	13.4%	12.2%	11.1%	8.3%	4.9%	1.5%	0.4%
	31-60	7.8%	7.1%	6.5%	4.9%	3.0%	1.0%	0.3%
	60+	2.9%	2.7%	2.5%	2.0%	1.3%	0.6%	0.2%
2 Stars	1-10	0.2%	0.2%	0.2%	0.1%	0.1%	0.0%	0.0%
	11-30	5.3%	4.9%	4.4%	3.3%	2.0%	0.7%	0.3%
	31-60	3.8%	3.5%	3.2%	2.5%	1.6%	0.7%	0.3%
	60+	5.7%	5.3%	4.9%	3.8%	2.5%	1.1%	0.4%

Appendix D: Predicted Probabilities for Sample Athletes

2-Star Athlete; Hometown in OH

School	Group	State	Distance	Pr(Offer)	Pr(Sign|Offer)	Pr(Offer,Sign)	School	Group	State	Distance	Pr(Offer)	Pr(Sign|Offer)	Pr(Offer,Sign)
AUBURN UNIVERSITY	1 - 10	AL	533	2.2%	21.2%	0.5%	ARKANSAS STATE UNIVERSITY	60+	AR	510	1.8%	40.1%	0.7%
LOUISIANA STATE UNIVERSITY	1 - 10	LA	811	0.9%	21.2%	0.2%	BALL STATE UNIVERSITY	60+	IN	130	5.5%	47.0%	2.6%
OHIO STATE UNIVERSITY	1 - 10	OH	4	9.9%	50.8%	5.0%	BAYLOR UNIVERSITY	60+	TX	988	0.6%	23.6%	0.1%
UNIVERSITY OF FLORIDA	1 - 10	FL	720	1.4%	17.1%	0.2%	BOWLING GREEN STATE UNIVERSITY	60+	OH	99	6.2%	44.9%	2.8%
UNIVERSITY OF GEORGIA	1 - 10	GA	425	2.8%	29.3%	0.8%	CENTRAL MICHIGAN UNIVERSITY	60+	MI	263	3.8%	40.1%	1.5%
UNIVERSITY OF MICHIGAN	1 - 10	MI	160	5.6%	37.7%	2.1%	COLORADO STATE UNIVERSITY	60+	CO	1,164	0.4%	24.9%	0.1%
UNIVERSITY OF OKLAHOMA	1 - 10	OK	859	0.8%	24.1%	0.2%	DUKE UNIVERSITY	60+	NC	355	3.7%	25.0%	0.9%
UNIVERSITY OF SOUTHERN CALIFORNIA	1 - 10	CA	1,980	0.1%	20.1%	0.0%	EAST CAROLINA UNIVERSITY	60+	NC	434	2.3%	33.4%	0.8%
UNIVERSITY OF TEXAS AT AUSTIN	1 - 10	TX	1,071	0.5%	34.6%	0.2%	EASTERN MICHIGAN UNIVERSITY	60+	MI	155	5.0%	51.9%	2.6%
VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY	1 - 10	VA	236	4.0%	34.8%	1.4%	FLORIDA ATLANTIC UNIVERSITY	60+	FL	958	0.6%	31.8%	0.2%
BOISE STATE UNIVERSITY	11 - 30	ID	1,718	0.2%	26.4%	0.1%	FLORIDA INTERNATIONAL UNIVERSITY	60+	FL	999	0.5%	44.4%	0.2%
BOSTON COLLEGE	11 - 30	MA	634	1.9%	22.1%	0.4%	INDIANA UNIVERSITY, BLOOMINGTON	60+	IN	199	5.0%	33.0%	1.6%
CLEMSON UNIVERSITY	11 - 30	SC	371	4.1%	22.7%	0.9%	IOWA STATE UNIVERSITY	60+	IA	573	1.8%	26.3%	0.5%
FLORIDA STATE UNIVERSITY	11 - 30	FL	668	1.8%	19.7%	0.4%	KENT STATE UNIVERSITY	60+	OH	114	5.7%	48.0%	2.7%
GEORGIA INSTITUTE OF TECHNOLOGY	11 - 30	GA	440	4.0%	20.1%	0.8%	LOUISIANA TECH UNIVERSITY	60+	LA	748	0.9%	31.0%	0.3%
OREGON STATE UNIVERSITY	11 - 30	OR	2,064	0.2%	26.9%	0.0%	MARSHALL UNIVERSITY	60+	WV	116	6.2%	37.0%	2.3%
TEXAS TECH UNIVERSITY	11 - 30	TX	1,134	0.6%	17.0%	0.1%	***MIAMI UNIVERSITY (OHIO)***	***60+***	***OH***	***102***	***6.1%***	***43.7%***	***2.7%***
UNIVERSITY OF ARKANSAS, FAYETTEVILLE	11 - 30	AR	667	2.0%	24.9%	0.5%	MIDDLE TENNESSEE STATE UNIVERSITY	60+	TN	344	2.9%	42.3%	1.2%
UNIVERSITY OF CALIFORNIA, BERKELEY	11 - 30	CA	2,101	0.2%	19.7%	0.0%	MISSISSIPPI STATE UNIVERSITY	60+	MS	557	1.8%	29.4%	0.5%
UNIVERSITY OF IOWA	11 - 30	IA	462	3.1%	23.4%	0.7%	NEW MEXICO STATE UNIVERSITY	60+	NM	1,427	0.2%	30.1%	0.1%
UNIVERSITY OF LOUISVILLE	11 - 30	KY	191	6.6%	34.0%	2.2%	OHIO UNIVERSITY	60+	OH	68	6.8%	49.7%	3.4%
UNIVERSITY OF MARYLAND, COLLEGE PARK	11 - 30	MD	329	4.9%	23.6%	1.2%	RICE UNIVERSITY	60+	TX	1,002	0.6%	23.4%	0.1%
UNIVERSITY OF MIAMI (FLORIDA)	11 - 30	FL	1,002	0.8%	17.5%	0.1%	SAN DIEGO STATE UNIVERSITY	60+	CA	1,950	0.1%	21.1%	0.0%
UNIVERSITY OF MINNESOTA, TWIN CITIES	11 - 30	MN	624	2.0%	29.4%	0.6%	SAN JOSE STATE UNIVERSITY	60+	CA	2,092	0.1%	36.6%	0.0%
UNIVERSITY OF NOTRE DAME	11 - 30	IN	206	8.5%	36.4%	3.1%	SOUTHERN METHODIST UNIVERSITY	60+	TX	915	0.7%	28.5%	0.2%
UNIVERSITY OF OREGON	11 - 30	OR	2,056	0.2%	19.1%	0.0%	STANFORD UNIVERSITY	60+	CA	2,105	0.1%	19.2%	0.0%
UNIVERSITY OF TENNESSEE, KNOXVILLE	11 - 30	TN	287	7.9%	17.6%	1.4%	SYRACUSE UNIVERSITY	60+	NY	410	2.7%	30.1%	0.8%
UNIVERSITY OF UTAH	11 - 30	UT	1,514	0.3%	22.9%	0.1%	TEMPLE UNIVERSITY	60+	PA	414	2.6%	37.8%	1.0%
UNIVERSITY OF WISCONSIN, MADISON	11 - 30	WI	394	3.4%	32.7%	1.1%	TROY UNIVERSITY	60+	AL	594	1.4%	32.7%	0.5%
WEST VIRGINIA UNIVERSITY	11 - 30	WV	162	8.7%	30.1%	2.6%	TULANE UNIVERSITY	60+	LA	806	0.9%	31.8%	0.3%
ARIZONA STATE UNIVERSITY	31 - 60	AZ	1,661	0.3%	19.2%	0.0%	UNIVERSITY OF AKRON	60+	OH	105	6.1%	46.6%	2.9%
BRIGHAM YOUNG UNIVERSITY	31 - 60	UT	1,512	0.3%	28.5%	0.1%	UNIVERSITY OF ALABAMA AT BIRMINGHAM	60+	AL	499	1.8%	40.8%	0.7%
KANSAS STATE UNIVERSITY	31 - 60	KS	726	1.7%	20.1%	0.3%	UNIVERSITY OF ARIZONA	60+	AZ	1,645	0.2%	24.0%	0.0%
MICHIGAN STATE UNIVERSITY	31 - 60	MI	197	7.1%	33.9%	2.4%	UNIVERSITY OF CENTRAL FLORIDA	60+	FL	797	0.9%	26.9%	0.2%
NORTH CAROLINA STATE UNIVERSITY	31 - 60	NC	374	4.0%	29.2%	1.2%	*UNIVERSITY OF CINCINNATI*	*60+*	*OH*	*104*	*6.3%*	*38.6%*	*2.4%*
NORTHERN ILLINOIS UNIVERSITY	31 - 60	IL	329	3.8%	37.0%	1.4%	UNIVERSITY OF HOUSTON	60+	TX	1,000	0.5%	28.9%	0.2%
NORTHWESTERN UNIVERSITY	31 - 60	IL	282	4.8%	30.6%	1.5%	UNIVERSITY OF IDAHO	60+	ID	1,756	0.2%	33.8%	0.1%
OKLAHOMA STATE UNIVERSITY	31 - 60	OK	812	1.2%	24.2%	0.3%	UNIVERSITY OF ILLINOIS, CHAMPAIGN	60+	IL	277	4.4%	29.8%	1.3%
PENNSYLVANIA STATE UNIVERSITY	31 - 60	PA	276	5.1%	33.8%	1.7%	UNIVERSITY OF KENTUCKY	60+	KY	162	5.6%	38.0%	2.1%
PURDUE UNIVERSITY	31 - 60	IN	208	6.4%	28.5%	1.8%	UNIVERSITY OF LOUISIANA AT LAFAYETTE	60+	LA	852	0.7%	33.0%	0.2%
RUTGERS, STATE UNIV OF NEW JERSEY, NEW BRUNSWICK	31 - 60	NJ	450	3.0%	23.6%	0.7%	UNIVERSITY OF LOUISIANA AT MONROE	60+	LA	725	1.0%	38.8%	0.4%
TEXAS A&M UNIVERSITY, COLLEGE STATION	31 - 60	TX	995	0.8%	22.9%	0.2%	UNIVERSITY OF MEMPHIS	60+	TN	511	1.9%	31.2%	0.6%
TEXAS CHRISTIAN UNIVERSITY	31 - 60	TX	946	0.9%	22.6%	0.2%	UNIVERSITY OF MISSISSIPPI	60+	MS	533	2.1%	22.8%	0.5%
UNIVERSITY OF ALABAMA, TUSCALOOSA	31 - 60	AL	536	2.4%	31.7%	0.7%	UNIVERSITY OF NEVADA	60+	NV	1,944	0.1%	32.3%	0.0%
UNIVERSITY OF CALIFORNIA, LOS ANGELES	31 - 60	CA	1,987	0.2%	17.5%	0.0%	UNIVERSITY OF NEVADA, LAS VEGAS	60+	NV	1,763	0.2%	24.6%	0.0%
UNIVERSITY OF COLORADO, BOULDER	31 - 60	CO	1,178	0.6%	14.9%	0.1%	UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL	60+	NC	356	3.5%	21.8%	0.8%
UNIVERSITY OF CONNECTICUT	31 - 60	CT	573	2.3%	23.4%	0.5%	UNIVERSITY OF NORTH TEXAS	60+	TX	915	0.6%	35.2%	0.2%
UNIVERSITY OF HAWAII, MANOA	31 - 60	HI	4,505	0.9%	96.4%	0.8%	UNIVERSITY OF SOUTH FLORIDA	60+	FL	829	0.8%	27.7%	0.2%
UNIVERSITY OF KANSAS	31 - 60	KS	660	1.8%	22.9%	0.4%	UNIVERSITY OF TEXAS AT EL PASO	60+	TX	1,431	0.2%	26.5%	0.1%
UNIVERSITY OF MISSOURI, COLUMBIA	31 - 60	MO	505	2.6%	32.5%	0.8%	UNIVERSITY OF TOLEDO	60+	OH	118	5.9%	44.8%	2.6%
UNIVERSITY OF NEBRASKA, LINCOLN	31 - 60	NE	725	1.8%	16.8%	0.3%	UNIVERSITY OF TULSA	60+	OK	755	0.9%	35.5%	0.3%
UNIVERSITY OF NEW MEXICO	31 - 60	NM	1,336	0.4%	30.6%	0.1%	UNIVERSITY OF WASHINGTON	60+	WA	2,007	0.1%	21.0%	0.0%
UNIVERSITY OF PITTSBURGH	31 - 60	PA	162	7.0%	41.4%	2.9%	UNIVERSITY OF WYOMING	60+	WY	1,187	0.4%	30.9%	0.1%
UNIVERSITY OF SOUTH CAROLINA, COLUMBIA	31 - 60	SC	433	3.2%	29.7%	0.9%	UTAH STATE UNIVERSITY	60+	UT	1,505	0.2%	35.1%	0.1%
UNIVERSITY OF SOUTHERN MISSISSIPPI	31 - 60	MS	700	1.4%	25.3%	0.4%	VANDERBILT UNIVERSITY	60+	TN	341	3.6%	27.6%	1.0%
UNIVERSITY OF VIRGINIA	31 - 60	VA	280	5.2%	26.1%	1.4%	WESTERN MICHIGAN UNIVERSITY	60+	MI	206	4.2%	46.4%	2.0%
WAKE FOREST UNIVERSITY	31 - 60	NC	305	4.5%	34.9%	1.6%							
WASHINGTON STATE UNIVERSITY	31 - 60	WA	1,764	0.2%	23.1%	0.0%							

Note: Italics indicate that offer was made; Red indicates that offer was accepted

3-Star Athlete; Hometown in CT													
School	Group	State	Distance	Pr(Offer)	Pr(Sign|Offer)	Pr(Offer,Sign)	School	Group	State	Distance	Pr(Offer)	Pr(Sign|Offer)	Pr(Offer,Sign)
AUBURN UNIVERSITY	1 - 10	AL	920	1.9%	19.7%	0.4%	ARKANSAS STATE UNIVERSITY	60+	AR	1,029	1.1%	30.5%	0.3%
LOUISIANA STATE UNIVERSITY	1 - 10	LA	1,268	0.8%	17.7%	0.1%	BALL STATE UNIVERSITY	60+	IN	657	2.7%	34.3%	0.9%
OHIO STATE UNIVERSITY	1 - 10	OH	537	4.6%	35.3%	1.6%	BAYLOR UNIVERSITY	60+	TX	1,502	0.5%	23.4%	0.1%
UNIVERSITY OF FLORIDA	1 - 10	FL	967	1.8%	15.2%	0.3%	BOWLING GREEN STATE UNIVERSITY	60+	OH	555	3.7%	33.4%	1.2%
UNIVERSITY OF GEORGIA	1 - 10	GA	767	2.6%	24.7%	0.6%	CENTRAL MICHIGAN UNIVERSITY	60+	MI	622	3.1%	35.2%	1.1%
UNIVERSITY OF MICHIGAN	1 - 10	MI	558	4.0%	27.8%	1.1%	COLORADO STATE UNIVERSITY	60+	CO	1,669	0.4%	24.6%	0.1%
UNIVERSITY OF OKLAHOMA	1 - 10	OK	1,391	0.6%	21.9%	0.1%	DUKE UNIVERSITY	60+	NC	493	5.6%	24.1%	1.4%
UNIVERSITY OF SOUTHERN CALIFORNIA	1 - 10	CA	2,503	0.2%	28.9%	0.1%	EAST CAROLINA UNIVERSITY	60+	NC	466	4.7%	31.8%	1.5%
UNIVERSITY OF TEXAS AT AUSTIN	1 - 10	TX	1,579	0.5%	33.2%	0.2%	EASTERN MICHIGAN UNIVERSITY	60+	MI	554	3.5%	42.8%	1.5%
VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY	1 - 10	VA	491	4.2%	28.2%	1.2%	FLORIDA ATLANTIC UNIVERSITY	60+	FL	1,114	1.0%	29.6%	0.3%
BOISE STATE UNIVERSITY	11 - 30	ID	2,186	0.3%	30.9%	0.1%	FLORIDA INTERNATIONAL UNIVERSITY	60+	FL	1,160	0.9%	44.1%	0.4%
BOSTON COLLEGE	11 - 30	MA	113	17.4%	31.7%	5.5%	INDIANA UNIVERSITY, BLOOMINGTON	60+	IN	732	2.6%	23.0%	0.6%
CLEMSON UNIVERSITY	11 - 30	SC	709	3.7%	16.8%	0.6%	IOWA STATE UNIVERSITY	60+	IA	1,067	1.3%	20.3%	0.3%
FLORIDA STATE UNIVERSITY	11 - 30	FL	986	2.0%	18.1%	0.4%	KENT STATE UNIVERSITY	60+	OH	438	4.8%	41.3%	2.0%
GEORGIA INSTITUTE OF TECHNOLOGY	11 - 30	GA	817	3.4%	15.8%	0.5%	LOUISIANA TECH UNIVERSITY	60+	LA	1,245	0.7%	29.3%	0.2%
OREGON STATE UNIVERSITY	11 - 30	OR	2,516	0.3%	33.5%	0.1%	MARSHALL UNIVERSITY	60+	WV	544	4.0%	28.0%	1.1%
TEXAS TECH UNIVERSITY	11 - 30	TX	1,666	0.6%	15.4%	0.1%	MIAMI UNIVERSITY (OHIO)	60+	OH	634	3.0%	32.0%	0.9%
UNIVERSITY OF ARKANSAS, FAYETTEVILLE	11 - 30	AR	1,198	1.4%	19.7%	0.3%	MIDDLE TENNESSEE STATE UNIVERSITY	60+	TN	818	1.8%	34.1%	0.6%
UNIVERSITY OF CALIFORNIA, BERKELEY	11 - 30	CA	2,602	0.3%	27.3%	0.1%	MISSISSIPPI STATE UNIVERSITY	60+	MS	1,025	1.3%	23.7%	0.3%
UNIVERSITY OF IOWA	11 - 30	IA	961	2.0%	17.7%	0.4%	NEW MEXICO STATE UNIVERSITY	60+	NM	1,960	0.3%	33.6%	0.1%
UNIVERSITY OF LOUISVILLE	11 - 30	KY	709	3.5%	22.4%	0.8%	OHIO UNIVERSITY	60+	OH	503	4.2%	36.9%	1.6%
UNIVERSITY OF MARYLAND, COLLEGE PARK	*11 - 30*	*MD*	*268*	*12.5%*	*26.5%*	*3.3%*	RICE UNIVERSITY	60+	TX	1,493	0.5%	22.5%	0.1%
UNIVERSITY OF MIAMI (FLORIDA)	11 - 30	FL	1,160	1.3%	18.6%	0.2%	SAN DIEGO STATE UNIVERSITY	60+	CA	2,478	0.2%	30.8%	0.1%
UNIVERSITY OF MINNESOTA, TWIN CITIES	11 - 30	MN	1,050	1.7%	23.7%	0.4%	SAN JOSE STATE UNIVERSITY	60+	CA	2,597	0.2%	48.0%	0.1%
UNIVERSITY OF NOTRE DAME	11 - 30	IN	688	5.0%	27.4%	1.4%	SOUTHERN METHODIST UNIVERSITY	60+	TX	1,436	0.5%	24.1%	0.1%
UNIVERSITY OF OREGON	11 - 30	OR	2,513	0.3%	27.8%	0.1%	STANFORD UNIVERSITY	60+	CA	2,609	0.2%	25.1%	0.1%
UNIVERSITY OF TENNESSEE, KNOXVILLE	11 - 30	TN	701	5.8%	11.4%	0.7%	SYRACUSE UNIVERSITY	60+	NY	200	10.9%	35.2%	3.9%
UNIVERSITY OF UTAH	11 - 30	UT	2,011	0.4%	25.5%	0.1%	TEMPLE UNIVERSITY	60+	PA	151	12.1%	42.7%	5.2%
UNIVERSITY OF WISCONSIN, MADISON	11 - 30	WI	850	2.4%	26.2%	0.6%	TROY UNIVERSITY	60+	AL	978	1.3%	27.6%	0.3%
WEST VIRGINIA UNIVERSITY	11 - 30	WV	389	9.8%	23.5%	2.3%	TULANE UNIVERSITY	60+	LA	1,243	0.8%	29.9%	0.2%
ARIZONA STATE UNIVERSITY	31 - 60	AZ	2,191	0.4%	22.3%	0.1%	UNIVERSITY OF AKRON	60+	OH	446	5.0%	36.3%	1.8%
BRIGHAM YOUNG UNIVERSITY	31 - 60	UT	2,013	0.4%	30.7%	0.1%	UNIVERSITY OF ALABAMA AT BIRMINGHAM	60+	AL	934	1.4%	30.9%	0.4%
KANSAS STATE UNIVERSITY	31 - 60	KS	1,252	1.3%	16.7%	0.2%	UNIVERSITY OF ARIZONA	60+	AZ	2,178	0.3%	28.4%	0.1%
MICHIGAN STATE UNIVERSITY	31 - 60	MI	600	5.1%	26.4%	1.4%	UNIVERSITY OF CENTRAL FLORIDA	60+	FL	998	1.3%	26.6%	0.3%
NORTH CAROLINA STATE UNIVERSITY	31 - 60	NC	495	6.3%	26.9%	1.7%	UNIVERSITY OF CINCINNATI	60+	OH	630	3.1%	28.5%	0.9%
NORTHERN ILLINOIS UNIVERSITY	31 - 60	IL	817	2.4%	28.1%	0.7%	UNIVERSITY OF HOUSTON	60+	TX	1,490	0.5%	26.1%	0.1%
NORTHWESTERN UNIVERSITY	31 - 60	IL	761	3.0%	23.2%	0.7%	UNIVERSITY OF IDAHO	60+	ID	2,191	0.2%	37.7%	0.1%
OKLAHOMA STATE UNIVERSITY	31 - 60	OK	1,346	0.9%	21.6%	0.2%	UNIVERSITY OF ILLINOIS, CHAMPAIGN	60+	IL	803	2.4%	20.5%	0.5%
PENNSYLVANIA STATE UNIVERSITY	31 - 60	PA	257	11.6%	33.3%	3.9%	UNIVERSITY OF KENTUCKY	60+	KY	657	3.1%	28.2%	0.9%
PURDUE UNIVERSITY	31 - 60	IN	731	3.4%	19.7%	0.7%	UNIVERSITY OF LOUISIANA AT LAFAYETTE	60+	LA	1,316	0.6%	30.5%	0.2%
RUTGERS, STATE UNIV OF NEW JERSEY, NEW BRUNSWICK	*31 - 60*	*NJ*	*100*	*17.5%*	*33.3%*	*5.8%*	UNIVERSITY OF LOUISIANA AT MONROE	60+	LA	1,217	0.8%	30.7%	0.2%
TEXAS A&M UNIVERSITY, COLLEGE STATION	31 - 60	TX	1,499	0.7%	20.5%	0.2%	UNIVERSITY OF MEMPHIS	60+	TN	1,017	1.2%	23.0%	0.3%
TEXAS CHRISTIAN UNIVERSITY	31 - 60	TX	1,468	0.8%	19.2%	0.1%	UNIVERSITY OF MISSISSIPPI	60+	MS	1,024	1.4%	20.5%	0.3%
UNIVERSITY OF ALABAMA, TUSCALOOSA	31 - 60	AL	979	1.8%	24.9%	0.5%	UNIVERSITY OF NEVADA	60+	NV	2,439	0.2%	42.4%	0.1%
UNIVERSITY OF CALIFORNIA, LOS ANGELES	31 - 60	CA	2,510	0.3%	23.1%	0.1%	UNIVERSITY OF NEVADA, LAS VEGAS	60+	NV	2,283	0.2%	25.8%	0.1%
UNIVERSITY OF COLORADO, BOULDER	31 - 60	CO	1,688	0.6%	13.7%	0.1%	*UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL*	*60+*	*NC*	*500*	*5.2%*	*19.5%*	*1.0%*
UNIVERSITY OF CONNECTICUT	***31 - 60***	***CT***	***47***	***21.1%***	***33.1%***	***7.0%***	UNIVERSITY OF NORTH TEXAS	60+	TX	1,439	0.5%	29.4%	0.2%
UNIVERSITY OF HAWAII, MANOA	31 - 60	HI	5,005	7.0%	99.3%	6.9%	UNIVERSITY OF SOUTH FLORIDA	60+	FL	1,065	1.1%	24.7%	0.3%
UNIVERSITY OF KANSAS	31 - 60	KS	1,188	1.2%	19.9%	0.2%	UNIVERSITY OF TEXAS AT EL PASO	60+	TX	1,964	0.3%	28.1%	0.1%
UNIVERSITY OF MISSOURI, COLUMBIA	31 - 60	MO	1,036	1.6%	25.5%	0.4%	UNIVERSITY OF TOLEDO	60+	OH	552	3.7%	32.9%	1.2%
UNIVERSITY OF NEBRASKA, LINCOLN	*31 - 60*	*NE*	1,235	1.3%	14.3%	0.2%	UNIVERSITY OF TULSA	60+	OK	1,288	0.7%	33.6%	0.2%
UNIVERSITY OF NEW MEXICO	31 - 60	NM	1,868	0.4%	32.2%	0.1%	UNIVERSITY OF WASHINGTON	60+	WA	2,430	0.2%	29.2%	0.1%
UNIVERSITY OF PITTSBURGH	31 - 60	PA	372	8.3%	34.8%	2.9%	UNIVERSITY OF WYOMING	60+	WY	1,684	0.4%	30.7%	0.1%
UNIVERSITY OF SOUTH CAROLINA, COLUMBIA	31 - 60	SC	675	3.7%	24.8%	0.9%	UTAH STATE UNIVERSITY	60+	UT	1,994	0.3%	38.3%	0.1%
UNIVERSITY OF SOUTHERN MISSISSIPPI	31 - 60	MS	1,144	1.2%	18.6%	0.2%	VANDERBILT UNIVERSITY	60+	TN	829	2.2%	21.8%	0.5%
UNIVERSITY OF VIRGINIA	*31 - 60*	*VA*	*375*	*8.7%*	*23.4%*	*2.0%*	WESTERN MICHIGAN UNIVERSITY	60+	MI	655	2.7%	37.0%	1.0%
WAKE FOREST UNIVERSITY	31 - 60	NC	537	5.2%	29.9%	1.5%							
WASHINGTON STATE UNIVERSITY	31 - 60	WA	2,199	0.3%	26.3%	0.1%							

Note: Italics indicate that offer was made; Red indicates that offer was accepted

4-Star Athlete; Hometown in FL													
School	Group	State	Distance	Pr(Offer)	Pr(Sign|Offer)	Pr(Offer,Sign)	School	Group	State	Distance	Pr(Offer)	Pr(Sign|Offer)	Pr(Offer,Sign)
AUBURN UNIVERSITY	1 - 10	AL	568	5.6%	20.7%	1.1%	ARKANSAS STATE UNIVERSITY	60+	AR	930	1.8%	33.3%	0.6%
LOUISIANA STATE UNIVERSITY	1 - 10	LA	741	3.0%	22.7%	0.7%	BALL STATE UNIVERSITY	60+	IN	1,039	1.4%	26.0%	0.4%
OHIO STATE UNIVERSITY	1 - 10	OH	995	1.9%	27.8%	0.5%	BAYLOR UNIVERSITY	60+	TX	1,095	1.4%	24.4%	0.3%
UNIVERSITY OF FLORIDA	*1 - 10*	*FL*	*295*	*11.7%*	*24.3%*	*2.8%*	BOWLING GREEN STATE UNIVERSITY	60+	OH	1,094	1.3%	23.3%	0.3%
UNIVERSITY OF GEORGIA	1 - 10	GA	589	5.0%	26.2%	1.3%	CENTRAL MICHIGAN UNIVERSITY	60+	MI	1,256	1.0%	26.7%	0.3%
UNIVERSITY OF MICHIGAN	1 - 10	MI	1,156	1.3%	21.5%	0.3%	COLORADO STATE UNIVERSITY	60+	CO	1,754	0.4%	24.9%	0.1%
UNIVERSITY OF OKLAHOMA	1 - 10	OK	1,212	1.1%	21.6%	0.2%	DUKE UNIVERSITY	60+	NC	708	4.0%	19.6%	0.8%
UNIVERSITY OF SOUTHERN CALIFORNIA	1 - 10	CA	2,337	0.3%	24.2%	0.1%	EAST CAROLINA UNIVERSITY	60+	NC	697	3.2%	28.6%	0.9%
UNIVERSITY OF TEXAS AT AUSTIN	1 - 10	TX	1,112	1.3%	36.2%	0.5%	EASTERN MICHIGAN UNIVERSITY	60+	MI	1,152	1.1%	32.6%	0.4%
VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY	1 - 10	VA	791	2.5%	23.7%	0.6%	FLORIDA ATLANTIC UNIVERSITY	60+	FL	40	18.3%	52.7%	9.7%
BOISE STATE UNIVERSITY	11 - 30	ID	2,360	0.4%	33.8%	0.1%	FLORIDA INTERNATIONAL UNIVERSITY	60+	FL	11	19.6%	65.9%	12.9%
BOSTON COLLEGE	11 - 30	MA	1,251	1.4%	16.2%	0.2%	INDIANA UNIVERSITY, BLOOMINGTON	60+	IN	993	1.7%	20.5%	0.4%
CLEMSON UNIVERSITY	11 - 30	SC	632	5.6%	18.8%	1.0%	IOWA STATE UNIVERSITY	60+	IA	1,356	0.9%	19.8%	0.2%
FLORIDA STATE UNIVERSITY	***11 - 30***	***FL***	***406***	***10.0%***	***23.5%***	***2.4%***	KENT STATE UNIVERSITY	60+	OH	1,062	1.3%	29.7%	0.4%
GEORGIA INSTITUTE OF TECHNOLOGY	11 - 30	GA	605	7.1%	17.2%	1.2%	LOUISIANA TECH UNIVERSITY	60+	LA	882	1.9%	28.3%	0.5%
OREGON STATE UNIVERSITY	11 - 30	OR	2,716	0.4%	35.4%	0.1%	MARSHALL UNIVERSITY	60+	WV	881	2.1%	25.9%	0.6%
TEXAS TECH UNIVERSITY	11 - 30	TX	1,403	1.1%	16.3%	0.2%	MIAMI UNIVERSITY (OHIO)	60+	OH	982	1.6%	24.9%	0.4%
UNIVERSITY OF ARKANSAS, FAYETTEVILLE	11 - 30	AR	1,086	2.2%	21.6%	0.5%	MIDDLE TENNESSEE STATE UNIVERSITY	60+	TN	784	2.5%	32.5%	0.8%
UNIVERSITY OF CALIFORNIA, BERKELEY	11 - 30	CA	2,582	0.4%	27.7%	0.1%	MISSISSIPPI STATE UNIVERSITY	60+	MS	738	3.1%	25.7%	0.8%
UNIVERSITY OF IOWA	11 - 30	IA	1,272	1.4%	16.3%	0.2%	NEW MEXICO STATE UNIVERSITY	60+	NM	1,661	0.5%	27.7%	0.1%
UNIVERSITY OF LOUISVILLE	11 - 30	KY	916	2.7%	18.2%	0.5%	OHIO UNIVERSITY	60+	OH	940	1.8%	29.2%	0.5%
UNIVERSITY OF MARYLAND, COLLEGE PARK	11 - 30	MD	930	2.9%	16.1%	0.5%	RICE UNIVERSITY	60+	TX	968	1.8%	23.7%	0.4%
UNIVERSITY OF MIAMI (FLORIDA)	11 - 30	FL	7	27.6%	36.1%	10.0%	SAN DIEGO STATE UNIVERSITY	60+	CA	2,262	0.3%	25.2%	0.1%
UNIVERSITY OF MINNESOTA, TWIN CITIES	*11 - 30*	*MN*	*1,510*	*0.9%*	*21.5%*	*0.2%*	SAN JOSE STATE UNIVERSITY	60+	CA	2,558	0.2%	46.9%	0.1%
UNIVERSITY OF NOTRE DAME	11 - 30	IN	1,150	2.3%	23.7%	0.5%	SOUTHERN METHODIST UNIVERSITY	60+	TX	1,110	1.2%	25.1%	0.3%
UNIVERSITY OF OREGON	11 - 30	OR	2,696	0.4%	30.0%	0.1%	STANFORD UNIVERSITY	60+	CA	2,574	0.3%	24.4%	0.1%
UNIVERSITY OF TENNESSEE, KNOXVILLE	*11 - 30*	*TN*	*735*	*6.6%*	*11.6%*	*0.8%*	SYRACUSE UNIVERSITY	60+	NY	1,213	1.2%	20.2%	0.2%
UNIVERSITY OF UTAH	11 - 30	UT	2,083	0.5%	24.6%	0.1%	TEMPLE UNIVERSITY	60+	PA	1,022	1.6%	24.2%	0.4%
UNIVERSITY OF WISCONSIN, MADISON	11 - 30	WI	1,301	1.2%	24.7%	0.3%	TROY UNIVERSITY	60+	AL	541	4.5%	33.6%	1.5%
WEST VIRGINIA UNIVERSITY	11 - 30	WV	954	3.1%	16.1%	0.5%	TULANE UNIVERSITY	60+	LA	670	3.5%	35.8%	1.2%
ARIZONA STATE UNIVERSITY	31 - 60	AZ	1,970	0.5%	19.4%	0.1%	UNIVERSITY OF AKRON	60+	OH	1,058	1.4%	27.5%	0.4%
BRIGHAM YOUNG UNIVERSITY	31 - 60	UT	2,064	0.4%	32.1%	0.1%	UNIVERSITY OF ALABAMA AT BIRMINGHAM	60+	AL	663	3.2%	35.5%	1.2%
KANSAS STATE UNIVERSITY	31 - 60	KS	1,324	1.4%	17.1%	0.2%	UNIVERSITY OF ARIZONA	60+	AZ	1,904	0.4%	24.5%	0.1%
MICHIGAN STATE UNIVERSITY	31 - 60	MI	1,189	1.7%	18.7%	0.3%	UNIVERSITY OF CENTRAL FLORIDA	60+	FL	202	12.1%	40.7%	4.9%
NORTH CAROLINA STATE UNIVERSITY	31 - 60	NC	696	4.7%	24.5%	1.1%	UNIVERSITY OF CINCINNATI	60+	OH	954	1.8%	23.7%	0.4%
NORTHERN ILLINOIS UNIVERSITY	31 - 60	IL	1,216	1.3%	24.8%	0.3%	UNIVERSITY OF HOUSTON	60+	TX	965	1.6%	27.4%	0.4%
NORTHWESTERN UNIVERSITY	31 - 60	IL	1,201	1.4%	21.2%	0.3%	UNIVERSITY OF IDAHO	60+	ID	2,474	0.3%	42.2%	0.1%
OKLAHOMA STATE UNIVERSITY	31 - 60	OK	1,224	1.4%	18.4%	0.3%	UNIVERSITY OF ILLINOIS, CHAMPAIGN	60+	IL	1,091	1.6%	19.6%	0.3%
PENNSYLVANIA STATE UNIVERSITY	31 - 60	PA	1,050	2.0%	21.5%	0.4%	UNIVERSITY OF KENTUCKY	60+	KY	881	2.2%	22.1%	0.5%
PURDUE UNIVERSITY	31 - 60	IN	1,077	2.0%	17.0%	0.3%	UNIVERSITY OF LOUISIANA AT LAFAYETTE	60+	LA	782	2.5%	33.9%	0.8%
RUTGERS, STATE UNIV OF NEW JERSEY, NEW BRUNSWICK	31 - 60	NJ	1,067	1.9%	17.6%	0.3%	UNIVERSITY OF LOUISIANA AT MONROE	60+	LA	853	2.0%	32.8%	0.7%
TEXAS A&M UNIVERSITY, COLLEGE STATION	31 - 60	TX	1,037	2.1%	20.4%	0.4%	UNIVERSITY OF MEMPHIS	60+	TN	865	2.2%	24.2%	0.5%
TEXAS CHRISTIAN UNIVERSITY	31 - 60	TX	1,137	1.7%	18.5%	0.3%	*UNIVERSITY OF MISSISSIPPI*	*60+*	*MS*	812	2.9%	21.5%	0.6%
UNIVERSITY OF ALABAMA, TUSCALOOSA	31 - 60	AL	675	4.6%	27.5%	1.3%	UNIVERSITY OF NEVADA	60+	NV	2,469	0.2%	41.9%	0.1%
UNIVERSITY OF CALIFORNIA, LOS ANGELES	31 - 60	CA	2,347	0.4%	22.0%	0.1%	UNIVERSITY OF NEVADA, LAS VEGAS	60+	NV	2,176	0.3%	26.7%	0.1%
UNIVERSITY OF COLORADO, BOULDER	31 - 60	CO	1,745	0.7%	14.9%	0.1%	UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL	60+	NC	703	3.9%	15.2%	0.6%
UNIVERSITY OF CONNECTICUT	31 - 60	CT	1,195	1.6%	16.6%	0.3%	UNIVERSITY OF NORTH TEXAS	60+	TX	1,138	1.1%	30.3%	0.3%
UNIVERSITY OF HAWAII, MANOA	31 - 60	HI	4,856	5.8%	98.5%	5.7%	UNIVERSITY OF SOUTH FLORIDA	60+	FL	206	11.9%	36.8%	4.4%
UNIVERSITY OF KANSAS	31 - 60	KS	1,261	1.4%	18.9%	0.3%	UNIVERSITY OF TEXAS AT EL PASO	60+	TX	1,641	0.5%	22.7%	0.1%
UNIVERSITY OF MISSOURI, COLUMBIA	31 - 60	MO	1,149	1.6%	23.1%	0.4%	UNIVERSITY OF TOLEDO	60+	OH	1,113	1.3%	24.3%	0.3%
UNIVERSITY OF NEBRASKA, LINCOLN	31 - 60	NE	1,404	1.3%	13.5%	0.2%	UNIVERSITY OF TULSA	60+	OK	1,173	1.1%	31.2%	0.3%
UNIVERSITY OF NEW MEXICO	31 - 60	NM	1,693	0.6%	28.2%	0.2%	UNIVERSITY OF WASHINGTON	60+	WA	2,730	0.3%	33.1%	0.1%
UNIVERSITY OF PITTSBURGH	31 - 60	PA	1,011	2.1%	25.9%	0.6%	UNIVERSITY OF WYOMING	60+	WY	1,806	0.4%	32.3%	0.1%
UNIVERSITY OF SOUTH CAROLINA, COLUMBIA	31 - 60	SC	566	6.1%	28.1%	1.7%	UTAH STATE UNIVERSITY	60+	UT	2,106	0.3%	37.6%	0.1%
UNIVERSITY OF SOUTHERN MISSISSIPPI	31 - 60	MS	672	4.4%	24.8%	1.1%	VANDERBILT UNIVERSITY	60+	TN	814	2.9%	19.7%	0.6%
UNIVERSITY OF VIRGINIA	31 - 60	VA	849	3.3%	17.3%	0.6%	WESTERN MICHIGAN UNIVERSITY	60+	MI	1,178	1.0%	29.1%	0.3%
WAKE FOREST UNIVERSITY	31 - 60	NC	714	4.1%	27.0%	1.1%							
WASHINGTON STATE UNIVERSITY	31 - 60	WA	2,481	0.4%	29.2%	0.1%							

Note: Italics indicate that offer was made; Red indicates that offer was accepted

5-Star Athlete; Hometown in AZ

School	Group	State	Distance	Pr(Offer)	Pr(Sign|Offer)	Pr(Offer,Sign)
AUBURN UNIVERSITY	1 - 10	AL	1,530	0.9%	18.8%	0.2%
LOUISIANA STATE UNIVERSITY	1 - 10	LA	1,236	1.2%	19.7%	0.2%
OHIO STATE UNIVERSITY	1 - 10	OH	1,656	0.7%	26.8%	0.2%
UNIVERSITY OF FLORIDA	1 - 10	FL	1,759	0.7%	15.6%	0.1%
UNIVERSITY OF GEORGIA	1 - 10	GA	1,642	0.7%	21.3%	0.2%
UNIVERSITY OF MICHIGAN	1 - 10	MI	1,646	0.7%	21.4%	0.1%
UNIVERSITY OF OKLAHOMA	1 - 10	OK	836	2.9%	23.9%	0.7%
UNIVERSITY OF SOUTHERN CALIFORNIA	1 - 10	CA	364	9.4%	31.7%	3.0%
UNIVERSITY OF TEXAS AT AUSTIN	1 - 10	TX	864	2.6%	39.8%	1.0%
VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY	1 - 10	VA	1,787	0.5%	22.1%	0.1%
BOISE STATE UNIVERSITY	11 - 30	ID	732	4.6%	32.4%	1.5%
BOSTON COLLEGE	11 - 30	MA	2,283	0.5%	21.1%	0.1%
CLEMSON UNIVERSITY	11 - 30	SC	1,664	0.9%	14.9%	0.1%
FLORIDA STATE UNIVERSITY	11 - 30	FL	1,632	1.0%	17.0%	0.2%
GEORGIA INSTITUTE OF TECHNOLOGY	11 - 30	GA	1,582	1.2%	14.2%	0.2%
OREGON STATE UNIVERSITY	11 - 30	OR	972	2.9%	25.3%	0.7%
TEXAS TECH UNIVERSITY	11 - 30	TX	582	7.3%	21.4%	1.6%
UNIVERSITY OF ARKANSAS, FAYETTEVILLE	11 - 30	AR	1,026	3.0%	23.2%	0.7%
UNIVERSITY OF CALIFORNIA, BERKELEY	11 - 30	CA	650	6.0%	21.8%	1.3%
UNIVERSITY OF IOWA	11 - 30	IA	1,247	1.7%	16.6%	0.3%
UNIVERSITY OF LOUISVILLE	11 - 30	KY	1,503	1.1%	18.4%	0.2%
UNIVERSITY OF MARYLAND, COLLEGE PARK	11 - 30	MD	1,975	0.7%	14.6%	0.1%
UNIVERSITY OF MIAMI (FLORIDA)	11 - 30	FL	1,973	0.6%	20.2%	0.1%
UNIVERSITY OF MINNESOTA, TWIN CITIES	11 - 30	MN	1,271	1.7%	25.4%	0.4%
UNIVERSITY OF NOTRE DAME	11 - 30	IN	1,510	1.5%	23.4%	0.3%
UNIVERSITY OF OREGON	11 - 30	OR	938	3.5%	20.8%	0.7%
UNIVERSITY OF TENNESSEE, KNOXVILLE	11 - 30	TN	1,596	1.6%	10.3%	0.2%
UNIVERSITY OF UTAH	11 - 30	UT	499	8.8%	31.0%	2.7%
UNIVERSITY OF WISCONSIN, MADISON	11 - 30	WI	1,384	1.2%	23.4%	0.3%
WEST VIRGINIA UNIVERSITY	11 - 30	WV	1,815	0.9%	17.4%	0.2%
ARIZONA STATE UNIVERSITY	31 - 60	AZ	8	32.1%	39.4%	12.6%
BRIGHAM YOUNG UNIVERSITY	31 - 60	UT	462	9.2%	42.0%	3.8%
KANSAS STATE UNIVERSITY	31 - 60	KS	940	3.5%	18.4%	0.7%
MICHIGAN STATE UNIVERSITY	31 - 60	MI	1,613	1.0%	19.3%	0.2%
NORTH CAROLINA STATE UNIVERSITY	31 - 60	NC	1,888	0.7%	18.8%	0.1%
NORTHERN ILLINOIS UNIVERSITY	31 - 60	IL	1,390	1.1%	24.8%	0.3%
NORTHWESTERN UNIVERSITY	31 - 60	IL	1,445	1.1%	20.4%	0.2%
OKLAHOMA STATE UNIVERSITY	31 - 60	OK	864	3.7%	24.0%	0.9%
PENNSYLVANIA STATE UNIVERSITY	31 - 60	PA	1,933	0.6%	25.6%	0.2%
PURDUE UNIVERSITY	31 - 60	IN	1,458	1.2%	15.1%	0.2%
RUTGERS, STATE UNIV OF NEW JERSEY, NEW BRUNSWICK	31 - 60	NJ	2,110	0.5%	19.3%	0.1%
TEXAS A&M UNIVERSITY, COLLEGE STATION	31 - 60	TX	936	3.2%	23.0%	0.7%
TEXAS CHRISTIAN UNIVERSITY	31 - 60	TX	847	3.8%	23.2%	0.9%
UNIVERSITY OF ALABAMA, TUSCALOOSA	31 - 60	AL	1,407	1.2%	21.0%	0.3%
UNIVERSITY OF CALIFORNIA, LOS ANGELES	31 - 60	CA	374	11.6%	26.5%	3.1%
UNIVERSITY OF COLORADO, BOULDER	31 - 60	CO	580	7.5%	18.4%	1.4%
UNIVERSITY OF CONNECTICUT	31 - 60	CT	2,226	0.5%	20.7%	0.1%
UNIVERSITY OF HAWAII, MANOA	31 - 60	HI	2,913	0.4%	48.6%	0.2%
UNIVERSITY OF KANSAS	31 - 60	KS	1,002	2.7%	19.8%	0.5%
UNIVERSITY OF MISSOURI, COLUMBIA	31 - 60	MO	1,154	1.9%	20.4%	0.4%
UNIVERSITY OF NEBRASKA, LINCOLN	31 - 60	NE	977	3.4%	15.6%	0.5%
UNIVERSITY OF NEW MEXICO	31 - 60	NM	323	12.8%	44.5%	5.7%
UNIVERSITY OF PITTSBURGH	31 - 60	PA	1,821	0.7%	26.7%	0.2%
UNIVERSITY OF SOUTH CAROLINA, COLUMBIA	31 - 60	SC	1,773	0.7%	22.4%	0.2%
UNIVERSITY OF SOUTHERN MISSISSIPPI	31 - 60	MS	1,327	1.3%	20.3%	0.3%
UNIVERSITY OF VIRGINIA	31 - 60	VA	1,894	0.7%	14.6%	0.1%
WAKE FOREST UNIVERSITY	31 - 60	NC	1,797	0.7%	24.4%	0.2%
WASHINGTON STATE UNIVERSITY	31 - 60	WA	951	2.9%	26.6%	0.8%

School	Group	State	Distance	Pr(Offer)	Pr(Sign|Offer)	Pr(Offer,Sign)
ARKANSAS STATE UNIVERSITY	60+	AR	1,218	1.2%	32.7%	0.4%
BALL STATE UNIVERSITY	60+	IN	1,533	0.7%	27.6%	0.2%
BAYLOR UNIVERSITY	60+	TX	878	2.6%	25.9%	0.7%
BOWLING GREEN STATE UNIVERSITY	60+	OH	1,637	0.6%	23.7%	0.1%
CENTRAL MICHIGAN UNIVERSITY	60+	MI	1,616	0.6%	29.8%	0.2%
COLORADO STATE UNIVERSITY	60+	CO	616	4.5%	31.4%	1.4%
DUKE UNIVERSITY	60+	NC	1,875	0.6%	16.6%	0.1%
EAST CAROLINA UNIVERSITY	60+	NC	1,966	0.4%	26.2%	0.1%
EASTERN MICHIGAN UNIVERSITY	60+	MI	1,650	0.6%	35.8%	0.2%
FLORIDA ATLANTIC UNIVERSITY	60+	FL	1,964	0.4%	33.6%	0.1%
FLORIDA INTERNATIONAL UNIVERSITY	60+	FL	1,965	0.4%	48.5%	0.2%
INDIANA UNIVERSITY, BLOOMINGTON	60+	IN	1,464	0.9%	17.8%	0.2%
IOWA STATE UNIVERSITY	60+	IA	1,157	1.6%	20.1%	0.3%
KENT STATE UNIVERSITY	60+	OH	1,752	0.5%	30.6%	0.2%
LOUISIANA TECH UNIVERSITY	60+	LA	1,120	1.4%	29.5%	0.4%
MARSHALL UNIVERSITY	60+	WV	1,678	0.6%	23.9%	0.1%
MIAMI UNIVERSITY (OHIO)	60+	OH	1,561	0.7%	25.1%	0.2%
MIDDLE TENNESSEE STATE UNIVERSITY	60+	TN	1,460	0.8%	30.5%	0.2%
MISSISSIPPI STATE UNIVERSITY	60+	MS	1,334	1.1%	24.2%	0.3%
NEW MEXICO STATE UNIVERSITY	60+	NM	315	10.2%	44.3%	4.5%
OHIO UNIVERSITY	60+	OH	1,701	0.6%	27.8%	0.2%
RICE UNIVERSITY	60+	TX	1,008	2.0%	23.8%	0.5%
SAN DIEGO STATE UNIVERSITY	60+	CA	300	11.0%	32.5%	3.6%
SAN JOSE STATE UNIVERSITY	60+	CA	617	4.4%	40.9%	1.8%
SOUTHERN METHODIST UNIVERSITY	60+	TX	879	2.4%	29.4%	0.7%
STANFORD UNIVERSITY	60+	CA	633	4.9%	18.7%	0.9%
SYRACUSE UNIVERSITY	60+	NY	2,035	0.5%	23.5%	0.1%
TEMPLE UNIVERSITY	60+	PA	2,072	0.4%	27.2%	0.1%
TROY UNIVERSITY	60+	AL	1,515	0.7%	24.3%	0.2%
TULANE UNIVERSITY	60+	LA	1,306	1.1%	29.3%	0.3%
UNIVERSITY OF AKRON	60+	OH	1,744	0.5%	27.3%	0.1%
UNIVERSITY OF ALABAMA AT BIRMINGHAM	60+	AL	1,447	0.8%	28.7%	0.2%
UNIVERSITY OF ARIZONA	***60+***	***AZ***	***109***	***20.5%***	***40.0%***	***8.2%***
UNIVERSITY OF CENTRAL FLORIDA	60+	FL	1,847	0.5%	28.3%	0.1%
UNIVERSITY OF CINCINNATI	60+	OH	1,570	0.7%	20.6%	0.1%
UNIVERSITY OF HOUSTON	60+	TX	1,011	1.8%	27.6%	0.5%
UNIVERSITY OF IDAHO	60+	ID	949	2.1%	34.3%	0.7%
UNIVERSITY OF ILLINOIS, CHAMPAIGN	60+	IL	1,387	1.1%	17.0%	0.2%
UNIVERSITY OF KENTUCKY	60+	KY	1,565	0.8%	20.7%	0.2%
UNIVERSITY OF LOUISIANA AT LAFAYETTE	60+	LA	1,191	1.2%	29.7%	0.4%
UNIVERSITY OF LOUISIANA AT MONROE	60+	LA	1,154	1.3%	33.6%	0.4%
UNIVERSITY OF MEMPHIS	60+	TN	1,260	1.2%	25.2%	0.3%
UNIVERSITY OF MISSISSIPPI	60+	MS	1,286	1.3%	18.9%	0.2%
UNIVERSITY OF NEVADA	60+	NV	601	4.6%	40.6%	1.9%
UNIVERSITY OF NEVADA, LAS VEGAS	60+	NV	252	13.1%	40.2%	5.3%
UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL	60+	NC	1,869	0.6%	14.8%	0.1%
UNIVERSITY OF NORTH TEXAS	60+	TX	856	2.5%	35.7%	0.9%
UNIVERSITY OF SOUTH FLORIDA	60+	FL	1,789	0.5%	26.5%	0.1%
UNIVERSITY OF TEXAS AT EL PASO	60+	TX	341	9.6%	36.0%	3.5%
UNIVERSITY OF TOLEDO	60+	OH	1,643	0.6%	25.7%	0.2%
UNIVERSITY OF TULSA	60+	OK	925	2.1%	35.0%	0.7%
UNIVERSITY OF WASHINGTON	60+	WA	1,114	1.6%	21.3%	0.3%
UNIVERSITY OF WYOMING	60+	WY	646	4.3%	37.9%	1.6%
UTAH STATE UNIVERSITY	60+	UT	567	5.2%	45.1%	2.3%
VANDERBILT UNIVERSITY	60+	TN	1,435	1.0%	18.4%	0.2%
WESTERN MICHIGAN UNIVERSITY	60+	MI	1,551	0.7%	31.9%	0.2%

Note: Italics indicate that offer was made; Red indicates that offer was accepted

3-Star Athlete; Hometown in CO

School	Group	State	Distance	Pr(Offer)	Pr(Sign|Offer)	Pr(Offer,Sign)
AUBURN UNIVERSITY	1 - 10	AL	1,177	1.2%	18.3%	0.2%
LOUISIANA STATE UNIVERSITY	1 - 10	LA	991	1.5%	21.3%	0.3%
OHIO STATE UNIVERSITY	1 - 10	OH	1,160	1.2%	30.8%	0.4%
UNIVERSITY OF FLORIDA	1 - 10	FL	1,443	0.8%	14.9%	0.1%
UNIVERSITY OF GEORGIA	1 - 10	GA	1,250	1.0%	22.8%	0.2%
UNIVERSITY OF MICHIGAN	1 - 10	MI	1,121	1.2%	25.1%	0.3%
UNIVERSITY OF OKLAHOMA	1 - 10	OK	500	5.0%	33.6%	1.7%
UNIVERSITY OF SOUTHERN CALIFORNIA	1 - 10	CA	831	2.1%	25.2%	0.5%
UNIVERSITY OF TEXAS AT AUSTIN	1 - 10	TX	748	2.5%	42.7%	1.0%
VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY	1 - 10	VA	1,329	0.7%	22.0%	0.2%
BOISE STATE UNIVERSITY	11 - 30	ID	655	4.1%	33.6%	1.4%
BOSTON COLLEGE	11 - 30	MA	1,762	0.6%	18.5%	0.1%
CLEMSON UNIVERSITY	11 - 30	SC	1,256	1.2%	15.9%	0.2%
FLORIDA STATE UNIVERSITY	11 - 30	FL	1,315	1.1%	18.1%	0.2%
GEORGIA INSTITUTE OF TECHNOLOGY	11 - 30	GA	1,197	1.6%	14.3%	0.2%
OREGON STATE UNIVERSITY	11 - 30	OR	1,009	1.9%	24.8%	0.5%
TEXAS TECH UNIVERSITY	11 - 30	TX	435	7.9%	25.3%	2.0%
UNIVERSITY OF ARKANSAS, FAYETTEVILLE	11 - 30	AR	630	5.4%	28.4%	1.5%
UNIVERSITY OF CALIFORNIA, BERKELEY	11 - 30	CA	944	2.2%	20.8%	0.5%
UNIVERSITY OF IOWA	11 - 30	IA	716	3.8%	20.7%	0.8%
UNIVERSITY OF LOUISVILLE	11 - 30	KY	1,035	1.8%	22.5%	0.4%
UNIVERSITY OF MARYLAND, COLLEGE PARK	11 - 30	MD	1,490	0.9%	16.8%	0.1%
UNIVERSITY OF MIAMI (FLORIDA)	11 - 30	FL	1,709	0.6%	18.5%	0.1%
UNIVERSITY OF MINNESOTA, TWIN CITIES	11 - 30	MN	708	4.0%	30.4%	1.2%
UNIVERSITY OF NOTRE DAME	11 - 30	IN	989	2.7%	26.0%	0.7%
UNIVERSITY OF OREGON	11 - 30	OR	990	2.3%	20.2%	0.5%
UNIVERSITY OF TENNESSEE, KNOXVILLE	11 - 30	TN	1,167	2.3%	11.3%	0.3%
UNIVERSITY OF UTAH	11 - 30	UT	381	8.9%	35.5%	3.1%
UNIVERSITY OF WISCONSIN, MADISON	11 - 30	WI	841	2.6%	30.3%	0.8%
WEST VIRGINIA UNIVERSITY	11 - 30	WV	1,323	1.3%	15.9%	0.2%
ARIZONA STATE UNIVERSITY	31 - 60	AZ	570	5.6%	27.2%	1.5%
BRIGHAM YOUNG UNIVERSITY	31 - 60	UT	367	8.7%	45.6%	4.0%
KANSAS STATE UNIVERSITY	31 - 60	KS	444	8.6%	26.9%	2.3%
MICHIGAN STATE UNIVERSITY	31 - 60	MI	1,083	1.8%	23.0%	0.4%
NORTH CAROLINA STATE UNIVERSITY	31 - 60	NC	1,448	0.9%	21.5%	0.2%
NORTHERN ILLINOIS UNIVERSITY	31 - 60	IL	862	2.3%	30.7%	0.7%
NORTHWESTERN UNIVERSITY	31 - 60	IL	917	2.2%	25.0%	0.6%
OKLAHOMA STATE UNIVERSITY	31 - 60	OK	483	6.8%	32.4%	2.2%
PENNSYLVANIA STATE UNIVERSITY	31 - 60	PA	1,427	0.9%	21.8%	0.2%
PURDUE UNIVERSITY	31 - 60	IN	955	2.2%	19.9%	0.4%
RUTGERS, STATE UNIV OF NEW JERSEY, NEW BRUNSWICK	31 - 60	NJ	1,606	0.6%	19.5%	0.1%
TEXAS A&M UNIVERSITY, COLLEGE STATION	31 - 60	TX	774	3.3%	27.1%	0.9%
TEXAS CHRISTIAN UNIVERSITY	31 - 60	TX	624	4.8%	27.6%	1.3%
UNIVERSITY OF ALABAMA, TUSCALOOSA	31 - 60	AL	1,053	1.7%	27.2%	0.5%
UNIVERSITY OF CALIFORNIA, LOS ANGELES	31 - 60	CA	837	2.6%	19.0%	0.5%
UNIVERSITY OF COLORADO, BOULDER	***31 - 60***	***CO***	***48***	***23.1%***	***33.5%***	***7.7%***
UNIVERSITY OF CONNECTICUT	31 - 60	CT	1,710	0.6%	18.6%	0.1%
UNIVERSITY OF HAWAII, MANOA	31 - 60	HI	3,344	0.4%	71.3%	0.3%
UNIVERSITY OF KANSAS	31 - 60	KS	515	6.3%	28.9%	1.8%
UNIVERSITY OF MISSOURI, COLUMBIA	31 - 60	MO	672	4.0%	29.1%	1.2%
UNIVERSITY OF NEBRASKA, LINCOLN	31 - 60	NE	442	8.9%	23.5%	2.1%
UNIVERSITY OF NEW MEXICO	31 - 60	NM	313	9.8%	46.0%	4.5%
UNIVERSITY OF PITTSBURGH	31 - 60	PA	1,319	1.0%	25.5%	0.3%
UNIVERSITY OF SOUTH CAROLINA, COLUMBIA	31 - 60	SC	1,370	0.9%	22.2%	0.2%
UNIVERSITY OF SOUTHERN MISSISSIPPI	31 - 60	MS	1,035	1.6%	23.8%	0.4%
UNIVERSITY OF VIRGINIA	31 - 60	VA	1,422	0.9%	16.2%	0.1%
WAKE FOREST UNIVERSITY	31 - 60	NC	1,355	0.9%	23.3%	0.2%
WASHINGTON STATE UNIVERSITY	31 - 60	WA	800	2.9%	29.1%	0.8%

School	Group	State	Distance	Pr(Offer)	Pr(Sign|Offer)	Pr(Offer,Sign)
ARKANSAS STATE UNIVERSITY	60+	AR	813	2.0%	36.5%	0.7%
BALL STATE UNIVERSITY	60+	IN	1,033	1.2%	30.1%	0.4%
BAYLOR UNIVERSITY	60+	TX	701	2.8%	28.9%	0.8%
BOWLING GREEN STATE UNIVERSITY	60+	OH	1,123	1.1%	25.9%	0.3%
CENTRAL MICHIGAN UNIVERSITY	60+	MI	1,077	1.2%	30.9%	0.4%
COLORADO STATE UNIVERSITY	*60+*	*CO*	*82*	*14.6%*	*48.4%*	*7.1%*
DUKE UNIVERSITY	60+	NC	1,432	0.8%	18.4%	0.1%
EAST CAROLINA UNIVERSITY	60+	NC	1,526	0.5%	26.2%	0.1%
EASTERN MICHIGAN UNIVERSITY	60+	MI	1,125	1.0%	36.6%	0.4%
FLORIDA ATLANTIC UNIVERSITY	60+	FL	1,687	0.4%	33.3%	0.1%
FLORIDA INTERNATIONAL UNIVERSITY	60+	FL	1,701	0.4%	47.3%	0.2%
INDIANA UNIVERSITY, BLOOMINGTON	60+	IN	980	1.6%	20.7%	0.3%
IOWA STATE UNIVERSITY	60+	IA	615	4.0%	25.9%	1.0%
KENT STATE UNIVERSITY	60+	OH	1,242	0.8%	33.0%	0.3%
LOUISIANA TECH UNIVERSITY	60+	LA	831	1.9%	36.4%	0.7%
MARSHALL UNIVERSITY	60+	WV	1,205	0.9%	25.5%	0.2%
MIAMI UNIVERSITY (OHIO)	60+	OH	1,072	1.2%	28.9%	0.3%
MIDDLE TENNESSEE STATE UNIVERSITY	60+	TN	1,040	1.2%	34.2%	0.4%
MISSISSIPPI STATE UNIVERSITY	60+	MS	982	1.5%	27.7%	0.4%
NEW MEXICO STATE UNIVERSITY	60+	NM	503	4.5%	41.8%	1.9%
OHIO UNIVERSITY	60+	OH	1,214	0.9%	30.4%	0.3%
RICE UNIVERSITY	60+	TX	857	2.0%	27.6%	0.6%
SAN DIEGO STATE UNIVERSITY	60+	CA	821	2.1%	25.0%	0.5%
SAN JOSE STATE UNIVERSITY	60+	CA	933	1.5%	38.0%	0.6%
SOUTHERN METHODIST UNIVERSITY	60+	TX	638	3.1%	34.8%	1.1%
STANFORD UNIVERSITY	60+	CA	946	1.7%	17.5%	0.3%
SYRACUSE UNIVERSITY	60+	NY	1,508	0.6%	22.9%	0.1%
TEMPLE UNIVERSITY	60+	PA	1,574	0.5%	29.0%	0.2%
TROY UNIVERSITY	60+	AL	1,182	0.9%	27.4%	0.2%
TULANE UNIVERSITY	60+	LA	1,060	1.2%	33.5%	0.4%
UNIVERSITY OF AKRON	60+	OH	1,234	0.9%	27.7%	0.2%
UNIVERSITY OF ALABAMA AT BIRMINGHAM	60+	AL	1,081	1.1%	31.9%	0.3%
UNIVERSITY OF ARIZONA	60+	AZ	601	4.0%	30.9%	1.2%
UNIVERSITY OF CENTRAL FLORIDA	60+	FL	1,541	0.5%	25.9%	0.1%
UNIVERSITY OF CINCINNATI	60+	OH	1,087	1.2%	23.8%	0.3%
UNIVERSITY OF HOUSTON	60+	TX	858	1.8%	31.8%	0.6%
UNIVERSITY OF IDAHO	60+	ID	794	2.2%	39.5%	0.9%
UNIVERSITY OF ILLINOIS, CHAMPAIGN	60+	IL	886	2.2%	22.1%	0.5%
UNIVERSITY OF KENTUCKY	60+	KY	1,100	1.2%	24.6%	0.3%
UNIVERSITY OF LOUISIANA AT LAFAYETTE	60+	LA	965	1.4%	34.3%	0.5%
UNIVERSITY OF LOUISIANA AT MONROE	60+	LA	857	1.7%	39.8%	0.7%
UNIVERSITY OF MEMPHIS	60+	TN	871	1.9%	28.9%	0.5%
UNIVERSITY OF MISSISSIPPI	60+	MS	915	2.0%	23.8%	0.5%
UNIVERSITY OF NEVADA	60+	NV	798	2.0%	39.3%	0.8%
UNIVERSITY OF NEVADA, LAS VEGAS	60+	NV	607	3.7%	32.0%	1.2%
UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL	60+	NC	1,428	0.8%	15.3%	0.1%
UNIVERSITY OF NORTH TEXAS	60+	TX	606	3.3%	39.8%	1.3%
UNIVERSITY OF SOUTH FLORIDA	60+	FL	1,504	0.5%	23.6%	0.1%
UNIVERSITY OF TEXAS AT EL PASO	60+	TX	535	4.2%	37.8%	1.6%
UNIVERSITY OF TOLEDO	60+	OH	1,125	1.1%	27.2%	0.3%
UNIVERSITY OF TULSA	60+	OK	536	4.0%	42.7%	1.7%
UNIVERSITY OF WASHINGTON	60+	WA	1,041	1.3%	23.2%	0.3%
UNIVERSITY OF WYOMING	*60+*	*WY*	*146*	*12.4%*	*52.0%*	*6.5%*
UTAH STATE UNIVERSITY	60+	UT	400	5.9%	51.6%	3.1%
VANDERBILT UNIVERSITY	60+	TN	1,010	1.6%	20.4%	0.3%
WESTERN MICHIGAN UNIVERSITY	60+	MI	1,024	1.2%	33.7%	0.4%

Note: Italics indicate that offer was made; Red indicates that offer was accepted

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Notes

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[2] *See* "Composition & Sport Sponsorship of the NCAA," NCAA, September 1, 2007, available at http://www1.ncaa.org/membership/membership_svcs/membership_breakdown.html.

[3] Division I-AAA is made up of Division I schools not offering football.

[4] *See* "Composition & Sport Sponsorship of the NCAA," NCAA, September 1, 2007, available at http://www1.ncaa.org/membership/membership_svcs/membership_breakdown.html.

[5] The grant-in-aid is effectively tuition plus room and board and certain other expenses. Some conferences have additional restrictions (*e.g.*, the Ivy League only allows scholarships based on need and academic merit).

[6] Alternatively, a school may ask a player to join without a scholarship as a "walk-on."

[7] Based on NCAA/EADA data. See Data section.

[8] An allocation of resources is considered "Pareto efficient" if any alternative allocation that would make some individuals better off necessarily makes some others worse off.

[9] These principles have been applied to several matching markets, including medical residencies (Roth (1984)), courtship (Bergstrom and Bagnoli (1993)), law clerks (Roth et al. (2001)), kidney exchanges (Roth et al. (2004)), and primary school choice (Abdulkadiroglu et al. (2005)). They have also been applied to the college football bowl season (Frechette et al. (2007)).

[10] Based on correspondence with Rivals. See also http://www.rivals.com/content.asp?CID=36178. The Rivals data contain only limited information by athletes who are recruited by football programs outside of Division I-A.

[11] See http://rivals100.rivals.com/content.asp?cid=344037. Although student-athlete candidates are occasionally given a one star rating, this is rare in the data. Rivals provides two other ratings, a Rivals

rating on a 4.9-6.1 scale and a position rank that compares each recruit to other recruits in the cohort who play the same position. However, these rating systems provide less comprehensive data.

[12] For some recruits, the Rivals data also contain information on variables such as GPA, SAT scores, and speed in the 40. However, these data are self-reported and often missing.

[13] See http://hosted.ap.org/dynamic/external/onlinenews.ap.org/collegefootball_rankings/voters.php?SITE=AP&SECTION=HOME.

[14] See http://www.kiva.net/~jsagarin/sports/cfsend.htm.

[15] Robustness checks suggest that the results do not change significantly if we use the AP results instead.

[16] Some of these data are available publicly at http://ope.ed.gov/athletics/downloadFile.asp. We used the more detailed data obtained directly from the NCAA.

[17] We have these data for 116 of the Division I-A programs. The service academies do not report data. We have the NCAA/EADA from before 2004, but it is not directly comparable to the data after 2004. Therefore, we do not use data from before 2004.

[18] Available at http://web1.ncaa.org/stats/StatsSrv/rankings?doWhat=archive&sportCode=MFB (visited April 1, 2008).

[19] Available at http://www.ncaa.org/stats/football/attendance/index.html (visited April 1, 2008).

[20] Available at http://www.ncaa.org/grad_rates/ (visited April 1, 2008).

[21] Available at http://www.nfl.com/draft/history (visited April 1, 2008).

[22] Available at http://ope.ed.gov/athletics/search.asp (visited April 1, 2008).

[23] We calculate the great circle distance ("as the crow flies"). We use the Haversine formula, which can be found at http://www.movable-type.co.uk/scripts/latlong.html.

[24] We define five regions: Northeast, Southeast, Midwest, Southwest, and West. The coefficients on the region variables are significant. For example, the average distance is lower for recruits based in the Northeast where there is a higher density of schools.

[25] As we show in the next sections, our results appear to support these interpretations.

[26] See T. Amemiya, "Introduction to Statistics and Econometrics," Harvard University Press, Cambridge (1994), Theorem 2.4.1.

[27] Probit models are also commonly used. We also estimate our model using probit and obtain similar results.

[28] The probability of a candidate accepting an offer is likely to also depend on the number – and quality – of other offers the candidate has received. We account for this explicitly by estimating a conditional logit model, which we describe in more detail in Section 5.

[29] We first calculate the four-year average ranking for each program in each year. We then order programs according to the average rank. The top-ten programs in a given year are those that the have the ten best average ranks over the previous four years, the 11 to 30 schools are the twenty schools with next highest average, and so on.

[30] For example, the variable "*5 Stars*" * "*1-10 program*" takes a value of one if the offer whose probability is being assessed would be from a top-ten school for a five-star recruit (and is zero otherwise).

[31] The odds ratio is calculated as the exponential function of the logit regression coefficient. Odds ratios capture the odds that an event (represented by the dependent variable) will occur given a value of a right-hand-side variable. For example, in Table 3, the odds of an offer being made to a 5-star recruit by a school, holding all else fixed, is 0.255 to one. This can be also converted to a probability (0.255/(0.255+1)=0.20=20%). An odds ratio of one means that the probability of an event occurring is 50-50.

[32] These differences are statistically significant.

[33] In general, these differences are statistically significant.

[34] These results are also generally consistent with the predictions of the theoretical model developed by DuMund, Lynch, and Platania (2007). In that paper, the authors assume that higher ranked schools have lower recruiting costs than lower ranked schools and that this advantage increases as the quality of the player recruited increases. Higher-ranked schools are willing to recruit more distant athletes (even though, as the next set of results show, these athletes are less likely to sign relative to similar athletes living closer) because the marginal benefit to such a school of recruiting such an athlete is higher and/or the marginal cost is lower. Similarly, the fact that top recruits are more likely to receive offers from distant schools is not surprising, since the marginal benefit to a school of recruiting such an athlete is higher.

[35] In addition, we have experimented with including measures of the number of players recruited in the previous year at each position as a measure of need. However, we have found the variables not to be a significant determinant of offers.

[36] While we do not expect, *a priori*, to find substantially different results in our different models, running the model several different ways allows us to evaluate the robustness of the results.

[37] In a conditional logit model the denominator of the "logit ratio" sums only the exponents over those schools that actually gave an offer to the student-athlete. For a more complete treatment of the conditional logit see W. Greene, "Econometric Analysis," 5th Ed., Prentice Hall (2002), Section 21.7.2.

[38] DuMund, Lynch, and Platania (2007) reach a similar conclusion regarding BCS conference affiliation.

[39] DuMund, Lynch, and Platania (2007) report similar results.

[40] In Model S1, we find that the graduation rates have a significantly greater impact on 4- and 5-star recruits than on lower-rated athletes, although the effect is negative and significant for 3-star recruits as well. This suggests that different types of student-athletes choose schools for different reasons. In particular, highly-rated athletes put less weight on academics than lower-rated athletes, perhaps because they believe they have a better chance of becoming professional athletes. However, we do not find statistically significant differences among athlete types in Model S3.

[41] In our data, 17 of the 117 schools are private. However, the private schools include some important football programs, including Notre Dame, University of Southern California, University of Miami (Florida), and Stanford.

[42] The intercept for the interaction between two-star players and schools in the top-ten was dropped due to collinearity.

[43] This low significance could reflect selection on the part of schools: if when deciding what offers to give schools already take into account the likelihood of the candidate accepting the offer, then this would reduce the importance of student characteristics in the signing regressions.

[44] DuMund, Lynch, and Platania (2007) also use their results to predict the probability of a student-athlete signing with a school. But they investigate only the probability of signing conditional on getting an offer, so their predictions depend on first observing an offer. In contrast, our model first predicts the probability of an offer being made and then predicts the probability of a match.

[45] The numbers in this table represent national averages. These probabilities may change based on the region of the athlete's home town as shown in Appendix C. Also note that the probabilities in this table need not add up to 100% for any particular row or column. They represent the probability that a hypothetical school with a certain profile will sign up an athlete with certain characteristics. In other words, if we see a certain athlete-school combination we could use the table to evaluate the probability of an offer and signing based on the joint characteristics. But this table does not tell us directly how far the student is likely to travel or what quality of school he is likely to sign at. To evaluate that we would also need to know the distribution of school characteristics.

[46] If our methodology accurately captures these probabilities, then we should expect that the predicted probability of an athlete signing with *some* school in Division 1A should be close to one. To verify this, we predict the probability of receiving an offer from and signing with each school in Division 1A for each athlete in the data. The average of these summed probabilities across athletes is approximately 90 percent, which suggests that our methodology does a reasonably good job of predicting probabilities.

[47] Based on interviews of Rivals personnel. See, also, DuMund, Lynch, and Platania (2007).

[48] An observation in this regression is a school-year pair. We consider the average ranking over the past four years for each program.

[49] For example, we find using the NCAA/EADA data from 2004 to 2006 that the average annual recruiting budget for a school ranked in the top thirty is $363,000, whereas the average annual recruiting budget for a school ranked lower than 60 is $179,000.

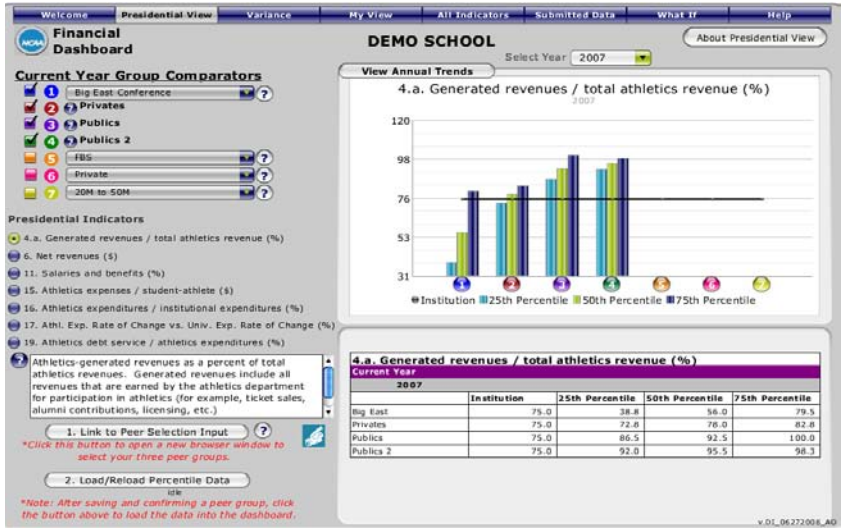
[50] See explanation in footnote 45.

Division I Presidential Advisory Group

April 29, 2009

NCAA Dashboards

- FY 2008 data available in May.
- New features:
  - FY 2005-07 data collections reflected.
  - New indicators –
    - Academic progress rate.
    - Total E & G expenditures.
  - Creation of 8 peer groups.
  - Reverse engineering for peer selection.
  - Generated revenue/direct expenditures.
  - Generated revenue plus student fees/total expenditures.



NCAA Dashboards

- Future developments:
  - Indicators to identify contributions to university.
  - Additional flexibility on categorizations.
  - Sensitivity views – allow certain categories to be added or eliminated.

Financial State of Intercollegiate Athletics

Challenging Financial Times FCS Programs

Ticket sales 5% of Rev	Contributions 8% of Rev	Direct Inst. Support 41% of Rev	Salaries and Benefits 32% Expend	Grants in Aid 27% of Expend	Travel 9% of Expend

How can the NCAA Assist?

- Immediate response.
- Mid-term response.
- Long-term response.

Immediate Response

- Focus on NCAA budget.
  - NCAA continues to be in a strong financial position.
  - Announced a FY09 national office savings target of $4,000,000.
    - Committee/staff/championships travel.
    - Insurance and risk management.
    - Programmatic changes.
  - Savings to be distributed to Division I in January.

Mid-term Response

- Meaningful financial relief requires fundamental change.
- Cabinets and Councils review of bylaws and practices.
- Underlying criteria for the review:
  - Principles of fair competition.
  - Well-being of student-athletes.
  - Integrity of the sport.
  - Costs.

Mid-term Response

- Focus on athletics department budget.
  - Cabinets and Councils provide prioritized recommendations to Leadership Council.
  - Leadership Council oversees and manages process.
  - Legislative and policy recommendations to the governance substructure with BOD oversight.

Long-term Response

- Engage economists and anti-trust attorneys to brainstorm possible options.
- Conduct econometric research on top 2-3 options.
- Draft legislation.
- Consider possible DOJ review.
- Membership consideration of legislation.

NCAA®

A G E N D A

National Collegiate Athletic Association
Division I Board of Directors

NCAA National Office
Indianapolis, Indiana

April 30, 2009
8 a.m. – 3 p.m.

1. Opening remarks.

2. Minutes of the January 17, 2009, Board of Directors meeting. [Supplement No. 1] [**Anticipated Action Item]**

3. Report of the January 17, 2009, meeting of the NCAA Executive Committee. [Supplement No. 2] [No action anticipated.]

   - Term extension for Executive Committee chair, Michael Adams.

4. NCAA report. [No action anticipated.]

   a. Youth Basketball Initiative. [Supplement No. 3]

   b. NCAA Bundled Rights Agreement.

5. Financial Issues.

   a. Update regarding the Empirical Effects of Intercollegiate Athletics. [Supplement No. 4]

   b. Update regarding financial dashboard indicators. [Supplement No. 5a.]

   c. Update regarding national office cost savings initiatives. [Supplement No. 5b.]

      - Request for bylaw and policy review by the Division I governance structure. **[Anticipated Action Item.]**

6. Litigation update. [Supplement No. 6 will be distributed at the meeting.] [No action anticipated.]

7. Governmental relations report. [Supplement No. 7] [No action anticipated.]

8. Report of the Division I Presidential Advisory Group April 29, 2009, meeting. [Supplement No. 8. An addendum will be distributed at the meeting.] **[Anticipated Action Item.]**

   - Appointment of new chair.

9. Report from the Committee on Academic Performance. [Supplement No. 9] [No action anticipated.]

   a. Update regarding development of the APR coaches rate.

   b. Review of new APR data.

   c. Occasion Three Hearings.

10. Update on the work and recommendations of the Men's Basketball Academic Enhancement Group. [Supplement No. 10 – Posted subsequent to original posting date due to timing of meeting.] **[Anticipated Action Item – Referral into the governance structure.]**

11. Status report on the efforts of the Football Academic Working Group. [Supplement No. 11] [No action anticipated.]

12. Division I Governance Structure Update.

   a. Update from the cabinet via the report of the Communications and Coordination Committee. [Supplement No. 12] [No action anticipated.]

   b. Report of the March 24, 2009, Division I Leadership Council. [Supplement No. 13] [No action anticipated but direction sought.]

   c. Report of the April 20, 2009, Division I Legislative Council. [Supplement No. 14. An addendum will be distributed in advance of the meeting.] **[Anticipated Action Item.]**

      (1) Possible emergency/noncontroversial legislation.

      (2) Report of legislative proposals adopted by the Legislative Council.

[Note: As a reminder, the Legislative Council will be responsible for considering, and ultimately voting on, all legislative proposals remaining in the annual legislative cycle. Thereafter, the Board has the authority to consider any proposal adopted by the Legislative Council but is not required to examine every adopted proposal. The intent of this process is to allow the Legislative Council to take the final action on the day-to-day legislative matters necessary for the efficient management of Division I, and to leave to the discretion of the Board the authority to address the broader legislative issues facing the division. After the April 20, 2009, Legislative Council meeting, and prior to the Board meeting, the Board will be sent a listing of those proposals adopted by the Legislative Council to assist in preparation for the meeting.]

(3) Other news from the meeting.

13. Committee on Infractions and Infractions Appeals Committee. [Supplement No. 15.] **[Anticipated Action Item.]**

- Committee appointments.

14. Governance transitional issues. [Supplement No. 16] **[Anticipated Action Items.]**

a. Appointment of new members to the Division I Board of Directors.

b. Appointment of new members to the Division I Presidential Advisory Group.

c. New Division I members to the NCAA Executive Committee.

d. Expression of appreciation.

15. Other business.

16. Future meeting dates.

a. August 6, 2009, National Office, Indianapolis, Indiana.

b. October 29, 2009, National Office, Indianapolis, Indiana.

17. Adjournment.

REPORT OF THE NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE FEBRUARY 16-18, 2009, MEETING

***ACTION ITEMS*.**

1. Legislative Items.

- **Amendment to NCAA Proposal No. 2008-75 – Freshman Academic Requirements – Eligibility for Financial Aid, Practice and Competition – Qualifier – Exception – Early Academic Certification – Submission of Transcript.**

(1) Recommendation. The NCAA Division I Committee on Academic Performance recommends the NCAA Division I Legislative Council sponsor an amendment to Proposal No. 2008-75 to specify that an institution may request a waiver of this legislation, as specified by the NCAA Division I Academic Cabinet.

(2) Effective Date. August 1, 2009.

(3) Rationale. The amendment specifies that the Academic Cabinet shall have the authority to authorize waivers of the submission requirement, will establish the process for granting such waivers, and shall monitor the waivers requested and granted. Providing waivers via a simple process when extenuating circumstances preclude the submission of a prospective student-athlete's high school transcript allows a reasonable accommodation to institutions without jeopardizing the integrity of the data collection. The creation of a waiver process will provide institutions with relief in instances in which it is not possible to obtain the final high school transcript and will address concerns from the membership regarding the administrative burden that would be placed on campus compliance personnel. The committee continues to strongly support the concept of this data collection and analysis in the development of sound academic policy. The proposal is intended to fill a gap in the academic data currently available to help the division make informed decisions related to academic legislation and policy in the future. The committee believes the time spent on collecting transcripts and other data will result in better academic policy and requirements. With this data, the membership will be able to validate the early academic certification requirements, to study changes in core-course taking patterns, and to model predictors of long-term academic success.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

2. Nonlegislative Items.

- **None.**

INFORMATIONAL ITEMS.

1. Head Coaches' NCAA Division I Academic Progress Rate (APR) Portfolio. The committee began its work to develop a publicly available Web site for reporting the APR for all Division I head coaches. The committee noted that the Head Coaches' APR Portfolio will not be a new measure for head coaches; rather, it will report existing information about the academic performance of each team during the head coach's tenure. The Web site will report each head coach's employment history and the team's single-year APR for each year of the head coach's tenure. When an institution has more than one head coach during an academic year, each head coach will have that year's APR reported on his or her portfolio. While the committee understands that the head coach is not solely responsible for a team's academic performance, it also would like to limit any additional administrative burden on the membership. As a result, the information reported will be limited to head coaches at this time and will not list any administrators. The committee particularly noted that the inclusion of other campus personnel (e.g., director of athletics, faculty athletics representative, academic support personnel, president) who also may impact a team's APR would create an even greater administrative burden at the institutional level, but could be revisited at a later date.

To build and maintain these portfolios, institutions will submit the names of head coaches of NCAA-sponsored sports that have been employed since August 1, 2003, as well as the dates each individual was employed as head coach. Coaches will have the opportunity to verify employment dates; however, there will not be an opportunity to appeal the information reported in the APR portfolio. Such opportunities for appeals would have been available during the annual NCAA Division I Academic Performance Program data collection process (e.g., data corrections and adjustments).

The committee decided on a phased implementation of the program due to the institutional burden of fully implementing the system for the fall 2009 data collection. In addition, a phased implementation will allow time for a pilot test in order to identify any issues with the process of collecting data and verifying it with head coaches. Data for the

pilot program, which will include baseball, men's and women's basketball, football and women's indoor and outdoor track, will be collected in fall 2009 and released by summer 2010. The committee included women's track to test data collection for an individual sport that may have multiple coaching designations (e.g., director of track and field, along with head women's track coach). Depending on the results of the pilot program, the committee's intent is to collect data for the remaining sports and fully implement the program during the 2010-11 academic year.

In addition, the committee began discussion of a secure password-protected Web site that would provide additional academic and other NCAA-specific information about head coaches. The Web site will provide institutional presidents and chancellors, directors of athletics and others with limited access to information pertaining to head coaches.

2. **Data Collection on Two-Year College Transfers.** The committee finalized the list of academic data collection items for two-year college transfers to be provided during the annual submission of Academic Performance Census data. In October 2008, the committee approved an amendment to its policies and procedures to require an institution to provide academic data on two-year college transfer student-athletes during the annual submission of its APC data. Since the October meeting, the NCAA Division I Basketball Academic Enhancement Group, the NCAA Division I Football Academic Working Group, the Academic Cabinet, and the NCAA Two-Year College Relations Panel have provided feedback regarding the data to be collected. In addition, each of these groups noted the importance of gathering data regarding the academic performance of two-year college transfer student-athletes, specifically while at the two-year institution. The data collection will begin with submissions for the 2008-09 academic year and the identified elements will be collected for at least a two-year period (i.e., data to be submitted fall 2009 and fall 2010) for the following sports: baseball, men's and women's basketball and football. At the end of this two-year period, the committee will determine if any changes should be made to the list of data collection elements and or to the data collection process.

3. **Review of Proposals in the 2008-09 Legislative Cycle.** The committee expressed its position on the following proposal:

   - **Proposal No. 2008-77-1 – Eligibility – Transfer Regulations – Two-Year College Transfers – Submission of Information Necessary to Determine Academic Initial-Eligibility Status -- Waiver.** The committee supports this proposal as amended to specify that the Academic Cabinet shall have the authority to permit waivers of the submission requirement, will establish the process for granting such waivers, and shall monitor the waivers requested and granted. The committee agreed that providing waivers via a simple process when

extenuating circumstances preclude the submission of a prospect's high school academic information allows a reasonable accommodation to institutions without jeopardizing the integrity of the data collection. The committee strongly supports data-driven development of sound academic policy and notes that the collection of this high school academic information for two-year college transfers is vital to support the Division I governance structure's review of the academic performance of two-year college transfers.

4. Occasion-Three Historical Penalty Hearings. The committee conducted hearings for four institutions currently subject to Occasion-Three Historical Penalties.

Committee Chair: Walter Harrison, University of Hartford, America East Conference
Committee Liaisons: Julie Cromer, Academic and Membership Affairs
Diane Dickman, Academic and Membership Affairs
Kevin Lennon, Academic and Membership Affairs
Todd Petr, Research
Bill Regan, Academic and Membership Affairs

ADDENDUM
SUPPLEMENT NO. 7
DI Presidential Advisory Group 4/09

A G E N D A

National Collegiate Athletic Association

Division I Committee on Academic Performance

NCAA National Office
Indianapolis, Indiana

April 27-28, 2009

1. Welcome and announcements. [Supplement No. 1]

2. Final preparation for Occasion-Three Historical Penalties appeal hearings. (John Shukie)

   a. Review factors and decision options.

   b. Decisions from February meeting. [Supplement No. 2]

   [Reference separate packet of materials for hearing schedule and materials.]

3. Review the February report of the NCAA Division I Committee on Academic Performance. [Supplement No. 3] (Julie Cromer)

4. Update on NCAA Division I Legislative Council meeting. [Supplement No. 4 to be distributed at the meeting.] (Binh Nguyen)

   a. NCAA Proposal No. 2008-75 (collection of early academic qualifier data).

   b. Proposal No. 2008-77 (collection of two-year college transfer data).

   c. Other.

5. Review the report from the NCAA Division I Committee on Academic Performance Subcommittee on Appeals. [Supplement No. 5 to be distributed at the meeting.] (Pete Boone and Katy Yurk)

6. Review and take action on the reports from the NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting. [Supplement Nos. 6 and 7 (Supplement No. 7 to be distributed at the meeting.)] (Jack Evans and Nguyen)

Anticipated Action Items:

a. Resolve five issues outlined in Supplement No. 8 regarding Head Coaches' APR Portfolios.

b. Approve NCAA Division I Academic Performance Program (APP) data and penalty reports for 2009-10.

c. Approve amendments to the NCAA Division I Academic Progress Rate (APR) adjustment directive.

d. Update on data sharing issues (e.g., year-by-year data; E/R released separately. [Supplement No. 9]

7. Review APR Improvement Plan due dates. [Supplement No. 10] (Michael Moleta)

8. Update regarding NCAA Division I Academic Performance Program Supplemental Support Fund (SSF). [Supplement No. 11] (Bob Chichester and Anne Little)

9. Approval of updated committee policies and guides. (Bill Regan)

Anticipated Action Items:

a. Committee on Academic Performance Policies and Procedures. [Supplement No. 12]

b. Data Collection and Reporting Guide. [Supplement No. 13]

c. Penalty Guide. [Supplement No. 14]

10. Approve procedures for deciding waiver requests when team subject to postseason competition penalty. [Supplement No. 15] (Shukie)

Anticipated Action Items:

a. NCAA Bylaw 14.8.2 - transfers.

b. Bylaw 13.1.1.3.4 - contacting prospective student-athlete without written permission.

11. Summary of fourth year APR data. [Supplement No. 16] (Tom Paskus and Todd Petr)

12. Summary of APR adjustments, delayed-graduation points and discussion of relevant impact on APR. [Supplement No. 17] (Nguyen, Paskus and Petr)

13. Summary of number of penalized teams and contemporaneous- and historical-penalty waivers. [Supplement No. 18 to be distributed at the meeting.] (Petr, Regan and Yurk)

14. Public release of APP information. [Supplement No. 19] (Cromer and Regan)

    a. Data.

    b. Penalties.

    c. Top ten.

    d. Elite 88 awards update.

15. Update on various educational initiatives.

    a. Postseason ineligibility document. [Supplement No. 20] (Nguyen)

    b. Financial aid penalty calculations document. [Supplement No. 21] (Moleta)

    c. Head Coaches' APR Portfolio education plan. [Supplement No. 22] (Jeremiah Carter)

    d. Data reviews Webinar information. [Supplement No. 23] (Cromer)

16. Update on NCAA Division I Leadership Council's review of Division I membership standards. [Supplement No. 24] (Kevin Lennon)

17. Review future meeting schedule.

a. July 8-9; Seattle.

- July 7 - Travel anytime.
- July 8 - Full committee meets from 8 a.m. to 5 p.m.
  Full committee celebratory dinner 6:30 p.m.
- July 9 - Full committee meets from 8 a.m. to 5 p.m.
- July 10 - Return travel anytime.

b. October 26-27; Indianapolis.

- October 25 - Travel anytime.
- October 26 - Subcommittees meet from 8 a.m. to noon.
  Full committee meets from 1 to 5 p.m.
- October 27 - Full committee meets from 8 a.m. to 5 p.m.
  Return travel after 5 p.m.

c. February 22-24, 2010; Indianapolis.

- February 21 - Travel anytime.
- February 22 - Full committee meets from 8 a.m. to 5 p.m.
  (Hearings included.)
- February 23 - Full committee meets from 8 a.m. to 5 p.m.
  (Hearings included.)
- February 24 - Full committee meets from 8 a.m. to noon.
  Return travel after 2 p.m.

18. Other business.

19. Adjournment.

AGENDA

Basketball Academic Enhancement Group (BAEG)

Marriott Renaissance Center
Detroit, Michigan

Monday, April 6, 2009
8 a.m. - 3 p.m.
(Breakfast – 7:30 a.m.)

1. Welcome.

2. Timeline of the BAEG Project.

3. Remaining matters to consider following the December 3, 2008, meeting. [Supplement No. 1]

   a. Research data.

   b. Summer Bridge. [Supplement No. 2]

      (1) Institutional opt out for summer school.

      (2) Summer transition program is strongly recommended for “at risk” students.

      (3) Summer athletics skill access for those enrolled in summer school only.

      (4) Loss of summer access for teams that do not satisfy a minimum APR requirement?

      (5) Use of "FLAG" or similar assessment tools in summer. [Supplement No. 3]

      (6) Continuation of academic risk assessment.

      (7) Subsequent summer attendance requirements and opt out recommendations.

4. Two-year college transfers.

a. Comments from the Two-Year College Relations Panel. [Supplement No. 4]

b. Potential sit-out period upon transfer to a four-year school. [Supplement No. 5]

c. Remedial period at two or four-year schools.

d. Projected effective dates of new rules or pilot program.

5. Status of APR calculation recommendations. [Supplement No. 6]

6. Playing and Practice Season - 48 hour rule. [Supplement No. 7]

7. Other items from September 15 or December 3, 2008, report.

8. Preparation of final report to the Board of Directors.

# # # # #

APPENDIX to ADDENDUM
SUPPLEMENT NO. 8
DI Presidential Advisory Group 4/09

BEST PRACTICES.

The following is a list of nonlegislative "best practices" identified by the Division I Men's Basketball Academic Enhancement Group designed to assist Division I institutions in enhancing the academic preparation and success of its Division I men's basketball student-athletes. Many of these practices were developed through a collaborative effort of The NCAA and a group of National Association of Academic Advisors for Athletics (N4A) members. The factors identified by the group impacting the academic performance, retention and vulnerability of non-graduation of men's basketball student-athletes include: academic preparedness, at-risk factors beyond academic preparedness (e.g., socioeconomic status), number of two-four transfers, time demands and the visibility of men's basketball programs. Further, the number of professional opportunities available to NCAA Division I men's basketball student-athletes is a factor impacting the motivation and engagement of the student-athletes. It should be noted that the best practices that have been shaded may require higher resource commitment by the institution.

Program Area	BEST PRACTICES
Orientation/ Continuing Education of Staff	***Academic Support Personnel.*** • Veteran academic support personnel provide training and orientation for new hires including: campus degree requirements, admissions requirements, NCAA rules, philosophy and mission of the academic support unit, and advising policies and procedures. • Academic support personnel in athletics participate in campus advisor training sessions to learn campus requirements and changes in curriculum. • Compliance staff provides academic support personnel ongoing training on NCAA rules and regulations. • Academic support personnel participates in professional development opportunities (e.g., N4A Regional and National Conventions, N4A Professional Development Institute, NCAA Regional Rules Seminars).
	• Identify academic support staff member to serve as liaison to each college/department within the university. Liaison is responsible for attending college/departmental meetings and updating entire academic support staff on curriculum changes.
	Departmental Academic Advisors. • Academic support personnel and athletics department staff conducts annual training of departmental advisors to assist with the understanding of NCAA eligibility issues and the daily lives of men's basketball student-athletes. • Director of academic support unit encourages departmental academic advisors who work with a large population of student-athletes to participate in ongoing training on NCAA rules and regulations (e.g., NACADA academic reform online course).

Program Area	BEST PRACTICES
Orientation/ Continuing Education of Staff (continued)	***Coaching Staff.*** • Require all new coaches to participate in a campus orientation session including information about the university (e.g., university mission, campus history), admissions calendars and impact on recruiting, academic information and other pertinent campus information (e.g., highly regarded academic programs, university rankings). • Require all coaches to participate in annual admissions training covering: criteria to meet minimum admission standards; special admission procedures; and minimum thresholds requiring review by Faculty Committee (e.g., grade point average, test score). • Require coaches to participate in APR Education sessions covering: NCAA initial-continuing eligibility rules; APR adjustments; and team specific APR/GSR information.
Recruiting	***Incoming Freshmen.*** • Academic support personnel meet with recruits and their parents/guardians during all official visits and scheduled unofficial visits. • Coaches submit the academic credentials (e.g., high school transcript, test scores) of prospective student-athlete to academic support personnel for review not later than the conclusion of the prospective student-athlete's junior year. Academic support personnel provides written evaluation of the likelihood of the prospect meeting necessary requirements to coaches. • Coaches talk with prospective student-athlete to determine major(s) of interest prior to the official visit. Academic support personnel prepares information for the visit based on major interest (e.g., course curriculum of major, entrance requirements for the major, typical graduation plan). • Academic support personnel schedules academic meeting with a representative from the prospective student-athlete’s major area of interest during the recruiting visit. • Evaluate high school disciplinary record (e.g., suspensions). Conduct police background checks.Academic support personnel contact academic advisor at secondary school for insight on prospect’s academic profile and character.
	Incoming Transfers: • Once prospective student-athlete is identified, coach submits the academic credentials (e.g., high school transcripts, test scores, and transcripts from all institutions attended) of prospect to academic support personnel for review. Academic support personnel provides written evaluation of the likelihood of the prospect meeting necessary requirements to coaches.

Program Area	BEST PRACTICES
Recruiting (continued)	• Coaches talk with prospect to determine major(s) of interest prior to the visit. Academic support personnel prepares information for the visit based on major interest (e.g., course curriculum of major, entrance requirements for the major, typical graduation plan). • Academic support personnel schedules academic meeting with representative from the prospective student-athlete's major area of interest during the recruiting visit.
	• Academic support personnel contact academic advisor at previous institution(s) for insight on prospect's academic profile and character. • Evaluate high school/previous college disciplinary record (e.g., suspensions). Conduct police background checks.
Evaluation of Academic Readiness	***Incoming Freshmen:*** • Academic support personnel complete academic evaluations to review coursework completed and enrolled courses to assess prospective student-athlete's ability to meet NCAA requirements and institutional requirements, and to determine potential for academic success at the institution. • Academic support personnel examine academic record to determine impact on academic preparation for prospects who: attended multiple high schools; attended prep school; completed coursework in narrow timeframe (less than 60 days); had a grade point average increase of .5 or greater in an academic year; used multiple nontraditional courses to meet NCAA/graduation requirements; and/or repeated multiple courses. • Director of academic support program, athletics director, provost, and faculty athletics representative establish minimum thresholds (e.g., high school grade point average, test score) for faculty review of marginal students. • A faculty-based committee (outside of admissions) reviews all incoming student-athletes below established minimum threshold prior to the athletics department advocating for student-athlete's admission. • Head coach meets with Faculty Review Committee to advocate for student-athletes below minimum thresholds and to explain why he believes the student should be admitted to the university.*

Program Area	BEST PRACTICES
Evaluation of Academic Readiness (continued)	***Incoming Transfers:*** • Academic support personnel complete academic evaluation of all incoming transfer student-athletes. Evaluation includes review of: academic work at all institutions attended, academic coursework versus free-elective and activity coursework, grade point average in academic coursework compared to overall grade point average, high school transcripts and test scores. Evaluate student-athlete's ability to meet: NCAA transfer- requirements; progress-toward-degree requirements on enrollment at the four-year institution; and progress-toward-degree requirements after enrollment (determine how many credits the student-athlete will need to meet the next percentage-of-degree benchmark). • A faculty-based committee (outside of admissions) reviews all two-four transfers who were nonqualifiers and any transfer with a transfer grade point average below 2.5. • Head coach meets with Faculty Review Committee to advocate for student-athletes below minimum thresholds and to explain why he believes the student should be admitted to the university. • Work with academic officials and the two-year college community to identify policies/programs that will provide effective academic support for student-athletes at the two-year institution to enable the student-athlete to be academically successful at the two-year institution and prepare the student-athlete for a four-year institution [See Best Practices for Two-Year College Transfer Men's Basketball Student-Athletes While Enrolled at the Tow-Year Institution].
Admissions	• Discourage direct communication from coaching staff to admissions' office personnel on admissions decisions. • Require the prospective student-athlete to present official documentation (e.g., transcripts, test scores) to the Admissions Office prior to admission decision (final documentation prior to enrollment). • Academic support personnel reports annually to the Faculty Review Committee and Faculty Athletics Council the academic performance of special or alternate admits (e.g., grade point average, hours attempted, hours earned, degree progress). • Faculty Review Committee considers the academic performance of previous year's special admits as each class is considered. If a coach demonstrates that he is able to support these students, the committee will be more likely to take future risks. If the students are not academically successful, the committee will be less likely to approve decisions for students not meeting the minimum thresholds. • Limit the number of special admits based on team's APR. • Do not encourage signees to come to campus until they are admissible and/or admitted.

Program Area	BEST PRACTICES
Transfer Student-Athletes	• Academic support personnel meets with all transfer student-athletes on initial enrollment prior to the start of classes to ensure that courses from previous institution transferred appropriately and that all courses that should be counting toward degree are counting toward degree. • Collaboration between academic support personnel and student-athlete's departmental advisor to create graduation plan for all transfer student-athletes. • Academic support personnel creates individualized academic support plan for transfer based on academic preparation. Support plan may include required weekly meetings with advisor, study hall, and/or scheduled tutoring appointments. Consequences for failure to attend academic meetings/appointments should be developed in conjunction with and enforced by coaches.
Academic Support Program Structure & Personnel	• No academic support personnel should report to a coach. • Recommend that the academic support provided to basketball student-athletes be under the purview of the institution's general academic support program and coordinated with the athletics department. • Experienced staff member (e.g., advising experience, knowledge of NCAA rules, experience in direct interaction with coaches) assigned to work with men's basketball student-athletes. • Director of the academic support unit should carefully evaluate caseload of men's basketball advisor to determine the staff member's ability to provide appropriate level of support (e.g., staff assigned to men's basketball should not be assigned other team(s) with a large percentage of at-risk student-athletes). • Compare peer institutions to identify successful academic support programs and implement new programs where appropriate. • Involve faculty athletics representatives in developing appropriate policies (e.g., scheduling, academic support and academic progress) and reporting mechanisms. • Associate director or assistant director of the academic support unit assigned to men's basketball with limited other sport assignment if any. • Salary for men's basketball athletics academic advisor should reflect the experience of the staff member and his/her level of increased responsibility due to work with men's basketball.

Program Area	BEST PRACTICES
Academic Advising	• Student-athlete required to meet with assigned departmental advisor at least one time per semester. • Academic support personnel creates individualized academic support plan once a student-athlete is admitted to the university. Support plan includes: weekly meetings with academic advisor, study hall requirements and tutoring appointments. Individualized plans of incoming and continuing student-athletes compiled to determine staffing needs for each academic year. • Programming offered by the academic support unit to assist each student-athlete in identifying a major by the end of the first academic year (e.g., first year success course, scheduled roundtable discussions with representatives from different majors). • Academic support personnel should limit the student-athlete's enrollment in electives until the student-athlete has matriculated into a major and the exact number of free electives is known (minimize the number of "lost credits" when student-athlete matriculates). • Collaboration between student-athlete, departmental advisor and academic support personnel to enroll student-athlete in a balanced academic schedule (e.g., course load should not include five intensive writing/reading classes in the same term). • Require student-athletes to enroll in 15 credits per term unless otherwise advised by academic support personnel or departmental academic advisor. All dropped classes should be approved by academic support personnel. • Establish a goal for each student-athlete to complete 30 degree applicable each academic year. • Enrollment in nontraditional courses (e.g., independent study, online courses) monitored by academic support personnel. Limit or restrict enrollment for at-risk student-athletes unless advised by academic support personnel or departmental advisor. • Emphasis on completing remediation as soon as possible (i.e. first two semesters of enrollment). • Collaboration between student-athlete, academic support personnel and departmental advisor to create graduation plan prior to student-athlete's junior year. • Establish policies that enable access to learning opportunities that might already exist on campus (e.g., online classes, alternative test dates, video and audio of classes) to respond to the needs of student-athletes who miss class due to athletics participation. • Require all transfer student-athletes to enroll in summer school [prior to first semester of full-time enrollment and on-going]. Summer courses should be degree applicable or meet a degree prerequisite.

Program Area	BEST PRACTICES
Tutoring	***Personnel.*** • Limit tutors working more than two consecutive terms with only men's basketball student-athletes. • Restrict communication between coaches and faculty/tutors • Ensure appropriate accommodations available for student-athletes with diagnosed learning disabilities.
	• Full-time staff member assigned the responsibility for recruiting, hiring, training, evaluation and oversight of tutors. • Learning specialists (i.e., full-time personnel with specific background in special education) assigned to student-athletes with diagnosed learning disabilities or who are significantly underprepared. • Assign academic mentors (e.g., hourly employees) to meet regularly with student-athletes to assist with organization, study skills and time management.
	Training. • Tutor orientation required for all tutors. Minimum areas to cover include: NCAA rules; academic integrity; information about the culture of college athletics; program policies and procedures, and expectations. • Compliance director involved in all orientation and training of tutors to review NCAA rules. • Academic support program evaluates tutors each semester and also gathers student evaluations of tutors.
	• Ongoing training provided by academic support program for tutors. Sessions include subject specific training (e.g., writing, math), specific training for working with student-athletes enrolled in nontraditional courses, and strategies for tutoring at-risk student-athletes.
	Appointments/Assignments. • Assign student-athletes to meet with tutors early in the semester, rather than waiting for poor test grades. • Require tutors to complete a report of each tutoring session (e.g., material covered, student progress, concerns). Session reports reviewed by men's basketball advisor daily. • Consequences for not attending tutorial sessions should be developed in conjunction with and enforced by coaches.
	• Develop individualized tutoring plans for each student-athlete based on assessment of academic performance and course schedule.

Program Area	BEST PRACTICES
Monitoring of Academic Progress	• Coaches are involved in monitoring attendance (e.g., random class checks). • Academic support personnel request attendance information, grade updates and additional feedback from instructors for all men's basketball student-athletes at least three times per term via electronic and other types of progress report system. Requests may occur more frequently for more at-risk student-athletes. • Academic support personnel communicate unexcused class absences immediately to coaches. • Coaches impose practice and competition restrictions for unexcused class absences. • Academic support personnel provide academic progress reports to coaches/sport supervisors weekly (at a minimum). • Weekly meetings between academic support personnel and student-athletes to discuss academic progress. Student-athletes sign release of academic information at the beginning of each semester (to share with faculty on request) • Require coaches to meet with the academic support staff to coordinate academic support programs (e.g., study hall, tutoring, etc.) within the practice and travel schedules. • Hire individuals to check class attendance of identified student-athletes based on academic profile. Class checkers assigned to check identified players attendance at the beginning, middle, and/or the end of class.
Communication	• Academic support personnel shares all academic reports and attendance information with head coach. • Academic support personnel maintains documentation of all conversations with student-athletes/coaching staff related to academic decisions (e.g., advising notes, drop/add).
Study Hall	• Objective-based study hall required for all freshmen, incoming transfers and at-risk continuing student-athletes. Each student-athlete in study hall required to establish weekly and daily objectives. • Isolated/distraction-free study hall conducted in academic environment (not in the coaches' office). • Academic support personnel communicates study hall attendance to coaches daily. • Consequences established and implemented by coaching staff for student-athlete(s) not meeting study hall requirements. • Coaching staff schedules monitored study time during all overnight road trips during the week and tournament travel.

Program Area	BEST PRACTICES
Study Hall (continued)	• Student-athletes are assigned to individual "tutors/mentors" to develop weekly lists of tasks/assignments to complete, and check-off tasks during the week as they are completed. • Provide laptops for student-athletes to check out for team travel. • Academic support staff member conducts all regular study hall sessions. • Men's basketball athletics academic advisor supervises study hall during all overnight road trips during the week and during tournament travel (others on as needed basis).
Missed Class Time	• Academic support personnel review all travel schedules prior to finalizing to minimize missed class time. • Competition schedule finalized as early as possible and communicated to academic support personnel. Competition schedule should be considered during registration for subsequent terms to minimize missed class time and to avoid conflicts with departmental attendance policies. • Academic support personnel should coordinate with sports medicine/media relations to minimize class and academic time for appointments/interviews. • Travel notices detailing missed class time delivered to faculty by student-athlete at the beginning of the term/prior to missed classes due to postseason competition. • Student-athletes responsible for developing a plan with the instructor to handle missed assignments and/or exams prior to missing class. • Academic support personnel available to facilitate submission of assignments during travel.
Coach/Player Relationship	***Continuing Student-Athletes.*** • Division I men's basketball coaches should be more proactive in establishing regular meetings [e.g., weekly, biweekly, monthly] with all squad members during the academic year, both during and outside of the playing season. Such meetings should involve noncountable athletically-related activities [i.e., the meetings do not have and athletics purpose] and thus would not be included in the daily/weekly hourly limits. Emphasis during such meetings should be placed on nonathletically-related activities such as academic commitment, good citizenship and responsibility off the court and consequences for failure to exhibit such, the complete collegiate experience, on - and off - court personal issues, career discussions, etc.. The goal of such meetings is to develop trust and to provide necessary mentoring to establish a more structured environment that will facilitate a more positive collegiate experience and academic success for Division I men's

Program Area	BEST PRACTICES
Coach/Player Relationship (continued)	basketball student-athletes. Institutional staff members with responsibilities for coordinating academic progress of men's basketball student-athletes should be included in such meetings on a regular basis. It is important to understand that during such meetings/discussions, it is permissible to engage in general discussions regarding basketball-related topics, for example , problems the student-athlete may be incurring on the court, basic areas of deficiency that merit attention when practicing or playing, the landscape of college basketball or the conference of which the institution is a member. Such meetings/discussions should not be conducted strictly for this purpose and may not be used to engage in practice activities, film review or chalk talks regarding "X's and O's" of the team or an opponent. • Identify appropriate "voluntary athletically related activities" related to men's basketball and limit time student-athletes may be involved in such activities. • Develop best practices to ensure student-athletes remain academically engaged and motivated to graduate throughout their enrollment, including beyond the first year on campus. Such practices should take into account research findings that indicate student-athletes perceive a decrease in the positive influence of their coaching staffs on their academic careers in the third and fourth years of enrollment. The practices also should include methods to address self-identification as "athletes" versus "students", as well as the perceived bias among faculty and the student-body toward identification of players as "athletes" rather than "students." Such best practices could be shared with coaches through the National Association of Basketball Coaches (NABC) partnership with the NCAA as part of coaches' professional development programming.
	Incoming Freshman Student-Athletes. • Subsequent to a prospective student-athlete's commitment or signing of a National Letter of Intent or institutional financial aid agreement, coaches should continue to interact with their signee on a regular basis and provide important information/institutional contacts [e.g., academic advisors, academic policies, NCAA eligibility certification information] to stress the importance of academics as the signee finishes his senior year of high school. This continued dialogue should also help identify, and possibly minimize, any academic concerns as the prospective student-athlete goes through the academic and amateurism certification process. Finally, this

Program Area	BEST PRACTICES
Coach/Player Relationship (continued)	should enhance the prospective student-athlete's total development and better prepare them for the overall collegiate experience
	Youth Education. • Coaches should be more proactive and look for opportunities to speak to young basketball athletes in their community about the importance of education and the appropriate role of basketball in the educational process. Although NCAA rules preclude direct contact with prospective student-athletes, coaches [and student-athletes also] are permitted to speak to high school groups or at meetings/banquets, provided the coach does not provide a recruiting presentation and does not use such a forum to attempt to recruit a particular prospective student-athlete. Coaches are role models in their communities/states and can use that status in a positive way to minimize the nonscholastic influences and further the message of the importance of education.
Student-Athlete Development/ Engagement	• Collaboration between coach and academic support personnel to establish team academic goals (e.g., team grade point average). • Recognize academic improvement of individual student-athletes (e.g., scholar-athlete of the week, Scholar Baller program). • Long-range counseling for student-athletes provided by former student-athletes (currently playing professional and willing to "tell their story"). • Faculty mentoring programs for all student-athletes. • Mandatory enrollment in first-year success course (e.g., transition issues). • Academic support personnel should obtain written release from student-athletes at the beginning of each term to discuss academic issues with parent/guardian. As issues arise throughout the semester, they should be communicated to parent/guardian as needed. • Include language in scholarship agreements that academic misconduct, etc. could result in termination of award. • Develop institutional policies recommending student-athletes remain on scholarship if they are eligible and wish to remain at the university.

Program Area	BEST PRACTICES
Student-Athletes Pursuing Professional Opportunities	• Advise student to earn as many credits as possible so when they depart the institution, they are as close to graduation as possible. • Early identification of student-athletes pursuing professional opportunity and ongoing dialogue between coaches, academic support staff and student-athlete regarding academic expectations. • Provide information to departing student-athletes on how to return to the university to complete their degree program. • During the expected last season, the student-athlete's schedule should be carefully considered to determine ability to complete successfully. Online courses should be considered if the student-athlete anticipates significant participation in "tryouts" after the season concludes. • Develop best practices for awarding fifth-year aid**.** Model practices should address motivation, expectations and accountability for student-athletes and coaches.

*Best academic support practices for two-year college transfer men's basketball student-athletes while enrolled at the two-year institution.

Academic Advising/Counseling Personnel.

1. Identify an individual(s) on campus with academic support/academic advising responsibilities for student-athletes.

2. Required training for the individual(s) with academic support/academic advising responsibilities for student-athletes on NCAA transfer requirements, NCAA Progress-Towards-Degree Requirements, and NCAA Eligibility Center processes (e.g., initial eligibility review, amateurism certification).

3. Attendance at regional or national meetings of the National Academic Advising Association and/or the National Association of Academic Advisors for Athletics.

4. Academic advisor/counselor provides student-athletes with career and academic major information during regularly scheduled appointments (e.g., weekly meetings, team meetings each semester).

Recruiting.

1. Once prospective student-athlete is identified, coach submits the academic credentials (e.g., high school transcripts, available test scores and transcripts from all institutions attended) of prospect to academic advisor/counselor for review.

2. Academic advisor/counselor assigned to student-athletes meet with all prospective men's basketball student-athletes prior to enrollment to provide institutional academic information and obtain academic information to assist with creation of appropriate academic plan to meet institutional, transfer requirements and progress-towards-degree requirements. Meeting with parents is advisable.

3. Academic advisor/counselor prepares information for the visit by student-athlete based on major interest (e.g., course curriculum of major, entrance requirements for the major, typical graduation plan).

Student-Athlete Orientation.

- Orientation program for all new students. Topics covered include institutional requirements, NCAA transfer requirements, progress-towards-degree requirements and study skills seminars.

Monitoring Academic Progress/Academic Evaluation.

1. Academic advisor assigned to student-athletes requests regular progress updates from the faculty members on classroom attendance, grades earned and classroom behavior.

2. Academic advisor/counselor creates individualized academic support plan for student-athletes desiring to transfer to four-year institution based on academic preparation. Support plan may include required weekly meetings with advisor, study hall and/or scheduled tutoring appointments. Consequences for not attending academic appointments should be developed in conjunction with and enforced by coaches.

3. Evaluate student-athlete's ability to meet NCAA transfer requirements and progress-towards-degree requirements on enrollment at the four-year institutions. Provide academic advising to help student-athlete meet institutional requirements, NCAA transfer requirements and progress-towards-degree requirements.

ADDENDUM
SUPPLEMENT NO. 8
DI Presidential Advisory Group 4/09

[DRAFT to be revised via conference call.]

Report of the Division I Men's Basketball Academic Enhancement Group (April 6, 2009)

Background.

In April 2007, the NCAA Division I Board of Directors approved the formation of an NCAA Division I Men's Basketball Academic Enhancement Group, a working group composed of presidents and chancellors, head coaches, commissioners, directors of athletics and faculty athletics representatives, which was established to develop strategies to enhance academic performance and graduation rates in NCAA Division I men's basketball. Graduation rates in men's basketball are among the lowest in Division I, and the elimination of the small squad size adjustment further impacted the sport. The academic preparation of men's basketball student-athletes is unique from many other sports, and overall, they are less prepared academically than student-athletes who participate in other sports. It was essential, therefore, that NCAA constituent groups work together to evaluate the causes and develop meaningful strategies to improve academic performance. The success of a similar group in baseball and discussions involving head basketball coaches and representatives of several governance committees and NCAA staff at the 2007 Men's Final Four supported the establishment of the Division I Men's Basketball Academic Enhancement Group as a meaningful step toward identifying solutions.

The Division I Men's Basketball Academic Enhancement Group was directed to develop appropriate recommendations for consideration by the Division I membership within a timeline of approximately 12 to 18 months. The group was provided a charge to:

1. Analyze available data, research and literature regarding the academic performance trends of Division I men's basketball student-athletes.

2. Identify characteristics and factors in the sport that may be serving to impair the academic performance of Division I men's basketball student-athletes.

3. Identify changes that would enhance academic progress and graduation rates in Division I men's basketball.

4. Submit to the Division I Board of Directors, a set of recommendations and proposals that would enhance Academic Progress Rates (APR) and graduation rates in Division I men's basketball.

5. Maintain ongoing communication with, and seek reactions from, the NCAA governance structure, and the National Association of Basketball Coaches (NABC) membership and conference offices during the course of the project.

The Division I Men's Basketball Academic Enhancement Group conducted its initial meeting in August 2007, and agreed that the project could most effectively be accomplished through the use

of subcommittees. The following subcommittees were formed and charged with identifying and developing potential solutions, legislative and non-legislative, for consideration by the full group.

1. Subcommittee on Academic Preparation and Academic Support.
2. Subcommittee on Coach/Player Relationships.
3. Subcommittee on Playing and Practice Seasons.
4. Subcommittee on Transfers – Both Incoming and Outgoing.
5. Subcommittee on the 0 for 2 Phenomenon.

The subcommittees conducted several meetings, both in-person and by conference call, and developed recommendations/solutions specific to their respective areas for consideration by the full group. The group also received and considered feedback from various constituencies in the Division I governance structure. The following information sets forth the group's recommendations, which will be presented formally to the Board of Directors at its August 2009 meeting.

Recommendations

1. Summer Bridge – Transition for Academic, Athletic and Learning Skills Development.

Background and Rationale. The group supported a summer academic preparation and college acclimatization model for designated men's basketball student-athletes that involves summer school attendance and learning- and athletics-skill development involving the coaching staff. Data reviewed by the group indicates all that student-athletes who enroll in summer school, particularly early in their academic careers enhance academic success during their collegiate enrollment. In addition, a survey of Division I men's basketball student-athletes currently attending summer school revealed that time spent voluntarily on athletically related activities while enrolled in summer school has been approximately 12-14 hours per week.

The recommended model proposes a structure that is designed to encourage greater academic commitment, while also providing an opportunity for coaches and student-athletes to interact and build the coach/player relationship, which data supports as one of the most influential relationships in a student-athletes' life. It is anticipated that engaging in limited athletically related activities in a structured environment under the supervision of the coaching staff will not significantly impact competitive equity, but should prove beneficial in establishing a stronger coach/player relationship. Descriptions of summer

athletic development opportunities and summer school academic requirements are included below to assist in understanding the practical application of this model.

a. Summer School Bridge for Designated Men's Basketball Student-Athletes.

NCAA financial aid rules now permit institutions to provide athletics aid during the summer prior to initial full-time enrollment under conditions prescribed by NCAA Bylaw 15.2.8.1.4. Further, NCAA Bylaw 15.2.8 and its subsections, outline legislation related to summer financial aid for enrolled student-athletes.

The new recommended model requires that each institution formally assess the academic preparedness of all incoming men's basketball student-athletes (including transfers) who have signed financial aid agreements for the ensuing regular academic year, using institutionally-defined criteria to identify those who need an academic head start is to put the individual on a track to predict graduation in five years. These student-athletes shall be required to attend summer school in a summer bridge session prior to their initial year of regular enrollment at the certifying institution. Such incoming student-athletes shall be provided financial aid and must be enrolled in a minimum of six hours (and pass three for eligibility to compete in the first term) of acceptable degree credit in addition to receiving institutional learning skills education.

[Note: Consistent with the provisions of Bylaw 14.4.3.4.4, required hours may include remedial courses, provided the courses are prerequisites for specific courses acceptable toward any degree program. Learning skills education includes assessments, focused training in areas of deficiency, seminars and other initiatives that help student-athletes "learn how to learn".]

For subsequent summers, men's basketball student-athletes shall be reevaluated using institutionally-defined criteria to determine those who should attend summer school to achieve graduation in a five-year period. Continuing student-athletes who are not on track to graduate in five years shall be strongly encouraged to attend summer school and shall be provided financial aid if they choose to do so. A minimum of six hours shall be required for financial aid and passing six hours of acceptable degree credits shall be required for eligibility in the fall term.

The group encouraged [but did not require] that institutions use a management system designed by the Division I Academic Cabinet (The NCAA Facilitating Learning and Achieving Graduation Program) to identify those incoming men's basketball student-athletes who should be required to attend summer school and those continuing men's basketball student-athletes who should be strongly recommended to attend summer school. This model provides for a dynamic assessment of student-

athletes (through the identification of factors and characteristics) who are at-risk of not graduating from the institution in five years.

The group also recommended that institutions document academic assessments in the event of future consideration of penalties or waiver requests involving the Committee on Academic Performance.

b. Exceptions for Summer School.

An exception should be available to institutions that do not offer summer courses to the general student body. However, such institutions would not be able to take advantage of the summer athletic development component described later. Further, institutions that offer summer courses, but that do not offer any athletically related financial aid (e.g., award only need-based aid) would have two options.

The first option would be to use the previously noted exception applicable to institutions that do not offer summer courses to the general student body. Institutions electing to use this option would not be required to award summer financial aid, but it's men's basketball student-athletes would be prohibited from participation in summer athletics development.

A second option would be available for those institutions that wish to participate in the summer athletics development. Those institutions would be subject to the summer-aid requirement for those recruited student-athletes who are required using institutionally-defined criteria, to attend summer school and who qualify for nonathletically related aid to attend the summer session. The summer athletics development provisions of this model would be applicable to those student-athletes enrolled in the requisite minimum number of hours of acceptable degree credit and who are receiving nonathletically related financial assistance or covering their own cost of summer school.

c. Summer Athletic Development.

Under current legislation, coaches and student-athletes are limited in the amount of time spent on athletics activities and the nature of those activities during the regular academic year and institutional vacation periods, including the summer. Specifically, it is not permissible for coaches and student-athletes to participate in countable athletically related activities during the summer vacation period.

The recommended model permits summer athletics development based on the view that this provides an opportunity for student-athletes and coaches to work together to improve aspects of the student-athletes' individual athletics skill in a more personal

structure while also building a more intimate coach/player relationship. The focus on athletics development addresses concerns from the men's basketball community that increased access to student-athletes during the summer would be beneficial, but also continues to prevent full-team practice on a year-round basis.

The proposed model would permit eight hours per week as the maximum number of hours in which to engage in these activities, with no more than two hours devoted to skill-related instruction. This length of time is consistent with current legislation governing athletics activities outside the playing season during the academic year. Based on current legislation, it appears eight hours per week as a reasonable balance between the academic and athletic needs of student-athletes in the summer while not imposing an undue burden on time. Similarly, while cognizant of time demands issues that also exist during the summer, this proposed model recognizes that the structured athletics training will simply replace a portion of the 12-14 hours student-athletics already spend on their own in the gym.

For comparison purposes, the identification of an eight-week period presents a consistent length of time as provided for in the football summer conditioning period. The remaining time outside the eight-week period should be designated as student-athlete discretionary time as outlined in existing legislation in which a student-athlete can only participate in athletics activities at his discretion.

[Note: Summer athletic development would be available to any entering or continuing men's basketball student-athlete who is enrolled in a minimum six hours of summer school, regardless of whether the student-athlete is required to attend such sessions.]

d. First-Term Eligibility Requirements.

The group determined that for those attending summer school and engaging in athletics development activities, a minimum number of summer school credits should be required for eligibility in the first academic term in the fall to ensure that incoming and continuing men's basketball student-athletes are making a meaningful academic commitment. A credit-hour requirement would be established such that incoming men's basketball student-athletes who are required to attend summer school must satisfactorily complete a minimum of three hours of academic credit during the summer as a prerequisite for eligibility in the first fall term. In subsequent summers, such men's basketball student-athletes who enroll in the summer term would be required to satisfactorily complete a minimum of six hours of academic credit as a prerequisite for eligibility in the ensuing fall term. As noted, this requirement applies to incoming and continuing men's basketball student-athlete who are not required to attend summer school, but who elect to do so in order to avail himself of the athletics development benefits..

A student-athlete who is not eligible for competition in the fall, based on unsuccessful completion of appropriate academic credit during the summer, would be permitted to regain eligibility at the conclusion of the fall term, provided he meets all other applicable progress-toward-degree regulations.

[Note: A nonqualifier must complete an academic year of residence before being eligible for competition; however, he would be eligible for summer financial aid and athletics summer development during the summer prior to initial full-time collegiate enrollment.]

e. Status as a Student-Athlete.

Upon summer enrollment, incoming recruited men's basketball student-athletes, who have signed financial aid agreements for the ensuing regular academic year, would be considered student-athletes under all NCAA legislation. Currently, under NCAA Bylaw 13.02.11.1, these individuals are not subject to contact regulations in Bylaw 13 and are considered student-athletes only for purposes of Bylaw 16. They are considered prospective student-athletes for the remainder of Bylaw 13 and all other bylaws.

f. Summary of the Model's Concepts.

(1) Any incoming men's basketball student-athlete (including a transfer student-athlete) who has signed a financial aid agreement to receive athletically related financial aid for the ensuing regular academic year shall be evaluated by his institution to determine if he is required to attend the institution's summer term during the summer prior to initial full-time enrollment. Any continuing men's basketball student-athlete who has signed a financial aid agreement to receive athletically related financial aid for the ensuing regular academic year shall be evaluated by his institution to determine if he shall be strongly recommended to attend summer school after completion of the first year of enrollment at the certifying institution.

(2) Institutions must award financial aid for at least six hours to each incoming men's basketball student-athlete required to enroll in summer school for a minimum of six hours [in addition to learning skills education] and to each continuing men's basketball student-athlete who is recommended to attend summer school and elects to do so. Institutions whose financial aid package includes an exceptional amount of Pell Grant assistance would be required to provide one half of the value of the summer financial aid to each recruited men's basketball student-athlete who has signed a financial aid agreement for the ensuring regular academic year.

[Note: An exceptional amount of Pell Grant assistance is defined as those institutions that in a given academic year have an average per-student allotment of Pell Grant dollars for undergraduate students reported to the U.S. Department of Education the previous September that is more than one standard deviation above the mean for all reporting Division I membership institutions for that year.]

(3) Further, institutions would be required to provide incoming men's basketball student-athletes learning skills assessments and education. The purpose of this educational program is to address several key learning objectives that would help a student "learn how to learn". The program could start with an educational assessment that would identify a student-athlete's strengths, weaknesses, attitudes, and beliefs associated with learning. This assessment could also capture information regarding personal, medical, financial or family concerns that can compromise a student-athlete's ability to perform well academically and athletically. Institutions could work with their campus community to identify the best assessment tool to capture this information. Upon the completion of an educational assessment, institutions could establish educational activities that address motivation, attention, concentration, memory, procrastination, anxiety, stress, time management, note taking and test taking skills and learning strategies. These activities can be structured in the form of a course, seminar, individual sessions, or small group activities, and could be organized in a manner to assist coaches and academic support personnel in developing individual academic support plans that will assist the student-athletes in their transition to college and focus on career planning and "life after basketball" skills. Such education would be encouraged in future years as deemed necessary.

(4) Upon summer enrollment, incoming recruited men’s basketball student-athletes, who have signed financial aid agreements for the ensuing regular academic year, would be considered student-athletes under all NCAA legislation.

(5) Enrollment in a minimum of six hours (plus study skills/life skills education for incoming men’s basketball student-athletes) and a minimum of six hours for continuing men’s basketball student-athletes would be required as a prerequisite for summer athletics development with a coach.

(6) A credit-hour requirement would be established such that incoming men’s basketball student-athletes who are required to attend summer school, would be required to satisfactorily complete a minimum of three hours of academic credit during the summer as a prerequisite for eligibility in the fall term. Thereafter, continuing men’s basketball student-athletes who attend summer school would

be required to satisfactorily complete a minimum of six hours of academic credit during any summer as a prerequisite for eligibility in the ensuing fall term. A student-athlete who is not eligible for competition in the fall, based on unsuccessful completion of the requisite hours during the summer, would be permitted to regain eligibility at the conclusion of the fall term, provided he meets all other applicable progress-toward-degree regulations.

[Note: A nonqualifier must complete an academic year of residence before being eligible for competition; however, he would be eligible for summer financial aid and athletics access during the summer prior to initial full-time collegiate enrollment.]

2. Proposed Playing and Practice Season Model.

The group supported the following playing and practice season model that provides for a slight reduction in the number of games, a staggered schedule for the start of team practice and other legislative modifications designed to minimize missed class time during the season. The group believes that the implementation of a basic scheduling philosophy with the key components listed below will reduce missed class time during the playing season and thereby promote better academic performance.

a. Preseason Conditioning and Practice.

(1) Permissible Preseason Conditioning Activities (Beginning of academic year). The current rule that permits men's basketball student-athletes to engage in a maximum of eight hours per week of conditioning or physical-fitness activities, of which not more than two hours may be spent on skill-related workouts, would remain unchanged.

(2) On -Court Team Practice Activities. Beginning October 1 (regardless of the day of the week), instead of eight hours per week for conditioning or physical-fitness activities, an institution's men's basketball team shall be allowed to participate in activities as follows:

October 1-7: Of the eight hours per week allowed for strength/conditioning and/or skill instruction, allow coaches the option to conduct on-court practice for a maximum of four of the eight hours. All countable athletically related activities shall be prohibited during two calendar days.

October 8-14: Instead of eight hours, increase the number of hours to 12 per week for strength/conditioning and/or skill instruction and allow coaches the option to conduct on-court practice for a maximum of eight of the 12 hours. All countable athletically related activities shall be prohibited during two calendar days.

October 15: Regular team practice begins with the current 20 hours-per-week limitation, with one day off per week during which no countable athletically related activities shall occur.

Permitting institutions to utilize a "staggered schedule" for the start of team practice earlier (October 1 rather than mid-October) will allow freshman student-athletes more time to become acclimated to college life, and for further development of the coach/player relationship to occur prior to the beginning of the traditional on-court team practice time.

(3) Missed Class Time Policies. Policies must be implemented to limit missed class time due to athletics participation (e.g., student-athlete may not miss more than 10 percent of class meetings per semester due to athletics participation). Athletics participation schedules that include the amount of missed class time due to athletics participation must be approved prior to each semester by the faculty athletics representative or faculty oversight committee.

b. Practice Scrimmages/Exhibition games. The group **r**ecommended modifications to the current legislation regarding informal preseason scrimmages to specify that such practice scrimmages shall not result in missed class time for the student-athletes of the participating institutions.

[Note: Such legislation was adopted through the Division I legislative process during the 2008-09 legislative cycle.]

c. Playing season.

(1) An institution shall conduct regular-season games no earlier than the Saturday prior to Thanksgiving.

(2) An institution shall conduct a maximum of 28 regular-season games or, a maximum of 26 games, if the institution participates in a Qualifying Regular-Season Multiple Team Event over a 15 week period.

(3) As a best practice, institutions should be strongly encouraged to participate in no more than an average of two games per week (Monday through Sunday) while classes are in session, should not participate in any games during the week of final examinations as defined in the institution's catalog and should not participate in more than one away-from-home regular season conference game Monday through Friday of any given week. The group noted that these would not be legislative requirements, but agreed that conference offices should monitor these practices and require documentation from institutions not meeting them prior to the beginning of the season that provides an explanation as to noncompliance and a future plan to meet such practices.

(4) Institutions shall depart an away-from-home competition site no later than 24 hours (reduced from 36 hours) after the conclusion of the competition. (Current legislative exceptions would remain applicable.)

3. <u>Academic Progress Rate (APR) Policies</u>.

The group engaged in lengthy discussions regarding the factors that may negatively impact the academic success of men's basketball student-athletes. Given the institutional responsibility to foster an environment that supports student-athlete academic achievement and retention, as well as membership feedback noting concerns with any action that would dilute the NCAA Division I Academic Performance Program, the group did recommend changes at this time to the Committee on Athletic Performance regarding the calculation of the academic progress rates for men's basketball.

The group received feedback from several conferences and academic associations expressing concern regarding possible recommendations. The group agreed that the "historical" sanctions currently being imposed by the Committee on Athletics Performance would likely facilitate change in the academic performance and /or profile of Division I men's basketball student-athletes.

The group supported the following related to the application of the Academic Progress Rate (APR):

a. Provide consistent flexibility in the historical and contemporaneous penalty waiver processes during head coaching transitions. Traditionally, the NCAA Division I Committee on Academic Performance considers a head coaching transition as a potential mitigating factor when examining historical penalty waiver requests.

The group recommended to the committee that it use the same approach during appeals of contemporaneous penalties when a coaching transition occurs and circumstances warrant consideration of reduction or relief of penalties.

b. Examine current professional tryout practices with the National Basketball Association (NBA) and the Federation of International Basketball Associations (FIBA). The NCAA should work with the NBA (also NBAPA) and FIBA to determine whether other options are available to encourage less missed class time among student-athletes still enrolled while exploring or pursuing professional or other opportunities.

c. Adopt legislation granting "noncounter" status to a men's basketball student-athlete who wishes to remain at the institution, but not participate in athletics, after the departure of the head coach who recruited him. Such men's basketball student-athletes would continue to receive athletics aid, but would not count against team scholarship limits as long as they do not return to athletics participation. If such a student-athlete was granted "noncounter" status, then elected to return to the men's basketball team in a subsequent term or season, he would become a counter for all years during which athletics aid was received. This legislative change would provide additional flexibility to student-athletes when their coaches leave, particularly for those who are in their final two to three semesters of a degree program who may not wish to transfer. The group does recognize, however, that many student-athletes are motivated to continue participating in basketball and still may choose to transfer for more playing time at a different institution, regardless of the scholarship opportunity at the original institution.

d. Remove legislative barriers that may prevent a student-athlete from returning to an institution to complete a degree after a professional career. Current legislation allows for five years of athletics aid to be provided within a six-year time period. Athletics aid awarded beyond those parameters must be "earned" aid. Flexibility in this area may encourage more former student-athletes to return to complete their degrees. The group recommended that the Awards, Benefits and Financial Aid Cabinet develop legislation for consideration by the Division I membership through the normal legislative process.

4. <u>Transfer - Recommended Concepts to Address the Academic Performance of Transfers in the Sport of Men's Basketball</u>.

The group considered several potential recommendations to address concerns regarding the poor academic performance of transfer student-athletes in the sport of men's basketball, particularly two-year college transfer student-athletes. It discussed the concept of a "year of

readiness" for entering men's basketball student-athletes who may satisfy NCAA initial eligibility standards, but who do not satisfy institutional admissions standards and are not predicted to succeed academically and graduate in a timely manner. Some recruiting equity concerns were raised if national standards are not established to determine those student-athletes who should be subject to the "year of readiness."

The group also discussed the concept of a "year of readiness" for two-year college transfer student-athletes. Discussion related to whether both qualifiers and non-qualifiers should be subject to the "year of readiness" and what requirements should be satisfied while in attendance at the two-year college in order to be eligible immediately on transfer to a Division I institution.

The group ultimately agreed that current data available for review is not adequate to make any definitive recommendations at this time. Additional data should be collected to help determine the characteristics of a successful Division I men's basketball two-year college transfer student-athlete. Such data should include the number of two-year college transfers who are non-qualifiers and how such individuals are performing academically at the Division I institution. In addition to academically based data, the group also believes that focus groups consisting of current and former two-year college transfers should be formed to determine what academic and nonacademic factors contribute to the academic success or failure of two-year college transfers in men's basketball.

The group recommended that the Board of Directors request that the Academic Cabinet continue to collect the necessary data to fully review and evaluate the issues related to academic performance of men's basketball transfer student-athletes and make appropriate recommendations for consideration by the Division I membership through the normal legislative process.

The group also made the following additional recommendations:

a. **Use of Nontraditional Courses to Meet Transfer Requirements.** The group recommended that the NCAA Division I Academics Cabinet should continue to review the use of nontraditional courses to meet academic transfer requirements for 2-4 transfer student-athletes and its impact on their academic success.

b. **Physical Education Activity Courses.** The group recommended that legislation be sponsored to limit physical education activity courses used to satisfy two-year transfer requirements to no more than two credit hours. For those student-athletes

matriculating at the four-year institution immediately into a physical education degree program or an education program requiring physical education activity courses as a part of the degree program (courses cannot be used to fulfill free elective requirements), student-athletes can use up to the number of degree specific courses to meet transfer requirements.

5. Other Recommendations.

Official Visits – Travel Expenses for Parents/Legal Guardians. The group recommended legislation to allow institutions to provide travel expenses to the parents or legal guardians to accompany the prospective student-athlete on the prospect's official visit. Such a practice will ensure that coaches have greater opportunities to develop the player/coach relationship with the entire family, provide an avenue to emphasize the importance of education/academics and also provide greater insight into the family background that may assist coaches in making more sound decisions in the recruiting process.

6. Best Practices. The group developed a comprehensive list of best practices designed to assist institutions in implementing policies/practices to improve the academic performance of Division I men's basketball student-athletes. The list will include many practices/policies identified by the National Association of Academic Advisors for Athletes **(**N4A). [See Appendix A]

FOOTBALL ACADEMIC WORKING GROUP
STATUS REPORT – APRIL 2009

BACKGROUND.

The average APR in football (934), while up 11 points since 2003-04, is the second lowest of all sports. In April 2008 President Brand requested the establishment of a working group to examine the academic performance of football student-athletes with the goal of identifying strategies for improvement. Chaired by Joe Castiglione, director of athletics at the University of Oklahoma, the working group is composed of 27 individuals, including Presidents, directors of athletics, commissioners, head coaches and faculty athletics representatives. The working group has had two in-person meetings, made presentations at the AFCA and NCAA Conventions and conducted multiple conference calls as a full group and in various subcommittees.

KEY FINDINGS.

Research data and discussion of the working group have generated the following key findings regarding the academic performance of Division I college football student-athletes:

1. APR problems tend to be due to eligibility rather than retention issues.

2. Incoming freshmen in football have lower high school academic profiles (e.g., core GPA, SAT scores) than any other Division I sport besides basketball. Yet, first year college academic performance is worse than all other sports, including basketball.

3. Summer school enrollment is much higher in FBS than FCS. There is a strong correlation between athletics department budget and the number of credit hours attempted during summer school in FBS.

4. While football student-athletes miss less class time and spend less time away from school than most other sport groups, they reported greater time demands from their sport than student-athletes in all other sports.

5. APR 0-for-2s are more likely to occur in FBS after student-athletes exhaust eligibility and in FCS after the first year of enrollment. Two-year college transfers are more likely to be 0-for-2s than non-transfers and four-year college transfers.

6. Football student-athletes lose a significant number of eligibility points during the season of competition (i.e. in the fall term). When a first-year football student-athlete loses an e-point in

the fall term, he is much more likely to lose additional e-points or become an 0-for-2. There is a similar trend for sophomores and juniors.

7. While there is a correlation between athletic department resources and APR for institutions, there is a much stronger correlation between APR and variables such as high school GPAs and SAT scores and percentage of 2-4 transfers on a football squad.

CURRENT DIRECTION.

1. **Fall Term Academic Requirement for Future Competition.** Freshman football student-athletes who do not successfully complete a minimum number of credit hours following the fall term (e.g., 6 credit hours) would be ineligible for participation in the first two contests of the following football season. Such student-athletes, by meeting certain academic requirements before the next season, may have this penalty reduced by one game. This policy may also be extended to apply to continuing student-athletes and, as such, include other academic requirements (e.g., GPA, percentage of degree) to be met following each fall term.

2. **Exhausted Eligibility Departures.** The working group recommends to the CAP that, in FBS, the waiver of the contemporaneous penalty for student-athletes that are 0-for-2 after exhausting eligibility be eliminated. The working group noted that this waiver was originally put in place to mitigate the financial aid impact on prospective student-athletes who sign financial aid agreements and issues created when institutions are required to reduce financial aid as part of a contemporaneous penalty. Because these penalties can be deferred until the following academic year, there is little or no impact on PSAs that have already signed NLIs. The working group also noted research indicating the disproportionate number of 0-for-2s in FBS football compared to other sports and that the elimination of this exception may compel student-athletes and institutions to better manage retention and eligibility issues for student-athletes with exhausted eligibility. The FCS subcommittee will also evaluate this recommendation for FCS institutions.

3. **Best Practices.** The working group believes that most strategies to improve the academic performance of football student-athletes reside in the sharing and implementation of "best practices" among institutions, instead of national policies and requirements. Examples can be gleaned from Academic Recovery Plans recently submitted by institutions seeking to improve their APR scores. The Facilitating Learning and Achieving Graduation (FLAG) program should also be emphasized among the best practices. A plan will be developed to effectively communicate these best practices to the membership. The working group will emphasize that the best practices should be viewed as a place for institutions to begin, not end, as they examine their own policies and practices and that all practices may not work at every

institution. It will also be noted that these best practices are models used by other institutions but may not necessarily be supported by research data available to the working group.

4. **Coaches APR Implications.** The working group discussed a developing CAP initiative to aggregate and publicize APR scores for individual coaches. The working group will share its thoughts with the CAP to ensure that all implications of such an initiative have been fully considered and addressed. Such implications include how scores should be calculated for head coaches that depart or join a football program mid-year; whether or not it is appropriate for APR scores of football student-athletes to be attributed to a new head coach that the head coach did not recruit; whether or not the APR scores should be released as a four-year average (like institutional APR scores) rather than listing the scores annually; whether or not such scores should also be attributed to and publicized for ADs and CEOSs; and how additional context can be provided with such scores (e.g., APR scores for other sports at that institution; football APR scores in years preceding a new head coach).

5. **Other Concepts.** Policies and concepts the working group discussed but is not currently pursuing include:

   a. Enhanced academic requirements or required academic year in residence for two-year college transfers.

   b. Required summer school for institutions with low APRs.

   c. Development of required minimum academic support resources for institutions with low APRs.

   d. Five years of eligibility.

NEXT STEPS.

1. Working group members will share the information with their conferences during spring meetings.

2. The working group will convene via conference call in late summer to review membership feedback and finalize its report for Board of Directors consideration.

3. Forward final recommendations to Division I Board of Directors for consideration during its August or October meeting.

REPORT OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

DIVISION I COMMUNICATIONS AND COORDINATION COMMITTEE

The NCAA Division I Communications and Coordination Committee submits the following report from its January 16, 2009, meeting:

INFORMATIONAL ITEMS.

1. **Convention Debrief.** The committee members reported they found value in attending the 2009 NCAA Convention. Specifically, they reported finding value in sharing information with one another, attending various governance meetings and functions and in hearing from those in the governance structure. Further, the members noted they received positive feedback from those in attendance at the 2009 NCAA Convention that the cabinet chairs' participation in the Convention programming helped bring more clarity and significance to the cabinets' work and priorities. While no final determination was made, the committee members indicated a level of interest in being involved in future Convention activities.

2. **Feedback from the Legislative Council meeting.** The chair of the Legislative Council shared information regarding that council's discussions in an effort to help the cabinet chairs prepare for their February meetings. Specifically, the Legislative Council chair shared the tone of the council's considerations regarding Proposal No. 2008-32-A Eligibility – General Eligibility Requirements – Full Time Enrollment – Requirement for Competition – Nontraditional Courses, Proposal No. 2008–32-B Eligibility – General Eligibility Requirements – Full Time Enrollment – Requirement for Competition – Nontraditional Courses – Up to 50 Percent of Minimum Requirement, Proposal No. 2008-35-A Eligibility – Progress Toward Degree Requirements – Regulations for Administration of Progress Toward Degree Nontraditional Courses and Proposal No. 2008-35-B Eligibility – Progress Toward Degree Requirements – Regulations for Administration of Progress Toward Degree – Up to 50 Percent of Minimum Requirements, and noted the membership appears to have strong and conflicting views on these proposals. There are many in the membership that believe institutions need to have autonomy in this area and that student-athletes must be treated the same as all other students and there are others in the membership concerned about the potential for abuse and compliance related issues. The Legislative Council chair noted that despite the fact 3 of the proposals were defeated, it is an issue of keen interest to the membership. He also mentioned that any information the Academic Cabinet can add to the overall dialogue on this issue would be helpful.

   The Legislative Council chair also discussed Proposal No. 2008-75 Eligibility – Freshman Academic Requirements – Eligibility For Financial Aid, Practice And Competition – Qualifier – Exception – Early Academic Certification – Submission of Transcript and Proposal No. 2008-77 Eligibility – Transfer Regulations – Two-Year College Transfers – Submission of Information Necessary to Determine Academic Initial-Eligibility Status noting that while it is clear the data these proposals are designed to collect is essential to

the development of additional academic policy, there is concern by some regarding the additional work that could be required to comply with the legislation. The Academic Cabinet was encouraged to provide additional comments at its February meeting to assist the Legislative Council's examination of these proposals in April. Additionally, all cabinet chairs were reminded that comments offered at the February meetings regarding legislation may be helpful to the Legislative Council's ultimate consideration of the proposals remaining in the 2008-09 cycle.

3. **Enhancing Communication**. The members discussed the importance of seeking to maintain a high level of communication and coordination in the governance structure, noting both areas where there appears to be progress and areas where there appears to be challenges.

   a. Communication between governance bodies. The group generally concurred that the level of coordination between governance bodies seems to be fairly good under the new structure, due in large part to the efforts of this committee. The group mentioned that depending on the issues being discussed, it may be helpful for the chairs to periodically attend the governance meetings of another cabinet or council.

   b. Communication with the conference offices and the membership. The group shared concerns about the effectiveness of communication efforts with the conferences, especially those conferences that are not represented on each cabinet. The chairs noted that enhancing the level of communication with the conferences is a priority for many cabinets, and as such, they wanted to ensure their communication efforts meet the needs of the conferences. The staff liaison reported she was scheduled to discuss this issue with the FCS/Division I commissioners during their next meeting and would report to the cabinets at their February meetings regarding the suggestions of the cabinets.

   c. Best practices regarding communication within conferences. During the course of the Convention, the chairs noted that they had an opportunity to share information regarding conference practices for disseminating governance information. The chairs reported they found the information to be helpful and thought it would be beneficial to receive additional information regarding successful conference practices.

   d. Best practices regarding governance materials. The chairs discussed the importance of ensuring there is a level of uniformity in cabinet reports to ensure governance information is easy for the membership to find and understand. The chairs discussed whether an executive summary would be helpful to the membership, yet they noted concerns that if the membership relies solely on summaries, information can be missed. The chairs agreed to work with staff to focus on writing clear reports focused on action items and key agenda topics. The chairs also agreed to work with staff to seek to identify "key take aways" from the meetings in an effort to help the membership focus on the

priority items being discussed. They suggested maybe symbols could be used to help annotate the reports.

4. **Strategies for managing a successful meeting**. The chairs discussed the fact that, under the new Division I governance structure, the tone of the council and cabinet meetings has changed from that of the former structure. Meetings now must be more focused on the substructure looking to provide advice and recommendations to contribute to the Division I agenda rather than receipt of information. As such, there must be focus during meetings on group discussions and members must engage in preparatory work in advance of meetings. It was noted that agendas may include fewer items than was typical under the old structure to ensure focus is on key agenda items. Expectations must be set that cabinet and council members will come to meetings prepared to discuss issues and participate. The chairs noted they may have to push members to contribute, and while subcommittees are not a feature of this new structure, the chairs must think creatively to get all members involved. Suggestions offered to enhance the level of engagement included assigning members to take the lead in exploring topics and allowing for group round table discussions.

5. **Task Force on Commercial Activity in Intercollegiate Athletics - Statement of Principles.** The staff explained that the Task Force on Commercial Activity in Intercollegiate Athletics has concluded its report. This guiding report includes a preamble, a historical perspective, the task force charge outlining the group's anticipated work product and a set of recommended principles. It was explained that the report encompasses a broad range of concepts that comprise commercial activity in intercollegiate athletics, ranging from taste issues to amateurism. The chairs were informed that the Board will charge the Leadership Council with managing consideration of this issue through the governance structure. Further, the Leadership Council and the substructure will be asked to develop applicable legislation in those areas where clear parameters are apparent and best practices where informed judgment and flexibility are favored. The Amateurism Cabinet, given its unique knowledge and background in issues pertaining to amateurism, should become familiar with the Statement of Principles and should anticipate being called upon to make recommendations regarding the necessary implementation details relative to that portion of the principles pertaining to amateurism.

Staff liaison: Beth DeBauche

REPORT OF

THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

DIVISION I COMMUNICATIONS AND COORDINATION COMMITTEE

CONFERENCE CALL

Participants: March 3, 2009

Matt Baysinger, Big Twelve Conference – (SAAC)
Grace Calhoun, Indiana University – (Awards, Benefits and Financial Aid Cabinet)
Carolyn Callahan, University of Virginia – (Academics Cabinet)
Joseph D'Antonio, Big East Conference – (Legislative Council)
Damon Evans, University of Georgia – (Leadership Council)
Rob Halvaks, Big West Conference – (Administration Cabinet)
Petrina Long, UCLA – (Recruiting Cabinet)
Mike Rogers, Baylor University – (Amateurism Cabinet)
Jeff Schemmel, San Diego State University – (Championships/Sports Management Cabinet)
Beth DeBauche, NCAA – recording secretary

NCAA staff: Rachel Newman Baker, Matt Burgemeister, Angie Cretors, Kelly Groddy, Lynn Holzman, Amy Huchthausen, Steve Mallonee, Tim Nevius, Carol Reep, Abby Renaker, Kris Richardson Dave Schnase, Maricela Shukie, Geoff Silver, Sharon Tufano, and Leeland Zeller also participated on the call.

The conference call was called to order by the chair, Damon Evans, at 2:05 p.m.

INFORMATIONAL ITEMS.

1. Reports from the February cabinet meetings. The chairs of each cabinet were provided an opportunity to share meeting highlights as follows:

   a. Academic Cabinet.

      (1) Data-Driven Legislation and Policy Development. The Academic Cabinet emphasized the importance of data-driven decision-making as the basis for cabinet legislation and policy development. As such, the cabinet views the collection of data regarding the academic performance of 2-4 transfers and student-athletes certified by the early certification process as critical and necessary. Therefore, the cabinet recommended the Legislative Council adopt Proposal Nos. 2008-75 and 2008-77 (as amended by Proposal No. 2008-77-1).

(2) Nontraditional Coursework. The cabinet supported Proposal No. 2008-32-B, which would permit student-athletes to use nontraditional courses to meet up to 50 percent of the full-time enrollment requirement. The chair noted the conditions outlined in the proposal offers guidance to institutions seeking to ensure student-athletes receive quality instruction through nontraditional course delivery. [Note: To highlight the point made by the chair, the Communications and Coordination Committee discussed the importance of governance groups reviewing the actual legislative proposals and not just the intent statements.]

(3) Facilitating Learning and Achieving Graduation (FLAG). The cabinet endorsed the conceptual framework presented by the working group examining issues pertaining to academic risk. The chair explained that the FLAG is an optional management system that will enable member institutions to determine each student-athlete's potential barriers to graduation, match support services to address each student-athlete's risk, and evaluate the overall effectiveness of institutional and athletics academic support and life skills programming. [The Communications and Coordination Committee was informed that information regarding FLAG is being shared with other governance bodies and working groups.]

b. Awards, Benefits, Expenses and Financial Aid Cabinet.

(1) Review of Current Financial Aid Model. The cabinet has prioritized financial aid items to be reviewed over the next several meetings. The issues prioritized for further study are: (a) countable aid versus noncountable aid (e.g., government grants, institutional merit aid, state grants); (b) examination of issues related to determining counter status; (c) head-count versus equivalency designations; and (d) team financial aid limits. It is anticipated that this review may be completed by June 2010.

(2) Best Practices for Conducting Financial Aid Hearing Opportunities. The cabinet determined that no legislative changes were necessary at this time regarding financial aid hearing opportunities. The cabinet requested that the staff develop a comprehensive best practices document related to the application of the financial aid hearing opportunity legislation and renewal/nonrenewal process. This resource will be made available to the Division I membership on the NCAA Web site. The cabinet also requested the staff work with the staff liaisons for the athletics certification and the compliance review processes to determine if there are ways to ensure institutional policies and procedures for conducting financial aid hearings are reviewed on a regular basis.

(3) Outreach to Financial Aid Community**.** The cabinet directed the staff to develop a plan for NCAA staff to serve as a liaison to the financial aid community to discuss the best methods to enhance dialogue between the NCAA and NASFAA on financial aid issues. Potential outreach efforts may include, but will not be limited to, a coordinated effort to develop educational resources for use by NASFAA members and greater interaction during NCAA Regional Rules Seminars.

c. Recruiting and Athletics Personnel Cabinet.

(1) Early Recruitment. The cabinet will engage in an extensive examination of the current recruiting model in hopes of generating a thorough discussion to identify and understand the specific concerns within the broad topic of early recruitment. [Note: The chair asked for the Division I SAAC to provide assistance regarding this issue.]

(2) Coaching Limits and Athletics Personnel. The cabinet identified several issues within this area and will distribute a discussion document with potential concepts for feedback from the membership on how to appropriately address issues related to coaching limits, including noncoaching staff with sport-specific responsibilities.

(3) Impact of Technology on Recruiting. The cabinet discussed how advances in technology can be helpful in the recruiting process while being mindful of intrusive activities. The cabinet will solicit feedback from various constituencies about potential areas of deregulation in the areas of printed recruiting materials and video/audio materials by using alternate methods of delivering the same information. [Note: The chair asked for the Division I SAAC to provide assistance regarding this issue.]

d. Administration Cabinet.

(1) Committee Appointments. In the process of making appointments to 49 committees, the cabinet noted the importance of receiving complete nomination information that illustrates how the nominee's background is well-suited for the committee along with the nominee's interest in serving on the committee. The cabinet plans to identify ways to enhance the appointment process, which may include providing more education regarding the process to the Division I membership, additional outreach to the 31 multisport conferences, and modifications to the current nomination form to make it more user friendly.

(2) Governance Assessment Tool. The cabinet wants to ensure the newly modified Division I governance structure achieves its intended objectives and that the structure helps to establish a more coordinated Division I agenda. The cabinet therefore agreed to seek to develop a multi-dimensional tool to assess the Division I governance structure, which includes measurable outcomes. The cabinet believes that by developing this assessment tool shortly after the implementation of the new governance structure, any possible short comings can be addressed early and an impactful governance structure can be sustained.

(3) Membership Process. The cabinet, through education and discussion, has sought to lay the proper foundation with its members regarding the Division I membership reclassification process. The cabinet members have been assigned to review strategic plans and associated materials for transitional members. The cabinet will review and consider the status of transitional members during the June meeting.

e. Championships/Sport Management Cabinet.

(1) Bid/site selection process. The cabinet received an overview of the enhanced Championships Bid/Site Selection process, which is expected to not only yield greater uniformity of the criteria presented to the sports committees and ultimately to the cabinet but to allow for more effective synchronization of the championships calendar. The cabinet learned that this process should better position the championship events to be of the highest quality and be responsive to issues of mutual importance to the NCAA and its corporate champions, partners, fans and media interests. Finally, it is anticipated that the uniformity of the new bid cycle will lead to better awareness by prospective hosts of opportunities to bid and, therefore, an increased number of bids.

(2) NCAA controlling goal number two – Facilitating the business interests of the Association. The cabinet heard a presentation from Greg Shaheen, NCAA Senior Vice President for Division I Men's Basketball and Business Strategies. The presentation focused on the NCAA's current bundled-rights agreement and the importance of the various media platforms to the NCAA mission and ties to higher education. The cabinet will consider and discuss ways to facilitate the following priorities:

(a) Continue efforts to thoughtfully build NCAA championships;

(b) Actively participate in the creation of a platform that will allow the NCAA to ensure that its championships benefit from the transition to new forms

of media and be a resource for its member institutions and conferences as they forge their own new media strategies;

(c) Continue to develop new asset strategies that can diversify revenue streams for the Association;

(d) Continuously review policies with an eye toward challenges likely to be created in a new media environment; and

(e) Increase the convergence of principled support between the NCAA and its corporate champions and partners.

(3) Performance standards related to the administration of NCAA championships. The cabinet received information concerning an internal championships group initiative with respect to its methods and procedures for the planning and execution of championships. Included in this work ("Celebrating Champions") was the adoption of four over-arching goals: (a) effective management; (b) deliver the best student-athlete experience; (c) value to partners and hosts; and (d) efficient use of resources. A number of significant accomplishments have followed in support of these four goals, and the cabinet received information with respect to many of these accomplishments.

(4) Championships travel update. The cabinet received an update from staff on the continued monitoring and management of championships travel through the completion of the fall championships season and learned that through the fall season, championships travel costs have increased 3.6 percent over the previous year, which is a modest rate of increase compared to increases during the last three years. It appears that raising the fly/drive mileage threshold approved for the 2008-09 academic year, as well as a greater awareness by all concerned, has mitigated the anticipated increase in travel costs. It was noted that all matters related to the travel cost management efforts will continue to receive attention by the staff. The cabinet will evaluate previous actions taken when it convenes for its next meeting.

f. Amateurism.

(1) The cabinet continued to discuss the current definition of a professional team and its impact on the eligibility status of prospective and enrolled student-athletes. The cabinet agreed to forward the following interrelated legislative concepts to the NCAA Division I Leadership Council for comment before sponsoring legislation in June:

(a) To permit an individual, prior to initial full-time collegiate enrollment, to compete on a professional sports team without jeopardizing his or her amateur status, even if one or more members of the team received more than actual and necessary expenses to compete on the team. However, an individual's amateur status would be jeopardized if he or she receives more than actual and necessary expenses to compete on the team.

(b) A prospective student-athlete who does not initially enroll full-time in a collegiate institution within one year following the high school graduation date of the prospective student-athlete's class and participates in organized events after the one-year period shall be charged with a season of intercollegiate competition for each year of participation and shall fulfill an academic year in residence on matriculation at the certifying institution before being eligible to represent the institution in intercollegiate competition.

(2) The cabinet reviewed the final report of the Task Force on Commercial Activity in Intercollegiate Athletics and learned that the Division I Board of Directors has charged the Leadership Council with managing consideration of the broad range of issues through the governance structure. The cabinet anticipates being called upon to make recommendations regarding the necessary implementation details relative to that portion of the principles pertaining to the amateurism rules.

(3) The cabinet agreed to support a 12-month pilot program that designates the U.S. Census Bureau Web site as the source for expense valuation determinations in those cases where the Eligibility Center and the institution cannot reach an agreement when determining the value of actual and necessary expenses under Bylaw 12.02.4.

(4) The cabinet did not support Proposal No. 2008-79 as written; however, noted that it would be supportive of an early to mid-May deadline. The cabinet requested that the staff prepare a white paper outlining alternatives and points of consideration for each alternative.

2. Lessons learned. What worked well during the winter series of meetings and where did you experience challenges? Possible discussion topics include:

a. Level of preparation by members. The committee members reported that their members appeared to be very well prepared for meetings and discussed the fact that, as chairs, it is incumbent on them that they set high expectations for cabinet and council members. They agreed that agendas should be built on the assumption that

cabinet/council members will read materials prior to meetings and that the meetings should be focused on group examination of issues, rather than receipt of governance reports. The members suggested that necessary presentations should be limited in scope and materials supporting any presentation should be provided in advance of meetings.

b. Structure of meetings and agendas. The Communications and Coordination Committee chair reminded the committee that the new Division I governance structure was developed in part on the premise that the cabinets and councils would focus their meetings on a few items important to the overall Division I agenda. The committee members shared successful practices from their recently concluded meetings, which included the following:

(1) Requesting that cabinet and council members put personal electronic devises away during the meeting with the understanding there would be a set schedule of meeting breaks to allow members time to return phone calls.

(2) Scheduling a conference call in advance of the cabinet meeting to review preliminary matters and necessary governance reports.

(3) Establishing small discussion groups during the course of the meetings to allow members to not only get to know one another better but to benefit from small group discussions. It was mentioned that the composition of these groups was purposefully changed during the course of the meeting and the discussions appeared to be more productive when more structure was provided for the discussion on the front end.

c. Role of the SAAC member. The committee members reported that the SAAC members assigned to the cabinets and councils appear to be making important contributions to the meetings. It was suggested that a SAAC report be included as a standing agenda item for all councils and cabinets. Committee members noted they are planning to rely on SAAC members to provide feedback and input on the key issues on the Division I agenda. Issues being discussed at the cabinet level where the SAAC can be helpful include the examination of issues surrounding early recruitment, the use of technology in recruitment and student-athlete nutritional needs. Cabinet members also noted it may be helpful to assign SAAC members to cabinets based on their background, interest and sport affiliation.

d. Meeting reports. The staff reported that they are trying to ensure the meeting reports are “user friendly” to the membership so that people can stay informed about governance issues. The staff is attentive to ensuring an increased level of uniformity in the reports so they are easy for the membership to read and is trying to ensure that

the proper balance is struck between providing an informative report and ensuring reports are not too lengthy. The committee discussed the importance of finding this balance point mindful that not all conferences have representatives on the cabinets. The staff agreed to keep the committee informed regarding developments in this area.

e. Use of technology. Amateurism Cabinet chair Mike Rogers shared his interest in having electronic chat rooms established so that cabinet and council members can share ideas on issues in between meetings. Members indicated general interest in learning more about the possibility of such technology, although it was noted that this tool should not be used to raise the level of expectation for representatives serving in the structure. The staff agreed to explore the available options and to report back to the committee.

3. Communication efforts. The committee members noted they have tried to stress the importance of cabinet and council representatives reporting back to their conferences and to affiliate groups to which they belong. Committee members were asked to share with staff any feedback they receive regarding communication with the broader Division I membership. The staff shared with the committee that outreach to the Division I membership regarding governance issues and communication would be a priority in the months ahead.

4. Leadership succession planning. The committee discussed as the new Division I governance structure was being established, the staff purposefully presenting the Division I Board of Directors with a slate of chairs that not only provided for experienced leadership but represented the diversity of the division in terms of gender, ethnic, positional and subdivision diversity. As the cabinets and the councils look to appoint vice chairs or develop succession plans, there needs to be a high level of coordination between all the cabinets and the councils to ensure that, at a minimum, this current level of diversity is maintained. The committee noted the complexity of the situation and suggested time be reserved on a future conference call to discuss this issue. The staff also agreed to try to suggest some possible approaches to address this situation.

5. Brief preview of the Leadership Council and Legislative Council meetings.

a. Leadership Council. The Leadership Council chair reported that the council is next expected to meet on March 24. The focus of that group's meeting will be the on-going discussion regarding possible Division I standards and on the report of the Task Force on Commercial Activities in Division I Intercollegiate Athletics. He noted that

the important discussion of membership standards may require input from a number of the cabinets as well.

b. Legislative Council. The Legislative Council chair reported that at its next meeting on April 20, 2009, the council would formally consider the proposals still remaining in the 2009-10 legislative cycle plus any amendments or requests for non controversial or emergency legislation. He mentioned that the comments from the cabinets are helpful to the broader review of legislation.

6. Cabinets and Councils meeting schedule. The committee was informed that the staff is exploring the idea of trying to schedule cabinet meetings immediately one after the other in the same locale to determine if it allows for enhanced cost and planning efficiencies. The staff agreed to share its findings with both the committee members and the staff liaisons. Cabinet members noted such a schedule may have the added benefit of allowing for more coordination between the cabinets.

7. Proposed future call dates. The group determined that a conference call was not needed in advance of the April 20, 2009, Legislative Council meeting and requested that the next call be conducted in early May so that it is in advance of both the June cabinet meetings and conference spring meetings.

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REPORT OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I LEADERSHIP COUNCIL

The NCAA Division I Leadership Council submits this report from its March 24, 2009, in-person meeting in Indianapolis, Indiana.

- ***KEY ITEMS*.**

1. **Examination and discussion of Division I membership standards.** The Leadership Council made good progress on its examination of Division I membership standards. Based on comments and themes identified during the meeting, the Council instructed the staff to develop a draft White Paper on Division I membership standards for its review. The Leadership Council will be provided an opportunity to provide its edits and comments regarding the paper over the course of the spring with the goal of sharing its advice with the Division I Board of Directors as early as the August 6, 2009, meeting. Thereafter, the governance substructure and membership will be engaged in this important examination.

2. **Better defining the advisory role of the Leadership Council.** The Leadership Council expressed a desire to further clarify its role in the Division I governance structure given it is charged to serve as the primary policy advisory group to the Board of Directors. The Council wants to ensure it is providing the Board with the advice and counsel it needs to lead Division I.

3. **Review of the Report of the Task Force on Commercial Activity in Intercollegiate Athletics.** The Leadership Council received the report from the Task Force on Commercial Activity in Intercollegiate Athletics, reviewed the included Statement of Principles and offered no objection to the suggested plan for examination of these important issues through the Division I governance structure.

- ***INFORMATION ITEMS*.**

1. **Examination and discussion of Division I membership standards.** At the request of the Division I Board of Directors, the Leadership Council continued its examination of Division I membership standards. To help facilitate the dialogue regarding this issue, which is so important to the future of the division, the Leadership Council members divided into six small discussion groups. As a starting point, the groups were asked to examine a Staff Discussion Document regarding Possible New

Membership Model Requirements and to seek to identify additional issues, raise questions and prioritize items for possible inclusion in future membership standards. The small groups engaged in lengthy and free flowing discussions before being asked to report to the full Leadership Council. As a result of this process, a number of themes and priorities were identified along with issues requiring more exploration and possible data. A number of those themes, priorities and questions are set forth below as follows:

a. Foundation.

- The Division I membership process must be thoughtful, seek to ensure institutions are prepared for the transition, emphasize sustainability of programs, help set clear expectations for institutions prior to becoming a Division I member and have a level of accountability throughout the process.

b. Role of Multisport Conference.

(1) Consideration should be given to requiring all future new members to show a bona fide offer of membership in a Division I voting conference. Such a requirement would help promote stability and structure in the Division. Positive byproducts of this requirement could be assistance in scheduling for new members as these members would have set conference opponents, which in turn could have a positive student-athlete well-being impact, and less reliance on RPIs regarding championships selections.

(2) Ensuring institutions are properly prepared to make a successful and sustaining move to Division I should be a goal of the membership process and standards. Requiring a bona fide offer of admission from a conference would place the conference in an appropriate guiding role to help ensure the proper level of preparedness.

(3) Given the potential enhanced role conferences could play in the membership process, conferences should have clear and meaningful membership standards that support any new NCAA Division I standards.

(4) Conferences should play a meaningful and guiding role throughout the entire membership transition process. The earlier the conference involvement the better in helping to ensure the institution is prepared for the transition. Thought should be given to having the conference play an audit role during the process to ensure the institution is meeting its marks. This audit function could occur at the beginning of the process and/or throughout the process. There must be a level of accountability throughout the process and conferences could be helpful in that regard.

c. Governance.

(1) Consistent with the current emphasis on the role of multisport conferences in the Division I governance structure, conferences having access to the structure should continue to be referenced in the NCAA Constitution, Article 4. Any new conference seeking to vote and appoint committees/cabinets/councils/Board representation in to the Division I structure would have to be established through the normal legislative process.

(2) Given the importance of the conference structure in Division I, thought should be given to trying automatic qualification to Division I championships to only Division I multisport conferences that have established voting privileges through Division I legislation.

d. Value of Division I Membership.

(1) There are a certain limited amount of resources, benefits and good will associated with Division I. It would be helpful to establish further data regarding the value of those assets in Division I to ensure that any monetary decisions are not arbitrary and that these existing benefits are not diluted. It was noted it would be helpful to receive more financial data regarding current Division I institutions.

(2) Consideration should be given to establishing a meaningful fee to enter Division I. The fee that should be based on research as to value gained from being a member of the Division. A number of questions need to be

answered in this regard in addition to the amount of the fee. Questions include: Where should the fee go – to the conference or the NCAA? Where should the funds be directed? Should the fee be standard for all members or should it be set by the multisport conferences? What happens to the fee when the institution completes the membership transition process?

(3) Whatever the fee structure, efforts should be made to ensure it does not serve as an incentive for conferences to add new members.

e. Standards.

(1) Institutional academic performance needs to be included in some way in the development of new Division I membership standards. The message and expectations need to be clear that Division I is committed to helping ensure the academic performance of its student-athletes. There are a variety of opinions regarding how this could be demonstrated, from establishing a minimum APR and/or GSR score for all programs to noting that a new member could not be subject to APP historical penalties.

(2) Consideration should be given to maintaining certain grant-in-aid minimums as part of Division I membership standards. What those minimums should be needs to be determined. The determination should be research based and should help serve to adequately prepare institutions to become a member. Given the diversity of institutions in Division I, there will probably need to be a number of options available to institutions as they seek to comply with the grant-in-aid standard as one size will not fit all. If any recommended change would be an increase from current requirements, consideration should be given to allowing a grace period for current Division I member institutions to comply with the requirements.

(3) In an effort to ensure institutions are appropriately prepared, consideration should be given to requiring new member institutions to meet Division I sports sponsorship minimums before applying for reclassification. Similar to establishing minimum grant-in-aid requirements, what those standards should be has yet to be determined. Whatever the standards, it is clear

they should be research based and help promote long term sustainability in Division I.

(4) The process should require a demonstrated commitment to rules compliance and academic support services for student-athletes. How best to achieve this standard requires further exploration. Should there be a more prescriptive direction, or is the process best addressed though enhancing the Athletic Certification Program? Can peer review teams play a helpful role through the process? Ideas should be explored as to how to get institutions to demonstrate their commitments in these areas early in the transition process. Additionally, the role conferences can play in assisting institutions should also be explored.

f. Championships.

(1) Thought should be given to limiting Automatic Qualification (AQ) to all Division I championships to multisport, voting conferences, subject to an exception for single-sport conferences provided for in Bylaw 31.3.4.4.2, which would continue to apply to sports such as men's ice-hockey. Whether no more than 32 AQs may be awarded for any Division I championship is a concept worth exploring but subject to debate.

(2) More consideration is needed regarding the issue of multidivisional classification. Additional information regarding the profile of institutions with multidivisional programs may be helpful to a more informed conversation. Consideration should be given as to whether such a classification will be needed in the future or whether more sports should be precluded from using this classification.

g. Association-wide issue.

(1) Given the goal of helping institutions properly prepare for Division I membership, serious consideration needs to be given to eliminating the seven-year provisional membership process, thereby precluding an institution from entering Division I from outside the Association.

(2) There needs to be a dialogue with Division II regarding the potential impact of any changes to Division I membership standards. For example, are there any negative consequences with eliminating the provisional membership process and requiring institutions to reclassify from Division II? Is there a demonstrated level of success at Division II that would serve as a good indication of potential success at Division I? Ultimately, Division I membership standards need to promote the long-term stability of the Association.

(3) Understanding the motivation as to why institutions have recently transitioned into Division I may be helpful to this examination.

h. Revenue Distribution.

- Issues regarding revenue distribution must be part of this examination. Revenue sharing within a conference should be determined by the appropriate conference.

Based on the themes identified the staff was instructed to develop a draft White Paper on proposed Division I membership standards, which could be shared with the Leadership Council sometime in early spring to allow for individual review, comments and edits. Additionally, the Leadership Council members requested an opportunity to convene in smaller groups via conference call to further review and vet the document. [Note: The staff will plan to schedule two or three conference calls for that purpose in May 2009 so that the Leadership Council members can participate on a call that best fits their schedules.] Depending on the nature of these discussions and the type of feedback received, the Leadership Council noted it may be beneficial to schedule an in-person meeting or video conference for this summer to allow the Leadership Council to provide advice and recommendations to the Board of Directors as early as the Board's August 6, 2009, meeting.

2. Better defining the advisory role of the Leadership Council. As the Leadership Council considered possible strategies for providing its recommendations to the Board regarding membership standards, the Council entered into a lively discussion regarding how best to fulfill its role as the primary policy advisory group to the Board. Members discussed the importance of seeking to maintain their national and

global perspectives as they seek to advise the Board as free from parochial political pressures as is practical. Further, the Leadership Council discussed the benefits of sharing its advice directly with the Board prior to consideration by the governance substructure and membership so as to allow the Board to better direct the broader consideration of issues by those groups.

The Leadership Council suggested it would be helpful to learn more from the Board regarding its views as to the most effective way for the Leadership Council to assist with informed decision making. Additionally, the Leadership Council noted that as the Board assigns issues to the Council and substructure for examination, it would be instructive if the Board could provide a detailed charge and set of expectations regarding consideration of the assigned issue.

3. **Review of the Report of the Task Force on Commercial Activity in Intercollegiate Athletics.** At its January 2009 meeting, the Board of Directors requested that the Leadership Council help manage consideration of the report of the Task Force on Commercial Activity in Intercollegiate Athletics by the Division I governance substructure. To assist the Leadership Council with this role, the Council reviewed the Statement of Principles and best practices recommendations, which are set forth in the report as follows:

   a. Principle 1 - Student-athlete's name or likeness cannot be used in a manner to portray the student-athlete as promoting or endorsing the sale or use of a commercial product or service in a manner that a reasonable person would consider exploitation of the student-athlete.

   b. Principle 2 - Use of a student-athlete's name or likeness (e.g. via game footage) that does not portray the student-athlete in a manner as promoting or endorsing the sale or use of a commercial product or service is permissible if the student athlete has consented to such use, such use is approved by the institution's director of athletics and there is a clear, official and visibly referenced-association between the commercial entity and the institution, conference or NCAA (e.g. "The ABC Company is an official corporate partner of X University and applauds the academic achievements of the institution's student-athletes"). If an institution or student-athlete learns of an improper use of the student-athlete's name or likeness, the member institution must issue a cease and desist notice to the entity.

c. Principle 3 - Use of the student-athlete's name or likeness is permissible if it is part of the actual coverage, in any medium of the student-athlete's competition; or is a representation of that actual competition (e.g. photo, footage), provided such use does not take the form of a fabricated product.

d. Principle 4 - A student-athlete may not be paid in any form for use of his or her name, likeness or athletics reputation.

e. Principle 5 - Commercial Activities Oversight Committee shall be established and empowered to:

(1) Make binding determinations for questions regarding uses of student-athletes' names and likenesses that while not prohibited under NCAA amateurism rules should nonetheless be prohibited as exploitation; and

(2) Monitor and review annually the advertising/marketing/sponsorship and other commercial trends practices and policies.

f. Principle 6 - All institutions, conferences and the National Office shall include specific contractual language in all licensing, marketing/sponsorship, advertising, broadcast and other commercial agreements that would outline the entity's obligation to comply with NCAA bylaws, policies and interpretations, particularly those relating to use of student-athlete's name or likeness.

g. Principle 7 - Each institution, conference and the National Office shall maintain written policies for its licensing, marketing/sponsorship, advertising, broadcast and other commercial agreements.

The Leadership Council members shared some comments regarding the Statement of Principles and the Council offered no objections to the following plan for further examination by the Division I governance structure, which is set forth below:

a. Leadership Council. To specifically examine Principles 5, 6, 7 and the recommended best practices.

b. Amateurism Cabinet. To examine Principles 1, 2, 3, 4 and 5 and to provide recommendations to the Leadership Council.

c. Legislative Council. To examine the process envisioned by Principle 5 and provide feedback to the Leadership Council.

d. Membership outreach.

[NOTE: During the course of this review, the Leadership Council noted that as it is a new governance body, each issue on the Division I agenda that it has been assigned to review is a "case of first impression" from a process standpoint so there may be from time to time debates as to the best process to manage consideration of an issue. The Council suggested that the process to address this issue appears appropriate.]

4. Update regarding efforts to enhance the level of diversity serving in the Division I governance structure.

a. Presentation of information from the Barriers Study. Given the Leadership Council's charge from the Board of Directors to seek to identify strategies to enhance the level of gender, racial, ethnic and positional diversity serving at the Division I cabinets and councils levels, the Leadership Council requested an opportunity to review the findings from the Barriers Study. The goals of this study were to determine what factors continue to influence women's careers in intercollegiate athletics, to determine what motivates women to seek such careers and to ascertain the potential obstacles institutions may face in recruiting and retaining women. As part of the presentation, the Leadership Council reviewed demographic information which showed:

Female Representation	
27	Directors of Athletics
376	Associate Directors of Athletics
284	Assistant Directors of Athletics
87	Faculty Athletics Representatives
329	Senior Woman Administrators
* Total potential female representation in Division I athletics administrative staff is 42.8% or 8,613 positions.	

Racial/Ethnic Minority Representation	
52	Directors of Athletics (44 Men, 8 Women)
154	Associate Directors of Athletics (96 Men, 58 Women)
156	Assistant Directors of Athletics (100 Men, 56 Women)
49	Faculty Athletics Representatives (38 Men, 11 Women)
67	Senior Woman Administrators (1 Man, 66 Women)
* Total potential racial/ethnic minority representation in Division I athletics administrative staff is 16.3% or 3,280 positions.	

The Leadership Council also received suggestions for improving the current situation based on the findings, which included:

(1) Marketing athletics administration opportunities to young women as viable professions.

(2) Making practical experience available in the field athletics administration.

(3) Creating additional networking and communication opportunities to interact with coaches, administrators and officials on a national intercollegiate basis.

(4) Developing mentoring programs to increase the accessibility to role models within college athletics.

(5) Encouraging institutional exploration of hiring practices and procedures.

[NOTE: This presentation was intended to inform future strategic discussions by the Leadership Council on the issue of enhancing diversity in the governance structure.]

b. Update regarding internal review of existing programs. The Leadership Council was informed that the staff is in the process of conducting an assessment of the nearly 20 programs administered by the NCAA focused on enhancing opportunities in athletics administration for women and people who identify themselves as ethnic or racial minorities. The objectives of this assessment are:

(1) To identify and celebrate successful programs.
(2) To recommend improvements for less than successful programs.
(3) To recommend dissolution or realignment of ineffective programs.
(4) To recommend a process for ongoing assessment of programming.

[NOTE: The Leadership Council will be kept abreast of the findings of this assessment as these findings will pertinent to the Leadership Council's efforts to identify strategies for enhancing the level of diversity serving in the Division I governance structure.]

5. Report from the Division I Student-Athlete Advisory Committee. The Leadership Council approved the creation of a Division I National Student-Athlete Advisory Committee (SAAC) Award of Excellence. This award is intended to showcase campus SAAC's that have made great contributions to their respective communities through service, sportsmanship, unity, leadership, and/or growth. The selection for this award will be based on the following qualifications:

a. Progress and growth of campus SAAC.
b. Community Service/Outreach.
c. Sportsmanship Initiatives
d. Teamwork.
e. Originality.
f. Leadership.

[NOTE: Selection can be based on any single category, or a combination of multiple categories. The names of award recipients will be published in the quarterly "SAAC Speaks" newsletter.]

Council chair: *Damon Evans, University of Georgia, Southeastern Conference.*
Council liaisons: *David Berst, governance.*
Beth DeBauche, governance.
Bernard Franklin, membership and governance.
Kevin Lennon, academic and membership affairs.

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[Note: Draft report to be reviewed by the Leadership Council members via telephone conference calls on May 6 and 11, 2009.]

Proposed Division I Membership Criteria

Preamble.

The following two sections of this report describe the baseline information upon which the Leadership Council has relied in developing a set of preliminary recommendations that follow regarding Division I membership criteria. On August 9, 2007, the Division I Board of Directors adopted Legislative Proposal 2007-10, which established a four-year moratorium to prohibit consideration of any new institutional, conference or multi-divisional Division I members until August 2011.

The Board concluded that the time is right following similar moratoriums in Divisions II and III for the Division I membership to assess and study the impact of membership migration and to develop reasonable philosophical expectations and legislative requirements for membership in the division. The Board requested the Leadership Council to begin this study and to make appropriate recommendations regarding possible NCAA legislation.

This report is provided to the Board of Directors with the expectation that the Division I governance structure, member conferences and institutions will provide reactions before possible legislation is introduced into the 2010-11 legislative cycle. The Leadership Council will monitor reactions to this report with the understanding that the Board of Directors will consider introducing appropriate legislative proposals in the fall for consideration during the 2010-11 legislative cycle.

Background information from the Division I Manual--Division I Philosophy (Bylaw 20.9).

Planning and implementation of athletics programs in Division I are guided by a philosophy statement that among other things:

- Emphasizes high standards of academic quality and breadth of academic opportunity;
- Strives for regional and national excellence and prominence and recognizes the dual objective of serving both the institutional community and the general public;
- Provides for extensive opportunities for participation in varsity intercollegiate athletics for both men and women (consistent with the requirements of Title IX) and sponsors at the highest feasible level of intercollegiate competition, men's and women's basketball and football, recognizing subdivisional designations in football;
- Advocates scheduling athletics contests primarily among Division I institutions;
- Emphasizes maintaining institutional control over all funds supporting athletics; and that
- Understands, respects, and supports the programs and philosophies of other divisions. Applicants for membership in Division I should be required to meet, over a period of time, prescribed criteria in order to assure agreement and compliance with the principles and program objectives of Division I.

Additional Standards and Assumptions Relied Upon by the Leadership Council in its discussions.

- Central to the mission of intercollegiate athletics in Division I is the academic and athletic success of student-athletes, as well as protection of their health and well-being.
- Division I members should be expected to demonstrate a meaningful program-wide financial commitment across its entire athletics program, including for financial aid, number of sports sponsored, recruiting, athletics facilities, rules compliance, coaching, team travel and academic support services.
- Membership standards should promote conference stability, provide access to Division I for qualifying institutions and treat institutions fairly in determining their status as members of Division I.
- The number and nature of multisport conferences in Division I are fundamental considerations in establishing the level, structure and scope of Division I championship competition, the allocation of financial benefits and access to governance of the division.
- There are a finite number of resources, benefits and good will available to current members of the division, which should be maintained or enhanced through expansion of membership.
- Potential new members of Division I should be expected to demonstrate a sustained commitment to these standards, assumptions and the Division I philosophy statement before election to membership in the division.
- Current voting ratios/percentages by conference and subdivision within Division I should be maintained through appropriate mathematical adjustments as the membership increases.
- The Division I brand has a value that can be approximated through a calculation of the value of services and benefits.

Recommendations. Following extensive discussions of the Division I philosophy, standards and assumptions above involving the full Leadership Council in three meetings, as well as separate discussions and reports involving six subgroups and a conference call of the full group, the Leadership Council offers the following recommendations to the Board of Directors regarding Division I membership criteria. The Council recommends that appropriate governance structure groups and conferences be requested to provide feedback concerning these recommendations and that appropriate legislation for implementation be drafted and introduced this fall into the 2010-11 legislative cycle following review of the comments received.

1. Potential new members of Division I should be required to enter the division through the five-year “reclassification” process described in Bylaw 20.5.1, but only after presenting a bona fide offer of membership in a Division I multisport, voting conference.

[Note: The sponsoring conference can provide appropriate guidance and counsel, assist with scheduling, monitor student-athlete well being and enhance accountability during the process. It should also be noted that the reclassification process applies only to moving from Division II to I and will need to be reformatted to provide for appropriate benchmarks in a five-year process. Communication with Division II is necessary to avoid unintended consequences for that division. Requiring conference sponsorship and prior membership in Division II is intended to promote the long-term stability of the Association.]

2. The "provisional" process provided for in Bylaw 20.3.1, which now permits an institution outside the NCAA to become a Division I member through a seven-year process, should be eliminated.

   [Multisport conferences within the Division I championships and governance structure are well suited to determine the needs of the conference and thereby the division. Division II serves as an appropriate platform to demonstrate the traits necessary to become a productive Division I member.]

3. A substantial Division I application fee should be required before entering the "reclassification" process, which should be commensurate with the estimated value of services and benefits made available through Division I membership.

   [There is a limited amount of resources, benefits and good will associated with Division I membership. The Leadership Council discussed a $1,000,000 application fee, but concluded that a specific calculation and data were needed before arriving at the appropriate figure. In addition, it was noted that upon election to Division I membership, the application fee should be deposited in an NCAA student-athlete scholarship program or among Student Athlete Opportunity Funds and should not be returned to the institution or provided to the sponsoring conference. In the event the institution withdraws from the reclassification process, the application fee would be returned to the institution, less any expenditure for educational costs related to the membership process. It should also be noted that conferences may require separate fees for joining the conference.]

4. Upon beginning the "reclassification" process, the institution must meet Division I sports sponsorship requirements and consideration should be given to increasing the minimum to as much as a 75 percent of the grants-in-aid maximums in the conference sponsored sports in which the institution will participate. In addition, the alternative means of satisfying this requisite now set forth in Bylaw 20.9.1.2-(b) (c) and (d) should be modified to correlate to the increased minimum.

[This 75 percent minimum is an increase from the 50 percent now required for Division I institutions and the current membership shall be required to meet this minimum within a reasonable period following adoption of this legislation. Data should be reviewed regarding the actual level of grants now in place and the number or sports sponsored among Division I members. Bylaw 20.9.1.2.1 would be retained.]

5. A prospective member may not be elected to active membership in Division I if it is subject to a "historical penalty" under the APR program.

   [The Leadership Council also discussed requiring a four-year average APR of .925 or higher for each sponsored sport, but believes a demonstrated commitment to academics should be required.]

6. NCAA certification should be required earlier in the "reclassification" period, possibly in year two.

   [There should be an expectation that the sponsoring conference will assist the institution in this process and that special attention should be given to rules compliance, academic support services, recruiting, coaches, team travel and facilities A compliance review should be required before final approval as a Division I member.]

7. A multisport conference must establish voting privileges in the Division I governance structure through legislation that names the conference among those set forth in applicable sections of Constitution 4 related to the structure and voting rations for member of the Board of Directors, Legislative and Leadership Councils and the five cabinets.

   [Note: This is the current requirement in Division I. Current conferences should evaluate Constitution 3.3.3.2 regarding the formulation of Division I playing conferences.]

8. Institutions participating in the current multi-divisional practice that permitts a Division II or III institution to participate in one men's and one women's sport in Division I, except in football or men's or women's basketball should be permitted to continue that practice. Consider requiring standards for future entrants such as multisport conference affiliation, compliance reviews, defined financial aid requirements and application fees. No change is recommended for participation in national collegiate championships.

9. Multisport, voting conferences shall receive preference in awarding Automatic Qualification (AQ) for Division I championships. Further, no more than 32 AQs may be awarded for any championship, and at least 50 percent of the field must be preserved for "at large" selections.

10. Division I conferences should evaluate current requirements for "core" and "continuity" for automatic qualification, which in turn will assist in determining whether those provisions remain valid if the membership requirements above are enacted.

11. New members of Division I should qualify immediately for revenue distributions related to academic enhancement and the Special Assistance/Student Athlete Opportunity Fund. Remaining allocations and Division I distributions should be computed based upon actual members of the division at the time applicable revenue contracts are signed. Each sponsoring conference would be free to share its revenues from Division I distributions among its members as it deems appropriate.

    [Note: This is a change in that the sponsoring conference will determine whether, and the manner by which, new members share in the Sports Sponsorship, Grants-in-Aid and Basketball Fund distributions.]

12. The Football Championship Subdivision Issues and governance committees should be asked to evaluate minimum criteria for designation in that subdivision, as well as opportunities for post season competition for member conferences.

13. The role of the Administration Cabinet should be reviewed related to management of the reclassification process while working in coordination with sponsoring conferences.

14. Constitution 3.2.3.1 should be amended to provide that the vote to approve an institution for Division I membership upon recommendation of the Administration cabinet shall be taken by the Board of Directors, rather than the Leadership Council.

REPORT OF THE NCAA DIVISION I LEGISLATIVE COUNCIL MEETING APRIL 20, 2009

ACTION ITEMS.

- None.

INFORMATIONAL ITEMS.

1. **Legislative Actions.** A list of the NCAA Division I Legislative Council's legislative actions may be found in Attachment A and detailed voting results may be found in Attachment B.

[Note: Per NCAA Constitution 5.3.2.2.4.1, legislation adopted by the Legislative Council shall be subject to possible review by the NCAA Division I Board of Directors at its next meeting. At its discretion, the Board of Directors may ratify, amend or defeat legislation adopted by the Legislative Council.]

2. **Report of NCAA Division I Legislative Review/Interpretations Committee.** (Voting results may be found in Attachment B.)

- The Legislative Council approved the minute from the March 25, 2009, teleconference (No. 7) as distributed.

3. **Report of the NCAA Division I Legislative Council Subcommittee for Legislative Relief.** (Voting results may be found in Attachment B.)

a. The Legislative Council approved a recommended revision to the guidelines for review of and the required information standards for waiver requests involving NCAA Bylaw 14.2.3.2 (delayed enrollment -- tennis, swimming and diving and women's volleyball) and international mandatory military service. The revised guidelines specify that relief may be provided for situations involving international mandatory military service to permit the student-athlete to regain a season or seasons of competition; however, no relief may be provided for the academic year in residence requirement. Additional mitigation or extenuating circumstances unrelated to the mandatory military service shall be reviewed on a case-by-case basis to determine if relief of the academic year in residence requirement is warranted. The revision is effective January 1, 2010, for any tennis, swimming and diving or women's volleyball student-athlete who initially enrolls as a full-time student at a Division I institution on or after January 1, 2010. (For additional information, see Supplement No. 12 of the Legislative Council meeting materials and the NCAA Division I Legislative Council Subcommittee for Legislative Relief page on the NCAA Web site.)

b. The Legislative Council approved a process by which an institution may apply the outcome of a previously approved Subcommittee for Legislative Relief waiver without filing a waiver request with the NCAA national office in a case in which the institution's circumstances appear on an approved list of previously approved waivers and the established criteria for applying the outcome are satisfied. The established list of previously approved waivers (and accompanying criteria) and the process for applying the outcome of such waivers as outlined by the Subcommittee for Legislative Relief are effective immediately. (For additional information, see Supplement No. 12 of the Legislative Council meeting materials and the Subcommittee for Legislative Relief page on the NCAA Web site.)

4. Future Meeting Dates.

a. October 19-20, 2009, Indianapolis, Indiana.

b. January 13-14, 2010, Atlanta, Georgia, in conjunction with the NCAA Convention.

Council Chair: *Joseph D'Antonio, Big East Conference*
Council Liaisons: *Lynn Holzman, Academic and Membership Affairs*
Amy Huchthausen, Academic and Membership Affairs
Steve Mallonee, Academic and Membership Affairs
Leeland Zeller, Academic and Membership Affairs

NCAA Division I Legislative Council April 2009 Legislative Actions

1. Proposals Recommended as Emergency or Noncontroversial Legislation.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2009-1	COMMITTEES -- COMMON COMMITTEES -- COMMITTEES WITH GOVERNANCE ADMINISTRATION RESPONSIBILITIES -- INTERNATIONAL-STUDENT RECORDS COMMITTEE -- COMPOSITION	NCAA Division I Academics Cabinet.	Immediate	To specify that the International-Student Records Committee shall consist of eight members, including two Division I representatives, two Division II representatives, two representatives who may be from either Division I or Division II and two ex officio members.	Supported as noncontroversial legislation. Adopted.
2009-2	RECRUITING -- CONTACTS AND EVALUATIONS -- TIME PERIOD FOR OFF-CAMPUS CONTACTS AND TELEPHONE CALLS -- WOMEN'S ICE HOCKEY	NCAA Division I Recruiting and Athletics Personnel Issues Cabinet.	Immediate	In women's ice hockey, to specify that: (1) off-campus recruiting contacts shall not be made with an individual (or the individual's relatives or legal guardians) before July 7 following the individual's junior year in high school; (2) an institution is permitted to make one telephone call to an individual (or the individual's relatives or guardians) who is a resident of a foreign country on or after July 7 through July 31 following completion of the individual's sophomore year in high school; and (3) an institution is permitted to make one telephone call per week to an individual (or the individual's relatives or legal guardians) beginning July 7 following completion of the individual's junior year in high school.	Supported as noncontroversial legislation. Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2009-3	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- DEAD OR QUIET PERIODS FOR OTHER SPORTS -- NATIONAL LETTER OF INTENT SIGNING DATE -- EXCEPTION -- NORTH AMERICAN CUP FENCING CHAMPIONSHIP	NCAA Division I Recruiting and Athletics Personnel Issues Cabinet.	Immediate	In fencing, to specify that during any year in which the National Letter of Intent signing date dead period occurs during the North American Cup Fencing Championship, it shall be permissible for authorized coaching staff members to observe prospective student-athletes participating in that event.	Supported as noncontroversial legislation. Adopted.
2009-4	AWARDS, BENEFITS AND EXPENSES -- BENEFITS, GIFTS AND SERVICES -- PERMISSIBLE -- RESEARCH STUDIES INVOLVING ONLY STUDENT-ATHLETES -- INSTITUTION-BASED RESEARCH STUDIES	NCAA Division I Administration Cabinet (Research Committee).	Immediate	To specify that a student-athlete may receive compensation from an institution for participating in a research study involving only student-athletes, provided the study is initiated and conducted by a faculty member at a member institution and the study and compensation arrangements are approved by the institutional review board of the faculty member's institution consistent with policies applicable to other institution-based research studies.	Supported as noncontroversial legislation. Adopted.
2009-5	ATHLETICS CERTIFICATION -- MANDATORY SELF-STUDY AND EXTERNAL PEER REVIEW -- RULES COMPLIANCE -- REVIEW OF PROGRAM AREAS	NCAA Division I Legislative Council (Committee on Athletics Certification).	Immediate	To specify that the required once-in-four-years evaluation of an institution's rules-compliance program by an authority outside the athletics department shall include a review of specifically enumerated program areas.	Supported as noncontroversial legislation. Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2009-6	ATHLETICS CERTIFICATION -- MANDATORY SELF-STUDY AND EXTERNAL PEER REVIEW -- ACADEMIC INTEGRITY -- ACADEMIC STANDARDS -- ADMISSION AND ENROLLMENT	NCAA Division I Legislative Council (Committee on Athletics Certification).	Immediate	To specify that in its athletics certification program self study, an institution shall demonstrate that it admits all student-athletes as regularly enrolled, degree-seeking students in accordance with the regular, published entrance requirements that apply to all applicants.	Supported as noncontroversial legislation. Adopted.
	ATHLETICS CERTIFICATION -- MANDATORY SELF-STUDY AND EXTERNAL PEER REVIEW -- ACADEMIC INTEGRITY -- ACADEMIC SUPPORT – REVIEW OF SUPPORT SERVICES	NCAA Division I Legislative Council (Committee on Athletics Certification).	Immediate	To specify that the required once-in-four-years evaluation of an institution's academic support services by appropriate academic authorities outside the department of intercollegiate athletics shall include a review of any services provided to student-athletes, which may include, but are not limited to, the specified examples of program areas.	Not supported as noncontroversial legislation. Sponsored into the 2009-10 legislative cycle.
	ATHLETICS CERTIFICATION -- MANDATORY SELF-STUDY AND EXTERNAL PEER REVIEW -- ACADEMIC INTEGRITY -- ACADEMIC STANDARDS -- ADMISSION AND ENROLLMENT	NCAA Division I Legislative Council (Committee on Athletics Certification).	Immediate	To specify that in its athletics certification program self study, an institution shall compare the retention rates of student-athlete subgroups to all student-athletes and not to comparable student body groups.	Not supported as noncontroversial legislation. Sponsored into the 2009-10 legislative cycle.

2. Actions Related to Modifications of Wording.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
M-2009-1	ELIGIBILITY -- SEASONS OF COMPETITION: FIVE-YEAR RULE -- CRITERIA FOR DETERMINING SEASON OF COMPETITION -- DELAYED ENROLLMENT -- TENNIS, SWIMMING AND DIVING, AND WOMEN'S VOLLEYBALL -- EARLY HIGH SCHOOL GRADUATION	NCAA Division I Legislative Council.	Immediate	In tennis, swimming and diving and women's volleyball, to clarify that a student-athlete who does not enroll in a collegiate institution as a full-time student in a regular academic term during a one-year time period after his or her high school graduation date or the graduation date of his or her class, (as determined by the first year of high school enrollment or the international equivalent as specified in the NCAA Guide to International Academic Standards for Athletics Eligibility and based on the prescribed educational path in the student-athlete's country) whichever occurs earlier, and participates in organized events after the one-year period, shall be charged with a season of intercollegiate competition for each year of participation and shall fulfill an academic year in residence on matriculation at the certifying institution before being eligible to represent the institution in intercollegiate competition.	Approved.
M-2009-2	ELIGIBILITY -- SEASONS OF COMPETITION: FIVE-YEAR RULE -- ADMINISTRATION OF HARDSHIP WAIVER -- REVIEW OF DENIED WAIVER	NCAA Division I Legislative Council.	Immediate	To clarify that a conference that denies an institution's hardship waiver may submit the waiver to the NCAA Division I Committee on Student-Athlete Reinstatement, which shall have the authority to review and determine whether to approve the waiver based on circumstances that may warrant relief from the application of the legislated waiver criteria.	Approved.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
M-2009-3	RECRUITING -- SPORTS CAMPS AND CLINICS -- DEFINITION OF PROSPECTIVE STUDENT-ATHLETE -- EMPLOYMENT OF PROSPECTIVE STUDENT-ATHLETES/NO FREE OR REDUCED ADMISSION PRIVILEGES -- MEN'S BASKETBALL	NCAA Division I Legislative Council.	Immediate	To clarify that an institution, members of its staff or representatives of its athletics interests shall not employ or give free or reduced admission privileges to a prospective student-athlete (including, men's basketball, any individual who has started classes for the seventh grade) who is an athletics award winner or any individual being recruited by the institution per NCAA Bylaw 13.02.12.1.	Approved.

3. Actions Related to 2008-09 Legislative Cycle Proposals.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-12	PERSONNEL -- LIMITATIONS ON NUMBER OF OFF-CAMPUS RECRUITERS AT ANY ONE TIME -- EXCEPTION -- BASKETBALL -- JULY EVALUATION PERIODS	Big East Conference.	Immediate	In basketball, to specify that during the July evaluation periods, a coach replaced for the purpose of off-campus recruiting activities is not required to return to the institution's campus before engaging in additional recruiting activities, provided no more than three coaches engage in off-campus recruiting activities each day.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-13-B	AMATEURISM -- EXCEPTION FOR PRIZE MONEY FOR STUDENT-ATHLETES -- OUTSIDE THE PLAYING SEASON DURING THE SUMMER VACATION PERIOD -- INDIVIDUAL SPORTS	Big Ten Conference.	Immediate	In individual sports, to permit a student-athlete to accept prize money based on his or her place finish or performance in an open athletics event (an event that is not invitation only), provided the competition occurs outside the institution's declared playing and practice season during the institution's summer vacation period and the prize money does not exceed actual and necessary expenses and is provided only by the sponsor of the open event.	Adopted.
2008-15-B	RECRUITING -- DEFINITIONS AND APPLICATIONS -- PROSPECTIVE STUDENT-ATHLETE -- INSTITUTIONAL ORIENTATION SESSION	Big Ten Conference.	Immediate	To specify that a recruited prospective student-athlete who has signed a National Letter of Intent [or, for an institution that does not use the National Letter of Intent in a particular sport or for a prospective student-athlete who is not eligible to sign an National Letter o Intent (e.g., four-year college transfer), the institution's written offer of admission and/or financial aid] and has reported to an institutional orientation session that is open to all incoming students within 14 calendar days prior to the opening day of classes of a regular academic year term shall not be subject to the contact restrictions in Bylaw 13 and shall be considered a student-athlete for purposes of Bylaw 16 as of the opening day of the orientation session.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-19	RECRUITING -- CONTACTS AND EVALUATIONS -- FOOTBALL -- ONE CONTACT WITH JUNIORS OR SENIORS -- SPRING EVALUATION PERIOD	Big Ten Conference.	Immediate	In football, to specify that during the spring evaluation period, an institution may make one in-person, off-campus contact per prospective student-athlete (including prospective student-athletes in their junior year) at the prospective student-athlete's educational institution; further, to specify that an institution may use an additional evaluation in conjunction with the contact.	FBS: Not moved. FCS: Not moved.
2008-20-A	RECRUITING -- FOOTBALL EVALUATIONS -- SCHOLASTIC AND NONSCHOLASTIC ACTIVITIES -- EVENTS ORGANIZED AND CONDUCTED BY SCHOLASTIC ATHLETICS GOVERNANCE BODIES -- OTHER EVALUATION EVENTS	Southeastern Conference.	August 1, 2009	In football, to specify that live athletics evaluations are permissible at events organized and conducted solely by the applicable state high school athletics association, state preparatory school association or state or national junior college athletics association; further, to specify that institutional staff members shall not attend a recruiting event in which information (e.g., athletics or academic credentials, highlight video) related to prospective student-athletes is presented or otherwise made available.	FBS: Approved an amendment to change the effective date from immediate to August 1, 2009. Adopted, as amended. FCS: Initially defeated; upon reconsideration, amended the effective date from immediate to August 1, 2009 and adopted the proposal, as amended.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-20-B	RECRUITING -- FOOTBALL EVALUATIONS -- SCHOLASTIC AND NONSCHOLASTIC ACTIVITIES -- OTHER EVALUATION EVENTS	NCAA Division I Legislative Council.	Immediate	In football, to specify that institutional staff members shall not attend a recruiting event in which information (e.g., athletics or academic credentials, highlight video) related to prospective student-athletes is presented or otherwise made available.	FBS: Rendered moot. FCS: Initially adopted; upon reconsideration and adoption of NCAA Proposal No. 2008-20-A, rendered moot.
2008-25-D	RECRUITING -- LETTER OF INTENT PROGRAMS -- REQUIREMENTS FOR OFFERS OF ATHLETICALLY RELATED FINANCIAL AID -- COMPLETION OF AMATEURISM CERTIFICATION QUESTIONNAIRE -- DELAYED EFFECTIVE DATE	Big Ten Conference.	August 1, 2010	To specify that an institution shall not provide a high school, preparatory school or transfer (if applicable) prospective student-athlete a written offer of athletically related financial aid until he or she has completed the amateurism certification questionnaire administered by the NCAA Eligibility Center.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-29	RECRUITING -- TRYOUTS -- EXCEPTIONS -- VOLUNTARY SUMMER CONDITIONING -- SPORTS OTHER THAN FOOTBALL AND BASKETBALL	Southeastern Conference.	Immediate	In sports other than football and basketball, to specify that a prospective student-athlete may engage in voluntary summer workouts conducted by an institution's strength and conditioning coach with department-wide duties and may receive workout apparel (on an issuance and retrieval basis), provided he or she is enrolled in the institution's summer term prior to the student's initial full-time enrollment at the certifying institution; further, to specify that an institution may finance medical expenses for a prospective student-athlete who sustains an injury while participating in such workouts.	Adopted.
2008-32-B	ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION -- NONTRADITIONAL COURSES -- UP TO 50 PERCENT OF MINIMUM REQUIREMENT	Big Ten Conference.	August 1, 2009	To specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) offered by the certifying institution may be used to satisfy up to 50 percent of the minimum full-time enrollment requirement for competition, provided the specified conditions are met.	Defeated.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-34	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- CORE CURRICULUM TIME LIMITATION -- STUDENTS WITH EDUCATION IMPACTING DISABILITIES	NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Initial-Eligibility Issues).	August 1, 2010, for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2010.	To specify that if a prospective student-athlete with a diagnosed education-impacting disability graduates from high school within the core-curriculum time limitation, he or she may use up to three core courses completed after high school graduation to satisfy the core-curriculum or minimum grade-point average requirements, or both.	Approved an amendment to change effective date from August 1, 2009 (for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2009) to August 1, 2010 (for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2010). Adopted, as amended.
2008-43	AWARDS, BENEFITS AND EXPENSES -- HOUSING AND MEALS -- FRUIT, NUTS AND BAGELS	Atlantic Coast Conference.	August 1, 2009	To specify that an institution may provide fruit, nuts and bagels to student-athletes at any time.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-45	PLAYING AND PRACTICE SEASONS -- GENERAL REGULATIONS -- SKILL INSTRUCTION -- SPORTS OTHER THAN FOOTBALL -- CONCURRENT SESSIONS	Big 12 Conference.	Immediate	In sports other than football, to specify that prior to September 15 and after April 15, no more than four student-athletes from the same team may be involved in skill-related instruction with their coaches at any one time in any one facility.	Defeated.
2008-46	PLAYING AND PRACTICE SEASONS -- BASEBALL -- PRESEASON PRACTICE AND FIRST CONTEST -- CHAMPIONSHIP SEGMENT	Conference USA.	Immediate	In baseball, to specify that in the championship segment, an institution shall not commence practice sessions prior to the Friday that is three weeks prior to the first permissible contest date for the championship segment and shall not play its first contest (game or scrimmage) with outside competition prior to the Friday in February that is 14 weeks before the Friday immediately preceding Memorial Day.	Adopted.
2008-48	PLAYING AND PRACTICE SEASONS -- BASEBALL -- MAXIMUM NUMBER OF CONTESTS -- 52	Pacific-10 Conference, Big South Conference and West Coast Conference.	August 1, 2009	In baseball, to reduce the maximum number of contests from 56 to 52.	Defeated.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-51	PLAYING AND PRACTICE SEASONS -- PRESEASON PRACTICE -- CROSS COUNTRY, FIELD HOCKEY, WOMEN'S RUGBY, SOCCER, WOMEN'S VOLLEYBALL AND MEN'S WATER POLO	West Coast Conference.	August 1, 2009	In cross country, field hockey, women's rugby, soccer and men's water polo, to specify that an institution shall not commence practice sessions before 16 days prior to the date on which the first permissible contest or date of competition may occur; further, in women's volleyball, to specify that an institution shall not commence practice sessions before 20 days prior to the date on which the first permissible contest may occur.	Defeated.
2008-52	PLAYING AND PRACTICE SEASONS -- FOOTBALL -- PRESEASON PRACTICE -- LIMIT ON NUMBER OF PARTICIPANTS -- REPLACEMENT OF STUDENT-ATHLETE DUE TO INJURY OR ILLNESS -- FCS	Southeastern Conference.	Immediate	In football, to specify that a student-athlete who sustains an injury or illness that prevents further participation in preseason practice activities may be replaced with another student-athlete without including that individual in the institution's limitation on the number of individuals who may participate in preseason practice.	FCS: Adopted.
2008-54	PLAYING AND PRACTICE SEASONS -- GOLF -- ANNUAL EXEMPTIONS -- HAWAII OR ALASKA	Western Athletic Conference.	August 1, 2009	In golf, to specify that the dates of competition in one event (e.g., dual competition, tournament) in Hawaii or Alaska either against or under the sponsorship of an active Division I member located in Hawaii or Alaska, by a member located outside the area in question are exempted from the maximum number of dates of competition.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-55-A	PLAYING AND PRACTICE SEASONS -- WOMEN'S SOCCER -- FIRST CONTEST OR DATE OF COMPETITION -- 12-WEEK SEASON	Atlantic Coast Conference.	August 1, 2009	In women's soccer, to specify that an institution shall not play its first contest or engage in its first date of competition (game) with outside competition prior to the 12th weekend prior to the start of the women's soccer championship.	Adopted.
2008-57	PLAYING AND PRACTICE SEASONS -- TRACK AND FIELD -- SAFETY EXCEPTION -- HURDLES AND STEEPLECHASE	Big 12 Conference.	Immediate	To specify that a coach may be present during voluntary individual workouts in the institution's regular practice facility (without the workouts being considered as countable athletically related activities) when the student-athlete is engaged in jumping hurdles or the jumping element of the steeplechase.	Adopted.
2008-59	DIVISION MEMBERSHIP -- DEFINITIONS AND APPLICATIONS -- EMERGING SPORTS FOR WOMEN -- SAND VOLLEYBALL	NCAA Division I Management Council (Administrative Committee) (Committee on Women's Athletics).	August 1, 2010	To add sand volleyball as an emerging sport for women.	Adopted.
2008-67	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- SOFTBALL -- CONTACT PERIOD AUGUST 1 THROUGH THE DAY PRIOR TO THANKSGIVING DAY	Big East Conference.	Immediate	In softball, to establish a contact period from August 1 through the day prior to Thanksgiving day.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-68-B	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- WOMEN'S LACROSSE -- FALL EVALUATIONS -- LIMITATION ON EVALUATIONS OF LACROSSE ACTIVITIES	Ivy Group.	August 1, 2009	In women's lacrosse, to specify that during the fall contact period, evaluations of prospective student-athletes participating in lacrosse activities are limited to the three weekends prior to Thanksgiving.	Adopted.
2008-75-1	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPETITION -- QUALIFIER -- EXCEPTION -- EARLY ACADEMIC CERTIFICATION -- SUBMISSION OF TRANSCRIPT -- WAIVER	NCAA Division I Legislative Council.	August 1, 2009	To amend Proposal No. 2008-75 to specify that the Academics Cabinet may waive the requirement, based on objective evidence that demonstrates circumstances for which a waiver is warranted, that an institution must ensure submission of the final high school transcript to the Eligibility Center for a student-athlete who is certified as a qualifier pursuant to the early academic certification exception.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-75 (as amended)	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPETITION -- QUALIFIER -- EXCEPTION -- EARLY ACADEMIC CERTIFICATION -- SUBMISSION OF TRANSCRIPT	NCAA Division I Board of Directors (Academics Cabinet).	August 1, 2009	To specify that if a student-athlete is certified as a qualifier pursuant to the early academic certification exception and his or her initial full-time collegiate enrollment occurs at the certifying institution during the first term of the academic year, the institution shall ensure submission of his or her final high school transcript (official or unofficial) to the NCAA Eligibility Center by February 1 following the student-athlete's initial full-time enrollment; to specify that if a student-athlete is certified as a qualifier pursuant to the early academic certification exception and his or her initial full-time collegiate enrollment occurs at the certifying institution after the conclusion of the first term of the academic year, the institution shall ensure submission his or her final high school transcript (official or unofficial) to the Eligibility Center by February 1 of the following academic year; further, to specify that a violation of this provision shall be considered an institutional violation, however, the student-athlete's eligibility shall not be affected.	Adopted, as amended.

Proposal Number	Title	Source	Effective Date	Intent	Legislation Council Action
2008-77-1	ELIGIBILITY -- TRANSFER REGULATIONS -- TWO-YEAR COLLEGE TRANSFERS -- SUBMISSION OF INFORMATION NECESSARY TO DETERMINE ACADEMIC INITIAL-ELIGIBILITY STATUS -- WAIVER	NCAA Division I Academics Cabinet.	August 1, 2009	To amend Proposal No. 2008-77 to specify that the Academics Cabinet may waive, based on objective evidence that demonstrates circumstances for which a waiver is warranted, the requirement that an institution submit information necessary to determine the academic initial-eligibility status of a two-year or 4-2-4 transfer student.	Adopted.
2008-77 (as amended)	ELIGIBILITY -- TRANSFER REGULATIONS -- TWO-YEAR COLLEGE TRANSFERS -- SUBMISSION OF INFORMATION NECESSARY TO DETERMINE ACADEMIC INITIAL-ELIGIBILITY STATUS	NCAA Division I Board of Directors.	August 1, 2010; applicable to two-year college and 4-2-4 transfer student-athletes who initially enroll in a Division I institution on or after August 1, 2010.	To specify that an institution shall ensure submission of all necessary information (e.g., high school transcripts, test scores), which may include official or unofficial transcripts and test scores, to the Eligibility Center to determine the academic initial-eligibility status of a two-year college or 4-2-4 transfer student-athlete prior to the end of the student-athlete's first regular academic term of full-time enrollment at the institution; further, to specify that a violation of this provision shall be considered an institutional violation; however, the student-athlete's eligibility will not be affected.	Adopted, as amended.

Proposal Number	Title	Source	Effective Date	Intent	Legislation Council Action
2008-79-1	AMATEURISM -- INVOLVEMENT WITH PROFESSIONAL TEAMS -- PROFESSIONAL BASKETBALL DRAFT -- FOUR-YEAR COLLEGE STUDENT-ATHLETE -- MEN'S BASKETBALL -- DECLARATION TO RESUME INTERCOLLEGIATE PARTICIPATION BY THE END OF MAY 8	Atlantic Coast Conference.	August 1, 2009	To amend Proposal No. 2008-79 to specify that, in men's basketball, an enrolled student-athlete may enter a professional league's draft one time during his collegiate career without jeopardizing eligibility in the sport, provided the student-athlete requests that his name be removed from the draft list and declares his intent to resume intercollegiate participation not later than the end of May 8 of the year in which the draft will occur; the student-athlete's declaration of intent is submitted in writing to the institution's director of athletics; and the student-athlete is not drafted.	Adopted.
2008-79 (as amended)	AMATEURISM -- INVOLVEMENT WITH PROFESSIONAL TEAMS -- PROFESSIONAL BASKETBALL DRAFT -- FOUR-YEAR COLLEGE STUDENT-ATHLETE -- MEN'S BASKETBALL	NCAA Division I Board of Directors.	August 1, 2009	In men's basketball, to specify that an enrolled student-athlete may enter a professional league's draft one time during his collegiate career without jeopardizing eligibility in the sport, provided the student-athlete requests that his name be removed from the draft list and declares his intent to resume intercollegiate participation by the end of the day prior to the first day of the spring National Letter of Intent signing period for the applicable year; the student-athlete's declaration of intent is submitted in writing to the institution's director of athletics; and the student-athlete is not drafted.	Adopted, as amended.

NCAA Division I 2008-09 Legislative Cycle Voting Chart
April 2009 Legislative Council Meeting

The following chart lists the proposals set forth in the 2009 NCAA Official Notice in the order in which the NCAA Division I Legislative Council will vote on them at its April 20, 2009 meeting.

Proposal Number	Title	Intent	Actions/Points to Consider/Comments/Mootnicity Issues
2008-12	PERSONNEL -- LIMITATIONS ON NUMBER OF OFF-CAMPUS RECRUITERS AT ANY ONE TIME -- EXCEPTION -- BASKETBALL -- JULY EVALUATION PERIODS	In basketball, to specify that during the July evaluation periods, a coach replaced for the purpose of off-campus recruiting activities is not required to return to the institution's campus before engaging in additional recruiting activities, provided no more than three coaches engage in off-campus recruiting activities each day.	• Noted a possible travel cost savings if a coach is not required to return to campus, but that additional costs may be incurred to have four coaches away from campus at all times during the evaluation periods. • Concept could be expanded beyond the summer and to other sports. • Concern expressed related to monitoring and a potential conflict with a desired increase in summer access to incoming prospective student-athletes.
2008-13-B	AMATEURISM -- EXCEPTION FOR PRIZE MONEY FOR STUDENT-ATHLETES -- OUTSIDE THE PLAYING SEASON DURING THE SUMMER VACATION PERIOD -- INDIVIDUAL SPORTS	In individual sports, to permit a student-athlete to accept prize money based on his or her place finish or performance in an open athletics event (an event that is not invitation only), provided the competition occurs outside the institution's declared playing and practice season during the institution's summer vacation period and the prize money does not exceed actual and necessary expenses and is provided only by the sponsor of the open event.	

Proposal Number	Title	Intent	Actions/Points to Consider/Comments/Mootnicity Issues
2008-15-B	RECRUITING -- DEFINITIONS AND APPLICATIONS -- PROSPECTIVE STUDENT-ATHLETE -- INSTITUTIONAL ORIENTATION SESSION	To specify that a recruited prospective student-athlete who has signed a National Letter of Intent (NLI) [or, for an institution that does not use the NLI in a particular sport or for a prospective student-athlete who is not eligible to sign an NLI (e.g., four-year college transfer), the institution's written offer of admission and/or financial aid] and has reported to an institutional orientation session that is open to all incoming students within 14 calendar days prior to the opening day of classes of a regular academic year term shall not be subject to the contact restrictions in Bylaw 13 and shall be considered a student-athlete for purposes of Bylaw 16 as of the opening day of the orientation session.	
2008-19 FBS/FCS	RECRUITING -- CONTACTS AND EVALUATIONS -- FOOTBALL -- ONE CONTACT WITH JUNIORS OR SENIORS -- SPRING EVALUATION PERIOD	In football, to specify that during the spring evaluation period, an institution may make one in-person, off-campus contact per prospective student-athlete (including prospective student-athletes in their junior year) at the prospective student-athlete's educational institution; further, to specify that an institution may use an additional evaluation in conjunction with the contact.	• Expressed concern regarding potential of increased costs, increased time spent in recruiting and increased recruiting pressures. o Pressures involved with contacts are greater than those related to evaluations. • Potential significant intrusion on prospective student-athletes during class time.

Proposal Number	Title	Intent	Actions/Points to Consider/Comments/Mootnicity Issues
2008-20-A FBS/FCS	RECRUITING -- FOOTBALL EVALUATIONS -- SCHOLASTIC AND NONSCHOLASTIC ACTIVITIES -- EVENTS ORGANIZED AND CONDUCTED BY SCHOLASTIC ATHLETICS GOVERNANCE BODIES -- OTHER EVALUATION EVENTS	In football, to specify that live athletics evaluations are permissible at events organized and conducted solely by a scholastic athletics governing body (e.g., state high school athletics association, junior college athletics association); further, to specify that institutional staff members shall not attend a recruiting event in which information (e.g., athletics or academic credentials, highlight video) related to prospective student-athletes is presented or otherwise made available.	Expressed concern regarding potential involvement or attempted influence of nonscholastic entities on events for which the organization and conduct would be solely limited to scholastic athletics governing bodies. Adoption of Proposal No. 2008-20-A renders Proposal No. 2008-20-B moot.
2008-20-B FBS/FCS	RECRUITING -- FOOTBALL EVALUATIONS -- SCHOLASTIC AND NONSCHOLASTIC ACTIVITIES -- OTHER EVALUATION EVENTS	In football, to specify that institutional staff members shall not attend a recruiting event in which information (e.g., athletics or academic credentials, highlight video) related to prospective student-athletes is presented or otherwise made available.	Rendered moot by the adoption of Proposal No. 2008-20-A.
2008-25-D	RECRUITING -- LETTER OF INTENT PROGRAMS -- REQUIREMENTS FOR OFFERS OF ATHLETICALLY RELATED FINANCIAL AID -- COMPLETION OF AMATEURISM CERTIFICATION QUESTIONNAIRE -- DELAYED EFFECTIVE DATE	To specify that an institution shall not provide a high school, preparatory school or transfer (if applicable) prospective student-athlete a written offer of athletically related financial aid until he or she has completed the amateurism certification questionnaire administered by the NCAA Eligibility Center.	

Proposal Number	Title	Intent	Actions/Points to Consider/Comments/Mootnicity Issues
2008-29	RECRUITING -- TRYOUTS -- EXCEPTIONS -- VOLUNTARY SUMMER CONDITIONING -- SPORTS OTHER THAN FOOTBALL AND BASKETBALL	In sports other than football and basketball, to specify that a prospective student-athlete may engage in voluntary summer workouts conducted by an institution's strength and conditioning coach with department-wide duties and may receive workout apparel (on an issuance and retrieval basis), provided he or she is enrolled in the institution's summer term prior to the student's initial full-time enrollment at the certifying institution.	• Concern expressed that different standards would exist for football, basketball and all other sports. o Different standards were intentional based on history of legislation for football and basketball. • Concern expressed related to need for additional staffing, pressure for summer enrollment and increased risk/liability issues. • Promotes greater equity among sports. • Provides structure for safety presence during workouts.
2008-32-B	ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION -- NONTRADITIONAL COURSES -- UP TO 50 PERCENT OF MINIMUM REQUIREMENT	To specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) offered by the certifying institution may be used to satisfy up to 50 percent of the minimum full-time enrollment requirement for competition, provided the specified conditions are met.	

Proposal Number	Title	Intent	Actions/Points to Consider/Comments/Mootnicity Issues
2008-34	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- CORE CURRICULUM TIME LIMITATION -- STUDENTS WITH EDUCATION IMPACTING DISABILITIES	To specify that if a prospective student-athlete with a diagnosed education-impacting disability graduates from high school within the core-curriculum time limitation, he or she may use up to three core courses completed after high school graduation to satisfy the core-curriculum or minimum grade-point average requirements, or both.	
2008-43	AWARDS, BENEFITS AND EXPENSES -- HOUSING AND MEALS -- FRUIT, NUTS AND BAGELS	To specify that an institution may provide fruit, nuts and bagels to student-athletes at any time.	• Overall potential for increased costs, but a possible practical savings or maintenance of supplement budget. o Cost could be shifted from supplements to fruit, nuts and bagels. • Potential to provide better nutrition to student-athletes. • Is the legislation necessary? o Is the current meals and benefits legislation sufficient to meet the nutritional needs of student-athletes? o Encourage responsible behavior of student-athletes and full use of current legislation. • Potential recruiting advantage.
2008-45	PLAYING AND PRACTICE SEASONS -- GENERAL REGULATIONS -- SKILL INSTRUCTION -- SPORTS OTHER THAN FOOTBALL -- CONCURRENT SESSIONS	In sports other than football, to specify that prior to September 15 and after April 15, no more than four student-athletes from the same team may be involved in skill-related instruction with their coaches at any one time in any one facility.	• Concern expressed related to potential advantage for institutions with multiple facilities. o Coaches could devote more time to recruiting activities.

Proposal Number	Title	Intent	Actions/Points to Consider/Comments/Mootnicity Issues
2008-46	PLAYING AND PRACTICE SEASONS -- BASEBALL -- PRESEASON PRACTICE AND FIRST CONTEST -- CHAMPIONSHIP SEGMENT	In baseball, to specify that in the championship segment, an institution shall not commence practice sessions prior to the Friday that is three weeks prior to the first permissible contest date for the championship segment and shall not play its first contest (game or scrimmage) with outside competition prior to the Friday in February that is 14 weeks before the Friday immediately preceding Memorial Day.	• Noted that the current legislation has only been in effect for one year. o Time may not be sufficient to fully evaluate impact and potential options within the current legislation. o Change would erode compromise reached related to geographical realities.
2008-48	PLAYING AND PRACTICE SEASONS -- BASEBALL -- MAXIMUM NUMBER OF CONTESTS -- 52	In baseball, to reduce the maximum number of contests from 56 to 52.	• Noted that the NCAA Division I Board of Directors has indicated intent to review the recently adopted baseball legislation after three years. • Sentiment expressed that the issues may not have been fully reviewed prior to the adoption of the current legislation.
2008-51	PLAYING AND PRACTICE SEASONS -- PRESEASON PRACTICE -- CROSS COUNTRY, FIELD HOCKEY, WOMEN'S RUGBY, SOCCER, WOMEN'S VOLLEYBALL AND MEN'S WATER POLO	In cross country, field hockey, women's rugby, soccer and men's water polo, to specify that an institution shall not commence practice sessions before 16 days prior to the date on which the first permissible contest or date of competition may occur; further, in women's volleyball, to specify that an institution shall not commence practice sessions before 20 days prior to the date on which the first permissible contest may occur.	• An institution that delays its first contest would be able to practice more than those that start on the first permissible date. o Resulting in additional expenses in such circumstances. • Some anecdotal indication that starting dates would be the same or very similar under the current legislation or the proposal.

Proposal Number	Title	Intent	Actions/Points to Consider/Comments/Mootnicity Issues
2008-52 FCS only	PLAYING AND PRACTICE SEASONS -- FOOTBALL -- PRESEASON PRACTICE -- LIMIT ON NUMBER OF PARTICIPANTS -- REPLACEMENT OF STUDENT-ATHLETE DUE TO INJURY OR ILLNESS	In football, to specify that a student-athlete who sustains an injury or illness that prevents further participation in preseason practice activities may be replaced with another student-athlete without including that individual in the institution's limitation on the number of individuals who may participate in preseason practice.	• NCAA Division I Football Championship Subdivision Governance Committee expressed preliminary opposition. o Concern related to potential financial impact and potential abuse of the rule, in that it may result in "tryouts." .
2008-54	PLAYING AND PRACTICE SEASONS -- GOLF -- ANNUAL EXEMPTIONS -- HAWAII OR ALASKA	In golf, to specify that the dates of competition of one event (e.g., dual competition, tournament) in Hawaii or Alaska either against or under the sponsorship of an active Division I member located in Hawaii or Alaska, by a member located outside the area in question are exempted from the maximum number of dates of competition.	
2008-55-A	PLAYING AND PRACTICE SEASONS -- WOMEN'S SOCCER -- FIRST CONTEST OR DATE OF COMPETITION -- 12-WEEK SEASON	In women's soccer, to specify that an institution shall not play its first contest or engage in its first date of competition (game) with outside competition prior to the 12th weekend prior to the start of the women's soccer championship.	• Noted that the current legislation has only been in effect since August 1, 2008. • Is the legislation necessary? o Will men's soccer seek the same change next year? • Legislation has changed frequently in recent years. o Changes were due to attempt to conduct the men's and women's championships on the same weekends, which did not succeed logistically.

Proposal Number	Title	Intent	Actions/Points to Consider/Comments/Mootnicity Issues
2008-57	PLAYING AND PRACTICE SEASONS -- TRACK AND FIELD -- SAFETY EXCEPTION -- HURDLES AND STEEPLECHASE	To specify that a coach may be present during voluntary individual workouts in the institution's regular practice facility (without the workouts being considered as countable athletically related activities) when the student-athlete is engaged in jumping hurdles or the jumping element of the steeplechase.	• Does a true safety issue exist for these events? • Would other events or sports seek for similar provisions (e.g., jumping elements of other sports).
2008-59	DIVISION MEMBERSHIP -- DEFINITIONS AND APPLICATIONS -- EMERGING SPORTS FOR WOMEN -- ARCHERY, BADMINTON, SYNCHRONIZED SWIMMING, TEAM HANDBALL AND SAND VOLLEYBALL	To add sand volleyball as an emerging sport for women.	• Sand volleyball has satisfied established criteria to be considered by the membership for inclusion on the list of emerging sports for women. • Addition of sand volleyball and the removal of the other sports will be addressed in separate votes. • Concern expressed related to the timing of implementation of sand volleyball and its impact on "indoor" volleyball (e.g., potential impact on the number of coaches/burden on coaches, impact on scholarships). • Concern with moving forward prior to other issues (e.g., playing and practice seasons, financial aid) being addressed or outlined.
2008-67	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- SOFTBALL -- CONTACT PERIOD AUGUST 1 THROUGH THE DAY PRIOR TO THANKSGIVING DAY	In softball, to establish a contact period from August 1 through the day prior to Thanksgiving Day.	• Noted that the current legislation has only been effective since August 1, 2007. • Would ease stress on prospective student-athletes and missed class time created by a truncated period.

Proposal Number	Title	Intent	Actions/Points to Consider/Comments/Mootnicity Issues
2008-68-B	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- WOMEN'S LACROSSE -- FALL EVALUATIONS -- LIMITATION ON EVALUATIONS OF LACROSSE ACTIVITIES	In women's lacrosse, to specify that during the fall contact period, evaluations of prospective student-athletes participating in lacrosse activities are limited to the three weekends prior to Thanksgiving.	
2008-75-1	2008-75-1 ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPETITION -- QUALIFIER -- EXCEPTION -- EARLY ACADEMIC CERTIFICATION -- SUBMISSION OF TRANSCRIPT -- WAIVER	Intent: To amend Proposal No. 2008-75 to specify that the Academics Cabinet may waive, based on objective evidence that demonstrates circumstances for which a waiver is warranted, the requirement that an institution must ensure submission of the final high school transcript to the Eligibility Center for a student-athlete who is certified as a qualifier pursuant to the early academic certification exception.	

Proposal Number	Title	Intent	Actions/Points to Consider/Comments/Mootnicity Issues
2008-75	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPETITION -- QUALIFIER -- EXCEPTION -- EARLY ACADEMIC CERTIFICATION -- SUBMISSION OF TRANSCRIPT	To specify that if a student-athlete is certified as a qualifier pursuant to the early academic certification exception and his or her initial full-time collegiate enrollment occurs at the certifying institution, the institution shall ensure submission his or her final high school transcript (official or unofficial) to the NCAA Eligibility Center by November 15 following the student-athlete's initial full-time enrollment; further, to specify that a violation of this provision shall be considered an institutional violation, however, the student-athlete's eligibility shall not be affected.	
2008-77-1	2008-77-1 ELIGIBILITY -- TRANSFER REGULATIONS -- TWO-YEAR COLLEGE TRANSFERS -- SUBMISSION OF INFORMATION NECESSARY TO DETERMINE ACADEMIC INITIAL-ELIGIBILITY STATUS -- WAIVER	To amend Proposal No. 2008-77 to specify that the Academics Cabinet may waive, based on objective evidence that demonstrates circumstances for which a waiver is warranted, the requirement that an institution submit information necessary to determine the academic initial-eligibility status of a two-year or 4-2-4 transfer student.	

Proposal Number	Title	Intent	Actions/Points to Consider/Comments/Mootnicity Issues
2008-77	ELIGIBILITY -- TRANSFER REGULATIONS -- TWO-YEAR COLLEGE TRANSFERS -- SUBMISSION OF INFORMATION NECESSARY TO DETERMINE ACADEMIC INITIAL-ELIGIBILITY STATUS	To specify that an institution shall ensure submission of all necessary information (e.g., high school transcripts, test scores) to the NCAA Eligibility Center to determine the academic initial-eligibility status of a two-year college or 4-2-4 transfer student-athlete prior to the end of the student-athlete's first regular academic term of full-time enrollment at the institution; further, to specify that a violation of this provision shall be considered an institutional violation; however, the student-athlete’s eligibility will not be affected.	
2008-79-1	AMATEURISM -- INVOLVEMENT WITH PROFESSIONAL TEAMS -- PROFESSIONAL BASKETBALL DRAFT -- FOUR-YEAR COLLEGE STUDENT-ATHLETE -- MEN'S BASKETBALL DECLARATION TO RESUME INTERCOLLEGIATE PARTICIPATION BY THE END OF MAY 8	To amend Proposal No. 2008-79 to specify that, in men's basketball, to specify that an enrolled student-athlete may enter a professional league's draft one time during his collegiate career without jeopardizing eligibility in the sport, provided the student-athlete requests that his name be removed from the draft list and declares his intent to resume intercollegiate participation by May 8 of the year in which the draft will occur; the student-athlete's declaration of intent is submitted in writing to the institution's director of athletics; and the student-athlete is not drafted.	

Proposal Number	Title	Intent	Actions/Points to Consider/Comments/Mootnicity Issues
2008-79	AMATEURISM -- INVOLVEMENT WITH PROFESSIONAL TEAMS -- PROFESSIONAL BASKETBALL DRAFT -- FOUR-YEAR COLLEGE STUDENT-ATHLETE -- MEN'S BASKETBALL	In men's basketball, to specify that an enrolled student-athlete may enter a professional league's draft one time during his collegiate career without jeopardizing eligibility in the sport, provided the student-athlete requests that his name be removed from the draft list and declares his intent to resume intercollegiate participation by the end of the day prior to the first day of the spring National Letter of Intent signing period for the applicable year; the student-athlete's declaration of intent is submitted in writing to the institution's director of athletics; and the student-athlete is not drafted.	

NCAA Division I Legislative Council April 2009 Legislative Actions

NOTE: Proposals shaded on this table may be of particular interest to the Division I Board of Directors and the Presidential Advisory Group.

Adopted Proposals:

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-12	PERSONNEL -- LIMITATIONS ON NUMBER OF OFF-CAMPUS RECRUITERS AT ANY ONE TIME -- EXCEPTION -- BASKETBALL -- JULY EVALUATION PERIODS	Big East Conference.	Immediate	In basketball, to specify that during the July evaluation periods, a coach replaced for the purpose of off-campus recruiting activities is not required to return to the institution's campus before engaging in additional recruiting activities, provided no more than three coaches engage in off-campus recruiting activities each day.	Adopted. 41.4 – 9.6 – 0
2008-13-B	AMATEURISM -- EXCEPTION FOR PRIZE MONEY FOR STUDENT-ATHLETES -- OUTSIDE THE PLAYING SEASON DURING THE SUMMER VACATION PERIOD -- INDIVIDUAL SPORTS	Big Ten Conference.	Immediate	In individual sports, to permit a student-athlete to accept prize money based on his or her place finish or performance in an open athletics event (an event that is not invitation only), provided the competition occurs outside the institution's declared playing and practice season during the institution's summer vacation period and the prize money does not exceed actual and necessary expenses and is provided only by the sponsor of the open event.	Adopted. 35.7 – 15.3 – 0

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-15-B	RECRUITING -- DEFINITIONS AND APPLICATIONS -- PROSPECTIVE STUDENT-ATHLETE -- INSTITUTIONAL ORIENTATION SESSION	Big Ten Conference.	Immediate	To specify that a recruited prospective student-athlete who has signed a National Letter of Intent [or, for an institution that does not use the National Letter of Intent in a particular sport or for a prospective student-athlete who is not eligible to sign an National Letter o Intent (e.g., four-year college transfer), the institution's written offer of admission and/or financial aid] and has reported to an institutional orientation session that is open to all incoming students within 14 calendar days prior to the opening day of classes of a regular academic year term shall not be subject to the contact restrictions in Bylaw 13 and shall be considered a student-athlete for purposes of Bylaw 16 as of the opening day of the orientation session.	Adopted. 36.9 – 11.1 – 3

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-20-A	RECRUITING -- FOOTBALL EVALUATIONS -- SCHOLASTIC AND NONSCHOLASTIC ACTIVITIES -- EVENTS ORGANIZED AND CONDUCTED BY SCHOLASTIC ATHLETICS GOVERNANCE BODIES -- OTHER EVALUATION EVENTS	Southeastern Conference.	August 1, 2009	In football, to specify that live athletics evaluations are permissible at events organized and conducted solely by the applicable state high school athletics association, state preparatory school association or state or national junior college athletics association; further, to specify that institutional staff members shall not attend a recruiting event in which information (e.g., athletics or academic credentials, highlight video) related to prospective student-athletes is presented or otherwise made available.	FBS: Approved an amendment to change the effective date from immediate to August 1, 2009. Adopted, as amended. 24 – 3 – 0 FCS: Initially defeated; upon reconsideration, amended the effective date from immediate to August 1, 2009 and adopted the proposal, as amended. 11 – 2 – 0

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-25-D	RECRUITING -- LETTER OF INTENT PROGRAMS -- REQUIREMENTS FOR OFFERS OF ATHLETICALLY RELATED FINANCIAL AID -- COMPLETION OF AMATEURISM CERTIFICATION QUESTIONNAIRE -- DELAYED EFFECTIVE DATE	Big Ten Conference.	August 1, 2010	To specify that an institution shall not provide a high school, preparatory school or transfer (if applicable) prospective student-athlete a written offer of athletically related financial aid until he or she has completed the amateurism certification questionnaire administered by the NCAA Eligibility Center.	Adopted. 32.1 – 17.7 – 1.2
2008-29	RECRUITING -- TRYOUTS -- EXCEPTIONS -- VOLUNTARY SUMMER CONDITIONING -- SPORTS OTHER THAN FOOTBALL AND BASKETBALL	Southeastern Conference.	Immediate	In sports other than football and basketball, to specify that a prospective student-athlete may engage in voluntary summer workouts conducted by an institution's strength and conditioning coach with department-wide duties and may receive workout apparel (on an issuance and retrieval basis), provided he or she is enrolled in the institution's summer term prior to the student's initial full-time enrollment at the certifying institution; further, to specify that an institution may finance medical expenses for a prospective student-athlete who sustains an injury while participating in such workouts.	Adopted. 37.2 – 13.8 – 0

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-34	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- CORE CURRICULUM TIME LIMITATION -- STUDENTS WITH EDUCATION IMPACTING DISABILITIES	NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Initial-Eligibility Issues).	August 1, 2010, for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2010.	To specify that if a prospective student-athlete with a diagnosed education-impacting disability graduates from high school within the core-curriculum time limitation, he or she may use up to three core courses completed after high school graduation to satisfy the core-curriculum or minimum grade-point average requirements, or both.	Approved an amendment to change effective date from August 1, 2009 for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2009 to August 1, 2010 for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2010. Adopted, as amended. 43.8 – 7.2 – 0

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-43	AWARDS, BENEFITS AND EXPENSES -- HOUSING AND MEALS -- FRUIT, NUTS AND BAGELS	Atlantic Coast Conference.	August 1, 2009	To specify that an institution may provide fruit, nuts and bagels to student-athletes at any time.	Adopted. 33.3 – 17.7 – 0
2008-46	PLAYING AND PRACTICE SEASONS -- BASEBALL -- PRESEASON PRACTICE AND FIRST CONTEST -- CHAMPIONSHIP SEGMENT	Conference USA.	Immediate	In baseball, to specify that in the championship segment, an institution shall not commence practice sessions prior to the Friday that is three weeks prior to the first permissible contest date for the championship segment and shall not play its first contest (game or scrimmage) with outside competition prior to the Friday in February that is 14 weeks before the Friday immediately preceding Memorial Day.	Adopted. 26.4 – 24.6 – 0
2008-52	PLAYING AND PRACTICE SEASONS -- FOOTBALL -- PRESEASON PRACTICE -- LIMIT ON NUMBER OF PARTICIPANTS -- REPLACEMENT OF STUDENT-ATHLETE DUE TO INJURY OR ILLNESS -- FCS	Southeastern Conference.	Immediate	In football, to specify that a student-athlete who sustains an injury or illness that prevents further participation in preseason practice activities may be replaced with another student-athlete without including that individual in the institution's limitation on the number of individuals who may participate in preseason practice.	FCS: Adopted. 7 – 6 – 0

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-54	PLAYING AND PRACTICE SEASONS -- GOLF -- ANNUAL EXEMPTIONS -- HAWAII OR ALASKA	Western Athletic Conference.	August 1, 2009	In golf, to specify that the dates of competition in one event (e.g., dual competition, tournament) in Hawaii or Alaska either against or under the sponsorship of an active Division I member located in Hawaii or Alaska, by a member located outside the area in question are exempted from the maximum number of dates of competition.	Adopted. 41.4 – 9.6 – 0
2008-55-A	PLAYING AND PRACTICE SEASONS -- WOMEN'S SOCCER -- FIRST CONTEST OR DATE OF COMPETITION -- 12-WEEK SEASON	Atlantic Coast Conference.	August 1, 2009	In women's soccer, to specify that an institution shall not play its first contest or engage in its first date of competition (game) with outside competition prior to the 12th weekend prior to the start of the women's soccer championship.	Adopted. 26.1 – 24.9 – 0
2008-57	PLAYING AND PRACTICE SEASONS -- TRACK AND FIELD -- SAFETY EXCEPTION -- HURDLES AND STEEPLECHASE	Big 12 Conference.	Immediate	To specify that a coach may be present during voluntary individual workouts in the institution's regular practice facility (without the workouts being considered as countable athletically related activities) when the student-athlete is engaged in jumping hurdles or the jumping element of the steeplechase.	Adopted. 39 – 12 – 0

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-59	DIVISION MEMBERSHIP -- DEFINITIONS AND APPLICATIONS -- EMERGING SPORTS FOR WOMEN -- SAND VOLLEYBALL	NCAA Division I Management Council (Administrative Committee) (Committee on Women's Athletics).	August 1, 2010	To add sand volleyball as an emerging sport for women.	Adopted. 37.8 – 13.2 – 0
2008-67	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- SOFTBALL -- CONTACT PERIOD AUGUST 1 THROUGH THE DAY PRIOR TO THANKSGIVING DAY	Big East Conference.	Immediate	In softball, to establish a contact period from August 1 through the day prior to Thanksgiving day.	Adopted. 27.9 – 20.7 – 2.4

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-68-B	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- WOMEN'S LACROSSE -- FALL EVALUATIONS -- LIMITATION ON EVALUATIONS OF LACROSSE ACTIVITIES	Ivy Group.	August 1, 2009	In women's lacrosse, to specify that during the fall contact period, evaluations of prospective student-athletes participating in lacrosse activities are limited to the three weekends prior to Thanksgiving.	Adopted. 29.4 – 8.4 – 13.2
2008-75-1	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPETITION -- QUALIFIER -- EXCEPTION -- EARLY ACADEMIC CERTIFICATION -- SUBMISSION OF TRANSCRIPT -- WAIVER	NCAA Division I Legislative Council.	August 1, 2009	To amend Proposal No. 2008-75 to specify that the Academics Cabinet may waive the requirement, based on objective evidence that demonstrates circumstances for which a waiver is warranted, that an institution must ensure submission of the final high school transcript to the Eligibility Center for a student-athlete who is certified as a qualifier pursuant to the early academic certification exception.	Adopted. 40.2 – 7.8 – 3

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-75 (as amended)	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPETITION -- QUALIFIER -- EXCEPTION -- EARLY ACADEMIC CERTIFICATION -- SUBMISSION OF TRANSCRIPT	NCAA Division I Board of Directors (Academics Cabinet).	August 1, 2009	To specify that if a student-athlete is certified as a qualifier pursuant to the early academic certification exception and his or her initial full-time collegiate enrollment occurs at the certifying institution during the first term of the academic year, the institution shall ensure submission of his or her final high school transcript (official or unofficial) to the NCAA Eligibility Center by February 1 following the student-athlete's initial full-time enrollment; to specify that if a student-athlete is certified as a qualifier pursuant to the early academic certification exception and his or her initial full-time collegiate enrollment occurs at the certifying institution after the conclusion of the first term of the academic year, the institution shall ensure submission his or her final high school transcript (official or unofficial) to the Eligibility Center by February 1 of the following academic year; further, to specify that a violation of this provision shall be considered an institutional violation, however, the student-athlete's eligibility shall not be affected.	Adopted, as amended. 34.8 – 16.2 – 0

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-77-1	ELIGIBILITY -- TRANSFER REGULATIONS -- TWO-YEAR COLLEGE TRANSFERS -- SUBMISSION OF INFORMATION NECESSARY TO DETERMINE ACADEMIC INITIAL-ELIGIBILITY STATUS -- WAIVER	NCAA Division I Academics Cabinet.	August 1, 2009	To amend Proposal No. 2008-77 to specify that the Academics Cabinet may waive, based on objective evidence that demonstrates circumstances for which a waiver is warranted, the requirement that an institution submit information necessary to determine the academic initial-eligibility status of a two-year or 4-2-4 transfer student.	Adopted. 35.7 – 12.3 – 3

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-77 (as amended)	ELIGIBILITY -- TRANSFER REGULATIONS -- TWO-YEAR COLLEGE TRANSFERS -- SUBMISSION OF INFORMATION NECESSARY TO DETERMINE ACADEMIC INITIAL-ELIGIBILITY STATUS	NCAA Division I Board of Directors.	August 1, 2010; applicable to two-year college and 4-2-4 transfer student-athletes who initially enroll in a Division I institution on or after August 1, 2010.	To specify that an institution shall ensure submission of all necessary information (e.g., high school transcripts, test scores), which may include official or unofficial transcripts and test scores, to the Eligibility Center to determine the academic initial-eligibility status of a two-year college or 4-2-4 transfer student-athlete prior to the end of the student-athlete's first regular academic term of full-time enrollment at the institution; further, to specify that a violation of this provision shall be considered an institutional violation; however, the student-athlete's eligibility will not be affected.	Adopted, as amended. 27.3 – 23.7 – 0

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-79-1	AMATEURISM -- INVOLVEMENT WITH PROFESSIONAL TEAMS -- PROFESSIONAL BASKETBALL DRAFT -- FOUR-YEAR COLLEGE STUDENT-ATHLETE -- MEN'S BASKETBALL -- DECLARATION TO RESUME INTERCOLLEGIATE PARTICIPATION BY THE END OF MAY 8	Atlantic Coast Conference.	August 1, 2009	To amend Proposal No. 2008-79 to specify that, in men's basketball, an enrolled student-athlete may enter a professional league's draft one time during his collegiate career without jeopardizing eligibility in the sport, provided the student-athlete requests that his name be removed from the draft list and declares his intent to resume intercollegiate participation not later than the end of May 8 of the year in which the draft will occur; the student-athlete's declaration of intent is submitted in writing to the institution's director of athletics; and the student-athlete is not drafted.	Adopted. 42.3 – 8.7 – 0

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-79 (as amended)	AMATEURISM -- INVOLVEMENT WITH PROFESSIONAL TEAMS -- PROFESSIONAL BASKETBALL DRAFT -- FOUR-YEAR COLLEGE STUDENT-ATHLETE -- MEN'S BASKETBALL	NCAA Division I Board of Directors.	August 1, 2009	In men's basketball, to specify that an enrolled student-athlete may enter a professional league's draft one time during his collegiate career without jeopardizing eligibility in the sport, provided the student-athlete requests that his name be removed from the draft list and declares his intent to resume intercollegiate participation by the end of the day prior to the first day of the spring National Letter of Intent signing period for the applicable year; the student-athlete's declaration of intent is submitted in writing to the institution's director of athletics; and the student-athlete is not drafted.	Adopted, as amended. 45.6 – 4.2 – 0

Defeated (including not moved and rendered moot):

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-19	RECRUITING -- CONTACTS AND EVALUATIONS -- FOOTBALL -- ONE CONTACT WITH JUNIORS OR SENIORS -- SPRING EVALUATION PERIOD	Big Ten Conference.	Immediate	In football, to specify that during the spring evaluation period, an institution may make one in-person, off-campus contact per prospective student-athlete (including prospective student-athletes in their junior year) at the prospective student-athlete's educational institution; further, to specify that an institution may use an additional evaluation in conjunction with the contact.	FBS: Not moved. FCS: Not moved.
2008-20-B	RECRUITING -- FOOTBALL EVALUATIONS -- SCHOLASTIC AND NONSCHOLASTIC ACTIVITIES -- OTHER EVALUATION EVENTS	NCAA Division I Legislative Council.	Immediate	In football, to specify that institutional staff members shall not attend a recruiting event in which information (e.g., athletics or academic credentials, highlight video) related to prospective student-athletes is presented or otherwise made available.	FBS: Rendered moot. FCS: Initially adopted; upon reconsideration and adoption of NCAA Proposal No. 2008-20-A, rendered moot.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-32-B	ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION -- NONTRADITIONAL COURSES -- UP TO 50 PERCENT OF MINIMUM REQUIREMENT	Big Ten Conference.	August 1, 2009	To specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) offered by the certifying institution may be used to satisfy up to 50 percent of the minimum full-time enrollment requirement for competition, provided the specified conditions are met.	Defeated. 24.3 – 25.5 – 1.2
2008-45	PLAYING AND PRACTICE SEASONS -- GENERAL REGULATIONS -- SKILL INSTRUCTION -- SPORTS OTHER THAN FOOTBALL -- CONCURRENT SESSIONS	Big 12 Conference.	Immediate	In sports other than football, to specify that prior to September 15 and after April 15, no more than four student-athletes from the same team may be involved in skill-related instruction with their coaches at any one time in any one facility.	Defeated. 21.6 – 29.4 – 0
2008-48	PLAYING AND PRACTICE SEASONS -- BASEBALL -- MAXIMUM NUMBER OF CONTESTS -- 52	Pacific-10 Conference, Big South Conference and West Coast Conference.	August 1, 2009	In baseball, to reduce the maximum number of contests from 56 to 52.	Defeated. 24.9 – 26.1 – 0

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-51	PLAYING AND PRACTICE SEASONS -- PRESEASON PRACTICE -- CROSS COUNTRY, FIELD HOCKEY, WOMEN'S RUGBY, SOCCER, WOMEN'S VOLLEYBALL AND MEN'S WATER POLO	West Coast Conference.	August 1, 2009	In cross country, field hockey, women's rugby, soccer and men's water polo, to specify that an institution shall not commence practice sessions before 16 days prior to the date on which the first permissible contest or date of competition may occur; further, in women's volleyball, to specify that an institution shall not commence practice sessions before 20 days prior to the date on which the first permissible contest may occur.	Defeated. 23.7 – 26.1 – 0

Proposal Adopted by the Legislative Council in January but tabled by the Division I Board of Directors to allow time for additional feedback from the Division I Presidential Advisory Group:

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-62	COMMITTEES -- COMMITTEES REPORTING TO BOARD OF DIRECTORS -- DIVISION I PRESIDENTIAL ADVISORY GROUP -- DUTIES -- LEGISLATIVE ISSUES	NCAA Division I Management Council (Governance Subcommittee).	Immediate	To specify that members of the NCAA Division I Presidential Advisory Group who represent Football Championship Subdivision conferences shall have the authority to act on behalf of the Football Championship Subdivision members of the Board of Directors on legislative issues that relate to championship subdivision football, subject to review by the full Board of Directors	Adopted. 42.9 - 4.2 - 3.90

NCAA Division I Legislative Council April 2009 Legislative Actions

1. Proposals Recommended as Emergency or Noncontroversial Legislation.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2009-1	COMMITTEES -- COMMON COMMITTEES -- COMMITTEES WITH GOVERNANCE ADMINISTRATION RESPONSIBILITIES -- INTERNATIONAL-STUDENT RECORDS COMMITTEE -- COMPOSITION	NCAA Division I Academics Cabinet.	Immediate	To specify that the International-Student Records Committee shall consist of eight members, including two Division I representatives, two Division II representatives, two representatives who may be from either Division I or Division II and two ex officio members.	Supported as noncontroversial legislation. Adopted.
2009-2	RECRUITING -- CONTACTS AND EVALUATIONS -- TIME PERIOD FOR OFF-CAMPUS CONTACTS AND TELEPHONE CALLS -- WOMEN'S ICE HOCKEY	NCAA Division I Recruiting and Athletics Personnel Issues Cabinet.	Immediate	In women's ice hockey, to specify that: (1) off-campus recruiting contacts shall not be made with an individual (or the individual's relatives or legal guardians) before July 7 following the individual's junior year in high school; (2) an institution is permitted to make one telephone call to an individual (or the individual's relatives or guardians) who is a resident of a foreign country on or after July 7 through July 31 following completion of the individual's sophomore year in high school; and (3) an institution is permitted to make one telephone call per week to an individual (or the individual's relatives or legal guardians) beginning July 7 following completion of the individual's junior year in high school.	Supported as noncontroversial legislation. Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2009-3	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- DEAD OR QUIET PERIODS FOR OTHER SPORTS -- NATIONAL LETTER OF INTENT SIGNING DATE -- EXCEPTION -- NORTH AMERICAN CUP FENCING CHAMPIONSHIP	NCAA Division I Recruiting and Athletics Personnel Issues Cabinet.	Immediate	In fencing, to specify that during any year in which the National Letter of Intent signing date dead period occurs during the North American Cup Fencing Championship, it shall be permissible for authorized coaching staff members to observe prospective student-athletes participating in that event.	Supported as noncontroversial legislation. Adopted.
2009-4	AWARDS, BENEFITS AND EXPENSES -- BENEFITS, GIFTS AND SERVICES -- PERMISSIBLE -- RESEARCH STUDIES INVOLVING ONLY STUDENT-ATHLETES -- INSTITUTION-BASED RESEARCH STUDIES	NCAA Division I Administration Cabinet (Research Committee).	Immediate	To specify that a student-athlete may receive compensation from an institution for participating in a research study involving only student-athletes, provided the study is initiated and conducted by a faculty member at a member institution and the study and compensation arrangements are approved by the institutional review board of the faculty member's institution consistent with policies applicable to other institution-based research studies.	Supported as noncontroversial legislation. Adopted.
2009-5	ATHLETICS CERTIFICATION -- MANDATORY SELF-STUDY AND EXTERNAL PEER REVIEW -- RULES COMPLIANCE -- REVIEW OF PROGRAM AREAS	NCAA Division I Legislative Council (Committee on Athletics Certification).	Immediate	To specify that the required once-in-four-years evaluation of an institution's rules-compliance program by an authority outside the athletics department shall include a review of specifically enumerated program areas.	Supported as noncontroversial legislation. Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2009-6	ATHLETICS CERTIFICATION -- MANDATORY SELF-STUDY AND EXTERNAL PEER REVIEW -- ACADEMIC INTEGRITY -- ACADEMIC STANDARDS -- ADMISSION AND ENROLLMENT	NCAA Division I Legislative Council (Committee on Athletics Certification).	Immediate	To specify that in its athletics certification program self study, an institution shall demonstrate that it admits all student-athletes as regularly enrolled, degree-seeking students in accordance with the regular, published entrance requirements that apply to all applicants.	Supported as noncontroversial legislation. Adopted.
	ATHLETICS CERTIFICATION -- MANDATORY SELF-STUDY AND EXTERNAL PEER REVIEW -- ACADEMIC INTEGRITY -- ACADEMIC SUPPORT – REVIEW OF SUPPORT SERVICES	NCAA Division I Legislative Council (Committee on Athletics Certification).	Immediate	To specify that the required once-in-four-years evaluation of an institution's academic support services by appropriate academic authorities outside the department of intercollegiate athletics shall include a review of any services provided to student-athletes, which may include, but are not limited to, the specified examples of program areas.	Not supported as noncontroversial legislation. Sponsored into the 2009-10 legislative cycle.
	ATHLETICS CERTIFICATION -- MANDATORY SELF-STUDY AND EXTERNAL PEER REVIEW -- ACADEMIC INTEGRITY -- ACADEMIC STANDARDS -- ADMISSION AND ENROLLMENT	NCAA Division I Legislative Council (Committee on Athletics Certification).	Immediate	To specify that in its athletics certification program self study, an institution shall compare the retention rates of student-athlete subgroups to all student-athletes and not to comparable student body groups.	Not supported as noncontroversial legislation. Sponsored into the 2009-10 legislative cycle.

2. Actions Related to Modifications of Wording.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
M-2009-1	ELIGIBILITY -- SEASONS OF COMPETITION: FIVE-YEAR RULE -- CRITERIA FOR DETERMINING SEASON OF COMPETITION -- DELAYED ENROLLMENT -- TENNIS, SWIMMING AND DIVING, AND WOMEN'S VOLLEYBALL -- EARLY HIGH SCHOOL GRADUATION	NCAA Division I Legislative Council.	Immediate	In tennis, swimming and diving and women's volleyball, to clarify that a student-athlete who does not enroll in a collegiate institution as a full-time student in a regular academic term during a one-year time period after his or her high school graduation date or the graduation date of his or her class, (as determined by the first year of high school enrollment or the international equivalent as specified in the NCAA Guide to International Academic Standards for Athletics Eligibility and based on the prescribed educational path in the student-athlete's country) whichever occurs earlier, and participates in organized events after the one-year period, shall be charged with a season of intercollegiate competition for each year of participation and shall fulfill an academic year in residence on matriculation at the certifying institution before being eligible to represent the institution in intercollegiate competition.	Approved.
M-2009-2	ELIGIBILITY -- SEASONS OF COMPETITION: FIVE-YEAR RULE -- ADMINISTRATION OF HARDSHIP WAIVER -- REVIEW OF DENIED WAIVER	NCAA Division I Legislative Council.	Immediate	To clarify that a conference that denies an institution's hardship waiver may submit the waiver to the NCAA Division I Committee on Student-Athlete Reinstatement, which shall have the authority to review and determine whether to approve the waiver based on circumstances that may warrant relief from the application of the legislated waiver criteria.	Approved.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
M-2009-3	RECRUITING -- SPORTS CAMPS AND CLINICS -- DEFINITION OF PROSPECTIVE STUDENT-ATHLETE -- EMPLOYMENT OF PROSPECTIVE STUDENT-ATHLETES/NO FREE OR REDUCED ADMISSION PRIVILEGES -- MEN'S BASKETBALL	NCAA Division I Legislative Council.	Immediate	To clarify that an institution, members of its staff or representatives of its athletics interests shall not employ or give free or reduced admission privileges to a prospective student-athlete (including, men's basketball, any individual who has started classes for the seventh grade) who is an athletics award winner or any individual being recruited by the institution per NCAA Bylaw 13.02.12.1.	Approved.

3. Actions Related to 2008-09 Legislative Cycle Proposals.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-12	PERSONNEL -- LIMITATIONS ON NUMBER OF OFF-CAMPUS RECRUITERS AT ANY ONE TIME -- EXCEPTION -- BASKETBALL -- JULY EVALUATION PERIODS	Big East Conference.	Immediate	In basketball, to specify that during the July evaluation periods, a coach replaced for the purpose of off-campus recruiting activities is not required to return to the institution's campus before engaging in additional recruiting activities, provided no more than three coaches engage in off-campus recruiting activities each day.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-13-B	AMATEURISM -- EXCEPTION FOR PRIZE MONEY FOR STUDENT-ATHLETES -- OUTSIDE THE PLAYING SEASON DURING THE SUMMER VACATION PERIOD -- INDIVIDUAL SPORTS	Big Ten Conference.	Immediate	In individual sports, to permit a student-athlete to accept prize money based on his or her place finish or performance in an open athletics event (an event that is not invitation only), provided the competition occurs outside the institution's declared playing and practice season during the institution's summer vacation period and the prize money does not exceed actual and necessary expenses and is provided only by the sponsor of the open event.	Adopted.
2008-15-B	RECRUITING -- DEFINITIONS AND APPLICATIONS -- PROSPECTIVE STUDENT-ATHLETE -- INSTITUTIONAL ORIENTATION SESSION	Big Ten Conference.	Immediate	To specify that a recruited prospective student-athlete who has signed a National Letter of Intent [or, for an institution that does not use the National Letter of Intent in a particular sport or for a prospective student-athlete who is not eligible to sign an National Letter o Intent (e.g., four-year college transfer), the institution's written offer of admission and/or financial aid] and has reported to an institutional orientation session that is open to all incoming students within 14 calendar days prior to the opening day of classes of a regular academic year term shall not be subject to the contact restrictions in Bylaw 13 and shall be considered a student-athlete for purposes of Bylaw 16 as of the opening day of the orientation session.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-19	RECRUITING -- CONTACTS AND EVALUATIONS -- FOOTBALL -- ONE CONTACT WITH JUNIORS OR SENIORS -- SPRING EVALUATION PERIOD	Big Ten Conference.	Immediate	In football, to specify that during the spring evaluation period, an institution may make one in-person, off-campus contact per prospective student-athlete (including prospective student-athletes in their junior year) at the prospective student-athlete's educational institution; further, to specify that an institution may use an additional evaluation in conjunction with the contact.	FBS: Not moved. FCS: Not moved.
2008-20-A	RECRUITING -- FOOTBALL EVALUATIONS -- SCHOLASTIC AND NONSCHOLASTIC ACTIVITIES -- EVENTS ORGANIZED AND CONDUCTED BY SCHOLASTIC ATHLETICS GOVERNANCE BODIES -- OTHER EVALUATION EVENTS	Southeastern Conference.	August 1, 2009	In football, to specify that live athletics evaluations are permissible at events organized and conducted solely by the applicable state high school athletics association, state preparatory school association or state or national junior college athletics association; further, to specify that institutional staff members shall not attend a recruiting event in which information (e.g., athletics or academic credentials, highlight video) related to prospective student-athletes is presented or otherwise made available.	FBS: Approved an amendment to change the effective date from immediate to August 1, 2009. Adopted, as amended. FCS: Initially defeated; upon reconsideration, amended the effective date from immediate to August 1, 2009 and adopted the proposal, as amended.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-20-B	RECRUITING -- FOOTBALL EVALUATIONS -- SCHOLASTIC AND NONSCHOLASTIC ACTIVITIES -- OTHER EVALUATION EVENTS	NCAA Division I Legislative Council.	Immediate	In football, to specify that institutional staff members shall not attend a recruiting event in which information (e.g., athletics or academic credentials, highlight video) related to prospective student-athletes is presented or otherwise made available.	FBS: Rendered moot. FCS: Initially adopted; upon reconsideration and adoption of NCAA Proposal No. 2008-20-A, rendered moot.
2008-25-D	RECRUITING -- LETTER OF INTENT PROGRAMS -- REQUIREMENTS FOR OFFERS OF ATHLETICALLY RELATED FINANCIAL AID -- COMPLETION OF AMATEURISM CERTIFICATION QUESTIONNAIRE -- DELAYED EFFECTIVE DATE	Big Ten Conference.	August 1, 2010	To specify that an institution shall not provide a high school, preparatory school or transfer (if applicable) prospective student-athlete a written offer of athletically related financial aid until he or she has completed the amateurism certification questionnaire administered by the NCAA Eligibility Center.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-29	RECRUITING -- TRYOUTS -- EXCEPTIONS -- VOLUNTARY SUMMER CONDITIONING -- SPORTS OTHER THAN FOOTBALL AND BASKETBALL	Southeastern Conference.	Immediate	In sports other than football and basketball, to specify that a prospective student-athlete may engage in voluntary summer workouts conducted by an institution's strength and conditioning coach with department-wide duties and may receive workout apparel (on an issuance and retrieval basis), provided he or she is enrolled in the institution's summer term prior to the student's initial full-time enrollment at the certifying institution; further, to specify that an institution may finance medical expenses for a prospective student-athlete who sustains an injury while participating in such workouts.	Adopted.
2008-32-B	ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION -- NONTRADITIONAL COURSES -- UP TO 50 PERCENT OF MINIMUM REQUIREMENT	Big Ten Conference.	August 1, 2009	To specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) offered by the certifying institution may be used to satisfy up to 50 percent of the minimum full-time enrollment requirement for competition, provided the specified conditions are met.	Defeated.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-34	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- CORE CURRICULUM TIME LIMITATION -- STUDENTS WITH EDUCATION IMPACTING DISABILITIES	NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Initial-Eligibility Issues).	August 1, 2010, for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2010.	To specify that if a prospective student-athlete with a diagnosed education-impacting disability graduates from high school within the core-curriculum time limitation, he or she may use up to three core courses completed after high school graduation to satisfy the core-curriculum or minimum grade-point average requirements, or both.	Approved an amendment to change effective date from August 1, 2009 (for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2009) to August 1, 2010 (for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2010). Adopted, as amended.
2008-43	AWARDS, BENEFITS AND EXPENSES -- HOUSING AND MEALS -- FRUIT, NUTS AND BAGELS	Atlantic Coast Conference.	August 1, 2009	To specify that an institution may provide fruit, nuts and bagels to student-athletes at any time.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-45	PLAYING AND PRACTICE SEASONS -- GENERAL REGULATIONS -- SKILL INSTRUCTION -- SPORTS OTHER THAN FOOTBALL -- CONCURRENT SESSIONS	Big 12 Conference.	Immediate	In sports other than football, to specify that prior to September 15 and after April 15, no more than four student-athletes from the same team may be involved in skill-related instruction with their coaches at any one time in any one facility.	Defeated.
2008-46	PLAYING AND PRACTICE SEASONS -- BASEBALL -- PRESEASON PRACTICE AND FIRST CONTEST -- CHAMPIONSHIP SEGMENT	Conference USA.	Immediate	In baseball, to specify that in the championship segment, an institution shall not commence practice sessions prior to the Friday that is three weeks prior to the first permissible contest date for the championship segment and shall not play its first contest (game or scrimmage) with outside competition prior to the Friday in February that is 14 weeks before the Friday immediately preceding Memorial Day.	Adopted.
2008-48	PLAYING AND PRACTICE SEASONS -- BASEBALL -- MAXIMUM NUMBER OF CONTESTS -- 52	Pacific-10 Conference, Big South Conference and West Coast Conference.	August 1, 2009	In baseball, to reduce the maximum number of contests from 56 to 52.	Defeated.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-51	PLAYING AND PRACTICE SEASONS -- PRESEASON PRACTICE -- CROSS COUNTRY, FIELD HOCKEY, WOMEN'S RUGBY, SOCCER, WOMEN'S VOLLEYBALL AND MEN'S WATER POLO	West Coast Conference.	August 1, 2009	In cross country, field hockey, women's rugby, soccer and men's water polo, to specify that an institution shall not commence practice sessions before 16 days prior to the date on which the first permissible contest or date of competition may occur; further, in women's volleyball, to specify that an institution shall not commence practice sessions before 20 days prior to the date on which the first permissible contest may occur.	Defeated.
2008-52	PLAYING AND PRACTICE SEASONS -- FOOTBALL -- PRESEASON PRACTICE -- LIMIT ON NUMBER OF PARTICIPANTS -- REPLACEMENT OF STUDENT-ATHLETE DUE TO INJURY OR ILLNESS -- FCS	Southeastern Conference.	Immediate	In football, to specify that a student-athlete who sustains an injury or illness that prevents further participation in preseason practice activities may be replaced with another student-athlete without including that individual in the institution's limitation on the number of individuals who may participate in preseason practice.	FCS: Adopted.
2008-54	PLAYING AND PRACTICE SEASONS -- GOLF -- ANNUAL EXEMPTIONS -- HAWAII OR ALASKA	Western Athletic Conference.	August 1, 2009	In golf, to specify that the dates of competition in one event (e.g., dual competition, tournament) in Hawaii or Alaska either against or under the sponsorship of an active Division I member located in Hawaii or Alaska, by a member located outside the area in question are exempted from the maximum number of dates of competition.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-55-A	PLAYING AND PRACTICE SEASONS -- WOMEN'S SOCCER -- FIRST CONTEST OR DATE OF COMPETITION -- 12-WEEK SEASON	Atlantic Coast Conference.	August 1, 2009	In women's soccer, to specify that an institution shall not play its first contest or engage in its first date of competition (game) with outside competition prior to the 12th weekend prior to the start of the women's soccer championship.	Adopted.
2008-57	PLAYING AND PRACTICE SEASONS -- TRACK AND FIELD -- SAFETY EXCEPTION -- HURDLES AND STEEPLECHASE	Big 12 Conference.	Immediate	To specify that a coach may be present during voluntary individual workouts in the institution's regular practice facility (without the workouts being considered as countable athletically related activities) when the student-athlete is engaged in jumping hurdles or the jumping element of the steeplechase.	Adopted.
2008-59	DIVISION MEMBERSHIP -- DEFINITIONS AND APPLICATIONS -- EMERGING SPORTS FOR WOMEN -- SAND VOLLEYBALL	NCAA Division I Management Council (Administrative Committee) (Committee on Women's Athletics).	August 1, 2010	To add sand volleyball as an emerging sport for women.	Adopted.
2008-67	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- SOFTBALL -- CONTACT PERIOD AUGUST 1 THROUGH THE DAY PRIOR TO THANKSGIVING DAY	Big East Conference.	Immediate	In softball, to establish a contact period from August 1 through the day prior to Thanksgiving day.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-68-B	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- WOMEN'S LACROSSE -- FALL EVALUATIONS -- LIMITATION ON EVALUATIONS OF LACROSSE ACTIVITIES	Ivy Group.	August 1, 2009	In women's lacrosse, to specify that during the fall contact period, evaluations of prospective student-athletes participating in lacrosse activities are limited to the three weekends prior to Thanksgiving.	Adopted.
2008-75-1	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPETITION -- QUALIFIER -- EXCEPTION -- EARLY ACADEMIC CERTIFICATION -- SUBMISSION OF TRANSCRIPT -- WAIVER	NCAA Division I Legislative Council.	August 1, 2009	To amend Proposal No. 2008-75 to specify that the Academics Cabinet may waive the requirement, based on objective evidence that demonstrates circumstances for which a waiver is warranted, that an institution must ensure submission of the final high school transcript to the Eligibility Center for a student-athlete who is certified as a qualifier pursuant to the early academic certification exception.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2008-75 (as amended)	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPETITION -- QUALIFIER -- EXCEPTION -- EARLY ACADEMIC CERTIFICATION -- SUBMISSION OF TRANSCRIPT	NCAA Division I Board of Directors (Academics Cabinet).	August 1, 2009	To specify that if a student-athlete is certified as a qualifier pursuant to the early academic certification exception and his or her initial full-time collegiate enrollment occurs at the certifying institution during the first term of the academic year, the institution shall ensure submission of his or her final high school transcript (official or unofficial) to the NCAA Eligibility Center by February 1 following the student-athlete's initial full-time enrollment; to specify that if a student-athlete is certified as a qualifier pursuant to the early academic certification exception and his or her initial full-time collegiate enrollment occurs at the certifying institution after the conclusion of the first term of the academic year, the institution shall ensure submission his or her final high school transcript (official or unofficial) to the Eligibility Center by February 1 of the following academic year; further, to specify that a violation of this provision shall be considered an institutional violation, however, the student-athlete's eligibility shall not be affected.	Adopted, as amended.

Proposal Number	Title	Source	Effective Date	Intent	Legislation Council Action
2008-77-1	ELIGIBILITY -- TRANSFER REGULATIONS -- TWO-YEAR COLLEGE TRANSFERS -- SUBMISSION OF INFORMATION NECESSARY TO DETERMINE ACADEMIC INITIAL-ELIGIBILITY STATUS -- WAIVER	NCAA Division I Academics Cabinet.	August 1, 2009	To amend Proposal No. 2008-77 to specify that the Academics Cabinet may waive, based on objective evidence that demonstrates circumstances for which a waiver is warranted, the requirement that an institution submit information necessary to determine the academic initial-eligibility status of a two-year or 4-2-4 transfer student.	Adopted.
2008-77 (as amended)	ELIGIBILITY -- TRANSFER REGULATIONS -- TWO-YEAR COLLEGE TRANSFERS -- SUBMISSION OF INFORMATION NECESSARY TO DETERMINE ACADEMIC INITIAL-ELIGIBILITY STATUS	NCAA Division I Board of Directors.	August 1, 2010; applicable to two-year college and 4-2-4 transfer student-athletes who initially enroll in a Division I institution on or after August 1, 2010.	To specify that an institution shall ensure submission of all necessary information (e.g., high school transcripts, test scores), which may include official or unofficial transcripts and test scores, to the Eligibility Center to determine the academic initial-eligibility status of a two-year college or 4-2-4 transfer student-athlete prior to the end of the student-athlete's first regular academic term of full-time enrollment at the institution; further, to specify that a violation of this provision shall be considered an institutional violation; however, the student-athlete's eligibility will not be affected.	Adopted, as amended.

Proposal Number	Title	Source	Effective Date	Intent	Legislation Council Action
2008-79-1	AMATEURISM -- INVOLVEMENT WITH PROFESSIONAL TEAMS -- PROFESSIONAL BASKETBALL DRAFT -- FOUR-YEAR COLLEGE STUDENT-ATHLETE -- MEN'S BASKETBALL -- DECLARATION TO RESUME INTERCOLLEGIATE PARTICIPATION BY THE END OF MAY 8	Atlantic Coast Conference.	August 1, 2009	To amend Proposal No. 2008-79 to specify that, in men's basketball, an enrolled student-athlete may enter a professional league's draft one time during his collegiate career without jeopardizing eligibility in the sport, provided the student-athlete requests that his name be removed from the draft list and declares his intent to resume intercollegiate participation not later than the end of May 8 of the year in which the draft will occur; the student-athlete's declaration of intent is submitted in writing to the institution's director of athletics; and the student-athlete is not drafted.	Adopted.
2008-79 (as amended)	AMATEURISM -- INVOLVEMENT WITH PROFESSIONAL TEAMS -- PROFESSIONAL BASKETBALL DRAFT -- FOUR-YEAR COLLEGE STUDENT-ATHLETE -- MEN'S BASKETBALL	NCAA Division I Board of Directors.	August 1, 2009	In men's basketball, to specify that an enrolled student-athlete may enter a professional league's draft one time during his collegiate career without jeopardizing eligibility in the sport, provided the student-athlete requests that his name be removed from the draft list and declares his intent to resume intercollegiate participation by the end of the day prior to the first day of the spring National Letter of Intent signing period for the applicable year; the student-athlete's declaration of intent is submitted in writing to the institution's director of athletics; and the student-athlete is not drafted.	Adopted, as amended.

REPORT OF THE APRIL 29, 2009, MEETING OF THE DIVISION I PRESIDENTIAL ADVISORY GROUP

Participants:

Charles Bantz, Indiana University-Purdue University of Indianapolis
William Beauchamp, University of Portland
Robert Caret, Towson University
Philip Dubois, University of North Carolina, Charlotte
Robert Fisher, Belmont University
Milton Gordon, California State University, Fullerton
Bruce Grube, Georgia Southern University, (chair)
Walter Harrison, University of Hartford
Ronald Mason Jr., Jackson State University
Michael McFarland, College of the Holy Cross
William Meehan, Jacksonville State University
Ann Millner, Weber State University
Kenneth Peacock, Appalachian State University (observer)
David Sweet, Youngstown State University
S. David Berst, NCAA
Beth DeBauche, NCAA, recording secretary
Bernard Franklin, NCAA

Invited commissioners attending:

Tom Burnett, Southland Conference
Tom Douple, The Summit League
Rich Ensor, Metro Atlantic Athletic Conference
Dennis Farrell, Big West Conference
Doug Fullerton, Big Sky Conference
Carolyn Schlie Femovich, Patriot League
Ted Gumbart, Atlantic Sun Conference
John Iamarino, Southern Conference
Kyle Kallander, Big South Conference
Jon LeCrone, Horizon League
Bernadette McGlade, Atlantic 10 Conference
Patrick Nero, America East Conference
Duer Sharp, Southwestern Athletic Conference
Patty Viverito, Missouri Valley Conference
Bradley Walker, Ohio Valley Conference (interim)
Tom Yeager, Colonial Athletic Association
Jamie Zaninovich, West Coast Conference

Presidential Advisory Group (PAG) members unable to participate at the meeting were: Al Bowman, Illinois State University; Anthony Di Giorgio, Winthrop University; William Harvey,

Hampton University; Kevin Mullen, Siena College; Thomas Powell, Mount St. Mary's University; Randall Webb, Northwestern State University and James Wright, Dartmouth College.

Also participating during portions of the meeting were NCAA staff members: Julie Cromer, Diane Dickman, Jim Isch, Kevin Lennon, Delise O'Meally, Tom Paskus Todd Petr, Bill Regan, and Wally Renfro.

1. *ACTION ITEMS:*

a. **Recommendations:** That the Division I Board of Directors appoint Ann Millner, president of Weber State University, as chair of the Division I Presidential Advisory Group (PAG) effective with the conclusion of the April 2009, Division I Board of Directors' (BOD) meeting. (Unanimous Voice Vote.)

b. **Rationale:** Given that the term of the current chair, Bruce Grube is concluding at the end of the April 2009 Presidential Advisory Group and Board of the Directors meetings, a new chair is needed for the Presidential Advisory Group. President Millner sits both on the Presidential Advisory Group and on the Division I Board of Directors, thereby making her eligible to serve as chair.

2. *LEGISLATIVE INFORMATIONAL ITEMS*

- The Presidential Advisory Group recommends the Board adopt Proposal No. 2008-62 – Committees Reporting to the Board of Directors Division I Presidential Advisory Group Duties – Legislative Issues, which would specify that members of the Presidential Advisory Group, who represent Football Championship Subdivision conferences shall have the authority to vote on behalf of the Board of Directors on legislative issues that relate to Championship Subdivision Football, subject to review of the full Board of Directors. (Unanimous Voice Vote.)

3. *INFORMATIONAL ITEMS*

a. **Youth Basketball Initiative.** The PAG received a presentation from Kevin Weiberg, CEO of the new NCAA/NBA Youth Basketball Initiative regarding the focus and desired outcomes of that effort.

b. NCAA Bundled Rights Agreement. The PAG heard from NCAA Senior Vice President Greg Shaheen regarding the general terms of the NCAA Bundled Rights agreement.

c. **Financial Issues.**

(1) Update regarding the Empirical Effects of Intercollegiate Athletics. Mark Israel, senior vice president at Compass Lexecon and NCAA consultant presented the Report of the Empirical Effects of Intercollegiate Athletics: An Update Based on 2004-2007 Data. In his presentation, he shared findings after re-examining eleven hypotheses with regards to trends in operating expenditures for athletics by Division I programs and the relationship between these expenditures and athletic revenues using new data. The members requested additional data regarding FCS and Division I subdivision institutions.

(2) Update regarding financial dashboard indicators. NCAA Senior Vice President/CFO Jim Isch shared information regarding new features of the NCAA Dashboard Indicators Program. He also shared information on the financial state of intercollegiate athletes.

d. Report from the Committee on Academic Performance Meeting. The PAG received an update from Committee on Academic Performance chair Walter Harrison and staff liaisons on that group's April 27-28 meeting. As part of the update, he shared information regarding the development of the Head Coaches' APR Portfolio. Additionally, the PAG received a presentation on new APR data. The group asked for more information regarding the academic performance of FCS student-athletes.

e. Update on the work of the Men's Basketball Academic Enhancement Group. The Presidential Advisory Group reviewed the preliminary recommendations of the April 6, 2009, Report of the Division I Men's Basketball Academic Enhancement Group. Individual members offered comments, which included concerns that summer skill development does not send the proper message about academic concerns. The group also noted concerns about the financial and competitive equity impact of the summer school and development recommendations. It was also noted that two-year college transfer issues need to be addressed.

f. New regarding the efforts of the Football Academic Working Group. The Presidential Advisory Group reviewed a status report from the Football Academic Working Group and learned that the group hopes to present a final report to the Board in either August or October.

g. **Update from the Division I Governance Structure.** The Presidential Advisory Group reviewed the legislative proposals remaining in the 2008-09 cycle but provided no further comment to the Board.

h. **Future meeting/conference calls.** The next conference call of the Division I Presidential Advisory Group has been scheduled for August 3, 2009.

i. **Best Wishes.** The Presidential Advisory Group sent its best wishes to NCAA President Myles Brand.

j. **Adjournment.** The members thanked Bruce Grube for his service and leadership as chair.

Subcommittee chair: Bruce Grube, Georgia Southern University
Staff Liaisons: S. David Berst, Division I governance
Beth DeBauche, Division I governance