A G E N D A

National Collegiate Athletic Association

Division I Recruiting and Athletics Personnel Issues Cabinet

NCAA National Office
Indianapolis, Indiana

September 18-19, 2008

1. Welcome and introductions.

2. Review cabinet roster. [Supplement No. 1]

3. Review the NCAA Division I governance structure.

   Background: The staff will review the changes to the NCAA Division I governance structure.

   Anticipated Action: None.

   a. Objectives of restructuring. [Supplement No. 2]

   b. Understanding the New Division I Governance Structure. [Supplement No. 3]

   c. Guide to the New Division I Governance Structure. [Supplement No. 4]

   d. Issues development.

      (1) Three-to-Five Year National Office Strategy. [Supplement No. 5]

      (2) Issues on the Division I Agenda. [Supplement No. 6]

      (3) NCAA Division I Oversight and Monitoring Group. [Supplement No. 7]

4. Report from the NCAA Division I Leadership Council Communications and Coordination Group. [Supplement No. 8]

5. Review of NCAA Division I Bylaw 11 legislation. [Supplement No. 9]

Background: The staff will lead an educational review of Bylaw 11 legislation and interpretations for the cabinet. Additionally, the staff will review past issues and identify key issues as background information for this area.

Anticipated Action: None.

6. Review of Bylaw 13 legislation. [Supplement No. 10]

Background: The staff will lead an educational review of Bylaw 13 legislation and interpretations for the cabinet. Additionally, the staff will review past issues and identify key issues as background information for this area.

Anticipated Action: None.

7. Review and approve cabinet policies and procedures. [Supplement No. 11]

Anticipated Action: Approve the cabinet's policies and procedures manual.

8. Discuss cabinet's strategic plan.

Background: In an effort to guide the cabinet's future direction and activities, the cabinet will engage in a discussion about its strategic plan, priorities, guidelines and goals.

Anticipated Action: None.

a. Review cabinet's charge and duties. [Supplement No. 12]

b. Review guiding principles from former NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Recruiting. [Supplement No. 13]

c. Review transition items from former Academics/Eligibility/Compliance Cabinet Subcommittee on Recruiting. [Supplement No. 14]

d. Identify cabinet priority issues and strategic plan. [Supplement No. 15]

9. Review 2008-09 proposed legislation. [Supplement No. 16]

Anticipated Action: The cabinet will review and make recommendations on legislative proposals submitted for the 2008-08 legislative cycle.

10. Articles of interest. [Supplement No. 17]

11. Future meetings.

a. February 9-10, 2009 – Indianapolis, Indiana.

(1) February 8 – travel.

(2) February 9 – Morning travel. Meeting starts at 1 p.m.

(3) February 10 – Meeting ends by 11 a.m. Return travel after 1 p.m.

b. June, 2009 – TBD.

c. September, 2009 – Indianapolis, Indiana.

12. Other business.

13. Adjournment.

OBJECTIVES OF THE NEW DIVISION I GOVERNANCE STRUCTURE

A. Objectives at the Board of Directors Level.

1. To preserve the final decision-making role of the Board.
2. Strengthen the foundation for the Board's policy setting role.
3. Ensure high quality input/advice from other levels of the NCAA structure.
4. Reduce the legislative load on the Board.
5. Reduce/eliminate minutiae where possible.

B. Objectives at the levels below the Board of Directors.

1. Develop a national dialog within the full membership on consequential issues facing Division I and use representative governance bodies to develop legislation and discuss policy issues.

2. Achieve a significant contributing role for the membership in decisions that set the direction of the Association.

3. Identify a delegated agenda from the Board on which the councils take action for the Association.

4. Ensure that governance matters are addressed at the appropriate level in the substructure so that the Board and the councils are not tied down addressing minutiae.

5. Attract the right people to serve (experience, maturity, respect, and judgment) for meaningful work.

6. Regain membership trust that the operating level of intercollegiate athletics has a voice in consequential decisions within the Association.

7. Provide for minimum representational (functional, gender, ethnicity) distribution in some defined sense overall within the governance structure, but not necessarily on each council, cabinet, or committee.

Understanding the New Division I Governance Structure

Division I Governance Chairs' Orientation Session.

Board of Directors

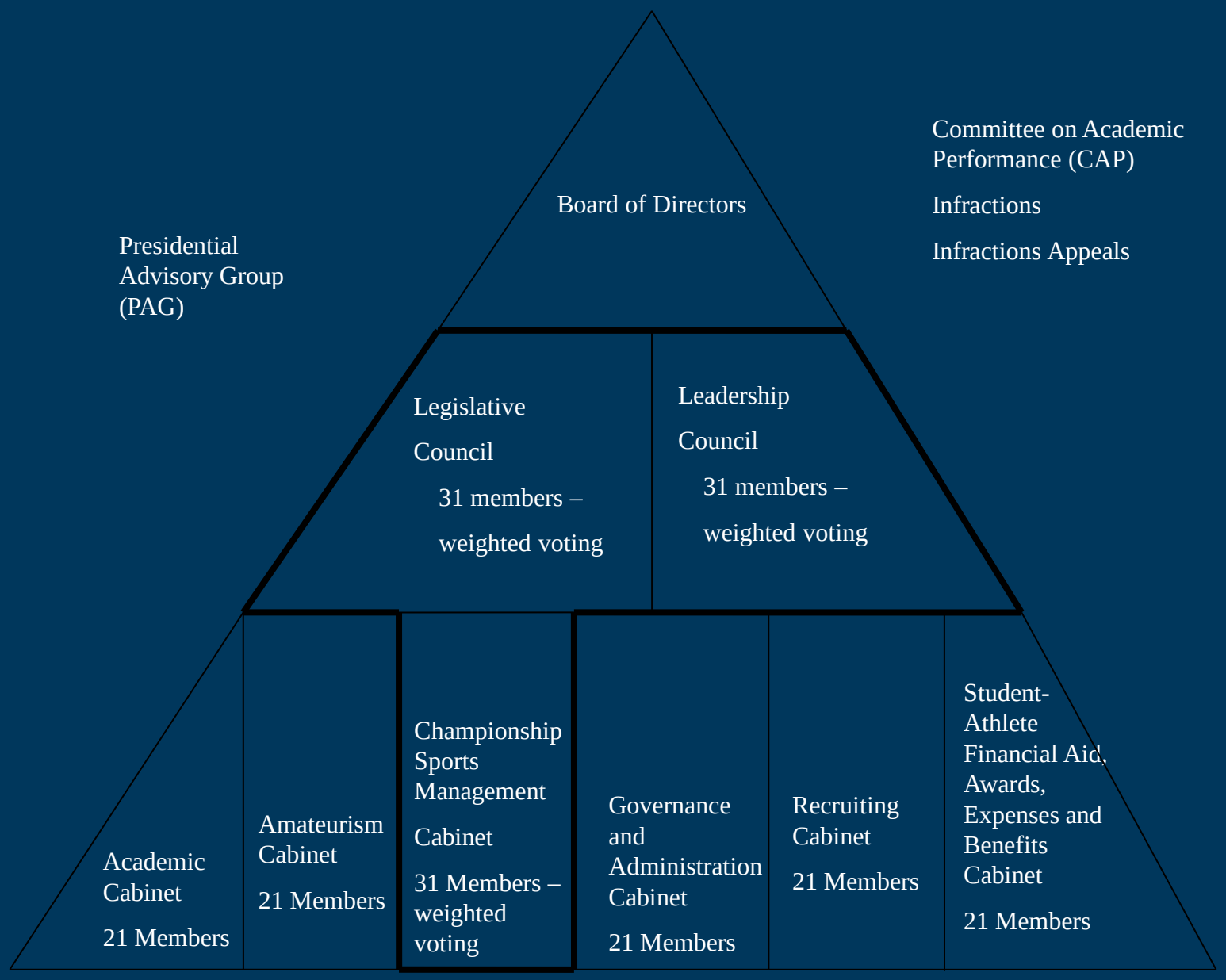
- Board shall retain its primacy in the governance structure.
- No change to the size, composition or purpose of the Board.
- 18 institutional presidents or chancellors.
  - One each from the 11 Division FBS conferences.
  - Seven members from the 20 Division FCS/Div. I conferences.
- No major changes to functions of the Board.
- The Board will serve as the ultimate legislative authority.
- The Board will have the authority to consider any legislative proposal but will not be required to consider every proposal.

Board of Directors (BOD)

- Changes intended to aid the Board in:
  - Establishing working principles for the division;
  - Setting the divisional agenda; and
  - Examining broad policy initiatives.
- Four meetings per year August, October, April and January.
  - New – The Committee on Infractions and Infractions Appeals Committee will report to the Board.
- James Barker, Clemson University, chair.

Division I Presidential Advisory Group (PAG)

- PAG will remain intact.
- PAG plays a valued role in advising the Board and in enhancing presidential communication.
- 20-person advisory group representing all Division FCS/Div. I conferences.
  - Includes seven members of the Board of Directors.
- Duties:
  - Advise the Board regarding the FCS/Division I perspective.
  - Enhance governance communication.
- Two in-person meetings – October and April/two conference calls August and January .
- Bruce Grube, President, Georgia Southern University, chair.


Board of Directors
Committee on Academic Performance (CAP)
Infractions
Infractions Appeals
Presidential Advisory Group (PAG)
Legislative Council
31 members – weighted voting
Leadership Council
31 members – weighted voting
Academic Cabinet
21 Members
Amateurism Cabinet
21 Members
Championship Sports Management Cabinet
31 Members – weighted voting
Governance and Administration Cabinet
21 Members
Recruiting Cabinet
21 Members
Student-Athlete Financial Aid, Awards, Expenses and Benefits Cabinet
21 Members

Leadership Council (31 members)

- Serve as the primary advisory group to the Board on strategic and policy issues.
- Provide background information, advice and counsel to the Board on legislative and non legislative matters.
- Receive authority from the Board through agendas that mirror the Board's.
- Suggest concepts for the legislative agenda.
- Have a national focus rather than a local/conference one.
- Retain much of the former Management Council's jurisdiction, except legislation.

Leadership Council (31 members)

- 31 members representing the 31 multi-sport conferences .
- Weighted voting (7 FBS conferences 3 votes, 4 FBS conferences 1.5 votes and 20 conferences 1.2 votes).
- Three meetings per year.
- Flexible schedule to respond to the Board.
- First meeting August 2008.
- No roll call voting .
- Damon Evans, Athletics Director, University of Georgia, chair.

Legislative Council (31 members)

- Primary legislative body in Division I subject to Board direction and review.
- Legislative role similar to former Management Council.
- Final legislative authority with regard to proposals not selected by the Board for further review.
  - Note: Board has authority to consider <u>any</u> proposal in the cycle.
- Charged with:
  - Identifying strengths & weaknesses of proposed legislation;
  - Developing educational materials; and
  - Providing more consistency in the legislative approach.

Legislative Council (31 members)

- 31 members representing each of the multisport conferences with weighted voting.
- Three meetings per year. (October, January and April)
- Roll call voting.
- Jackie Campbell, Assoc. Commissioner, Atlantic 10 Conference, chair.

Cabinets

- Championships/Sports Management Cabinet.
  - Same jurisdiction as former cabinet except committee selections and some awards and benefits issues.
  - New – Sports committees will assume both championships and sports administration issues.
  - Jeff Schemmel, San Diego State, chair.
- Administration Cabinet.
  - Division I governance issues.
  - Division I membership process.
  - All committee selections.
  - Rob Halvaks, Big West Conference, chair.

Cabinets

- Academics Cabinet.
  - Oversee academic research and policies;
  - Establish, managing and monitoring eligibility standards; and
  - Appellate body for academic waivers.
  - Carolyn Callahan, University of Virginia, chair.
- Recruiting Cabinet.
  - Bylaw 13/recruiting matters; and
  - Bylaw 11/conduct and employment issues.
  - Petrina Long, UCLA, chair.

Cabinets

- Student-Athlete Awards, Benefits and Financial Aid Cabinet.
  - Bylaw 15/financial aid matters, and
  - Bylaw 16/awards and benefits issues (except championships awards and travel).
  - Grace Calhoun, Indiana University, chair.
- Amateurism Cabinet.
  - Amateurism issues;
  - Oversight of amateurism issues pertaining to the Eligibility Center; and
  - Issues regarding student-athlete likeness and promotions.
  - Mike Rogers, Baylor University, chair.

Cabinets

- 31 members on the Championships/Sports Management Cabinet.
  - Weighted voting.
- 21 members on each of the remaining five cabinets.
  - 11 representatives from the FBS conferences/10 from the FCS/Div. I conferences.
  - Each FCS/Div. I conference has representatives on at least two but no more than three of the five remaining cabinets.
- Three meetings per year. September, February and June/July.
- Meetings shall be approximately two days in length.

Rotational Schedule

- Football Bowl Subdivision.
  - Eight governance seats. All conference seats rotate at the same time. All seats within this subdivision rotate at the same time.
- Football Championship Subdivision/Division I Subdivision.
  - Permanent governance seats on the Leadership Council, Legislative Council and Championships Cabinet. Rotating seats on the other five cabinets. Seat on at least two but no more than three cabinets at one time.
  - Rotational schedule based on 2 groups of ten conferences, which are subdivided into groups of 5 conferences.
  - Within groupings, all seats rotate at the same time.

Gender/Diversity and Positional Requirements

- Standard:
  - To apply the legislated minimums of 20 percent ethnic minorities and 35 percent of either gender to two separate groups independently (i.e., the three 31-member governance bodies and the five 21-member governance bodies).
- There are no numeric positional requirements but it is imperative that the faculty voice be heard.
- Subdivisions responsible for meeting diversity requirements at level equal to their percentage of representation at that tier (FBS 1/3 and 1/2) (FCS/Div. I 2/3 and 1/2).

Gender/Diversity and Positional Requirements

- Board to take an active role in ensuring the slate of nominees reflects not only appropriate levels of gender and ethnic diversity, but positional diversity as well.
- The Leadership Council's first agenda item is to determine whether there are additional ways to enhance the level of diversity in the structure while still providing conferences with some level of flexibility.
- Board suggested possibly establishing benchmarks for future growth.

Communication/Coordination Committee

- A coordinated Division I agenda requires a high level of communication between the various governance bodies.
- Leaders from the cabinets and councils will serve on a Communication/Coordination Committee.
- Charge – To coordinate consideration of issues and legislative concepts between the various bodies and to ensure a high level of communication among the bodies.
- This committee will meet before the grouping of meetings.

Legislative Process

- Sponsoring Legislation. The Board, councils and cabinets along with any of the conferences may sponsor legislation.
- Timeframe for sponsoring legislation. July 15 is the deadline for conferences, cabinets and councils. Board has until the conclusion of its October meeting.
- Noncontroversial or Emergency Legislation. The standard for noncontroversial or emergency legislation still apply.
- Setting the Legislative Agenda. Throughout the year the Board, with the Leadership Council's help, will seek to set the Division I legislative agenda. Substructure may also provide ideas.

Legislative Process

- Role of the September Cabinet Meeting. The cabinets will meet within a three-week window in September to begin offering comments and suggested modifications to proposals.
- October Legislative Council Meeting. The Council will begin reviewing proposals to provide comments and suggestions in preparation for January.
- Role of the Leadership Council. At any point in the cycle, the Leadership Council may offer comments and advice to assist the Board.
- Division I Official Notice. Will be published on-line no later than November 15.

Legislative Process

- Role of the Legislative Council at the NCAA Convention. The Council has three options when considering proposals:
  - Adopt the proposal – (Category 1);
  - Send the proposal out for additional comment – (Category 2); and
  - Defeat the proposal – (Category 3).
- Proposals that receive at least 2/3 support are considered adopted, subject to Board oversight.
- Proposals that do not receive 2/3 support but receive at least a majority that either support the proposal or support sending the proposals out for comment, are sent out for additional comment.

Legislative Process

- Legislative Role of the Board of Directors at the Convention. The Board will receive a report from the Legislative Council listing adopted proposals (Category 1) and defeated proposals (Category 3).
- If the Board determines a proposal needs further review, the Board can seek additional feedback or take action itself.
- The Legislative Council's actions are not considered final until the conclusion of the Board meeting.
- Proposals sent out for additional comment (Category 2) will be shared with the Board as information.

Legislative Process

- 60-day Comment Period. Begins at the conclusion of the Board meeting and provides the membership and affiliates with an opportunity to share opinions and amendments-to-amendments that are less expansive in scope.
- April Legislative Council Meeting. Legislative Council will consider proposals remaining in the cycle. Proposals are adopted based on a simple majority.
- April Board of Directors Meeting. The Board to receive a report on the Legislative Council's actions. The Board has authority to review any action and take independent action. The Legislative Council's actions will not be considered final until the conclusion of the Board meeting.

Features of the New Governance Structure

- No Subcommittees. Bodies to work as a committee of the whole rather than subdivide.
  - Subcommittees must be set forth legislatively (except appellate bodies).
- Administrative Committees. Bodies have discretion to establish an administrative committee to address interim actions.
- Mailing Deadlines. Agendas and meeting materials shall be mailed and posted at least 17 days in advance of meetings.

Features of the New Governance Structure

- Complete Mailings. Every effort shall be made to ensure meeting mailings are as complete as possible and the distribution of supplemental materials at meetings is kept to a minimum.
- Report Format. Each cabinet will produce one report, for submission to both councils. Reports will distinguish between action items and information items and between legislative and non legislative items.
- Report Deadlines. All reports shall be written and posted within three days of the scheduled conclusion of that meeting.

Features of the New Governance Structure

- Council Level. Both councils chairs to attend Board meetings.
  - Written reports from each council will be provided to the other.
  - Chairs to attend the other council's meeting as needed.
- Cabinet Level. Cabinet chairs to attend council meetings only on an as needed basis.
  - Representatives from both councils will be assigned as an informal liaison to follow the work of each cabinet.
  - The type/frequency of communication between the councils and the cabinets will be dictated by the issues being examined.

Transition

- Issues. Structure and staff charged with developing a priority list of projects and issues to be carried forward in the new structure.
- Staffing. Assigned experienced staff liaisons but also used as an opportunity to grow new talent.
- Orientation. Session intended to ensure:
  - The themes identified by the Governance Subcommittees are shared; and
  - Those serving have a general understanding of Division I and its issues.

GUIDE TO THE NEW DIVISION I GOVERNANCE STRUCTURE

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I. OBJECTIVES OF THE NEW DIVISION I GOVERANCE STRUCTURE.

a. Background and Intention of Restructuring. In 2005, the Division I Board of Directors charged the Governance Subcommittee of the Division I Management Council with examining the Division I governance structure to identify ways to increase efficiencies and enhance the level of support from the substructure. The Governance Subcommittee spent over two years examining the Division I governance structure and developed a series of recommendations aimed at addressing the Board of Directors' charge. The Governance Subcommittee had a number of objectives it sought to accomplish in reorganizing the governance structure. The Board supported those objectives and ultimately adopted the proposed reorganization of the Division I governance structure at its November 1, 2007, meeting. If this governance restructuring is to ultimately achieve its desired goals and be responsive to the Board of Directors request, it is imperative that both staff liaisons and representatives serving within the governance structure be mindful of the objectives behind this restructuring and stay true to its intent.

b. Objectives and the Board and Substructure Levels. A listing of the objectives behind the restructuring efforts both at the Board of Directors and substructure levels is attached as Addendum A.

II. DUTIES AND JURISDICTION OF THE DIVISION I BOARD, COUNCILS AND CABINETS.

a. Board of Directors.

1. Duties. The Division I Board of Directors shall:

- Serve as the division's principal leadership body;
- Establish working principles for the division;
- Set the divisional agenda (both the legislative and non-legislative agenda);
- Examine broad policy initiatives;
- Establish and direct general policy;
- Set the division's strategic course and develop a strategic plan;
- Approve the annual budget;
- Direct the governance substructure for a more coordinated approach to addressing issues;
- Remain the ultimate legislative authority in Division I and adopt select bylaws;
- Formally determine and articulate its plan for the delegation of authority to ensure that roles and expectations are clearly understood; and
- Make appointments to Division I cabinets, councils, the Division I Committee on Infractions and the Infractions Appeals Committee.

The specific terms of the Board of the Directors duties are set forth in the NCAA Bylaw 4.2.2.

2. Reporting Lines. The following governance bodies report to the Division I Board of Directors:

- Division I Presidential Advisory Group;
- Leadership Council;
- Legislative Council;
- Committee on Academic Performance;
- Committee on Infractions; and
- Infractions Appeals Committee.

3. Staff Liaisons: S. David Berst and Beth DeBauche, primary liaisons; Bernard Franklin and Delise O'Meally, liaisons.

b. Leadership Council**.**

1. Duties. The Leadership Council shall:

- Assist the Board in leading the Division and charting its course;
- Identify strategic issues that can impact Division I and intercollegiate athletics as a whole;
- Help set the Division I legislative agenda and identify significant issues that may require legislative solutions;
- Serve as the primary advisory to the Board of Directors on strategic and policy issues;
- Assist the Board by providing the Board with background information, comments and advice on non-legislative matters and selected legislative proposals either of particular importance to or with broad impact on the division; and
- Receive reports from various Association-wide and Division I committees.

The specific terms of the Leadership Council's duties will be set forth in the NCAA Division I Manual.

2. Reporting Lines. The following committees will report to the Leadership Council:

- Minority Opportunities and Interests Committee;

- Sportsmanship and Ethical Conduct;
- Committee on Women's Athletics; and
- Student-Athlete Advisory Committee.

3. Staff Liaisons: S. David Berst, Beth DeBauche, Bernard Franklin and Kevin Lennon, primary liaisons; Delise O'Meally, liaison.

c. Legislative Council**.**

1. Duties. The Legislative Council is the primary legislative body in the Division I governance structure, subject to Board oversight. The Legislative Council is responsible for considering every proposal in the annual legislative cycle with the caveat the Board can examine and act on any proposal it so chooses. The Legislative Council's actions on legislation will not be considered final until the conclusion of the following Board meeting to ensure the Board has an opportunity for final review and oversight.

   It is envisioned that the Board (with advice from the Leadership Council) will identify proposals early in the legislative cycle that it will want to consider, but it should be noted that the Board has discretion to review any proposal before action to adopt or defeat is considered final.

   In addition to considering and voting on legislation, the Legislative Council will:

   - Identify the strengths and weaknesses of legislative proposals;
   - Develop educational materials regarding pending legislation;
   - Develop a voting order chart for consideration of proposals;
   - Amend or edit legislative proposals during appropriate periods in the legislative cycle;
   - Consider waivers of legislation through the Subcommittee for Legislative Relief;
   - Identify possible interpretative issues for the Legislative Review and Interpretations Committee (LRIC); and
   - Serve as an appellate body for Legislative Review/Interpretations Committee (LRIC). (*LRIC shall serve as a standing committee that reports to this council.*)

   The specific terms of the Legislative Council's duties will be set forth in the NCAA Division I Manual.

2. Reporting Lines. The following committees report to the Legislative Council:

- Legislative Review and Interpretations Committee (LRIC);
- Athletic Certification;
- Student-Athlete Reinstatement; and
- Football Championship Subdivision Governance Committee. [Note: The Football Bowl Subdivision (FBS) and the Football Championship Subdivision (FCS) will vote separately on football issues. FCS conferences set forth in the NCAA Division I Manual will be permitted to vote on such legislative issues at the Football Championship Subdivision Governance Committee meeting.]

The cabinet may establish the following subcommittee:

- Subcommittee for Legislative Relief.

3. Staff Liaisons: Lynn Holzman and Steve Mallonee, primary liaisons; Amy Huchthausen and Leeland Zeller, secondary liaisons. Beth DeBauche will attend to help coordinate issues affecting the Leadership Council and the Division I governance structure as a whole. Delise O'Meally will attend to coordinate consideration of Association-wide matters.

d. Championships/Sports Management Cabinet.

1. Duties. The Championships/Sports Management Cabinet retained much of the jurisdiction of the former Championships/Competition Cabinet except for issues pertaining to committee selections and Bylaw 16 issues not related to championship travel and awards.

2. Reporting Lines. The following committees report to the Championships/Sports Management Cabinet:

- Competitive Safeguards and Medical Aspects of Sports;
- Olympic Sports Liaison Committee;
- Rules Committees;
- Playing Rules Oversight Panel; *(For information purposes)*;
- All sports issues committees; and
- All sports committees. *(Note: Sports committees will assume responsibility for issues management as well.)*

3. Staff Liaisons: Joni Comstock and Dave Schnase, primary liaisons; Wayne Burrow and Carol Reep, secondary liaisons.

e. Administration Cabinet**.**

1. Duties. The Administration Cabinet, true to its name, is primarily responsible for addressing the administrative functions of Division I. This cabinet assumed many of the responsibilities from the Management Council regarding the regular operations of the division, including:

- Issues related to the efficient management of Division I governance;
- Division I membership process; and
- All committee selections, including sports committees.

Specific duties will be set forth in the NCAA Division I Manual.

2. Reporting Lines. The following Association-wide committees report to the Administration Cabinet:

- Honors Committee;
- Postgraduate Scholarship;
- Research; and
- Walter Byers Scholarship.

3. Staff Liaisons: Steve Mallonee and Beth DeBauche, primary liaisons; Sharon Tufano, Delise O'Meally and Dave Schnase, secondary liaisons.

f. Academics Cabinet.

1. Duties. The Academics Cabinet has assumed jurisdiction over all academic matters except those currently addressed by the Committee on Academic Performance. (*Note: Due to the nature and volume of its work, the Committee on Academic Performance will remain intact and will report to the Board of Directors.*) The Academics Cabinet's duties will include:

- Overseeing academic research and policies;
- Establishing, managing and monitoring eligibility standards and related policies;
- Working with Division II to ensure consistent policies exist when possible, while maintaining each respective division's philosophy and legislative intent information is available to prospective student-athletes;

- Study issues and make policy legislative recommendations concerning transfer student-athletes, including maintaining relationships between the Association and the nation's two-year colleges as represented by established regional and national organizations;
- Working with the NCAA Eligibility Center; and
- Serving as appellate body for select academic waivers.

Specific duties will be set forth in the NCAA Division I Manual.

2. Reporting Lines. The following committees report to the Academics Cabinet:

- Foreign Student Records;
- High School Review (joint reporting line to Division II ARC);
- Students Records Review (joint reporting line to Division II ARC);
- Initial Eligibility Waivers; and
- Progress Towards Degree.

The cabinet may establish the following subcommittees:

- IEW Waivers Appeals; and
- PTD Waiver Appeals.

3. Staff Liaisons: Diane Dickman, Julie Cromer and Carrie Leger, primary liaisons.

g. Recruiting and Athletics Personnel Issues.

1. Duties. This cabinet has jurisdiction over issues pertaining to the recruitment of prospective student-athletes and the conduct and employment of athletics personnel. The cabinet is responsible for:

- Bylaw 13 recruiting matters including studying and making recommendations to the Board, Leadership Council and Legislative Council concerning the recruiting process in intercollegiate athletics; and
- Bylaw 11 conduct and employment of athletics personnel issues.

2. Staff Liaisons: Amy Huchthausen, primary liaison; Charnele Kemper, Jeremiah Carter and Jackie Thurnes, secondary liaisons

h. Student-Athlete, Awards, Benefits, Expenses and Financial Aid Cabinet.

1. Duties. This cabinet is charged with addressing the many issues that arise in the areas of awards, benefits, expenses and financial aid. Accordingly, this cabinet's jurisdiction includes:

   - Bylaw 15 financial aid matters, including studying and making recommendations to the Board, Leadership Council and Legislative Council concerning principles governing financial aid; and
   - Issues pertaining to Bylaw 16 awards, benefits and expenses for enrolled student-athletes. The Championships/Sports Management Cabinet retains jurisdiction over championships awards and travel.

   Specific duties will be set forth in the NCAA Division I Manual.

2. Staff Liaisons: Brad Hostetter, primary liaison; Vanessa Fuchs and Kris Richardson, secondary liaisons.

i. Amateurism Cabinet.

1. Duties. True to its name, this cabinet has jurisdiction over all amateurism issues, including oversight of issues pertaining to the NCAA Eligibility Center's amateurism work. This cabinet is charged with examining the relationship between intercollegiate athletics and professional teams/organizations. Additionally, the cabinet has jurisdiction to review the application of Bylaw 12 related to endorsements and the use of a student-athlete's name or likeness. This cabinet is the final appellate body for cases involving the determination of facts related to the certification of amateur status per Bylaw 12.01.1.

2. Reporting Lines. The following committee reports to the Amateurism Cabinet:

   - Amateurism Fact-Finding Body.

3. Staff liaisons. Rachel Newman, primary liaison; Angie Cretors and Geoff Silver, secondary liaisons.

j. Communications and Coordination Committee.

1. Duties. The Communications and Coordination Committee, which is composed of the chairs of the cabinets and councils, is charged with coordinating consideration of issues and legislative concepts between the various Division I governance bodies. As the new governance structure gets established, this group will meet before the grouping of councils and cabinets meetings to help coordinate the considerations of issues.

2. Staff Liaison. Beth DeBauche is the primary liaison to this group. Additionally, at least one staff liaison from each cabinet and council will be expected to participate on this group's conference calls and in-person meetings. All liaisons will be welcome to participate. The focus of this group will be to enhance the level of coordination between Division I governance bodies so that there is a more cohesive approach to managing the Division I agenda. Additionally, this group should help the membership stay informed regarding governance activities.

k. Division I Governance Structure. A chart of the Division I governance structure is attached as Addendum B.

III. CONFERENCE REPRESENTATION IN THE GOVERNANCE STRUCTURE.

a. Conference Representation. Division I has a representative form of governance based on conference affiliation. Accordingly, conferences are responsible for submitting the names of nominees for the various governance bodies and representatives on the Board, Presidential Advisory Group, councils and cabinets serve on behalf of the conferences. All 31 multisport conferences are represented on the Legislative and Leadership Councils and the Championships/Sports Management Cabinet. (Subject to weighted voting.). All 11 Football Bowl Subdivision conferences are represented on the five 21-member cabinets. The 20 Football Championship and Division I Subdivision conferences are represented on no fewer than two but no more than three cabinets at any one time.

b. Terms. With the reorganization of the Division I governance structure scheduled to take effect in September 2008, representatives on the cabinets and councils have been assigned staggered terms of two, three and four years to help create a level of continuity on the councils and cabinets. Upon expiration of those terms, all service terms will be four years in length. To assist the individual conferences along with the 31 multisport conferences in managing their governance nomination process, a conference rotational schedule has been designed. Pursuant to this schedule, all conferences within the Football Bowl Subdivision rotate at the same time and conferences in the Football Championship Subdivision/Division I Subdivision have been assigned to groups of 10 and further designated into groups of five, which rotate at the same time. This means that when these rotations occur, individuals will be assigned four-year terms. In the event of interim appointments, those appointments will complete the original four year term and are subject to the conference's rotational schedule. Where an individual serves a complete four-year term, that term will automatically coincide with the conference's term on the rotational schedule. To explain in more detail, where an individual leaves a term before the four-year term

ends and someone else is appointed as a replacement, that person will serve until the conclusion of the conference's term on the rotational schedule. If the replacement representative serves less than two years, that person may again be appointed to a full term on the same governance body if the conference has a seat on that body when the conference's rotation starts anew.

c. Eligibility to Serve. While a representative who serves what is considered to be a full term on a cabinet or council is not eligible to be reappointed immediately to the same cabinet or council, that representative is eligible to be immediately appointed to another cabinet or council for which the conference has a seat.

d. Conference Rotation. Under the rotational schedule, all of a conference's terms on the councils and cabinets rotate at the same time. For example, the terms of all America East Conference representatives will end at the same time. Further, all representatives within the Football Bowl Subdivision will rotate at the same time. At the Football Championship and Division I Subdivision levels, all conferences have been placed in groups of 10 regardless of subdivision and then further divided in groups of five that will rotate seats at the same time. This assignment at the Football Championship Subdivision/Division I Subdivision levels is designed to anticipate future movement of conferences between the Football Championship and Division I Subdivisions. The 31 multisport conferences are responsible for managing the conference rotational schedule but the NCAA governance staff will maintain a record of the rotational schedule at the National Office on their behalf.

The following 10 Football Championship/Division I Subdivision conferences are assigned to the same rotational grouping:

SWAC	Colonial
OVC	Patriot
Southland	Atlantic Sun
Missouri Valley	MAAC
Big South	Atlantic -10

The grouping of 10 conferences listed above is subdivided in groups of five conferences for rotational purposes as follows:

Group 1: Atlantic Sun, Colonial, Missouri Valley, Ohio Valley, SWAC; and
Group 2: Atlantic 10, Big South, MAAC, Patriot, Southland.

The following 10 Football Championship/Division I Subdivision conferences are assigned to the same rotational grouping:

Southern	MEAC
Ivy	Northeast
Big Sky	Summit
WCC	America East
Horizon	Big West

The grouping of 10 conferences listed above is subdivided in groups of five conferences for rotational purposes as follows:

Group 1: MEAC, Northeast, Southern, Summit, West Coast; and
Group 2: America East, Big Sky, Big West, Horizon, Ivy.

e. Rotational Schedule. The conference rotational schedule is attached as Addendum C.

f. Weighted voting and voting percentages. Weighted voting shall be applied at the Leadership Council, Legislative Council, and Championships/Sports Management Cabinet levels, as these bodies are the three 31-member bodies in the Division I governance structure. The voting percentages in the new governance structure reflect the percentages established under the 1997 agreement. These percentages are listed below as follows:

One representative (who shall have three votes) from each of the following seven conferences:

1. Atlantic Coast Conference;
2. Big East Conference;
3. Big Ten Conference;
4. Big 12 Conference;
5. Conference USA;
6. Pacific-10 Conference; and
7. Southeastern Conference.

One representative (who shall have 1.5 votes) from each of the following four conferences:

1. Mid-American Conference;
2. Mountain West Conference;
3. Sun Belt Conference; and
4. Western Athletic Conference.

One representative (who shall have 1.2 votes) from each of the following conferences:

1. America East;
2. Atlantic 10 Conference;
3. Atlantic Sun Conference;
4. Big Sky Conference;
5. Big South Conference;
6. Big West Conference;
7. Colonial Athletic Association;
8. Horizon League;
9. Ivy Group;
10. Metro Atlantic Athletic Conference;
11. Mid-Eastern Athletic Conference;
12. Missouri Valley Conference;
13. Northeast Conference;
14. Ohio Valley Conference;
15. Patriot League;
16. Southern Conference;
17. Southland Conference;
18. Southwestern Athletic Conference;
19. Summit League; and
20. West Coast Conference.

There shall not be weighted voting at the five 21-member cabinets since not all of the 31 multisport conferences are represented on each of the bodies, with the 11 FBS conferences represented on all five cabinets and the 20 remaining conferences represented on at least two but no more than three cabinets at one time.

g. Roll Call Voting. Roll call voting shall be used at the Legislative Council (as is the case at the Division I Board of Directors level).

IV. REPRESENTATIONAL REQUIREMENTS AND THE APPOINTMENT PROCESS.

a. Gender and Diversity Requirements. The legislated minimums of 20 percent ethnic minorities and 35 percent of either gender shall be applied independently to two separate groups of governance bodies, i.e. the three 31-member governance bodies and the five 21-member governance bodies. Specifically, the representational minimums shall be applied to the 93 service opportunities provided by the 31-member Legislative Council, Leadership Council and Championships/Sports Management Cabinet and that the minimum percentages be applied separately to the 105 service opportunities provided by the five 21-member cabinets.

Additionally, the Football Bowl Subdivision will be responsible for meeting the diversity requirements at each of the two tiers at the level approximately equal to their percentage of representation at that tier (1/3 and 1/2) and the other two subdivisions shall together be responsible for the diversity requirements at each of the two tiers at a level equal to their percentage of representation (2/3 and 1/2).

b. Positional Requirements. While there are no specific positional requirements at the council and cabinet levels, it is expected that the Division I governance structure will be populated by faculty members and athletics administrators who hold a variety of positions. Representatives serving in the Division I governance structure shall represent a variety of perspectives and viewpoints reflective of the diversity of the Division I membership. It should be noted that given that intercollegiate athletics is woven into the fabric of higher education, it is expected that the faculty voice will be strongly heard in the Division I governance structure.

c. Role of the Division I Board of Directors in the Appointment Process. The Board of Directors will make all appointments to the Division I councils and cabinets. As part of this process the Board will examine slates of nominees to not only ensure they meet the legislated requirements but to confirm that each governance body has balanced representation. The Board has stated it wants to ensure the required minimums are just a starting point and not an end in and of themselves.

d. Call for Nominations. The call for nominations for the cabinets and councils will occur each January and the window for conferences to submit nominations will be open until the middle of March. This schedule is designed to provide the conferences with time to work together to present a diverse slate of nominees to the Division I Board of Directors at its April meeting.

e. Role of the Conferences. For the Division I governance structure to truly be populated by a dynamic and diverse group of leaders, the 31 multisport conferences must work closely together to develop the slate of nominees. It is anticipated that each conference as well as the Football Bowl Subdivision and the Football Championship/Division I Subdivision assigned rotational groups will seek to develop tentative appointment plans to help identify and grow new talent to serve in the Division I governance structure.

f. Interim Appointments. While the legislated gender and diversity requirements will not be applied at the time interim appointments are made, the legislated requirements will be applied at the next opportunity for the Board to make regular appointments, thereby ensuring that any appointments made in the interim period are ultimately subject to the legislated requirements.

g. Alternates. The Board, councils and cabinets shall permit alternates to attend the appropriate governance meetings when the appointed representative cannot attend. These governance bodies are encouraged to establish a flexible standard to permit alternates to attend. Given that the Division I governance structure is based on conference representation, it is therefore essential that conferences are allowed to participate in the structure.

V. LEADERSHIP ROLES.

a. Chair Requirement. Each of the councils and the cabinets shall have a chair serving in a leadership role. Chairs shall serve at least one year but no more than two years in that role.

b. Role of Board of Directors. To assist in the governance transition process, the Division I Board of Directors appointed a chair for each of the councils and cabinets for the first year to allow the chairs to participate in an orientation program. Thereafter, the councils and cabinets will have the discretion to recommend their own chair. The councils and the cabinets will submit the name of the recommended chair to the Board of Directors for final approval.

c. Vice Chair. The councils and cabinets will not be required to appoint a vice chair but will have discretion to recommend a vice chair if it is felt that a vice chair would be beneficial to the efficient management of that group. As is the case with the chair appointment process, the recommendation of the council or cabinet regarding a vice chair shall be forwarded to the Board of Directors for approval.

d. Rotational Schedule for Chairs. At least once every three rotations, there shall be a representative serving as chair at the council and Championships/Sports Management Cabinet levels who is not from the Football Bowl Subdivision.

VI. MEETING SCHEDULE.

a. Division I Board of Directors. The Division I Board of Directors has four scheduled meetings per year. These meetings are held in April, August, October/November and in conjunction with the NCAA Convention in January. Additionally, this group may meet at other times during the year when circumstances warrant. Meetings are typically one day in length starting at 8 a.m. and concluding by mid afternoon. With the exception of the meeting held at the NCAA Convention, the Board of Directors meetings are held in Indianapolis.

b. Division I Presidential Advisory Group. The Division I Presidential Advisory Group has two in-person meetings per year and two scheduled conference calls. The meetings occur in Indianapolis the day before the Division I Board of Directors meetings in October and April. The conference calls are scheduled prior to the August and January Board of Directors meetings. The Presidential Advisory Group meetings are held in Indianapolis and the meetings typically begin at noon and conclude no later than 5 p.m.

c. Leadership Council. It is anticipated that the Leadership Council will meet approximately three times per year. The Leadership Council's meeting schedule will purposely be somewhat flexible so that it can properly respond to both issues on the Division I agenda and the Division I Board of Directors. This first year, it is anticipated that the group will meet in the summer to get ready for the year ahead, in the fall, at the NCAA Convention and in April prior to the Board of Directors meeting. Given that the Leadership Council and the Legislative Council have separate and distinct functions, the two councils will not necessarily meet directly before or after one another.

d. Legislative Council. The Legislative Council will meet three times per year in conjunction with the regularly scheduled Division II and III Management Council meetings in October, at the NCAA Convention in January and then again in April. This meeting schedule is designed to follow the flow of the annual Division I legislative cycle.

e. Cabinets. The cabinets will meet two or three times per year, depending on workload. The cabinets will meet during a designated three week window in September, February and June/July. This schedule is designed to be responsive to the Division I annual legislative cycle. The coordinated approach to the cabinet meeting schedule is intended to ensure that not only information flows through the governance structure in a timely fashion but that the membership has appropriate notice to anticipate governance reports. Given the relatively small size of the cabinets and their limited jurisdiction, it is anticipated that cabinets will seek to use technology to possibly periodically replace the need for an in-person meeting.

f. Use of Technology. Governance bodies at the council and cabinet levels are encouraged to seek to use technology to help manage their workload.

g. Coordination of meeting schedule. To assist with the flow of governance information and to allow for more coordination between the various cabinets, Shorts Travel will assist in arranging and coordinating the cabinet meeting schedule. The Shorts Travel staff will assist with identifying meeting locations and arranging for contracts for meeting space.

h. Exceptions. Should a cabinet or the Legislative Council want to meet at a time other than a time designated in the master Division I meeting schedule or should a cabinet or the Legislative Council want to schedule an additional meeting, such requests shall be forwarded to the Leadership Council for consideration and possible approval.

i. Weekends. To the extent possible the schedule will be arranged so there are no meetings on weekends. The NCAA Convention meetings may be an exception to this guide.

j. Meeting Schedule. The Division I meeting schedule is attached as Addendum D.

VII. STRUCTURE OF MEETINGS.

a. Work as a committee of the whole**.** All cabinets and councils shall work as bodies of the whole rather than divide into subcommittees to conduct their work. The purpose of governance groups working as bodies of the whole is to ensure that all representatives serving on governance bodies have an opportunity to participate in discussions on key issues and that there is more transparency in the governance process. There are certain cabinet duties that will require the establishment of subcommittees, for example, Initial Eligibility Waivers and Progress Towards Degree Waiver Appeals groups.

b. Request to form subcommittees. Any subcommittee within the new Division I governance structure (except appellate bodies) must be legislatively established, whereby the jurisdiction of the subcommittee is clearly set forth.

c. Administrative Committees. The cabinets and councils shall have the discretion to establish an administrative committee to assist in addressing the interim actions of that body. The jurisdiction of these administrative committees shall be limited to conducting interim actions and these committees shall not be used as a means to work as a small group on specific projects.

VIII. COMMUNICATION WITH GOVERNANCE REPRESENTATIVES AND WITH THE MEMBERSHIP.

a. Publication and Posting of Agendas. Agendas and associated meeting materials for the cabinet and council meetings shall be both mailed to representatives and posted on the NCAA's Website at least 17 days in advance of meetings. Every effort should be made to ensure the meeting materials are as complete as possible at the time of mailing and that the distribution of supplemental materials at meetings is kept to a

minimum. In the event additional supplements need to be distributed after the 17-day mailing/posting deadline, these supplements shall be posted to the NCAA's Website in a timely fashion. Further, if a cabinet or council has established a legislatively approved subcommittee, the meeting materials for that subcommittee must also be posted on the Website in a timely fashion. Efforts should be made to try to coordinate mails for the cabinet.

b. Report Format. Each cabinet will produce one report, which will be submitted to both the Leadership and Legislative Councils. Reports shall distinguish between action items and information items and between legislative and non legislative items. The process is designed to be simple with both councils receiving the one report from each of the six cabinets.

c. Report Deadlines and Posting. Reports from all cabinet and council meetings shall be written and posted on the NCAA's Website within three days of the scheduled conclusion of that governance meeting. This deadline is intended to enhance the level of coordination between governance bodies and to ensure that conference officials and the membership are informed about governance issues in a timely fashion.

d. Liaison Program. Effective communication is essential to any successful form of governance. For the Board of Directors and membership to have confidence in the new structure, there must be regular and frequent communication between the various governance bodies.

1. Council Level. The chairs of both the Leadership and Legislative Councils will be invited to regularly attend the Board of Directors meetings. Additionally, the written reports from each council meeting must be provided to the other council as a matter of course and the chairs or vice chairs of each council will attend the other council's meeting on an as needed basis.

2. Cabinet Level. The cabinet chairs may be asked to attend a meeting of one of the councils from time to time depending on the issues being discussed but it will not be required as a matter of course. Additionally, as a supplement to the work of the Communications and Coordination Committee, representatives from both councils will be assigned as informal liaisons to follow the work and discussions of each cabinet. These liaisons will not automatically be expected to attend their assigned cabinet's meetings; rather the type and frequency of communication between the councils and the cabinets will be dictated by the issues being examined.

IX. DIVISION I STUDENT-ATHLETE ADVISORY COMMITTEE (SAAC).

a. Representatives of Student-Athlete Advisory Committee serving within the Structure. Given the importance of the student-athlete voice in the Division I governance structure, the chair of the Division I Student-Athlete Advisory Committee serves on the Leadership Council and the vice chair serves on the Legislative Council, both as non-voting members. Further, each of the six cabinets is assigned one representative from the Division I Student-Athlete Advisory Committee to serve as a non-voting member.

b. Liaisons to the Student-Athlete Advisory Committee. A total of three representatives from the combined Leadership and Legislative Councils shall serve as liaisons to the Division I Student-Athlete Advisory Committee. At least one representative shall be from the Legislative Council. As liaisons, representatives shall try to participate in SAAC meetings and conference calls to the extent their schedules allow.

X. DIVISION I LEGISLATIVE PROCESS.

a. Sponsoring Legislation. The Legislative Council along with the Board of Directors, Leadership Council, cabinets and any of the 31 multi-sport conferences will be permitted to propose legislation under the Division I governance structure.

b. Timeframe for sponsoring legislation. The deadline for sponsoring legislation for the conferences, cabinets and councils is July 15, which marks the beginning of the annual legislative cycle. The Board of Directors has until the conclusion of the October Board meeting to sponsor legislation in the annual cycle.

c. Noncontroversial or Emergency Legislation. While Division I follows an annual legislative cycle, the Board of Directors and the Legislative Council shall be permitted to adopt emergency or non-controversial legislation provided the legislation is adopted by at least a three-fourths majority of the members present and voting. The Legislative Council shall have established guidelines that will be applied to determine if a legislative proposal meets the standards to be considered as either emergency or non-controversial legislation. (Note: The roles of the Legislative Council and Board are the same under this process as they are under the process for adoption of legislation in the annual legislative cycle. Accordingly, the Legislative Council's action will not be considered final until the conclusion of the Board meeting.) The Leadership Council does not have authority to adopt legislation, but rather it provides advice to the Legislative Council and to the Board of Directors.

d. Guidelines regarding Noncontroversial/Emergency Legislation. The Legislative Council's guidelines regarding non-controversial/emergency legislation are attached as Addendum E.

e. Division I Legislative Cycle. While the specific terms of the Division I legislative process are found in the NCAA manual, a general description of the legislative cycle is set forth below including comments from the former Governance Subcommittee:

1. Setting the Legislative Agenda. Throughout the year the Board of Directors, with the help of the Leadership Council, will help set the Division I legislative agenda by suggesting concepts for development by the governance substructure. Ideas may also be developed by the substructure.

2. Deadline for Sponsoring Legislative. The conferences, cabinets and councils must submit legislative concepts by July 15. The Division I Board of Directors has until its October meeting to sponsor legislation.

3. Role of the September Cabinet Meeting. The six issue-specific cabinets will meet within a three week window in September to begin offering comments and suggested modifications to legislative proposals in the annual legislative cycle. [Note: It is possible, given the more limited jurisdiction of the cabinets that more than one cabinet will be asked to review and comment on a proposal, thereby providing the Legislative Council with a variety of different perspectives from which to consider a proposal.]

4. Coordination and General Process. Legislative matters originating from the Board, the Leadership Council or any of the six cabinets shall be forwarded to the Legislative Council for consideration. Further, comments from committees pertaining to legislative proposals will be shared with the Legislative Council. The Legislative Council, in turn, will report directly to the Board of Directors. The Legislative Council's actions will also be shared with the Leadership Council for information but the Legislative Council will not be considered to report to the Leadership Council, as the two councils are on the same tier in the governance structure. The Leadership Council may advise the Board regarding any legislative proposal, but cannot override or alter the Legislative Council's action on a proposal.

5. October Legislative Council Meeting. Legislative Council will meet in October at the same time as the Division II and III Management Councils for a scheduled two-day meeting to begin reviewing the legislative proposals in the annual legislative cycle. [Note: Ideally, it may be helpful for the Legislative Council to consolidate and reconcile similar proposals at this meeting, but it

may be too early in the legislative process for the council to be able to perform this task. If the Legislative Council is unable to reconcile legislative proposals at this meeting due to timing issues, the Legislative Council is charged with reconciling proposals at its January meeting.]

6. Role of the Legislative Council in Commenting on Legislation. It is envisioned that at points during the legislative cycle, the Leadership Council may offer comments and advice to assist the Board of Directors regarding select legislative proposals in the annual legislative cycle.

7. Division I Official Notice. The Division I Official Notice, which includes all of the proposals to be considered as part of the annual legislative cycle, will be published on-line no later than November 15. The notice will include comments from the substructure regarding proposals and is intended to serve as a guide for not only the membership but for the Legislative Council and Board as they seek to consider legislative proposals at the NCAA Convention meetings.

8. Role of the Legislative Council at the NCAA Convention. The Legislative Council will meet at the beginning of the NCAA Convention to formally consider legislation. The Legislative Council will have three options when considering proposals. Those options are: Adopt the proposal upon initial review – (Category 1); Send the proposal out for additional membership comment – (Category 2); and Defeat the proposal – (Category 3). Proposals that receive at least 2/3 support of the members present and voting shall be considered adopted, subject to reporting to the Board for possible action by that group. Proposals that do not receive the requisite 2/3 support but receive at least a majority of the members that either support the proposal for adoption or support sending the proposals out for comment, will be sent out for additional membership comment.

9. Legislative Role of the Board of Directors at the Convention. The Board of Directors will meet at the NCAA Convention, but a few days after the Legislative Council. At that time the Board of Directors will receive a report from the Legislative Council regarding legislative actions taken by that group. The Legislative Council's report will include a listing of those proposals, which were adopted upon initial review (Category 1) and those proposals, which were defeated by the Legislative Council (Category 3). It is not envisioned that the Board of Directors will choose to consider every proposal in the Category 1 and 3 listings, but that the Board, with the advice and assistance of the Leadership Council, will seek to review and take action on a small number of proposals that are identified as being important to the overall future of Division I. In the event

the Board determines further review is necessary, the Board could seek additional feedback from the substructure or take action itself. No legislative action by the Legislative Council will be considered final until after the conclusion of the Board of Directors meeting to ensure the Board can ask to consider those proposals it so chooses. Legislative proposals that the Legislative Council believes would benefit from additional membership review and comment will be listed as Category 2 proposals and will be shared with the Board as information at the January meeting.

10. 60-day Comment Period. The 60-day comment period will begin at the conclusion of the Board meeting and is intended to provide the membership and affiliate groups with an opportunity to share opinions and amendments-to-amendments that are less expansive in scope. This information will ultimately be shared with the councils and Board as those bodies continue to examine the legislative proposals in advance of the April governance meetings.

11. April Legislative Council Meeting. In April, the Legislative Council will meet to consider those proposals remaining in the annual legislative cycle. This will be the second review of these legislative proposals in the annual legislative cycle. Proposals will be adopted based on a simple majority of those members present and voting.

12. April Board of Directors Meeting. In late April, the Board of Directors will meet and as part of its agenda, it will receive a report from the Legislative Council on legislative actions taken at its most recent meeting. As was the case in January, the Legislative Council's legislative actions will be considered the default position, subject to the Board of Directors oversight. Again, the Board will properly have the authority to review any actions by the Legislative Council and take independent action. Again, the Legislative Council's actions will not be considered final until the conclusion of the Board of Directors meeting to ensure the Board has proper oversight.

13. Override Process. The Division I legislative process provides for a membership override process. The specific terms of which are set forth in the NCAA Division I Manual.

Three-to-Five Year National Office Strategy

The Three Controlling Goals

Three-to-Five Year National Office Strategy

The Three Controlling Goals

1. Complete this cycle of academic reform.

Three-to-Five Year National Office Strategy

The Three Controlling Goals

2. Subserve all business, corporate and championship efforts and decisions, especially those concerning basketball, to positioning for and negotiating new media contracts.

Three-to-Five Year National Office Strategy

The Three Controlling Goals

CURRENT CONTRACTS					
	CBS		ESPN		TOTAL
2009	571	+	16	=	587
2010	617	+	17	=	634
2011	657	+	18	=	675
2012	710	+	19	=	729
2013	764	+	19	=	783

Three-to-Five Year National Office Strategy

The Three Controlling Goals

3. Focus on issues related to student-athlete and athletics personal well-being.

Issues from Division I

What you can anticipate in the year ahead.

News and Items on the Division I Agenda

- Basketball Academic Enhancement Working Group.
- Youth Basketball.
- Football APR Working Group.
- Women's Basketball Issues.
- Presidential Task Force on Commercial Activity.
- Membership Moratorium.
- Oversight and Monitoring Group.
- Financial Dashboard Indicators.
- "At Risk" Student-Athletes.

Basketball Academic Enhancement Working Group

Basketball Academic Enhancement Working Group

- Time is right to establish the new Basketball Academic Enhancement Working Group.
- Critical time in the academic reform movement with four years of APR data becoming available and the squad size adjustment scheduled to go away.
- Vertically integrated group (presidents, faculty, coaches and administrators).
- Charged with assessing factors that have contributed to the current academic climate in men's basketball and with developing strategies to enhance academic performance and graduation rates.
- Dan Guerrero, Athletic Director, UCLA, chair.

Basketball Academic Enhancement Working Group

- Identified areas for the potential development of recommendations to improve the academic performance of men's basketball student-athletes:
  - Transfers – Both Incoming and Outgoing Transfers.
  - 0 for 2 Phenomenon.
  - Academic Preparation and Academic Support.
  - Coach/Player Relationships.
  - Playing and Practice Seasons.

Basketball Academic Enhancement Working Group

- Possible concepts and issues.
  - ✓ Academic preparation and summer access model.
  - ✓ Is there potential to adapt policies to the unique nature of the sport rather than seek a legislative solution?
  - ✓ Level of academic preparedness. Is there a way to allow time for remediation?
  - ✓ Issues associated with 2 – 4 transfers. Should more be required to help them succeed academically? How can we ensure they are prepared academically?
  - ✓ Best Practices. Academic policies, advising and life skills.

Youth Basketball

Youth Basketball

- Basketball is the most popular organized physical activity among youth.
- Only sport that does not have umbrella organization or structure.
- Finding a solution or developing a structure is not easy.
  - Values are established well before adolescence.
  - Young male basketball players are inundated with messages regarding NBA potential often without hearing credible competing messages.
  - Challenge to find consensus among stakeholders.

Youth Basketball

- NCAA and NBA have launched a wide-ranging initiative designed to benefit everyone who participates in youth basketball programs.
- Five central objectives of:
  - Building strong communities;
  - Educating athletes;
  - Supporting coaches;
  - Developing officials; and
  - Establishing national standards for competition.
- This initiative will operate as a business.
- It will benefit from the involvement of key stakeholders in basketball.

Football APR Working Group

Football APR Working Group

- 31 members – vertically integrated (presidents, administrators, faculty and coaches).
- Joe Castiglione, Athletic Director, University of Oklahoma, chair.
- Timeline – Status report to the Board on October 30, 2008, and final report to the Board April 2009.
- Football's three-year APR of 931 is second lowest of all sports, but there has been an improvement in the rates.
- Football student-athletes have the second lowest average high school academic profile of all sports.
- Freshman football student-athletes generally earn fewer credits and have lower GPAs than other sports.

Football APR Working Group

- Football student-athletes are more at risk for leaving school ineligible (0 for 2) if they stay for a fifth year.
- Majority of teams below threshold are from the FCS.
- Time demands self-reported by FBS student-athletes are higher than other sports.
- Of the 35 institutions below 900, 27 of them are FCS institutions.
- Rate of summer-school attendance is lower at FCS institutions than FBS institutions.
- FCS institutions have a higher proportion of four-year transfers.

Women's Basketball Issues

Women’s Basketball Grant Program

- Designed to foster growth of women’s basketball at the grass roots level.
- Three-year pilot program.
- 70 members schools and conferences submitted proposals .
- Approximately $750,000 in grants to 12 institutions and 5 conferences.
- One-year award – not automatically renewed. Monthly progress report and final summary report.
- Call for proposals Fall 2008. Staff to provide help with the submission process.

Women's Basketball Issues

- Scholarship Limits. WBIC examined request to possibly reduce the annual limit on counters from 15 to 13 as a way to increase parity in the game, but did not express support .
- Seek to identify other ways to increase parity and grow the game.
  - ✓ Skill development and fundamentals.
  - ✓ Youth Basketball.
- Academic Access Model. Preliminary discussion regarding summer access model.
  - ✓ Suggest enrollment in six credits for access for first-time enrollees (including transfers).
  - ✓ Terms of access yet to be determined.
  - ✓ Further discussion regarding continuing students.
  - ✓ More details anticipated in Fall 2008.

Presidential Task Force on Commercial Activity

Presidential Task Force on Commercial Activity

- Graham Spanier – President of Penn State, chair.
  - 12 members (presidents).
  - 7 consultants (administrators and faculty).
- Scheduled to provide the final Board report within the next 7 – 12 months.
- Initial impetus was the failed attempts to update and clarify rules regarding student-athlete likeness, but the charge expanded to examine appropriate limits on commercial activity.
- Problem – When the differences between college and professional sports diminish and similarities dominate.

Presidential Task Force on Commercial Activity

- Group must seek to find a balance point between unrealistic idealism and crass commercialism.
- Must develop principles that demarcate this balanced position.
- Principles must be:
  - Sufficiently detailed to translate into legislation.
  - Sufficiently broad-based to cover all sports/activities.
  - Apply to all events including postseason football.

Presidential Task Force on Commercial Activity

- Working assumptions:
  - Recommendations will be consistent with that of the Presidential Task Force and the NCAA Strategic Plan.
  - Athletics serves as institutions "front porch."
  - Institutions, conferences and National Office have same values – Rules to apply to all.
  - Values of commercial interests must align with higher education.
  - Financial decision for athletics to mirror institutions.
  - Appropriate limits must be established for the use of student-athletes' name, image or likeness.

Membership Moratorium

Membership Moratorium

- In 2000, approved a two-year moratorium to address membership growth.
  - ✓ Division I developed a more detailed educational assessment program and standards to more clearly distinguish football playing institutions.
  - ✓ Result – transition process has improved but the migration has not slowed down.
- Time right to assess and study the impact of this membership migration and develop reasonable philosophical expectations and legislative requirements for the division.

Membership Moratorium

- Adopted Proposal No. 2007-10.
  - Four-year period beginning August 9, 2007.
  - No institution may begin the Division I provisional or reclassification membership process;
  - No institution may begin the multidivisional membership reclassification process; and
  - No new single sport or multisport conference shall be elected to Division I conference membership.
- Leadership Council expected to start work no later than Fall 2008.

Oversight and Monitoring Group (OMG)

Presidential Task Force on the Future of Division I Intercollegiate Athletics/OMG

- Approximately 50 presidents charged with identifying possible issues for the Division I agenda.
- Four main areas of recommendations:
  - Fiscal Responsibility.
  - Implications of Academic Values and Standards.
  - Presidential Leadership of Internal and External Constituencies.
  - Student-Athlete Well-Being.
- Oversight and Monitoring Group established to offer strategies and monitor consideration of the recommendations by the substructure.
- Shirley Raines, President, University of Memphis, chair.

Presidential Task Force/OMG

- Recommendations have been categorized as follows:
  - Values.
  - Diversity and Inclusion.
  - Fiscal Policy.
  - Presidential Leadership.
  - Student-Athlete Well-Being.
  - Commercialism.
  - The NCAA Certification Program.

Financial Dashboard Indicators

Financial Dashboard Indicators

- Presidential Task Force called for moderation in the growth of athletics budgets and re-centering of athletics within the educational mission of the university.
- Not facing a financial crisis but current rate of growth is unsustainable.
- Financial dashboard indicators provide a research-based approach to financial reporting through uniform and common definitions, presidential transparency and consistency.
- Strong presidential leadership, supported by sound research, is essential to ensuring the integration.
- The final tools available in Spring 2008.

Financial Dashboard Indicators

- Indicators include institutional descriptors and core financial indicators.
- Allow institutions to determine rank among various groups (e.g., conference, subdivision) including peers.
- To provide early warning system.
- Up to three peer groups – to contain at least 10 institutions.
- Conference, subdivisional, public/private designation and athletic expense budget level.
- Board resolution encouraged institutional involvement.

“At Risk” Students

“At Risk” Students

- The Presidential Task Force/OMG noted the need to define/identify at-risk students, and to compile a list of factors to assist in identification:
- Factors to be included:
  - National, data-driven factors;
  - Institution-specific factors;
  - Team-specific factors; and
  - Student-athlete specific factors.
- Preliminary research findings.
  - Academic support services are key in both identification and in the level of support.
  - Best practices may be a better approach than legislation.
  - High school academic performance is a good predictor of early academic success in college.
- Sidney McPhee, President, MTSU – chair.

SUPPLEMENT 7-a

REPORT OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

DIVISION I OVERSIGHT AND MONITORING GROUP

Participants: July 2, 2008

Michael Alden, University of Missouri, Columbia
Percy Bates, University of Michigan
Robert Caret, Towson University
Tom Hansen, Pacific-10 Conference
Walter Harrison, University of Hartford
Jack Jewett, California State University, Monterey Bay
James Moeser, University of North Carolina, Chapel Hill
Shirley Raines, University of Memphis (chair)
Nancy Zimpher, University of Cincinnati
S. David Berst, NCAA
Myles Brand, NCAA
Beth DeBauche, NCAA, recording secretary

Committee members Damon Evans, University of Georgia and Peter Likens, University of Arizona were unable to participate in the meeting.

NCAA staff members Becky Ahlgren-Bedics, Gary Brown, Megan Coyne (intern), Amy Huchthausen, Jim Isch, Corey Jackson, Charnele Kemper, Carrie Leger, Kevin Lennon, Pat McConney, Carol Reep and Wallace Renfro were also present during portions of the meeting.

***ACTION ITEM*.**

- **The future of the Oversight and Monitoring Group.**

  1. Recommendation: That the Division I Board of Directors officially disband the Division I Oversight and Monitoring Group inasmuch as that group has completed the charge it received from the Board of Directors, with the understanding the group will continue to monitor progress on some of the more significant task force recommendations.

  2. Rationale: At its April 26, 2007, meeting, the Division I Board of Directors established the Oversight and Monitoring Group and charged the group with prioritizing consideration of the recommendations listed in The Second-Century Imperatives Report, developing suggested strategies for possible consideration of the recommendations, monitoring consideration of the various recommendations; and communicating to the Board of Directors regarding

consideration of the recommendations. After review of the progress made to-date by the Division I governance structure on the various initiatives, the Oversight and Monitoring Group (OMG) determined that it has fulfilled its charge.

***INFORMATIONAL ITEMS*.**

a. **Review OMG's discussions to date.** The group approved the minutes of the December 17, 2007, conference call.

b. **Update regarding progress made in implementing the various Presidential Task Force recommendations.**

1. **Overall review of progress to-date**. The group reviewed the tracking report that listed the status of all the initiatives identified by the Presidential Task Force on the Future of Division I Intercollegiate Athletics and learned that of the 62 initiatives identified by the task force, over 50 of the initiatives were either completed or are in the process of being addressed by the governance structure or the membership. During this review, it was noted that the governance structure has truly embraced its charge to examine the initiatives identified by the task force and that as a result of this effort, the NCAA's relationship with a number of constituent groups has been enhanced.

2. **Review of on-going work surrounding "at risk" student-athlete issues.** The group received an update on efforts to address the number of initiatives pertaining to students classified "at risk". The group noted the importance of this work and discussed the obligation institutions have to see their student-athletes academically succeed. The group, while acknowledging the good work that is being done by this working group, suggested that a new label other than "at risk" be identified as that label has negative connotations. The group strongly recommended that the Division I Athletics Certification Program, as part of its examination process, review institutional policies regarding admissions. Specifically, it was suggested that presidents/chancellors should not have the authority to admit students as a matter of institutional policy.

3. **Feedback regarding the dashboard indicators program and other developments in the fiscal area.** Group members shared feedback heard at conference spring meetings in which they participated. The members discussed the importance of maintaining the momentum regarding the dashboard indicators within the Division I membership and suggested the 31 multisport conferences can play an important role in promoting the program. The group

recommended that information on dashboard indicators be shared with new presidents as part of the NCAA's orientation program and that the membership be reminded of the staff's educational outreach efforts. The group commended the staff on its efforts to enhance relationships with outside constituent groups such as NACUBO.

4. **Update regarding the enhanced relationship with the Association of Governing Boards and on-going initiatives with the AGB.** The group learned that as a bi-product of the work of the Presidential Task Force on the Future of Division I Intercollegiate Athletics, the NCAA's partnership with the AGB has been greatly enhanced and they have collaborated on educational programming regarding the proper role of governing boards in the oversight of intercollegiate athletics. The group suggested that in developing additional programming, a distinction be made between the role of system governing boards and institutional boards. The group was also reminded that the AGB recently issued a revised version of its Statement on Board Responsibilities for Intercollegiate Athletics. The group discussed ways to promote this useful document, including suggesting that Board members annually acknowledge they have reviewed the report.

5. **Task Force on Commercial Activity in Intercollegiate Athletics**. The group received an update from the NCAA President on the preliminary work of the Task Force on Commercial Activity in Intercollegiate Athletics. The group acknowledged that this task force is charged with examining both a difficult and important issue that will have a major impact on the future of intercollegiate athletics. The group learned that the task force is seeking to develop guiding principles to help member institutions, conferences and the National Office address issues pertaining to commercial activity in light of the ever-changing media landscape. The group noted it appears the task force is making good progress.

6. **Changes in the Athletics Certification Program.** The group received an update on the changes to the Athletics Certification Program in the third cycle, which includes an enhanced set of principles and guidelines in a variety of areas including those relating to institutional control and oversight of athletics spending. The group learned that many of the changes to the measureable standards are a result of suggestions made by the Presidential Task Force on the Future of Division I Intercollegiate Athletics and indicated that they thought the program was properly positioned to influence behavior as much as it can without invading institutional autonomy. The group recommended that the Committee on Athletics Certification reconsider the task force's recommendation that provides for "certification with conditions" in cases where

internal or external parties interfere with presidential control. The group suggested that the committee develop a method to inform presidents regarding changes to the athletics certification program when they occur and recommended that a reflective process be developed as part of the certification process to help institutions determine how decisions regarding athletics align with institutional values. Finally, the group suggested that the multisport conferences be encouraged to incorporate information regarding athletics certification into their meeting agendas.

7. **Examination regarding time demands on student-athletes and update regarding student-athlete well-being initiatives.** The group received an update regarding efforts of the Division I Student-Athlete Advisory Committee (SAAC) and other governance groups to examine the issue of time demands on student-athletes. The group acknowledged that the previous focus on providing more education regarding the "20-hour rule" seems to be a good approach and they commended the SAAC for taking a leadership role regarding this important issue. During this review, group members noted that faculty members, particularly faculty athletics representatives, should be of assistance to student-athletes who face time-demand issues. The group suggested that this information also be shared with FARA so that faculty can use this issue as an opportunity to build stronger relationships with student-athletes.

8. **Review of discussion regarding the NCAA championships experience**. The group learned that in response to the recommendations of the Presidential Task Force on the Future of Division I Athletics, the staff has shared with the Division I Championships/Competition Cabinet the following questions to help ensure the cabinet members keep student-athlete well-being issues at the forefront of their decision-making process:

   - Whether we are staying true to the NCAA's mission of having the student-athlete experience remain at the forefront of our regular season and post-season NCAA championship experiences;
   - Are we doing what is best for student-athletes with respect to their regular season and post-season NCAA championship experience as we make decisions respective to the growth and enhancement opportunities within our championships; and
   - Do our NCAA rules provide for good student-athlete regular season and post-season NCAA championship experience?

   The group also learned that as Division I moves to a new governance structure, the staff hopes to keep these student-athlete well-being themes at the center of the Championships/Sports Management Cabinet's conversations. The group

was encouraged to learn that the process used to survey student-athletes regarding their championships experience is scheduled to be expanded.

9. **Examination of various diversity initiatives.** The group received an update from NCAA staff regarding a variety of diversity initiatives intended to help expand recruiting networks and identify broader talent pools. The group also learned about a few conference-based initiatives designed to expand hiring networks. The group discussed the importance of ensuring a higher level of diversity working in intercollegiate athletics and noted its pleasure in learning that the Division I Leadership Council has been asked to seek to identify ways to enhance the level of diversity in intercollegiate athletics as one of its first agenda items.

10. **Identification of additional strategies for consideration.** The group agreed that a template that could allow presidents to conduct a self-analysis regarding decisions pertaining to intercollegiate athletics would be a helpful leadership tool. The group noted there may be value in tying such a self-assessment tool to the Athletics Certification Program. The group agreed that the staff should continue its work on developing a draft instrument and various committee members agreed to provide assistance and direction regarding this project.

c. **Closing comments and adjournment**. The group thanked Shirley Raines, as chair of the group, for her leadership and service to Division I.

Chair: Shirley Raines, University of Memphis
Staff liaisons: S. David Berst, governance
Beth DeBauche, governance
Jim Isch, administrative services

ACADEMIC VALUES

a. Intercollegiate athletics must be fully integrated into the academic mission of universities and colleges. Academics must come first, and the success of student-athletes, both on and off the field, must be the defining characteristic of college sports.

- The OMG recommended the development of an instrument that presidents could use to reflect on issues pertaining to integration.
- The staff is currently developing a draft instrument to assist presidents and is seeking assistance from the athletics certification team. (7/08)

b. Faculty members must participate in the guidance of intercollegiate athletics and help ensure the integrity of the student-athlete academic experience. Faculty members must also be as fully engaged in providing advice on planning and financial issues in athletics as in other parts of the campus and that advice should be weighed carefully by the athletics leadership and the president. Given this responsibility faculty members must make the effort to understand the intercollegiate athletics enterprise.

- CAC has revised third-cycle self-study instrument to encourage campus dialogue on this topic during the self-study. (3/31/08)
- FARA Executive Committee has been encouraged to become involved in this discussion. Additionally, this information has been shared with FARA. (3/19/08)

c. The FAR should monitor the successful integration of athletics and academics.

- CAC has revised third-cycle self-study instrument to encourage dialogue on this topic. (3/31/08)
- FARA Executive Committee has been encouraged to examine this issue. Additionally, this information has been shared with FARA. (3/19/08)

d. Institutions should strive to have a well-functioning independent faculty athletics committee.

- CAC has revised third-cycle self-study instrument to encourage dialogue on this topic. (3/31/08)
- A/E/C Cabinet reviewed COIA governance concepts and forwarded Proposal No. 2006-16 for membership consideration. The proposal was defeated. (1/4/08)

e. Academic advising should be connected to and be a part of the university academic units. Primary control over all academic advising should be vested in the institution's chief academic officer.

- Work is continuing with N4A and other academic advising units to develop best practices document.
- CAC has included a version of this value as a measurable standard for third cycle of athletics certification. (See MS OP 2.2 #10.)

f. Institutions should examine the compliance area to determine if that area may benefit from a structural change. Consideration should be given to having a compliance director report directly to the president or an administrative officer who reports to the president.

- The OMG recommended the development of an instrument that presidents could use to reflect on issues pertaining to integration. The staff is currently developing a draft instrument to assist presidents and is seeking assistance from the athletics certification team. (7/08)

g. Institutions should ensure that compliance personnel outside the athletics department, such as the registrar, admissions officers and financial aid, always maintain their autonomy from athletics.

- The OMG recommended the development of an instrument that presidents could use to reflect on issues pertaining to integration. The staff is currently developing a draft instrument to assist presidents and is seeking assistance from the athletic certification team. (7/08)
- CAC will maintain current measurable standard for third cycle of athletics certification related to this value. (See MS OP 1.2 #4 and 5.)

h. Steps should be taken to foster integration in the admissions process. Specifically, campus administration and faculty senates should consider developing criteria for special admissions of scholarship athletes. As part of this process, a maximum annual number of such special admissions for athletics should be established, either for all sports programs or for individual teams.

- The OMG asked the A/E/C Cabinet to seek to establish a data driven definition of “at risk”.
- The OMG stressed the importance of gathering data on the academic profile of incoming student-athletes in an effort to identify “at risk” students.
- A working group chaired by Dr. Sidney McPhee has begun its examination, meeting in February and June 2008. (7/08)

- The OMG was encouraged by the progress to-date but recommended the group refrain from using the term "at risk". (7/08)
- The Committee on Athletics Certification, as part of its examination process, should review institutional policies regarding admissions. Specifically, the OMG suggested that presidents and chancellors should not have authority to admit students as a matter of institutional policy. (7/08)

i. There must be concrete and substantive programs in place to monitor and assist those "special admits."

- CAC has included a version of this value as a measurable standard for third cycle of athletics certification. (See MS OP 2.1 #4 and 5.)
- The OMG recommended that institutions evaluate the levels of academic and life skills support provided to "at risk" student-athletes.
- The OMG also asked the A/E/C Cabinet to seek to develop an assessment tool for life skills programs and to develop "best practices" regarding special admits.
- A working group chaired by Dr. Sidney McPhee has begun its examination, meeting in February and June 2008. (7/08)
- The OMG was encouraged by the progress to-date but recommended the group refrain from using the term "at risk". (7/08)

j. Campus athletics boards should receive information on all scholarship-athlete "special admits."

- The OMG asked the A/E/C Cabinet to develop "best practices" regarding special admits.
- A working group chaired by Dr. Sidney McPhee has begun its examination, meeting in February and June 2008. (7/08)
- The OMG was encouraged by the progress to-date, but recommended the group refrain from using the term "at risk". (7/08)

k. Where appropriate, consideration should be given to value-based budgeting.

- The OMG recommended the development of an instrument that presidents could use to reflect on issues pertaining to integration. The staff is currently developing a draft instrument to assist presidents in seeking assistance from the athletics certification team. (7/08)

l. Institutions must ensure that athletics is richly integrated with the rest of the campus and that athletics serves the educational mission of the institution. Presidents must provide bold and creative leadership to further the collegiate model on their respective campuses and be willing to make decisions that will unite the campus community behind a fully integrated athletics program.

- The OMG recommended the development of an instrument that presidents could use to reflect on issues pertaining to integration.
- The NCAA is planning a Student-Athlete Development Summit, including representatives from campus. (7/08)
- The staff is currently developing a draft instrument to assist presidents in seeking assistance from the athletics certification team. (7/08)

m. Institutional education for athletics booster clubs should be reinforced to make it abundantly clear that improper acts by such individuals or clubs will not be tolerated. That information should explain limitations applicable to such individuals and clubs under NCAA rules.

- CAC has strengthened measurable standards regarding rules education for the third cycle of athletics certification. (See MS OP 1.2 MS #9.)

FISCAL POLICY

a. The Task Force recommends that the self-sufficiency clause in the Division I philosophy statement be eliminated.

- Completed.

b. Require a fiscal-impact statement detailing the cost incurred by institutions to comply with any proposed NCAA legislation as a way to prevent unintended budget consequences.

- Completed.

c. Adopt clear and consistent definitions of the various categories of revenues and expenditures to help create clarity so that decision-making based on comparative data can be greatly improved.

- Campus business officers, athletics business officers and accounting audit firms have partnered to develop improved definitions. An advisory committee has been formed to monitor and modify financial data definitions on an annual basis.
- The Advisory Committee met in September and refined some category definitions. The committee met to develop allocation methods for the full committee's consideration. (12/4/07)
- The Advisory Committee received feedback from various stakeholders in its efforts to improve the definitions. (3/31/08)

d. All Division I institutions shall be required to submit operating and capital financial data annually as part of the requirement for NCAA membership. Some of the information will require access to data maintained outside of the athletics department, which means institutions must engage institutional research, the university controller, human resources or other university departments to help with the report or with the operating allocations required as part of the reporting.

- Legislation to be drafted for this cycle.

e. Financial data related to athletics departments and programs shall be collected in a timely manner using uniform and common definitions. In this light, dashboard indicators will be created to enable presidents and chancellors to track financial trends and aid in decision making by providing simple comparisons. Dashboard indicators are a work in progress and will evolve and improve over time.

- The OMG asked that the dissemination include a roll-out plan, whereby institutions receive notice and education materials.
- In September 2007, the Advisory Committee considered input from a pilot group. The indicators were redesigned in the winter of 2007-08. (12/5/07)
- The pilot group, including the Division I Board of Directors, received the second version of the dashboard software and has provided additional feedback. Final modifications, based on the feedback, are being programmed for the Spring 2008 release. (3/31/08)
- CAC has approved a measurable standard for the third cycle of athletics certification that requires an annual review of the dashboard indicators by the president/chancellor and his/her designees. (See OP 1.1 MS #7.) (5/30/08)
- The Division I Board of Directors adopted a resolution in support of the program. (7/08)

f. The Task Force recommends the following reporting process: The value of endowments at fiscal year-end, dedicated to the sole support of athletics, will be reported along with

the present value of all pledges that support athletics. Athletics departments also will report their ending-year fund balance.

g. The Task Force recommends the following reporting process: Capital expenditures shall be reported in the aggregate for athletics facilities. Specific categories include capitalized additions and deletions to facilities during the current reporting period, total estimated book value of athletically related plant and equipment, net of depreciation, total annual debt service on athletics and university facilities, and total debt outstanding on athletics and university facilities.

- Data have been collected; however, because capital expenditure reporting is a new process with new definitions, several institutions have not submitted consistent data.
- Staff sent the last three years of financial data to campuses for verification in November and one-half of the institutions revised their numbers to improve consistency. (12/5/07)
- Staff has called several institutions whose data remains inconsistent, however inconsistencies remain. As part of the fiscal year 2008 data request, staff will include instructions to review these data points and once again provide institutions an opportunity to modify. (3/31/08)

h. The Task Force recommends an annual salary and benefits survey shall be conducted for athletics positions. Collected data must include base salary, bonuses endorsements, media fees, camp income, deferred income and other income contractually guaranteed by the institution. The abstracted data from the survey will be made available to each institution in a confidential manner that campus decision-makers can access on a real-time basis.

- Completed. In the fall of 2006, all Division I institutions were provided an opportunity to participate in a salary survey process.

i. The Division I Board of Directors shall monitor and conduct a regular analysis of the trends in intercollegiate athletics financing and provide those data to appropriate constituencies.

- Financial data, using the new definitions and categories are being collected. Several years of data (three to four years) are needed before meaningful analysis can occur.

j. An independent third party will use "agreed-upon procedures" to verify the accuracy and completeness of the data before submission to the university president and the NCAA.

- Completed. Procedures developed in cooperation with NACUBO, CABMA and public accounting firms.

k. Presidents must use these financial data to align athletics budgeting with institutional mission to strengthen the enterprise and be willing to exert leadership and be actively engaged as champions of fiscal responsibility.

- The OMG recommended the development of an instrument that presidents could use to reflect on issues pertaining to integration.

l. Solicit recommendations from appropriate higher-education associations on best fiscal practices. In addition, the NCAA and other appropriate associations should monitor continuously and periodically refine the financial reporting definitions to adhere to current practices.

- A Best Practices Advisory Committee has been established and its charge developed.
- The Advisory Committee met on November 28, 2007, and developed a series of categories and topics for the development of best practices or resource center. The next steps include finding authors and developing a website. (12/5/07)
- The selection of subject matter experts will follow the rollout of the dashboard indicators and the implementation of the athletics business officer professional development programs. (3/31/08)

m. Establish an educational training program in collaboration with the College Athletics Business Managers Association and the National Association of College and University Business Officers for athletics administrators to strengthen their professional development and financial management skills and to enhance the overall financial management of the athletics programs.

- The Professional Development Advisory Committee met in August 2007 for the first time. A follow-up curriculum decision session was held on October 30-31, 2007. (11/1/07)
- The Advisory Committee developed a learning design plan. This plan will drive a more detailed document that will identify subject matter experts to lead the topic areas. (12/4/07)
- A pilot athletics business officer professional development program will be offered to a select group of CABMA members at their summer convention. Based on their feedback, the program will be finalized for a January 09 release. (3/31/08)

PRESIDENTIAL LEADERSHIP

a. Programming about the proper oversight role of governing board members with regard to athletics should be presented to all new board members as an integral part of their overall orientation. A concise outline of the president's and board members' roles must be covered in orientation and educational sessions, possibly conducted by the NCAA, the AGB, the American Council on Education, the American Association of State Colleges and Universities or the National Association of System Heads.

- Programming regarding the presidents' and board members' roles in intercollegiate athletics has been discussed by a joint working group comprised of staff from the NCAA and AGB. A Memorandum of Agreement (MOA) has been developed by AGB that outlines the collaborative roles for the NCAA and AGB in terms of educational programs. (1/4/08)
- The NCAA and AGB are involved in joint programming. (7/08)

b. The NCAA and the AGB should work together to develop appropriate curriculum, which could be added to the AGB's existing board education services to make it more robust.

- Programming regarding the presidents' and board members' roles in intercollegiate athletics has been discussed by a joint NCAA/AGB working group. A Memorandum of Agreement (MOA) was developed by AGB that outlined the collaborative roles for the NCAA and AGB in terms of educational programs. (1/4/08)
- The NCAA and AGB are involved in joint programming. (7/08)
- The OMG suggested that programming make a distinction between the role of system governing boards and institutional governing boards. (7/08)

c. The AGB's existing regional meeting opportunities and relationships with other organizations could further disseminate the message regarding the governing board's appropriate oversight role.

- The OMG supported the recommendations that the AGB could build upon its existing partnerships.
- The AGB has indicated support for this effort. (7/08)

d. The Task Force recommends a re-commitment to the March 2004 AGB statement titled "Statement of Board Responsibilities for Intercollegiate Athletics" – by circulating for sign off, a form attesting that all governing board members received and reviewed the

AGB document and that the responsibility for the administration of the athletics program has been delegated to the president and chancellor of the institution.

- This recommendation has been completed and a revised statement was distributed at the 2008 NCAA Convention. (3/18/08)
- The statement has been shared with the 31 multisport conferences. (7/08)
- The OMG recommended the institutions be encouraged to develop an annual review procedure. (7/08)

e. Presidents and boards should have well-documented institutional governance policies regarding the administration and oversight of athletics.

- CAC has included as a measurable standard for third cycle of athletics certification. (See MS OP 1.1 #2 and 3.)
- CAC will work with AGB to develop sample policies and educational documents this summer. (3/31/08)

f. Presidents have a leadership responsibility to exert their authority over athletics clubs or supporters of athletics interests.

- CAC has determined this recommendation is already addressed as part of the athletic certification process. (8/01/07)

DIVERSITY

a. Presidents are obligated to reach out to increase the participation of those gender, racial, ethnic and cultural groups that have historically been underrepresented among students, faculty and staff. Presidents must establish the appropriate sense of urgency and importance regarding this issue.

- Legislation is being discussed that would require every NCAA member to annually submit to the MOIC documentation signed by the president and athletics director verifying that all athletics department hires were made in compliance with institutional employment policies and practices.

b. Diversity and inclusion goals and objectives should be measurable and be accompanied by appropriate alignment of athletics department policies and procedures to enhance those goals. There must be accountability.

- CAC has included as a program area for analysis for the third cycle of athletics certification. (8/1/07)
- A Best Practices Hiring brochure was unveiled at the NCAA Convention Division I Issues Forum.
- Legislation is being discussed that would require every NCAA member to annually submit to the MOIC documentation signed by the president and athletics director verifying that all athletics department hires were made in compliance with institutional employment policies and practices.

c. Sensitivity to and understanding of the value of diversity should be a factor that is considered in all hiring decisions. Efforts must be made to ensure appropriate diversity at the decision-making levels in the hiring process.

- CAC has included as a program area for analysis for the third cycle of athletics certification. (8/1/07)
- Diversity in Athletics Award recognizes athletics departments for their overall diversity strategy.
- A Best Practices Hiring brochure was unveiled at the NCAA Convention Division I Issues Forum.
- The OMG noted that while many institutions already have funding systems in place regarding identifying minority candidates, focus should be drawn to the actual hiring process. (7/08)

d. Recruiting networks should be expanded beyond current social networks to embrace a more diverse populace.

- A Best Practices Hiring brochure was unveiled at the NCAA Convention Division I Issues Forum.
- As part of the Expert Football Coaches Forum, a number of representatives from the membership are invited (conference commissioners, athletics directors, executives at affiliated organizations, etc.) to either present or network with some of the future head coaches, thereby expanding networks.
- Diversity in Athletics Award recognizes athletics departments for their overall diversity strategy.

e. Athletics department hiring must function under the same standards and measures of accountability as other university constituent groups.

- CAC has included as a program area for analysis for the third cycle of athletics certification. (8/1/07)
- Diversity in Athletics Award recognizes athletics departments for their overall diversity strategy.
- Legislation is being discussed that would require every NCAA member to annually submit to the MOIC documentation signed by the president and athletics director verifying that all athletics department hires were made in compliance with institutional employment policies and practices.

f. To influence substantive change in this area, it is imperative that institutions establish a performance-based system of accountability with measures for diversity that permeate all areas within the athletics department and others to which athletics reports.

STUDENT-ATHLETE WELL BEING

a. The student athlete "experience" is not simply a matter of providing scholarship dollars to meet "educational" costs; rather, it is how institutions support student-athletes' educational and athletics pursuits so that their experience compares favorably to those of other students. Assimilation of student-athletes into campus life, an examination of financial aid practices, methods of ensuring student-athlete academic success, a discussion of health and safety issues, and an assessment of competition opportunities and possible enhancements. The appropriate ongoing examination is one that includes what the student-athlete experience looks like when the institution is involved in providing these forms of additional support.

- CAC has revised the measurable standards for third cycle of athletics certification in area of student-athlete well-being. (See MS OP 3.3.)
- C/C Cabinet began a review process during February 2008 meeting and will continue their review during the June 2008 meeting. (3/18/08)
- The Championships/Competition Cabinet has begun to examine this issue. (6/08)
- The OMG encouraged the new cabinet to continue this examination. (7/08)

b. NCAA should continue to support and monitor the academic reforms underway, and study Academic Performance Program data to assess whether changes and enhancements are warranted to further improve academic performance.

- The Board of Directors continues to receive updates from the Committee on Academic Performance.

c. The Division I governance structure should establish a data-based definition of "at risk" when comparing prospects' academic records that allows for local differences among the diverse Division I membership.

- The OMG recommended that the A/E/C Cabinet should seek to establish a data driven definition of "at risk," and a working group chaired by Dr. Sidney McPhee has begun its examination of this issue meeting in February and June 2008. (7/08)
- The OMG was encouraged by the progress to-date but recommended the group refrain from using the term "at risk". (7/08)

d. The goal of defining "at risk" is for each institution to be able to analyze the academic success of its student-athlete population and identify the profile of incoming prospects that appear to be at risk of not progressing toward and obtaining a degree from that institution.

- The OMG stressed the importance of gathering data on the academic profile of incoming student-athletes and suggested that each institution analyze the academic success of student-athletes to identify a profile of students at risk not to graduate.
- The OMG was encouraged by the progress to-date but recommended the group reframe from using the term "at risk". (7/08)
- The OMG also noted the importance of institutions being able to compare the academic profile of student-athletes with the general student population.
- A working group chaired by Dr. Sidney McPhee began its examination of this issue in February and meets again in June. (5/30/08)

e. Once that profile is established, the institution should evaluate the level of academic and life-skills support provided to these student-athletes and determine if changes or enhancements are necessary.

f. In financial aid practices, policy must be reviewed to assess whether student-athletes have adequate opportunities to receive non-athletics-based financial aid. Additionally, the gap

(if any) between an athletics scholarship and the full cost of attendance, given additional sources of financial support, should be examined to determine whether any unmet financial need is being appropriately met through athletics or institutional sources.

- The new Awards, Benefits, and Financial Aid Cabinet is expecting to examine this issue.

g. Consideration should be given to strengthening financial aid legislation requiring a hearing for canceled or reduced athletics aid, and adjusting the timing of the athletics-aid renewal process.

- The Financial Aid Subcommittee of the A/E/C Cabinet began its review of this issue at its September 2007 meeting and continued its review during its June 2008 meeting. (3/31/08) The new Awards, Benefits and Financial Aid Cabinet will be asked to develop best practices in this area. (7/08)

h. The governance structure also should consider whether athletics aid should be awarded for more than one year or automatically renewed from year to year, based on established criteria.

- The Financial Aid Subcommittee of the A/E/C Cabinet began its review of this issue at its September 2007 meeting and this topic will transition to the new Awards, Benefits and Financial Aid Cabinet. (3/18/08)

i. The governance structure should consider whether the current head-count and equivalency allocations are appropriate in each sport.

- The Financial Aid Subcommittee of the A/E/C Cabinet began a review during its February 2008 meeting of WBB scholarship limits and will continue to review at its June 2008 meeting. The Women's Basketball Issues Committee does not support a change to the limits. (3/31/08)
- The Financial Aid Subcommittee did not support a modification to the women's basketball scholarship limits, but asked the new Awards, Benefits and Financial Aid Cabinet to examine scholarship issues in general. (7/08)

j. The governance structure should review whether current time limits (the "20-hour rule) allow student-athletes to be integrated into the general student body.

- Playing and Practice Seasons Subcommittee received an update on SAAC activities related to this issue. SAAC is contemplating a continuation of its review on the issue. (3/19/08)
- The OMG commended the SAAC for its leadership role on this issue and agreed education was the best approach. (7/08)

k. The structure should conduct an assessment of competition opportunities and whether there is a need for possible enhancements. This discussion should focus specifically on the unintended consequences resulting from concerns on maintaining competitive balance.

- C/C Cabinet began the review process during February 2008 meeting and continued their review during the June 2008 meeting. (3/18/08)
- The recommendation was to incorporate the theme into the new cabinet's discussion. (7/08)
- The recommendation was to incorporate the theme into the new cabinet's discussions. (7/08)

l. The structure should consider legislation to provide for a fifth season of eligibility. Additionally, the structure should consider whether five years should be the standard eligibility term, or whether student-athletes would only be able to "earn" the fifth year based on meeting certain academic criteria, such as a specific grade-point average.

- The Football Issues Committee has tabled this issue until the Football Academic Working Group has reviewed the impact of 5th–year students on a team's APR as part of its overall study of the football APR. (6/4/08)

m. The structure should consider whether student-athletes in all sports should be permitted to transfer after their first academic year and be immediately eligible, but require a year in residence for transfers after the beginning of their second year of enrollment and thereafter.

- There is a group examining transfer issues and its work will be assigned to the new Academic Cabinet. To date, this specific issue has not been examined. (7/08)

COMMERCIALISM

a. Efforts should be made to ensure that financial decisions for athletics mirror those of the university. It is incumbent upon universities to develop revenues from as many sources as possible, including those that may be categorized as "commercial" sources. Presidents must address how to appropriately limit commercialism yet manage big revenue sports. Commercial interests that align themselves well with the institutional mission have a place in athletics revenue generation to support enhanced opportunities for student-athletes. A bright-line standard should ensure that limitations on commercialism within the academic enterprise also apply to athletics. Commercialism that conflicts with the university's academic culture, values or mission should not be permitted to enter the athletics environment.

- The OMG noted the importance of including the faculty voice in any discussion regarding commercialism**.** There is a faculty member serving on the new commercial activity group. (7/08)
- The new commercial activity group is looking to develop principles.

b. The NCAA is obligated to maximize the revenue from commercial sponsors and to manage those dollars in a manner that follows best business practices and reflects the values and mission of higher education.

- The OMG recommended that the discussion of commercialism relative to core values occur at the national level and suggested the proposed new Division I Leadership Council is the perfect governance body to engage in this discussion.
- The commercial activity group is looking at this issue. Additionally, the new Division I governance structure and staff have been charged with examining this issue. (7/08)

c. Given the significant role conferences play in managing the commercial influence within their programs through negotiating television and other sponsorship contracts, conferences should not only set their own standards on acceptable levels of commercialism, but should also be aware of various institutional values and limitations that may exist among their membership.

- The OMG encouraged conferences to examine their commercial activities relative to conference values and to engage their memberships in conversations on the subject.
- The OMG report has been shared with the 31 multisport conferences. (7/08)

d. It is important to emphasize that intercollegiate athletics must be supported by a solid business plan. Rules relating to commercialism should be consistent and ensure no exploitation of student-athletes. Institutions should clearly articulate those rules.

- The OMG recommended that there be a review of NCAA regulations regarding the use of student-athlete likeness to ensure the regulations are in-line with the Association's core values.
- A new membership group led by presidents has been established to examine issues relative to values and commercial activity. (3/18/08)

THE NCAA CERTIFICATION PROGRAM

- The OMG recommended that efforts be made to alert presidents to important charges to the Athletics Certification Program.

a. Reinstitute the fiscal-integrity review, including operating and capital-expenditure data, into a fiscal-integrity section of the NCAA athletics certification process.

- The OMG clarified that this recommendation would call for more of a systems review than an analysis of data.
- The OMG encouraged the CAC to seek to identify ways to provide presidents with additional leadership leverage points. (This comment applies to this entire section.)
- CAC approved two measurable standards related to fiscal issues for the third cycle of athletics certification at it April 2008 meeting. (See OP 1.1 MS #6 and 7.) (5/30/08)

b. Action should be given to requiring chancellors and presidents to conduct an internal fiscal-integrity review every five years, both as part of the 10-year NCAA certification and mid-way between required reviews.

- CAC approved two measurable standards related to fiscal issues for the third cycle of athletics certification at it April 2008 meeting. As noted in a previous section, institutions will be required to annually review the dashboard indicators. (See OP 1.1 MS #6 and 7.) (5/30/08)

c. The first operating principle in the athletics certification program, institutional control and presidential authority must be strengthened by requiring the Committee on Athletic

certification's final decision to be "with conditions," at best, if there are instances of a lack of presidential authority, including board-member interference.

- The OMG suggested it may be more helpful for the athletic certification and peer review processes to serve more of a consultative role, whereby presidents challenged from a leadership standpoint are offered assistance rather than subject to their institution receiving a final certification decision "with conditions."
- The CAC determined that additional presidents serving on the committee will serve in that role when needed. (8/1/07)
- The OMG encouraged the Committee on Athletics Certification to reconsider whether institutions should be "certified with conditions" when there is evidence of a president's leadership role being challenged.

d. The pool of presidents who serve as peer reviewers should be expanded, both by encouraging sitting presidents to chair peer-review teams and by identifying retired presidents, as they may have more time to serve and feel they are in a better position to provide candid and objective evaluations.

- Completed. Recent change in policy makes sure that more presidents are serving. Every visit since fall 2007 has been chaired by an active or retired president and all visits in fall 2008 will also be chaired by an active or retired president. Conferences were contacted to encourage additional presidential involvement. (8/1/07)

e. More presidents should serve on the athletics certification committee. Current committee roster requirements call for only one president to serve. The Task Force also recommends a second pool of presidents, drawn largely from those who are retired to assist in such reviews.

- Completed. Beginning September 1, 2007, the CAC has four presidents on the committee.

f. Peer reviews in the certification process should require more interaction between the review team and the governing board.

- Completed. While this presently occurs in some instances, all visits in the third cycle (beginning with visits in fall 2009) will involve interaction between at least one member of the governing board and the peer-review team.

g. Certification should include a requirement that institutions provide material containing rules education and policies and procedures to organized athletics groups and representatives of the institution's athletics interests.

- Institutions are currently required to demonstrate the provision of rules education to booster groups. As noted previously, the CAC has strengthened this requirement for the third cycle of athletics certification. (See MS 1.2 #9)
- CAC determined that this recommendation is already addressed through the athletic certification process. (8/1/07)

Communications and Coordination Committee.

1. **Duties.** The Communications and Coordination Committee is charged with coordinating consideration of issues and legislative concepts between the various Division I governance bodies. The focus of this committee will be to enhance the level of communication between Division I governance bodies so that there is a more cohesive approach to managing the Division I agenda. Additionally, the work of this committee is intended to help the membership stay better informed regarding governance activities.

2. **Members.** The members of the committee are the chairs of the two councils and six cabinets as follows:

Leadership Council	Damon Evans, Director of Athletics, University of Georgia
Legislative Council	Jackie Campbell, Associate Commissioner, Atlantic 10 Conference
Academics Cabinet	Carolyn Callahan, Faculty Athletics Representative, University of Virginia
Administration Cabinet	Rob Halvaks, Senior Associate Commissioner, Big West Conference
Amateurism Cabinet	Mike Rogers, Faculty Athletics Representative, Baylor University
Awards, Benefits and Financial Aid Cabinet	Grace Calhoun, Associate Athletics Director, Indiana University
Championships/Sports Management Cabinet	Jeff Schemmel, Director of Athletics, San Diego State University
Recruiting Cabinet	Petrina Long, Senior Associate Athletics Director, UCLA

3. **Meeting Schedule.** During the first year of the new Division I governance structure, the committee will convene via conference call before the grouping of councils and cabinets meetings to help coordinate the considerations of issues. The committee will also meet after the series of meetings to share information, which should lead to a more coordinated approach to consideration of issues on the Division I agenda.

4. **Staff Liaison.** Beth DeBauche is the primary liaison to this group. Additionally, at least one staff liaison from each cabinet and council is expected to participate on the committee's conference calls. All liaisons are welcome and encouraged to participate.

Coaches Employment Issues

NCAA Bylaw 11

1

Session Overview

- Coaching categories.
- Limits on number of coaches.
- Noncoaching staff members.
- Certification to recruit off campus.
- Recruiting coordination functions.
- Off-campus recruiting at any one time.
- Limitations on scouting of opponents.
- Contractual agreements.
- Compensation and remuneration.
- Employment of high school, prep school or two-year college coaches.

2

Coaching Categories

3

Coaching Categories

- Head or assistant coach.
  - Designated to perform coaching duties (paid or unpaid).
- Graduate assistant coach.
  - Permitted only in FBS and women's rowing.
  - Must be enrolled in at least 50% of institution's regular graduate program.

4

Coaching Categories

- Student assistant coach.
  - Must have exhausted eligibility or be injured to the extent that he/she will not participate again.
- Volunteer coach.
  - No compensation or remuneration permitted.
  - Not permitted in football or basketball.

5

Coaching Categories

Any individual who coaches (unpaid or paid), even if the compensation is not designated for coaching, shall be designated as a head coach, assistant coach, volunteer coach, graduate assistant coach or student-assistant coach.

- NCAA Division I Bylaw 11.7.1.1

6

Limits on Number of Coaches

7

Limits on Number of Coaches

- There is a limit on the number of coaches that may be employed in each sport.
- There is a limit on the number of coaches who may contact or evaluate prospective student-athletes (PSAs) off campus.
- Commonly referred to as "countable" coaches.
- Bylaw 11.7.4

8

Exceptions to Coaching Limits

- Strength and conditioning coaches.
  - May only conduct flexibility, warm-up and physical conditioning activities.
- Student assistant coaches.
- Volunteer coaches.
  - Sports other than football, basketball, women's equestrian and women's rowing may have one volunteer coach.
  - More permitted in women's rowing, women's equestrian and certain other sports.
- Commonly referred to as "noncountable coaches"
- Bylaw 11.7.4.2

9

Noncoaching Staff Members

- Institutional staff involved in noncoaching activities do not count provided;
  - They are not identified as coaches;
  - Do not engage in any on- or off-field coaching activities; and
  - Are not involved in any off-campus recruitment of prospects or scouting of opponents.
- These individuals may have sport-specific responsibilities.

10

Noncoaching Staff Members

11

Noncoaching Staff Members

Who is a noncoaching staff member?

- Academic counselor.
- Sports psychologist.
  - May observe practice, but not participate.
- Manager.
  - Must perform traditional managerial duties.
- Administrative assistant.
- Director of operations.
- Director of high school relations.
- Recruiting coordinator.

12

Certification to Recruit Off Campus

13

Certification to Recruit Off Campus

- Coaches must annually be certified to recruit off campus.
- Coaches must pass a test that covers:
  - Bylaws 12, 13, 14 and 15.
- Test is developed by national office staff.
- Test is administered by conference offices.

14

Recruiting Coordination Functions

15

Recruiting Coordination Functions

Specific recruiting coordination functions (except routine clerical tasks) must be performed by head or assistant (countable) coaches:

- Activities involving athletics evaluations and/or selection of PSAs; and
- Telephone calls to/from PSAs.

16

Recruiting Coordination Functions

- Exception – After prospect signs NLI or other written commitment.
  - Noncoaching staff members and noncountable coaches may make/receive telephone calls from PSAs.
- Exception – Graduate Assistant Coaches
  - May perform on-campus athletics evaluations;
  - May make or receive telephone calls to/from PSAs if graduate assistant coach has passed the coaches' certification examination.

17

Off Campus At Any One Time

18

Off-Campus Recruiting At Any One Time

- One coach may leave campus before another coach returns provided the total number of coaches recruiting at any time does not exceed the permissible number.
- Replaced coach must complete recruiting activities before another coach may begin.
- Replaced coach must return to campus before additional recruiting occurs.
- Bylaw 11.7.4

19

Case Study

- Julie, Lynn, Wendy and Jen coach women's basketball at State University in Indiana.
- There are tournaments in Florida and New York they wish to attend for evaluation purposes that occur during the same time period.

20

Case Study

- Saturday = Julie, Lynn and Wendy are recruiting off campus in Florida. Jen departs for New York.
- Sunday = Julie, Lynn and Wendy recruit off campus in Florida. At 1 p.m., Wendy stops recruiting and returns to the hotel. At 2 p.m., Jen begins to recruit in New York.

21

Case Study

- Is it permissible for Jen to begin recruiting at 2 p.m. in New York?
  - Yes, because Wendy has stopped recruiting and there will be only three coaches recruiting at any one time.
- If Julie stops recruiting at 5 p.m. that same day, may Wendy return to the gym at 6 p.m. and resume recruitment?
  - No, even though there are only three coaches recruiting at any one time, Wendy must return to campus prior to resuming recruitment.

22

Limitations on Scouting Opponents

23

Limitations on Scouting of Opponents

- Off-campus, in-person scouting of opponents is prohibited in basketball, football and women's volleyball.
- Exceptions:
  - May scout opponents at regular season or postseason tournament or, in basketball, a double-header event in which the institution's intercollegiate team is a participant.
  - Basketball and women's volleyball may purchase video/film of opponents only after postseason championship field is announced.

24

Limitations on Scouting of Opponents

- In other sports, institution cannot pay or permit the payment of expenses incurred by its athletics department staff or representatives (including professional scouting services) to scout its opponents or individuals who represent its opponents.
  - Coaching staff member that receives expenses for recruiting or team travel may not scout in conjunction with such travel.
- In lacrosse, it is permissible for an institution to pay the expenses of one person to scout each opponent on one occasion.
  - Any coach can scout opponents at his or her own expense.

25

Limitations on Scouting of Opponents

- Cost of exchanging video.
  - Permissible to pay expenses for exchanging video in any sport.
  - Permissible to obtain video from a commercial entity that provides recording/dubbing services, but may not pay any fees or expenses except for providing a blank videotape or DVD (or other medium) and paying postage costs.

26

Contractual Agreements

27

Contractual Agreements

- Stipulation required that NCAA enforcement provisions apply.
- Athletically related income.
  - Stipulation required that staff members are required to provide account of athletically related income and benefits from outside sources annually to chancellor/president.
  - Receipt of income and benefits must be consistent with institutional policies.

28

Compensation and Remuneration

29

Compensation and Remuneration

- Supplemental pay.
  - Outside source may not pay or supplement a staff member's salary.
  - Donations may not be earmarked for this purpose.
- Bonuses for achievement.
  - Outside source may supplement a salary in recognition of specific and extraordinary achievement in accordance with institutional policy.

30

Employment of High School, Prep School or Two-Year College Coaches

31

Employment of High School, Prep School or Two-Year College Coaches

- May not employ these coaches if they remain a coach in the same sport at the high school, prep school or two-year college.
- Contract for future employment.
  - May enter into a contract for next academic year, provided it is not contingent upon the enrollment of a PSA and the coach does not begin any coaching duties for the institution while remaining associated with the high school, prep school or two-year college.

32

ANY QUESTIONS?

33

Recruiting
NCAA Division I Bylaw 13

Recruiting and Athletics Personnel Issues Cabinet
September 2008

Summary

- Definitions.
- Recruiting periods.
- Contacts and evaluations.
- Telephone calls.
- Contacts.
- Contact restrictions at specified sites.
- Evaluations.
- Banquets and meetings.
- Offers and inducements.
- Recruiting materials.

2

Summary

- Official visits.
- Unofficial visits.
- Entertainment of Prospective Student-Athlete's coaches.
- Offers of aid and National Letter of Intent (NLI).
- Publicity.
- Tryouts.
- Camps and clinics.
- Use of recruiting funds.
- Precollege expenses.
- Aggregate summation.

3

Definitions
Bylaw 13.02

Prospective Student-Athlete (PSA)

- Started classes for the ninth grade

  OR

- Not yet started classes for the ninth grade, but to whom the institution provides any financial assistance or other benefits that it does not provide to prospective students generally.

[Bylaw 13.02.11]

5

Prospective Student-Athlete

Individual remains PSA until:

- Officially registers and enrolls full time and attends classes at a four-year institution;
- Participates in a regular squad practice or competes at a four-year institution; or
- Officially registers, enrolls and attends classes during the summer prior to initial enrollment and receives institutional athletics aid.
  - Not a PSA for contact limitations and Bylaw 16, but remains PSA for rest of Bylaw 13 and all other bylaws.

6

Recruiting

Any solicitation of a PSA or the PSA's relatives, by an institutional staff member, or a booster, for the purpose of securing the PSA's enrollment and participation in the institution's athletics program.

[NCAA Bylaw 13.02.12]

7

Recruited PSA

- Providing the PSA with an official visit;
- Having an arranged, in-person, off-campus encounter with the PSA or the PSA'S parents, relatives or legal guardians;
- Initiating or arranging a phone call on more than one occasion; or
- Issuing a NLI or institutional written offer of athletics aid (written offer of aid for summer only does not trigger recruitment).

8

Representative of Athletics Interests

- Commonly called "booster".
  - Promotes or has involvement in promoting the intercollegiate athletics department;
  - Made financial contributions to the athletics department or athletics booster club;
  - Assisting or has been asked to assist in recruitment of PSAs;
  - Assisting or has assisted in providing benefits to enrolled student-athletes or their parents; or
  - Have been involved otherwise in promoting the institution's athletics program.

[Bylaw 13.02.13]

9

Contact

- Any face-to-face encounter and exchange of dialogue in excess of a greeting with PSA or PSA's parents, relatives or legal guardians.
- Any prearranged, face-to-face encounter, even if no conversation; or
- Any face-to-face encounter, even if no conversation, at:
  - PSA's educational institution.
  - Site of PSA's organized competition or practice.

[Bylaw 13.02.3]

10

Contact

Not a contact, provided:

- The encounter was not prearranged;

  AND
- There is no dialogue in excess of a greeting;

  AND
- Appropriate steps are taken to immediately terminate the encounter.

11

Evaluation

- Any off-campus activity designed to assess the academic qualifications or athletics ability of a PSA, including any visit to the PSA's educational institution;

  OR
- Observation of a PSA participating in any practice or competition at any site.

[Bylaw 13.02.6]

12

Recruiting Periods

Contact Period
Evaluation Period
Quiet Period
Dead Period

Contact Period

Permissible for authorized athletics department staff members to make in-person, off-campus recruiting contacts and evaluations.

[Bylaw 13.02.4.1]

14

Evaluation Period

Permissible for authorized athletics department staff members to be involved in off-campus activities designed to assess the academic qualifications and playing ability of PSAs.

[Bylaw 13.02.4.2]

15

Quiet Period

Permissible to make in-person recruiting contacts only on the member institution's campus.

[Bylaw 13.02.4.3]

16

Dead Period

Not permissible

- Contacts or evaluations on or off the member institution's campus.
- Official or unofficial visits by PSAs to the institution's campus.
- No complimentary admissions.
- No visit to PSAs educational institution.
- Generally, may not speak or attend a meeting or banquet in which PSAs are present.
  - **May only call or write PSAs.**

[Bylaw 13.02.4.4]

17

Contacts and Evaluations Bylaw 13.1

Contactable Individuals

- High school PSAs.
  - Off-campus contacts may not be made with the individual (or relatives or legal guardians) before July 1 following completion of his or her junior year of high school (July 15 for women's gymnastics).
- Two-year college PSAs.
  - No contact with nonqualifier in first year.
- Four-year college PSAs.
  - Must obtain permission to contact.
  - If permission is not granted = no contact, no athletics aid for one year.
  - Hearing opportunity if permission is denied.

[Bylaw 13.1.1]

19

Permissible Recruiters

- General rule.
  - All contacts must be made by authorized staff members.
  - Boosters may not contact, write or call PSAs.
- Exceptions.
  - List in Bylaw 13.1.2.2 (e.g., established family friend, coach's spouse, coach is PSA's parent).

[Bylaw 13.1.2]

20

Telephone Calls
Bylaw 13.1.3

Definition

- All electronically transmitted human voice exchange (including videoconferencing and videophones) is considered a telephone call.

[Bylaw 13.02.14]

22

Time Period for Calls

- Time period - General rule.
  - Not before July 1 following junior year of high school.
  - Once per week.
  - One call per week per institution even if recruiting in more than one sport.
  - Collect and toll-free calls.
- PSA may call anytime at his or her own expense, including before July 1 following junior year.

23

Football - Exceptions

- One telephone call to a PSA [or the PSA's relative or legal guardian(s)] from April 15 through May 31 of PSA's junior year of high school.
- After May, no calls until September 1 of the beginning of PSA's senior year.
  - Once per week.
  - However, during a contact period, telephone contact may be made at the institution's discretion (not bound by the one call per week rule).

[Bylaw 13.1.3.1.1]

24

Men's Basketball - Exceptions

- Collect calls (use toll-free number) from PSAs after the conclusion of sophomore year.
- One call per month between June 15 of PSA's sophomore year and July 31 at the conclusion of the PSA's junior year.
- Two calls per week beginning August 1 of the PSA's senior year.
- Two-year college PSA's = one call per week.

[Bylaw 13.1.3.1.2]

25

Women's Basketball - Telephone Calls

- During/after PSA's junior year:
  - One call in April.
  - One call in May.
  - One call between June 1 and June 20.
  - One call between June 21and June 30.
  - Three calls in July; no more than one per week.
- August 1 and thereafter = one call per week.

[Bylaw 13.1.3.1.3]

26

Men's Ice Hockey - Exception.

- One call per month on or after June 15 at end of sophomore year through July 31 after junior year.
- August 1 = one call per week prior to senior year.

[Bylaw 13.1.3.1.4]

27

Women's Ice Hockey – Exception

- One call to a PSA who is a resident of a foreign country during the month of July following sophomore year of high school.

[Bylaw 13.1.3.1.5]

28

Exceptions to General Rule

Unlimited calls:

- Day of an off-campus contact,
- Five days immediately before the PSA's official visit,
- Initial date for the signing of the National Letter of Intent and two days immediately following initial signing date (football 48 hours prior/after), and
- After PSA has signed with an institution (either NLI or written offer of admission and/or financial aid).

[Bylaw 13.1.3.3]

29

Additional Items of Note

- Permissible callers.
  - Exceptions.
    - "Top 5" plus academic advisors.

[Bylaw 13.1.3.4]

- Nonpermissible callers.

[Bylaw 13.1.3.5]

- Enrolled student-athletes.
- Collect and toll-free calls.
  - Permissible on or after July 1 after PSA's junior year.
  - Exceptions – Men's and women's basketball.

30

Contacts
Bylaw 13.1.6

Recruiting Opportunities

- Sports Other Than Football and Basketball.
  - Seven = Maximum of three contacts in senior year.
- Football.
  - Six = Off-campus contacts at any site.
- Men's Basketball.
  - Seven = Maximum of three contacts in senior year.
  - 130 = Total recruiting-person days.
- Women's Basketball.
  - Five = Maximum of three contacts in senior year.
  - 100 = Total recruiting-person days.

32

Counting Contacts and Evaluations

- Contacts.
  - All contacts count against recruiting opportunities, regardless of when they occur.
- Evaluations.
  - During academic year = count against recruiting opportunities.
  - Outside academic year = do not count against recruiting opportunities.

[Bylaw 13.1.6.5]

33

Contacts After Signed NLI

- Sports other than football.
  a) Not permissible during dead period.
  b) Not permissible by booster.
  c) Bylaw 13.1.7.2 still applies.
  d) Men's basketball= Contact period; once per week.
- Football.
  - Same (a) through (c) above.
  - Only during contact period and spring evaluation period; once per week
  - Contact at PSA's educational institution counts as one of two permissible days.

[Bylaw 13.1.6.8]

34

Additional Items of Note

- On same day.
  - Multiple contacts on same day only counts as one.
- Post-high school contacts.
  - Contact regulations apply while PSA is in high school and the period beginning October 15 following the PSA's completion of high school.

35

Contact Restrictions at Specified Sites Bylaw 13.1.7

Contact at Practice or Competition Site

Not permissible

- Contact with PSA at any site prior to a contest on the day of competition.
- Contact after a PSA reports "on-call" for competition-related activity (travel to an away contest) until released.
- Contact with a PSA involved in a multi-day competition (tournament) until PSA released by coach after the final game.
- Electronic mail at competition site.

[Bylaw 13.1.7.2]

37

Additional Restrictions–Men's Basketball

- No contact at nonscholastic events during academic year.
- No communication with PSA (including signed PSA), relatives, legal guardians, coach or any individual associated with PSA while PSA participates in summer certified event or nonscholastic event in April.
- May send printed materials to PSA's home.
- May communicate with signed PSA at event if PSA is not participating and not associated with any participating team.

38

Additional Restrictions -Women's Basketball

- July evaluation period.
  - No communication with PSA, relatives, legal guardians, coach or any individual associated with PSA.
  - May communicate with PSA who has graduated from high school and has signed NLI (no walk ons).

39

Evaluations 13.1.8

Evaluations

- Visit without contact by a coaching staff member to a PSA's educational institution counts as an evaluation for all PSAs in that sport at the institution.
- Limitations on evaluations are sport specific; counted against the sport of the coach making the evaluation.
- Team sports.
  - Evaluation counted for all PSAs participating in practice or competition, even if contact is made.
- Individual sports.
  - Evaluation counted only for those PSAs the coach observes.

41

Men's Basketball Evaluations

- 130 recruiting-person days.
- Regularly scheduled scholastic practices and contests.
- Regular scholastic activities involving only those PSAs enrolled at that institution.
  - Fall contact period.
    - Evaluations only at PSAs' educational institutions.
  - Academic year evaluation period.
  - March and April contact periods.
    - No evaluations of nonscholastic events.
  - Summer evaluation period.
    - Summer certified events and institutional camps.

42

Women's Basketball Evaluations

- 100 recruiting-person days.
- Academic year evaluation period.
  - Regularly scheduled scholastic practices and contests.
  - Pick-up games and open gyms.
  - Nonscholastic events only:
    - Last full weekend of fall contact period; and
    - Friday, Saturday and Sunday of spring evaluation period.
- Summer evaluation period.
  - Certified events, institutional camps and noninstitutional nonorganized events (e.g., pick-up games).

43

Football Evaluations

- Three evaluations from April 15 through April 14 of the following year.
- Spring evaluations.
  - Visit to PSA's educational institution twice.
  - Visit with contact only of signed PSA counts.
- Evaluation days.
  - 42 evaluation days in fall evaluation period.
- Scholastic and nonscholastic activities.
  - Regularly scheduled scholastic practices and games; and
  - Regular scholastic activities involving only PSAs enrolled at that institution.

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Additional Items of Note

- Evaluation days - softball and volleyball.
- Tournaments.
  - Count as one evaluation.
  - Separate tiers (e.g., section, district) counts as one for each tier.
- Evaluations/contact at PSA's educational institution.
  - Sports other than football = If contact is made, all evaluations made that same day at the educational institution do not count.
  - Football = Any evaluations during a contact period only count as a contact.

45

Banquets, Meetings and NCAA Promotional Activities Bylaw 13.1.9

Speaking Engagements

- Permissible if:
  - Initiated by educational institution or organization;
  - No recruiting presentation;
  - No direct contact with any PSA or PSA's parents/legal guardians in attendance; and
  - No evaluation activities.
- Basketball and football subject to recruiting calendars.

47

Offers and Inducements Bylaw 13.2

Offers and Inducements

General regulation

Institution's staff member or representative of its athletics interests can not be involved in any form with making arrangements for or giving any financial or other benefits to a PSA or his or her friends or relatives.

[Bylaw 13.2]

49

Employment of PSAs

- Prior to completion of senior year.
  - Nonathletics award winner.
    - May be employed in athletics department if also nonrecruited.
  - Athletics award winner.
    - May be employed in any department outside athletics.
    - No intervention by coaching staff.
    - Recreational programs may be considered outside athletics if no athletic coaches are involved with hiring or supervising these employees.
- After senior year.
  - Institution may arrange for any PSA provided it does not start until after senior year has ended.

50

Other Services and Expenses

- PSAs enrolled in summer term (including walk ons).
  - Academic support services.
  - Training room facilities.
- Medical expenses.
  - Football.
  - Basketball.

51

Recruiting Materials
Bylaw 13.4

Printed Recruiting Materials

- Shall not be provided to a PSA, their parents or legal guardians, coaches or other individuals responsible for teaching or directing an activity in which the PSA participates until **September 1 of the junior year** in high school.
  - Men's basketball and men's ice hockey = June 15 after the conclusion of the sophomore year.

[Bylaw 13.4.1.1]

53

Printed Recruiting Materials

- General correspondence.
  - Attachments not created for recruiting purpose.
  - Business cards.
- Camp brochures.
  - No restriction in contest or design, only in size.
- Questionnaires.
- Nonathletics institutional publications.
  - Example: admissions publications available to all.
  - NCAA published educational material.
  - Example: Guide for College-Bound Student-Athlete

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NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Recruiting Guiding Principles

NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Recruiting guiding principles identified, in order of significance, for consideration when reviewing legislative proposals or other recruiting issues:

a. Adherence to the principle governing recruiting set forth in NCAA Constitution 2.11. Specifically, that the recruiting process involves a balancing of the interests of prospective student-athletes, their educational institutions and the Association's member institutions and that recruiting regulations be designed to promote equity among member institutions in its recruiting of prospective student-athletes and to shield them from undue pressures that may interfere with the scholastic or athletics interests of the prospective student-athletes or their educational institutions;

b. Commitment to student-athlete well-being and coaches' quality of life (e.g., time commitment) issues;

c. Ensure legislation is written in a simple, clear and direct manner;

d. Consideration of cost implications to institutions;

e. Consideration of whether or not sport-specific legislative proposals can be expanded to include other sports;

f. Consideration of the amount of time legislation has been in effect in order to assess the full impact before supporting a legislative change to the same bylaws;

g. Whenever possible ensure feedback has been solicited from appropriate external groups (e.g., coaches associations, national governing bodies) on issues, particularly when reviewing legislative proposals that are sport specific;

h. Examine potential unintended consequences when reviewing legislation, particularly proposals designated as noncontroversial or emergency;

i. Consideration of flexibility with regard to issues involving communication (e.g., telephone calls, written and electronic correspondence, contacts) with prospective student-athletes who have signed an National Letter of Intent (NLI) or for those institutions not using the NLI, a written offer of financial aid and/or offer of admission; and

j. Consideration of legislative proposals that focus recruiting practices on scholastic activities.

NCAA Division I
Recruiting and Athletics Personnel
Issues Cabinet

Policies and Operating Procedures

DRAFT

September 1, 2008

NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

Policies and Operating Procedures

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NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

Policies and Operating Procedures

1. Cabinet Responsibilities

Duties of the Cabinet (NCAA Division I Bylaw 21.7.6.6.2)

The cabinet shall: *(Adopted: 11/1/07 effective 8/1/08)*

(a) Have jurisdiction over issues pertaining to the recruitment of prospective student-athletes and the conduct and employment of athletics personnel.

(b) Be responsible for Bylaw 13 recruiting matters including studying and making recommendations to the Board, Leadership Council and Legislative Council concerning the recruiting process in intercollegiate athletics; and

(c) Oversee Bylaw 11 conduct and employment of athletics personnel issues.

2. Cabinet Composition

Full Cabinet Membership. Pursuant to Bylaw 21.7.6.6.1, the composition of the NCAA Division I Recruiting and Athletics Personnel Issues Cabinet shall be composed of 21 members. Of the 21 members, each of the 11 Football Bowl Subdivision (FBS) conferences will be represented and the other 10 members will come from among the 20 Football Championship Subdivision (FCS)/Division I conferences on a rotating basis. The conferences will be responsible for developing a rotation schedule.

One member of the NCAA Division I Student-Athlete Advisory Committee shall serve as a member of the cabinet in an advisory capacity and may serve on the cabinet up to one year after completion of his or her intercollegiate athletics eligibility (Bylaw 21.7.6.2.1.2).

Appointments. The conferences represented in each subdivision shall review the open cabinet positions in the subdivision and coordinate the appointments to those positions to assure consistency with the compositional requirements of each cabinet and with the diversity requirements. As a minimal goal, the combined membership of the Academics Cabinet; Administration Cabinet; Amateurism Cabinet; Awards, Benefits Expenses and Financial Aid Cabinet; and Recruiting and Athletics Personnel Issues Cabinet shall include representatives that comprise at least 20 percent persons who are ethnic minorities and at least 35 percent persons of each gender. The NCAA Division I Leadership Council shall assure that there is a fair rotation among those conferences of representation on more than two cabinets at any one time, and that over any period of time, there is a fair rotation of representation on each cabinet. The NCAA

Division I Board of Directors shall review the appointments from each subdivision and may direct any subdivision or conference to revise its appointments.

3. Cabinet Terms

Four-Year Term. With the reorganization of the Division I governance structure, effective September 2008, representatives on the cabinet have been assigned staggered terms of two, three and four years to help create a level of continuity. On expiration of those terms, all service terms will be four years in length. A conference rotational schedule has been designed for the FBS and FCS/Division I Subdivision. When these rotations occur, individuals will be assigned four-year terms. In the event of interim appointments, those appointments will complete the original four-year term and are subject to the conference's rotational schedule. If the replacement representative serves less than two years, that person may again be appointed to a full term on the same governance body if the conference has a seat on that body when the conference's rotation starts anew.

4. Selection of Cabinet Chair

The cabinet chair shall serve a two-year term as chair. The cabinet shall nominate two of its members to the Board of Directors for possible selection as the cabinet chair. The chair shall not be eligible for immediate re-election to that position. At least once in every three-term rotation, there shall be a FCS or Division I representative serving as chair.

A cabinet member is eligible for nomination for the position of chair if:

a. His or her cabinet term expiration date will permit service as chair for the two-year term; and

b. A particular subdivision must be represented due to the rotation requirement, he or she represents a conference in that division.

The process for identifying the two chair nominees is as follows:

In years in which a chair is to be selected, during or prior to the February meeting, cabinet members eligible to serve as chair shall nominate themselves or another cabinet member by communicating with the current chair. When nominating another cabinet member, the person nominating should confirm that the nominee would accept the chair position. The cabinet's Administration Committee shall consider all the nominees and forward two names to the Board of Directors for consideration.

5. Meeting Schedule

The cabinet meets in-person three times per year. The cabinet will meet during a designated three-week window in September, February and June/July. This schedule is designed to be responsive to the Division I annual legislative cycle. The coordinated approach to the cabinet meeting schedule is intended to ensure that not only information flows through the governance structure in a timely fashion, but that the membership has appropriate notice to anticipate governance reports.

- Exceptions. Should the cabinet want to meet at a time other than a time designated in the master Division I meeting schedule or should the cabinet want to schedule an additional meeting, such requests shall be forwarded to the Leadership Council for consideration and possible approval.

6. Absences

The cabinet meets in-person three times annually (February, June and September). If a cabinet member is unable to attend a cabinet meeting for a compelling reason, a conference may appoint an alternate for that individual. Alternates may attend, participate fully in and vote in any cabinet meeting or activity in which the regular member is unable to participate.

7. Structure of Meetings

The cabinet shall work as a body of the whole rather than divide into subcommittees to conduct its work. The purpose of governance groups working as bodies of the whole is to ensure that all representatives serving on governance bodies have an opportunity to participate in discussions on key issues and that there is more transparency in the governance process. Any subcommittee within the new Division I governance structure (except appellate bodies) must be legislatively established, whereby the jurisdiction of the subcommittee is clearly set forth.

8. Administrative Committee

The cabinet shall have an administrative committee to act on behalf of the full cabinet to transact necessary and routine items of business clearly required to promote the normal and orderly administration of cabinet business.

The Administrative Committee shall consist of five members, including the chair of the cabinet (who also serves as chair of the Administrative Committee) and four other members appointed by the chair. Each subdivision must be represented on the Administrative Committee. All

Administrative Committee members, including the chair, may vote on items of business before the committee. The full cabinet will receive all Administrative Committee minutes.

The Administrative Committee is authorized to:

a. Act for the cabinet on routine and noncontroversial matters (e.g., site recommendations) between cabinet meetings.

b. Act for the cabinet on matters of an emergency nature.

c. Organize and structure meeting agendas subsequent to the submission of agenda items by cabinet members and conferences, as necessary.

d. Appoint ad hoc members to the cabinet.

e. Submit nominations for the position of cabinet chair to the Leadership Council and Legislative Council for final approval by the Board of Directors.

f. Recommend that a member be replaced if he or she is not properly discharging his or her duties.

g. Establish cabinet meeting dates.

9. Quorum Policies and Voting Procedures

The method of voting on issues considered by the cabinet shall be by show of hands, except for actions taken by the unanimous or obvious consent of the cabinet members present and voting. All cabinet members present are required to vote. A quorum of more than 50 percent of the cabinet members present and voting is required to take action.

The chair is responsible for conducting the in-person meetings. When reviewing applicable action items, the chair leads the discussion and calls for a vote. Each action item must be moved, seconded and a vote taken.

10. Agenda Development

Any cabinet member or conference may submit an agenda item. Conferences not represented on the cabinet may submit agenda items only with the knowledge of their conference commissioner. Agenda items should be sent to the cabinet's primary staff liaison at the NCAA national office not later than eight weeks prior to the meeting. The staff will consult with the cabinet member or

conference to determine how best to handle the item and what supplementary material should be provided, if any. The item will be placed on the agenda, with the name of the member or conference that submitted the item.

11. Meeting Participation by Non-Cabinet Members

Generally, appearances before the cabinet are by invitation only. Exceptions may be made by the Administrative Committee or cabinet chair on a case-by-case basis. Further, the chair can invite subject matter experts to participate in meetings based on topics included in the agenda.

12. Processing Committee or Cabinet Recommendations and Referrals

The cabinet shall follow these policies in processing recommendations or referrals from other committees or cabinets:

a. Other committees or cabinets shall provide a written report from its meeting to the full cabinet prior to the meeting. These reports shall include any recommendations for which the other committee or cabinet requests cabinet action.

b. Any change in a Division I bylaw that is recommended by another committee or cabinet shall be presented to the cabinet for discussion and action. If approved by the cabinet, the recommendation will be forwarded to the NCAA Division I Legislative Council for review. In cases of cross-committee or cabinet collaboration, recommendations may be forwarded to other relevant committees or cabinets within the governance structure.

c. The cabinet may elect to alter the recommendation, requiring a vote of the cabinet.

d. If further deliberations are required, the cabinet may table the recommendation or refer it back to the original committee or cabinet for additional discussion.

13. Communication With Governance Representatives and With the Membership

a. Publication and Posting of Agendas. Agendas and associated meeting materials for each in-person meeting shall be both mailed to representatives and posted on the NCAA's Web site at least 17 days in advance of meeting. Every effort will be made to ensure the meeting materials are as complete as possible at the time of mailing and that the distribution of supplemental materials at meetings is kept to a minimum. In the event additional supplements need to be distributed after the 17 day mailing/posting deadline, these supplements shall be posted to the NCAA's Web site in a timely fashion.

b. Report Format. The cabinet will produce one report, which will be submitted to both the Leadership and Legislative Councils. Reports will distinguish between action items and informational items and between legislative and nonlegislative items.

c. Report Deadlines and Posting. Reports from the in-person meetings will be written and posted on the NCAA's Web site within three days of the scheduled conclusion of the meeting.

d. Other. The cabinet chair may be asked to attend a meeting of either the Leadership or Legislative Council from time to time depending on the issues being discussed but it will not be required as a matter of course. Additionally, as a supplement to the work of the NCAA Division I Communications and Coordination Committee, representatives from both councils will be assigned as informal liaisons to follow the work and discussions of each cabinet. These liaisons will not automatically be expected to attend their assigned cabinet's meetings, rather the type and frequency of communication between the councils and the cabinets will be dictated by the issues being examined.

14. Cross-Cabinet Consultations

For topics or agenda items under the purview of more than one committee or cabinet within the governance structure, joint review by two or more bodies may be necessary. Such topics and issues shall be handled on a case-by-case basis, as determined by the cabinet chair and/or the other relevant chair(s). When issues are reviewed by multiple groups within the structure, such groups will work together to coordinate the communication of their recommendation(s).

15. Speaking Agent Policy

The NCAA speaking agent policy is as follows:

"The president of the Association and the chair of the Executive Committee are the only individuals authorized to speak on behalf of the Association except as outlined below.

An individual representing a member institution or conference who speaks or opines on an Association issue only has the authority to express the view of that individual or the member institution or conference unless the individual has been designated by the Executive Committee of the Association as a speaking agent of the Association on that issue.

Committee chairs are hereby designated as speaking agents of their committees regarding issues within their committees' jurisdiction on which there is consensus, except that positions of advocacy on behalf of the committee or the Association to be communicated in writing or orally to persons or entities external to the Association must have prior approval by the NCAA Executive Committee or the president of the Association. For purposes of this policy, 'committees' includes all NCAA committees, cabinet, boards, councils, subcommittees and special or ad hoc groups.

The president of the Association is hereby granted authority to designate additional speaking agents of the Association."

Cabinet members are expected to adhere to this policy

Recruiting and Athletics Personnel Issues Cabinet Charge and Duties

Duties. The NCAA Division I Recruiting and Athletics Personnel Issues Cabinet has jurisdiction over issues pertaining to the recruitment of prospective student-athletes and the conduct and employment of athletics personnel. The cabinet is responsible for NCAA Division I Bylaw 13 recruiting matters including studying and making recommendations to the NCAA Board of Directors, NCAA Division I Leadership Council and NCAA Division I Legislative Council concerning the recruiting process in intercollegiate athletics and Bylaw 11 conduct and employment of athletics personnel issues.

Staff Liaisons: Amy Huchthausen, primary liaison; Charnele Kemper, Jeremiah Carter and Jackie Thurnes, secondary liaisons

Bylaw 21.7.6.6.1 Composition. The Recruiting and Athletics Personnel Issues Cabinet shall consist of 21 members, including one member from each of the conferences listed in NCAA Constitution 4.2.1-(a) and 10 members from among the conferences listed in Constitution 4.2.1-(b). *(Adopted: 11/1/07 effective 8/1/08)*

Bylaw 21.7.6.3.2 Duties. The cabinet shall: *(Adopted: 11/1/07 effective 8/1/08)*

(a) Be responsible for review and consideration of the portions of Division I legislation that relate to principles of recruiting and athletics personnel;

(b) Study issues and make policy or legislative recommendations related to the recruiting process; and

(c) Study issues and make policy or legislative recommendations related to athletics personnel issues.

SEE STYLED VERSION IN SUPPLEMENT NO. 11-ATTACHMENT

Guiding Principles from the NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Recruiting

The Subcommittee on Recruiting developed, in order of significance, the following guiding principles it considered when reviewing legislative proposals or other recruiting issues:

(a) Adherence to the principle governing recruiting set forth in NCAA Constitution 2.11. Specifically, that the recruiting process involves a balancing of the interests of prospective student-athletes, their educational institutions and the Association's member institutions and that recruiting regulations be designed to promote equity among member institutions in its recruiting of prospective student-athletes and to shield them from undue pressures that may interfere with the scholastic or athletics interests of the prospective student-athletes or their educational institutions.

(b) Commitment to student-athlete well-being and coaches' quality of life (e.g., time commitment) issues.

(c) Ensure legislation is written in a simple, clear and direct manner.

(d) Consideration of cost implications to institutions.

(e) Consideration of whether sport-specific legislative proposals can be expanded to include other sports.

(f) Consideration of the amount of time legislation has been in effect in order to assess the full impact before supporting a legislative change to the same bylaws.

(g) Ensure, whenever possible, feedback has been solicited from appropriate external groups (e.g., coaches associations, national governing bodies) on issues, particularly when reviewing legislative proposals that are sport specific.

(h) Examine potential unintended consequences when reviewing legislation, particularly proposals designated as noncontroversial or emergency.

(i) Consideration of flexibility with regard to issues involving communication (e.g., telephone calls, written and electronic correspondence, contacts) with prospective student-athletes who have signed an NLI (or for those institutions not using the NLI, a written offer of financial aid and/or offer of admission); and

(j) Consideration of legislative proposals that focus recruiting practices on scholastic activities.

SUPPLEMENT NO. 14

Transition Items from the NCAA Division I Academics/Eligibility Compliance Cabinet Subcommittee on Recruiting

- Employment of Volleyball Coaches at Camps or Clinics During a Quiet Period (June 2008). The cabinet received a report from the NCAA Division I Academics/Eligibility Compliance Cabinet Subcommittee on Recruiting concerning its review of a request by the American Volleyball Coaches Association (AVCA) to review a legislative concept that would preclude employment of women's volleyball coaches at noninstitutional camps or clinics, another institution's camps or clinics or off-campus camps or clinics during a quiet period. The women's volleyball coaching community has expressed strong concerns that employment of women's volleyball staff members in such camps or clinics during quiet periods provides preferential access to prospective student-athletes, which results in potential recruiting advantages. The subcommittee noted that the requested legislative change would potentially limit coaches' ability to supplement their incomes. Additionally, the subcommittee suggested that the AVCA obtain feedback from more volleyball programs, including from coaches who are not members of the AVCA, to more fully assess the level of support for the concept among Division I coaches. Finally, the subcommittee recommended that the AVCA obtain feedback from other coaches associations to consider whether this legislative concept should be expanded to other sports. [See Attachment A for additional background information]

- Legislative Concepts Forwarded by the Intercollegiate Women's Lacrosse Coaches Association (IWLCA) (June 2008). The cabinet received a report from the subcommittee related to a request by the Intercollegiate Women's Lacrosse Coaches Association (IWLCA) to review several legislative concepts designed to address their concern that many prospective student-athletes make commitments too early in the recruiting process, thereby resulting in undue pressure both on prospective student-athletes and coaches. The subcommittee agreed that special attention to this issue is warranted, but declined to recommend that the cabinet sponsor any of the concepts as legislative proposals for the 2008-09 legislative cycle. Specifically, the subcommittee expressed concern about the feasibility of monitoring rules compliance with some of the legislative concepts (e.g., identifying which recruiting telephone calls were prearranged, ensuring that coaches only evaluate senior prospective student-athletes during specified recruiting periods) and the fact that the legislative concepts were specific to women's lacrosse. The subcommittee suggested that the IWLCA obtain feedback from other coaches associations to determine whether or not the concepts should be considered for other sports. The subcommittee was generally supportive of a concept, for all sports, that would establish a specific date before which an institution would not be permitted to make any offer of athletics aid. Additionally, the subcommittee suggested that feedback be obtained from the NCAA Division I Student-Athlete Advisory Committee on these legislative concepts. [See Attachment B for additional background information]

- Student-Athlete Reinstatement Cases Involving Recruiting Violations (February 2008). The subcommittee continued its discussion regarding the appropriate penalties to be imposed in situations where a prospective student-athlete was innocently involved in a violation of recruiting rules, but where a significant recruiting advantage was gained by the involved institution. While no changes to the current penalty structure have been made to date, the subcommittee recommended the NCAA Division I Recruiting and Athletics Personnel Issues Cabinet continue to monitor this issue.

- Penalties Imposed Through the Enforcement Process in Cases Involving Recruiting Violations (February 2008). The subcommittee engaged in a discussion regarding penalties issued for major violations involving recruiting legislation. The subcommittee noted the importance of placing accountability for recruiting violations not only on the institution involved, but also on the coach(es) responsible for committing the violation(s). The subcommittee requested the NCAA staff provide information to the new Division I Recruiting and Athletics Personnel Issues Cabinet at future meetings regarding secondary violation trends and associated penalties as well as penalties imposed by the NCAA Division I Committee on Infractions in order to facilitate these discussions

- Discussion of the Impact of Technology on Recruiting (February 2008). The subcommittee discussed the concept of reviewing trends in technology on a regular basis (e.g., annually) in order to more proactively address recruiting issues in the future. The subcommittee requested the staff communicate any trends or issues it identifies relating to the use of technology in recruiting with the Division I Recruiting and Athletics Personnel Issues Cabinet in order to help the new cabinet stay abreast of technological advances.

ATTACHMENT B
SUPPLEMENT NO. 16
DI AEC 06/08

Legislative Issue Form

Date: 18 January 2008

Submitted by: TJ Meagher – Legislative Representative

Proposed change: "Quiet Period Ban for Camp/Clinic"

To prevent coaches from being involved with off-campus institutional camps/clinics and privately owned camps/clinics during quiet periods within the recruiting calendar

Applicable NCAA Bylaw: 13.12.1.3 Recruiting Calendar Exceptions

Rationale for change:

A trend has become popular with coaches being involved with off-campus institutional camps/clinics and privately owned camps/clinics during the quiet period. It has also become an effective means of gaining exposure to a prospect or group of prospects at a time when off-campus recruitment is not allowed. NCAA Bylaw 13.12.1.3 details that recruitment is not permissible in these instances, however, it is widely believed that any participation in an off-campus camp/clinic is de facto recruitment for all prospects involved.

Rationale against change:

Eliminating this exception may prevent coaches who are looking to supplement their salaries from coaching with outside income.

Financial Implications: Minimal

Student Athlete Welfare Issues: Minimal

How does this align with other sports (or other NCAA divisions)?

Basketball and Football have legislation in place to limit the frequency of camp/clinic involvement.

What other conferences support this proposed change?

AVCA Recruiting Task Force & Big Ten Conference

Voting Results: **324 NCAA Division I Volleyball Programs**
231 AVCA Members (71.2% NCAA Division I programs)

159 In favor of proposal
47 Opposed to proposal
3 Abstentions
93 Not voting

77.1% of the voting membership support the proposal
Threshold for AVCA acceptance is 66.7% (2/3's)

ATTACHMENT C
SUPPLEMENT NO. 16
DI AEC 06/08

April 14, 2008
Mr. Geoff Silver
NCAA Membership Services
PO Box 6222
Indianapolis, IN 46220

Dear Mr. Silver:

We are writing to the Recruiting Subcommittee of the Academics/Eligibility/Compliance Cabinet on behalf of the Division I members of the Intercollegiate Women's Lacrosse Coaches Association (IWLCA). Like many other constituencies in collegiate athletics, we are gravely concerned about recent changes in the way prospective student-athletes are being recruited and the accompanying acceleration in the recruiting process that is putting unnecessary pressure on both prospects and coaches. We began an ongoing dialogue on this topic at our annual meetings in 2005, and after significant discussion in the following years, are now able to propose concrete solutions to solve some of the problems inherent in the women's lacrosse recruiting process. The enclosed legislative proposals have the support of a significant majority of our member coaches, and have the potential to be a powerful first step in effecting a positive change in the way we go about the business of recruiting.

Over the past five to six years, we have seen an acceleration in the recruiting timetable, with prospective student-athletes now making commitment decisions as early as the fall of their junior year in high school, two years before they will ever actually compete on a college campus. We also work very closely with US Lacrosse, the NGB for our sport, and they have surveyed segments of their membership and found that most prospects feel "pressure" to make their college decision early (in advance of the early NLI signing date), and slightly more than 50% felt that pressure came from college coaches. The 2007 IWLCA Ethics Survey found that 80% of college coaches that responded think prospective student athletes are making their college decisions too soon. Additionally,

42% of the respondents reported that they felt pressure to make a commitment to a recruit earlier than they planned to do so in the summer/fall of 2007.

We believe the enclosed package of rules change proposals will slow down the recruiting cycle in women's lacrosse and provide both prospects and college coaches with more time to make sound decisions.

The four proposals we are submitting have the support of a majority of our Division I membership as follows:

- Proposal #1: To amend our current recruiting calendar to limit the number of fall evaluations in the sport of women's lacrosse for current high school juniors, sophomores, and freshmen to the three weekends immediately preceding the Thanksgiving holiday. This would allow college coaches to focus on their current student-athletes during their fall season and also allow prospects to participate fully in a fall sport at their high school without the pressure of having to play in fall recruiting tournaments in order to be recruited. **67% of Division I coaches support this proposal.**

- Proposal #2: To specify that women's lacrosse coaches are not permitted to pre-arrange telephone calls with prospects prior to July 1 following the prospect's junior year of high school. This would prohibit coaches from side-stepping current rules and encouraging junior prospects to call them via an email or third party communication. This would eliminate the pressure prospects feel to initiate calls to college coaches, and also the financial burden incurred by making those calls. **87% of Division I coaches support this proposal.**

- Proposal #3: To prohibit coaches from making arrangements for a women's lacrosse prospect to stay overnight in a currently enrolled student-athlete's housing prior to August 1 following the prospect's junior year of high school. This would curtail the proliferation of overnight "junior visits," which have essentially taken the place of senior year official visits on many campuses. These visits place the financial burden on prospects rather than the institution, and have the potential to lead to unsafe situations for prospects that, in most cases, are only 16 years old. **92% of Division I coaches support this proposal.**

- Proposal #4: To establish July 1 following the prospect's junior year of high school as the first date a women's lacrosse coach can make a written or verbal offer of athletics aid, institutional financial aid or admissions assistance, or accept

a verbal commitment from a prospect in women's lacrosse. The intent of this proposal is to improve the process by giving coaches the time to review more complete academic credentials of prospects before making a decision on supporting them in the admissions process and making a possible scholarship offer. This will also prevent prospects from spending their junior year worried about when they will get their first offer, and whether it will be their only offer, and allow them the time they need to research their college choices and make informed decisions. **73% of Division I coaches support this proposal.**

We would like to ask the Recruiting Subcommittee of the Academics/Eligibility/Compliance Cabinet to consider supporting these proposals as NCAA legislation. The Division I members of the IWLCA understand that these proposals are potentially groundbreaking, and we are ready and willing to be leaders on this extremely important topic. We have watched as the recruiting process in many sports has become unmanageable, and we do not want to go down that path. We strongly believe it is the right time to take a positive stand on our recruiting timetable - for our sport, our membership, and current and future generations of prospective student-athletes. These proposals will be the first step in making the lacrosse recruiting process more manageable for college coaches and more user-friendly for prospective student-athletes and their families, allowing prospects time to mature as students and athletes before making their college decision.

Sincerely,

Danie Caro, Quinnipiac University, IWLCA President
Elizabeth Robertshaw, Boston University, IWLCA Treasurer
Robert Bray, University of Oregon, IWLCA Secretary
Tracy Coyne, University of Notre Dame, Division I Representative to IWLCA Board of Directors
Ricky Fried, Georgetown University, Division I Representative to IWLCA Board of Directors
Bonnie Rosen, Temple University, Division I Representative to IWLCA Board of Directors
Chris Sailer, Princeton University, Division I Representative to IWLCA Board of Directors
Mary Ann Meltzer, University of Detroit Mercy, At-Large Representative to IWLCA Board of Directors
CC: Gothard Lane, IWLCA Executive Director
Amanda Backus, NCAA Women's Lacrosse Committee

1. FALL TOURNAMENTS

Intent: to limit the dates during which coaches may evaluate juniors, sophomores and freshmen at fall lacrosse tournaments to the three weekends prior to Thanksgiving.

Rationale: The Women's Lacrosse Coaches are concerned that young prospects are incurring travel expenses and withdrawing from other high school activities in order to be seen at tournaments by college coaches throughout the fall months. They believe the recruiting process should not unnecessarily impose on young prospects′ time in the fall, since evaluations of prospects′ play in the spring with their scholastic teams and in the summer with club teams provides significant evaluation opportunity. Limiting the times when younger prospects may be evaluated to the three weekends prior to Thanksgiving will allow prospects to participate in fall sports and other activities in September and October while still giving them the opportunity to be evaluated by college coaches looking to begin the recruiting process. It will also add to the work-life balance for coaches, allowing them to spend more of their time in the fall on their own campuses, engaged with their collegiate student-athletes. The proposed limits do not apply to senior prospects because the coaches believe there is value in allowing for evaluations of senior prospects in the fall because there will not be another regularly scheduled opportunity to evaluate their play prior to the signing dates. This proposal is not intended to prohibit other types of evaluations (e.g. academic evaluations, evaluations of prospects playing other sports) during the fall contact period.

30.10.8 Lacrosse, Women's.

The following recruiting periods shall apply to women's lacrosse:
(a) January 2 through the Thursday before the NCAA Division I Women's Lacrosse Championship [except for Contact Period
(1) below]:
(1) Monday through Thursday of the initial week for the spring signing of the National Letter of Intent: Dead Period
(b) The Friday before the Division I Women's Lacrosse Championship through Sunday of the championship Dead Period
[except for (1) below]:
(1) One event conducted during the weekend of the Women's lacrosse championship, provided it is conducted on a day during which no championship competition occurs and within a 100-mile radius of the site of the championship. Evaluation Period
(c) The Monday after the Division I Women's Lacrosse Championship through July 31: Contact Period

(d) August 1 through August 31 -- Seven contact days selected at the discretion of the institution and designated in writing in the office of the director of athletics. On the designated days, an institution's coaches are not restricted in the number of prospective student-athletes contacted in a single day: Contact only (No evaluations)
(e) Those days during August 1 through August 31 not designated in (d) above for contact purposes: Quiet Period

(f) September 1 through the Tuesday before Thanksgiving [except for (1) **AND 2** below]: Contact Period
(1) Monday through Thursday of the initial week of the fall signing of the National Letter of Intent: Dead Period
(2) DURING THIS CONTACT PERIOD, EVALUATIONS THAT INCLUDE VIEWING PROSPECTS WHO HAVE NOT YET STARTED THEIR SENIOR YEAR IN HIGH SCHOOL PLAYING LACROSSE ARE LIMITED TO THE THREE WEEKENDS (SATURDAY AND SUNDAY) PRIOR TO THANKSGIVING
(g) The Wednesday before Thanksgiving through January
1. Quiet Period

2. Pre-Arranged Telephone Calls

Intent: to specify that in women's lacrosse it is prohibited for a coach to make any pre-arrangement to engage in a telephone conversation with a prospect prior to July 1 following the prospect's junior year in high school.

Rationale: Current rules permit prospects to make telephone calls to coaches, which allows coaches to circumvent the restrictions on telephone calls with prospects prior to July 1 following junior year by permitting coaches to prearrange for a prospect to place the call (e.g. via e-mail or through a message to a club coach). Common practices have included asking prospects to call the coach's office every Tuesday night; asking specific prospects to call the coach at a pre-determined date and time; and even arranging for conference calls with the coaching staff, prospect, parents, high school coach, and club coach. The women's lacrosse coaches have agreed that this practice unnecessarily intrudes on the lives of high school juniors, who feel pressure to demonstrate interest by making such calls to college coaches at the coaches' request. The women's lacrosse coaches have agreed that prospects should be permitted to initiate calls only at their own discretion prior to July 1 following junior year.

13.1.3.2.2 Telephone Calls Initiated by Prospective Student-Athlete at Prospective Student-Athlete′s Expense.

Institutional coaching staff members (see Bylaw 13.1.3.4.1) may receive telephone calls placed by a prospective student-athlete at the prospective student-athlete's own expense at any time, including before July 1 following the prospective student-athlete's junior year in high school. **IN WOMEN'S LACROSSE, THIS IS PERMISSIBLE PROVIDED THE COACH DID NOT ASK THE PROSPECT TO CALL DURING A SPECIFIC TIME FRAME OR OTHERWISE PRE-ARRANGE FOR A CONVERSATION TO OCCUR.**

Examples:

Impermissible pre-arrangement of telephone call prior to July 1 following junior year:

Dear Prospect – I think you are a great player and would really love to talk with you about playing for my team. NCAA rules prohibit me from calling you because you are a junior,

- *so please let me know when would be a good time for you to call me and I will make sure to be in my office;*
- *so please call me this week on my cell phone so we can talk about your future;*
- *so please call me in my office on Sunday at 7 PM;*
- *so please e-mail me to let me know when we can arrange a conference call with you, your parents, your coaches, and your guidance counselor;*
- *so in order to talk with juniors the coaches will be in the office every Tuesday night between 6 and 9 PM.*

Dear High School Coach – I think number 12 is a great player, but I know she's a sophomore. I'd like her to start thinking now about playing for our team, but NCAA rules won't allow me to contact her. Would you please give her my telephone number and ask her to call me as soon as possible?

Permissible offer to answer questions prior to July 1 following junior year:
Dear Prospect – I think you are a great player and would really love for you to consider playing for my team. NCAA rules prohibit me from contacting you other than in writing, until July,

- *but I hope you will feel free to contact me in my office or on my cell phone if you have questions about our program.*
- *But I am available by e-mail or cell phone at any time if you would like to contact me.*

Dear High School Coach – I think number 12 is a great player, but I know she's a sophomore. NCAA rules don't allow me to contact her, but if she is interested in our team please tell her to check out our website, and to contact me if she has any questions.

Permissible exchange between prospect and coach prior to July 1 following the prospect's junior year: In this case, the PROSPECT, not the COACH, has clearly initiated the exchange.

Prospect emails coach saying "I have some questions that I would like to ask you about your program/school. What would be a good time for me to call you this week?"

Permissible Coach Response: Coach Emails Prospect and writes: "I will be in my office this afternoon and tomorrow morning, so feel free to try me then. You could also reach me on my cell Thursday night after 6:00."

Prospect leaves a phone message for coach saying, "Coach, I would really like to speak with you about your program. Could you email me with a good time to call you or suggest a possible time that I could come to your office to meet with you."

Permissible Coach Response: Coach Emails Prospects and writes: "Dear Prospect, I got your phone message asking to talk with me. I am generally in the office in the mornings, so that's the best time to reach me. You can also try my cell if you're having trouble reaching me in the office. If you want to come for a visit, the best day for me is Thursday. Let me know if that works for you."

3. Overnight visits for Junior Prospects

Intent: in women's lacrosse, to prohibit the coaching staff or athletic department from arranging for prospects to stay overnight in an enrolled student-athlete's dormitory room prior to August 1 following the prospect's junior year in high school.

Rationale: Current rules permit the institution to arrange for prospects on unofficial visits to stay overnight in the dormitory room or other residence of current student-athletes. Prospects who are juniors in high school are often not mature enough to handle the freedoms associated with staying overnight on campus without supervision, and problems have been known to arise. The Women's Lacrosse Coaches have agreed that restricting overnight on-campus visits to those entering their senior year will alleviate this problem, while still permitting juniors to come to campus for an unofficial visit, and to stay overnight in a nearby hotel if they want to extend the visit to more than one day. This restriction is not intended to impact overnight visits by students who happen to be prospective student-athletes if the visit was not arranged in any way by the athletics department.

13.7.2.1.2 Housing -- Lodging in Dormitories.

A prospective student-athlete on an unofficial visit may stay in an enrolled student-athlete's dormitory room only if the prospective student-athlete pays the regular institutional rate for such lodging. **IN WOMEN'S LACROSSE, OVERNIGHT VISITS IN A**

STUDENT-ATHLETE'S RESIDENCE MAY BE ARRANGED BY THE ATHLETICS DEPARTMENT ONLY AFTER AUGUST 1 FOLLOWING THE PROSPECT'S JUNIOR YEAR IN HIGH SCHOOL.

4. Verbal Offers and Commitments

Intent: In women's lacrosse, to prohibit the verbal commitment process from beginning prior to July1 following the prospect's junior year in high school.

Rationale: The Women's Lacrosse Coaches have agreed that stopping the trend of providing verbal offers of admissions and scholarship support and asking for and receiving verbal commitments during a prospect's junior year in high school will result in a better process for prospects and coaches. Without the pressure of making a decision on where to attend college, student-athletes can focus their junior year on performing well in school, both academically and athletically, taking standardized tests, thinking about how they want to choose a college, and researching the opportunities available to them. The intent is to take the "fear" approach out of recruiting (e.g. "if I don't take this offer now I may never get another one") and replace it with the opportunity for prospects to make informed decisions. Waiting to begin making offers and accepting commitments until July 1 also allows coaches to utilize the early summer months for evaluations at high school games, playoffs and tournaments, giving a more accurate view of prospects' athletic talents and potential, as well as their academic qualifications based on a record through junior year.

13.9.2.2 Offer of Aid Before Signing Date.

An institution may indicate in writing to a prospective student-athlete that an athletically related grant-in-aid will be offered by the institution; however, the institution may not permit the prospective student-athlete to sign a form indicating his or her acceptance of such an award before the initial signing date in that sport in the National Letter of Intent program.

13.9.2.2.1 Women's Lacrosse
In women's lacrosse an institution may not make any offer of athletics aid, institutional financial aid or admissions assistance, in writing or verbally, until July 1 following the prospect's junior year in high school. Furthermore, an institution shall not agree to accept any commitment from a prospect prior to July 1 following the prospect's junior year in high school.

Examples:

A. Acceptable Coach Language:

"I want you to know that you are one of my top recruits and we would love to see you join our program. Due to NCAA rules I am not permitted to extend an offer of support for admissions, to specify the amount of scholarship (or financial aid) we can offer you, or to ask for your verbal commitment to our school, until July1st."

"You are in my top group of recruits and I would like to offer you a scholarship (or admissions support), but NCAA rules don't allow me to do that, or to ask for or accept a verbal commitment from you before July 1. You can be sure we'll be in touch with you on that date."

***B. Prospect says before July 1**: "You are my first choice and I want to commit to you now - what will my scholarship be or my likelihood of getting accepted?"*

> ***Acceptable Coach Response:** "Great! You are definitely one of my top recruits and I feel strongly that we will be able to support you or offer you a scholarship, but I can't offer you a specific dollar amount (or financial aid, or admissions support) until July 1.*
> ***Unacceptable Coach Response:** On July 1, I will make you the offer of a full grant-in-aid and I will expect an answer by the end of the day."*

***C. Prospect says before July 1:** "I don't want to take any other visits, I know I want to come to your school"*

> ***Acceptable Coach Response:** "That's great – on July 1st we will send you the dollar amount of the scholarship (or financial aid package or commitment of admissions support). We would love to have you at our school.*
> ***Unacceptable Coach Response:** "You are my # 1 recruit and I am going to support you for admission and give you a full scholarship since you committed so early."*

Zoomerang Survey Results

Division I Recruiting Proposals
Response Status: Completes
Filter: No filter applied
Apr 03, 2008 1:37 PM PST

4. Have you received and read the document entitled "2008 NCAA proposals" that was e-mailed to you?			
Yes		86	100%
No		0	0%
Total		86	100%
5. Are you in favor of the IWLCA submitting the legislative proposal labeled "1. FALL TOURNAMENTS" to the NCAA?			
Yes		58	67%
No		28	33%
Total		86	100%
6. Are you in favor of the IWLCA submitting the legislative proposal labeled "2. Pre-Arranged Telephone Calls" to the NCAA?			
Yes		75	87%
No		11	13%
Total		86	100%
7. Are you in favor of the IWLCA submitting the legislative proposal labeled "3. Overnight visits for Junior Prospects" to the NCAA?			
Yes		79	92%
No		7	8%
Total		86	100%
8. Are you in favor of the IWLCA submitting the legislative proposal labeled "4. Verbal Offers and Commitments" to the NCAA?			
Yes		63	73%
No		23	27%
Total		86	100%

Current Recruiting and Athletics Personnel Issues

Below is a list of some key issues related to recruiting and athletics personnel issues, the staff has identified for possible review by the NCAA Division I Recruiting and Athletics Personnel Issues Cabinet in future meetings. These are only some of the issues and challenges facing the membership in these two areas as there are certainly more that may warrant review and discussion by the cabinet. The growing trend to expand the number of staff members (e.g., director of operations, administrative assistants, volunteer coaches) associated with sport programs, the interest in expanding the duties and benefits provided to these staff members, the intense pressure on coaches to recruit the top prospective student-athletes and the increased public scrutiny on recruiting activities generally presents the membership significant and complex challenges to ensure a level playing field and protect the well-being of prospective student-athletes while still allowing coaches sufficient time and resources to identify, evaluate and connect with prospective student-athletes who can be successful at their institutions.

The cabinet may wish to prioritize these items along with the transition items identified by the former NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Recruiting and any other related items as it develops its strategic plan and future agenda.

[Additional background information on each item is included in its corresponding attachment.]

1. Early offers of athletics aid. [Attachment A]

2. Delayed employment of assistant coaches. [Attachment B]

3. Recruiting and video services. [Attachment C]

4. Recruiting materials and technology. [Attachment D]

    a. Methods of communication.

    b. Methods of content delivery.

5. Coaching clinics and speaking engagements (e.g., banquets, meetings). [Attachment E]

6. Scouting of opponents – film exchange. [Attachment F]

7. Legislative review of "dated" legislation. [Attachment G]

Early Offers of Athletics Aid

Background

Concerns have been expressed regarding the practice of coaches verbally offering athletics scholarships to prospective student-athletes prior to the start of their senior year of high school. In some cases, verbal offers have been extended to individuals who have not yet started classes for the ninth grade.

While this issue has garnered increased public attention in the past several months, the practice has existed for several years. Current NCAA legislation does not address verbal offers of financial aid, in part because any restriction would be difficult to monitor and enforce.

Over the course of several months in 2006-07, a working group was established to review this issue. The NCAA Division I Recruiting/Early Scholarship Offers Working Group concluded its work without much resolution due to the complexities and varying positions from different groups on this issue. The attached document is a summary report of feedback they received from conferences and other constituencies during their review.

Summary of Responses to the Report of the NCAA Division I Recruiting/ Early Scholarship Offers Working Group

Executive Summary

In July, the NCAA Division I Recruiting/Early Scholarship Offers Working Group sought feedback relative to the issue of early offers of athletics grants-in-aid. Input was requested from Division I conference offices and coaches associations in response to three concepts developed by the group:

1. Establish a model that integrates the review of a prospect's academic credentials earlier in the recruiting process and prior to a written offer of institutional athletics aid;

2. Establish earlier signing dates for the National Letter of Intent (NLI); and

3. Consequences for actions contrary to Concept No. 1.

Ten conference offices and six coaches associations responded to the report of the working group. In general, responses from both groups indicated some support for the idea of curtailing the prevalence of early scholarship offers; however, reservations were expressed regarding the effective implementation of the concepts presented, especially Concept No. 1. Specifically, it was suggested that increased workloads to complete the required academic evaluations and the practical challenges involved in monitoring a prohibition against verbal offers make the achievement of Concept No. 1 challenging.

Conference offices expressed mixed reactions to Concept No.1 but were generally not supportive of creating earlier NLI signing dates (Concept No. 2). Responses from coaches associations produced no clear consensus relative to the concepts but a slight majority appeared to support both proposed concepts.

Supporters of earlier academic reviews and a prohibition against verbal offers of athletics aid note that more information, academic and athletic, can be gathered before decisions are made and less pressure is placed on prospects to make a decision as early. Opponents cite implementation difficulties, both within and outside athletics, and satisfaction with the status quo.

Proponents of earlier signing periods contend they would provide reduced pressure on prospects and allow coaches to focus on their current team if recruiting has been concluded. Opponents of the concept note a reduced time frame for the prospect and institution to learn about one another, the opportunity for change with the prospect or program, potential inequities for prospects

who cannot afford unofficial visits and smaller institutions that lack the resources and prestige to recruit as early as larger institutions.

Regarding Concept No. 3, suggested consequences ranged from minimal to significant. Proposed penalties include letters of admonishment, loss of scholarships and off-campus recruiting opportunities, monetary fines and loss of a prospect's eligibility at the involved institution.

Detailed Summary

GENERAL COMMENTS ABOUT EARLY OFFERS AND COMMITMENTS

General comments about early offers of financial aid and early commitments by prospects were provided by three of the six coaches associations that responded to the request. The American Volleyball Coaches Association and Intercollegiate Women's Lacrosse Coaches Association indicated that most of their coaches would prefer not to offer scholarships early but feel compelled to do so in order to keep up with competitors who do offer early scholarships. A majority of respondents from the Women's Basketball Coaches Association supported the status quo allowing the practice of early verbal and written scholarship offers. Some proponents of early scholarship offers noted that they should not be permissible prior to a certain date (e.g., end of junior year or July 1 following junior year, first date of senior year).

The following are some of the benefits of early offers and commitments identified by the three associations:

- Reduce pressure on prospects who know what institution they want to attend and no longer wish to be recruited;
- Provide comfort to coaches to know that recruiting is over and allow them to focus on coaching their current team rather than recruiting for future years;
- Allows small schools to secure "sleepers" by identifying them before large schools;
- Early commitments allow coaches to use money otherwise spent on official visits to enhance other aspects of their programs; and
- Mitigate the role of "advisors" in the recruiting process.

Comments not supportive of early offers included the following:

- It is getting out of control;
- Verbal offers should be precluded because they are not worth anything;
- Early offers place too much pressure on prospects and families to make a decision sooner;
- Early decisions are often not fully informed and lead to poor decisions and can be linked to the recent increase in transfers;
- Do not want to offer early, but have to be competitive; and
- Too many things can change between offer and enrollment (e.g., coaching change, injury, change of interests).

CONCEPT NO. 1: Establish a model that integrates the review of a prospect's academic credentials earlier in the recruiting process and prior to a written offer of institutional athletics aid.

Conference Offices

Among conference offices, responses to the proposal were split nearly evenly. Those who support the proposal primarily cite the extra time for both parties to gather information and make a decision as their rationale. Additionally, the added value of a sixth-semester academic evaluation was noted in support of the concept.

Some who supported the proposal to limit written and verbal offers of aid also noted that they would support legislative changes to permit earlier contact between coaches and prospects. Rationale for this suggestion is to increase the level of information that is shared and evaluation that is completed, as well as reducing the role of advisors and other outside influences that have contact with prospects before coaches are allowed to.

Most who were opposed to the concept indicated that the status quo is acceptable or preferred to the concepts. Two primary concerns emerged related to the concept. The first is that a prohibition on verbal offers may be unenforceable and futile. Second, a number of responses, both in favor and opposed to the concept, expressed concern regarding the personnel that would be needed to complete the academic evaluation of prospects. Some concern related to the increasing workload on compliance offices,

especially during the early summer. Additionally, concern was expressed related to the increased demand on admissions and registrars offices and the inability to handle the increased number of evaluations, especially related to last minute and timely requests for evaluations.

Some who opposed the concept were in favor of curbing the prevalence of verbal offers and commitments but felt that the concepts currently under consideration were not the appropriate solution.

Coaches Associations

Four coaches associations responded directly to the concepts proposed in the working group executive summary. The National Field Hockey Coaches Association, National Fastpitch Coaches Association and Intercollegiate Women's Lacrosse Coaches Association supported Concept No. 1, while the National Soccer Coaches Association of America opposed it by a narrow margin.

Among the benefits of the proposal cited in the responses was earlier knowledge of the academic eligibility of a prospect and hopefully reduction of the pressure on prospects to make a verbal commitment. Further, many who supported the proposal indicated that verbal and written offers should not be permissible prior to a certain date; however, the suggested date ranged from the start of the junior year to the start of the senior year.

Those opposed to the proposal primarily cited the difficulty enforcing a prohibition against verbal offers and commitments, potential resistance from the offices responsible for academic evaluations of incoming students and general opposition to further regulation. Also mentioned were potential problems for prospects who take a standardized test later than normal.

CONCEPT NO. 2: Establish earlier signing dates for the (NLI).

Conference Offices

Many responses acknowledged the presence of legitimate pros and cons related to earlier NLI signing dates; however, the majority of conferences were not supportive of establishing an earlier signing period.

Arguments against earlier signing periods included:

- Will contribute to less-informed decisions, more confusion and mistakes, more attempts to break/void NLI.;

- Many things can change with the prospect and current team;
- Will pressure the entire recruiting process to move earlier;
- Will disadvantage those students who cannot afford to make unofficial visits, unless recruiting rules are also altered;
- Would provide an advantage to bigger schools who have the personnel and prestige to recruit prospects earlier; and
- Legitimizes the current trend of earlier recruiting, offers of scholarship aid and commitments.

Those who support earlier NLI signing periods provided the following rationale:

- Reduces pressure on student-athletes;
- Protects the individual and institution by creating a binding agreement;
- Does not hurt anything, the prospect knows where they are going; and
- Provides coaches with peace of mind regarding incoming classes.

Some respondents advocated for later NLI signing dates, rather than earlier ones. Among the cited benefits are:

- More communication between prospect and coach;
- More informed decisions because prospects would be able to complete an official visit to the institution; and
- Institutions could complete a seventh-semester evaluation of academic credentials.

Coaches Associations

Of the four associations that responded directly to the concepts, two supported and two opposed Concept No. 2. The two associations that favored the concept are fall sports that do not have a fall/early signing period. The two associations that opposed the concept are spring sports that do have a fall signing period.

Comments in support of earlier NLI signing periods suggest that it would reduce pressure on student-athletes who know where they want to go and can submit to a binding commitment and end the recruiting process.

Those who do not support an earlier signing period commented that it would make the situation worse than it currently is, noting that prospects will make less-informed decisions, leading to more confusion and mistakes.

Similar to the responses from conference offices, a small number of individuals also suggested having later signing periods with the intent of institutions having more academic information about prospects and prospects having more information about the institution.

CONCEPT NO. 3: Consequences for actions contrary to Concept No. 1.

Suggested consequences for actions contrary to Concept No. 1 covered as broad a spectrum as did the responses to the concepts, ranging from limited to severe and from institutional only to including coaches and prospects. Those favoring substantial penalties noted that a verbal offer or commitment cannot be inadvertent and that the structure needed to be significant enough to prevent violations. There was more variation within the groups of conference offices and coaches associations than between them.

Some respondents felt that violations should be institutional only and not affect the prospective student-athlete's eligibility because coaches and institutions are charged with rules compliance. Others felt that prospects and parents should also be held accountable as willing and knowledgeable participants in the process; this sanction may be dependent on the prospects role in the violation. Among the specific penalties suggested in the responses were letters of admonishment, loss of scholarships and off-campus recruiting opportunities, monetary fines and loss of prospect's eligibility at the involved institution.

Others suggested that a prohibition against verbal offers and commitments is unenforceable and would be a futile effort to identify and impose penalties.

Lastly, some respondents suggested that ethics and education are needed to bring about change in this area, rather than regulations and penalties.

JUL 16 2008

John S. and James L.
Knight Foundation

July 15, 2008

Myles Brand
President
NCAA
P.O. Box 6222
Indianapolis, IN 46206

Dear Myles,

At the Knight Commission's June 17 meeting, the Commission discussed the emerging practice of coaches offering scholarships to 8th and 9th graders. We have taken a public stand against this practice and are writing to request that the NCAA consider an acceptable standard for verbal scholarship offers.

We understand that this practice impacts a number of sports. While it is currently limited in scope within each sport, the practice will most likely escalate unless action is taken.

While the NCAA has made great strides in raising the academic standards and expectations, it is disconcerting that coaches can offer athletics scholarships to prospects who have not yet established a high school academic record.

Ideally, every institution would require prospects to engage with admissions and academic officials prior to receiving written or verbal scholarship offers. The NCAA's requirement that a prospect register for the NCAA Eligibility Center prior to receiving a written scholarship offer is a good step in this direction. However, the absence of a standard for verbal scholarship offers short-circuits the full intent of this provision.

We commend the action taken by the National Association of Basketball Coaches (NABC) to establish a standard in men's basketball. However, we believe that NCAA rules should establish an appropriate standard for verbal scholarship offers for all sports instead of leaving this issue up to various coaches' associations. We recommend incorporating verbal scholarship offers into the existing legislation that specifies the time period during which written scholarship offers can be made. At a minimum, verbal scholarship offers should be prohibited prior to the time coaches can begin writing to prospects in each sport.

Thank you for your consideration of this issue.

Respectfully,

William E. Kirwan
Co-Chairman
Chancellor
University System of Maryland

R. Gerald Turner
Co-Chairman
President
Southern Methodist University

c: James Barker, chair, NCAA Board of Directors
David Berst, vice president for Division I, NCAA
Members of the Knight Commission on Intercollegiate Athletics

Knight Commission on Intercollegiate Athletics
3520 Prestwick Drive, Fayetteville, NC 28303
(910) 864-5782 www.knightcommission.org

Delayed Employment of Assistant Coaches

Background

Recent attention has been given to an issue regarding the timing of hiring of assistant coaches, particularly in the sport of men's basketball. An example of a scenario under question is as follows:

> An institution loses an assistant coach to another position in mid-April during the typically busy period of coaching transitions. The institution identifies an individual it wishes to hire for its vacant assistant coach position by the beginning of May. This individual is not presently employed by another collegiate institution. However, the institution delays the official employment of the individual until August 1, thereby leaving the individual unemployed during the July evaluation period.

The issue of concern with the above scenario is that since the individual is not yet considered an employee of the institution, he or she is not bound by NCAA legislation, specifically in the area of recruiting. In some cases, these individuals are coaches of teams that include prospective student-athletes (e.g., summer AAU teams) and remain so until the July evaluation period is complete. As a result, these individuals have direct and unlimited access to prospective student-athletes which can provide a distinct recruiting advantage for the institution to which they have otherwise committed to work for in the future.

NCAA legislation applies to individuals who are employed by an institution, therefore, it is difficult to monitor and enforce scenarios as described above if an individual is not considered an employee of the institution.

Recruiting and Video Services

Background

NCAA Division I Bylaws 13.14.3.1 and 13.4.3.2 govern the use of recruiting and video services by member institutions.

Since this legislation was originally adopted, the landscape of recruiting and video services has evolved. There has been a proliferation in the number of entities offering these services as the interest by prospective student-athletes (and their parents/legal guardians) in using these services has grown along with the increased interest in recruiting activities generally by the public and media. Further, the advances in technology have significantly altered how recruiting and video services operate, including how content is received, accessed and delivered. For instance, the use of online services permit prospective student-athlete to submit biographical information and video at any time and in unlimited quantities. Accordingly, coaches have access to this information immediately. In addition, there is a growing number of social networking Web sites dedicated to high school sports and prospective student-athletes in order to create a community where individuals may communicate, socialize, share experiences and learn from their peers. While some of these Web sites may not intend to be recruiting or video services, some of the features or services provided function like a traditional recruiting or video service. For example, a prospective student-athlete could create a profile and upload photos, videos and statistical information to share with others who are members of the social networking Web site.

The general intent of the original legislation was to minimize the recruiting advantage gained by those institutions that use these services by ensuring the same information is available to all institutions and that all institutions pay the same rate. This precludes institutions from developing an exclusive relationship with an outside entity to obtain information that is not otherwise available to all institutions. Further, this legislation was adopted when virtually all recruiting and video services charged for their services. With the variety of delivery methods and relatively low cost associated with using online methods, the same information for which coaches used to pay, is now available at no charge through some mechanisms not intended to be identified as a recruiting service (e.g., social networking Web site).

Accordingly, consideration should be given as to whether current legislation and interpretations adequately address the technology in this area. Further, consideration should be given to whether an examination of the current landscape requires a re-prioritization of principles in this area.

Recruiting Materials and Technology

Background

NCAA Division I Bylaw 13.4 governs recruiting materials, including printed recruiting materials (13.4.1.1), electronic transmissions (13.4.1.2) and video/audio materials (13.4.2). The nature of the recruiting environment is such that coaches and institutions continually search for any advantage that might be gained, including in the area of recruiting materials. The general intent of the recruiting materials legislation was, and continues to be, to minimize the recruiting advantages gained and the "keeping up with the Joneses" approach to items such as media guides, postcards, note cards, etc. by placing restrictions on items to help ensure consistency. Furthermore, and equally important, this legislation is designed to minimize the intrusion to prospective student-athletes. Despite the intent, the current recruiting culture has resulted in an environment in which compliance administrators are constantly seeking interpretive guidance as it relates to these items, often dealing with minutia such as:

- Whether an institutional note card may be in the shape of a football;
- Whether a coach may use his or her own printer to print a picture of a soccer ball on a postcard; and
- Whether a video tour of the new softball locker room is a recruiting video.

For example, there are presently 68 official and staff interpretations that reference Bylaw 13.4.1 along with 23 educational columns on LSDBi. Additionally, there are presently 20 official and staff interpretations and seven educational columns that reference Bylaw 13.4.2.

With the advances in technology, including the evolution of the internet and online video, many of the original concerns that led to the restrictions in this area have been significantly minimized or eliminated. For instance, an institution's Web site and athletics department Web site can now house an unlimited amount of information and can be immediately updated. Further, the type of information (e.g., text, audio, video) included on Web sites can now be created, uploaded and accessed with little regard to cost. The advent of video-share Web sites (e.g., YouTube, Veoh) and many niche Web sites such as those dedicated to specific sports or athletics in general, have created other avenues of content delivery to the general public.

Despite the frequent changes in legislation in this area, it has become clear that the changes in technology outpace the changes in legislation which often makes new legislation outdated or unable to address technological advances. Because technology often increases effectiveness, reduces cost and is becoming increasingly user-generated, it may be appropriate for the membership to consider amending the legislation in this area to be less specific and more flexible to the dynamic technological environment while still adhering to the Association's principles of recruiting.

Coaches' Clinics and Speaking Engagements

Background

Institutional coaches' clinics are clinics that have typically been designed to educate and teach coaches of youth, high-school, two-year college or nonscholastic teams strategies related to a sport. These clinics have been conducted for several years as a way to help each sport's coaching community grow and develop professionally. Historically, these coaches' clinics have been hosted in the community, state or region of the institution. Coaches' clinics are hosted or sponsored by several entities including the institution, a high-school association or other external groups.

A critical element in the recruiting environment is for institutional coaches to develop relationships with coaches of teams that include prospective student-athletes (e.g., high school, nonscholastic, two-year college). NCAA coaches believe these relationships are important because they can learn information about prospective student-athletes from their high-school coach, for example, that they may not otherwise receive. These coaches' clinics provide an opportunity for NCAA coaches to interact and develop relationships with these coaches. Current legislation does not limit the location or frequency of coaches' clinics, but there is some concern that these clinics are shifting focus to be more recruiting opportunities than professional development opportunities. For example, NCAA coaches may speak at coaches' clinics held at high schools. While no recruiting activities can occur during these speaking engagements, the presence of coaches at high schools is often viewed as a recruiting advantage.

Another issue involves institutional coaches speaking at high-school fundraisers. NCAA legislation in Bylaw 13.15 prohibits institutional staff members from directly or indirectly providing funds to benefit prospective student-athletes. A January 25, 1991 staff interpretation provides some guidance and flexibility for coaches to attend and/or speak at high school functions. However, concern has been expressed that it is still difficult to monitor and assess whether coaches' participation in these activities is permissible.

Accordingly, consideration should be given as to whether current legislation and interpretations adequately address coaches' participation in coaches' clinics and speaking engagements in light of the current recruiting environment.

Coach speaking at a banquet for prospective student-athletes in which fundraising activities occur.

Date Issued: Jan 25, 1991
Date Published: Jan 25, 1991
Type: Staff Interpretation
Item Ref: a
Reviewed NCAA Bylaws 13.1.3.7 (banquets and meetings) and 13.16 (precollege expenses) and

88/11/01 NCAA Interpretations Committee minutes, Item No. 6 and 88/06/17 staff minutes, Item No. 1-(c), and confirmed that a coach may speak at a banquet for prospective student-athletes in which fund-raising activities also occur only if fund-raising activities are not the primary purpose for conducting the banquet or meeting; confirmed that if the fund-raising activities are the primary purpose of the banquet or meeting, institutional staff members may attend the fundraiser subject to the following conditions:

1. The staff members could play no active role in fund-raising activities;

2. The attendance of the staff members at the event could not be publicized in advance;

3. No contact with prospective student-athletes or parents of prospective student-athletes would be permitted outside the permissible contact period, and

4. Conversations between staff members and the high-school's coaching staff members, parents, prospective student-athletes and other individuals could not include recruiting information or contain a recruiting presentation. [Note: This staff minute replaces Item No. 1-(c) of the June 17, 1988, staff minutes, which now has been archived in the NCAA legislative services data base.]

Scouting of Opponents – Film Exchange

Background

NCAA Division I Bylaw 11.6 specifies limitations on the scouting of opponents. The general intent behind this bylaw is to ensure competitive equity by prohibiting in-person scouting opportunities in many instances. Bylaw 11.6.4 governs the cost of exchanging video by permitting institutions to pay the costs of exchanging video for scouting purposes, including the expenses associated with an individual traveling to pick up the video. Further, Bylaw 11.6.4.1 permits institutions to obtain such video from a commercial entity that provides recording/dubbing services, provided the institution requesting the video does not pay any fees or expenses other than providing a blank videotape or DVD (or other medium) and paying postage costs. Since institutions who request the video cannot pay any cost (other than as noted), these commercial entities typically charge a fee to the institution whose contest is being recorded. Essentially, institutions pay these entities to perform the work of recording their own contests rather than absorbing the responsibility themselves.

With the advances in technology, concern has been expressed that this legislation may be dated. Specifically, many of the commercial entities who provide these services use the internet which permits online video "exchange" where there is no cost associated with a blank videotape or DVD or postage costs. Therefore, these entities have shifted the cost associated to use their services to both the institutions whose contests are being recorded and those institutions who are requesting the video. Since the legislation only permits the institution to provide a blank video and postage, it is difficult to ascertain how it applies to these types of online services since there is more than a blank videotape and postage involved in the cost.

Accordingly, consideration should be given to whether the legislation needs to be updated to contemplate the use of technology in the area of film exchange to more accurately regulate this area.

Legislative Review

Background

Due to the constantly evolving recruiting culture coupled with advancements in technology and increased public scrutiny, it has become apparent that certain parts of NCAA Division I Bylaw 13 are dated. This presents challenges to the membership in applying the legislation and to the national office staff in interpreting the legislation. For example, the legislation adopted in the mid-1990's regarding restrictions on audio/video materials was adopted at a time when the cost associated with producing videos was so great that it provided a distinct advantage to those institutions who could afford the necessary equipment. However, in today's culture in which video is placed online with a click of a button, recording equipment is part of mobile phones and digital cameras, and people watch the news, sporting events and movies online, it is clear our current legislation does not address the current reality of technology.

In some cases, the membership has amended legislation in attempts to keep up with technology. For instance, we have now legislation that address electronic communication and includes references to text messaging, instant messaging and videoconferences. However, it creates a regulatory culture in which legislation is constantly changing because technology continually evolves. Therefore, consideration should be given to whether this reactionary approach is the most appropriate way to address the changes in technology. The NCAA Division I Recruiting and Athletics Personnel Issues Cabinet may wish to consider reviewing Bylaw 13 for these types of examples and discuss options that could result in legislation that is more dynamic and tied to principles rather than specifics. While this may be a difficult exercise considering the intense competitiveness of the recruiting environment, the current regulatory state associated with the recruiting legislation presents application, interpretive and monitoring challenges that often times result in greater focus and resources used to track details (e.g., number of pages in a media guide, narrative language in a video) than to ensure the spirit and intent is preserved.

Articles of Interest

Illini's Zook can only watch as recruiting world changes

By Lindsey Willhite

Arlington Heights Daily Herald (IL)

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By now, everyone knows the NCAA has banned Division I-A football head coaches from recruiting during the current open period.

Everyone also knows Illinois coach Ron Zook is a miserable failure at listening when told to stay in one place.

You'd have a better chance of getting Zook to memorize and implement The Seven Habits of Highly Slothful People.

"Patience is not my strongest personality trait," Zook said.

So what's a guy like Zook going to do over these next four weeks while his assistants are out recruiting?

He's going to be on the road, too. Only he's going to speak at coaching clinics and figure out other ways to be out "selling the program."

Zook makes his first stop Wednesday at Mount Carmel, where he and several of his assistants will talk from 6-8 p.m.

What has inspired this unprecedented chance in recruiting?

Just to refresh everyone's memory, the spring period allows college coaches to visit with high school coaches about their prospects.

College coaches aren't allowed to meet or talk with potential recruits during this time, but it's a rule that has been fudged and/or flaunted in certain pockets across the country.

That's why head coaches have been banned from the road -- to prevent the rule from being fudged. Zook has at least two problems with this new plan.

"The reason that I was told is because they say when head coaches go out, they talk to the players," Zook said. "And I said, 'That ain't right.' But I will tell you this: If a high school coach is bringing a player in to talk to a head coach, he's bringing in a player to talk to an assistant coach, too.

"So it don't matter. They're talking to the coaches, right, wrong or indifferent."

The other issue grows bigger every day and needs to be addressed soon.

Because operator/writers for Internet sites, such as Rivals.com and Scout.com, are the only ones who have unregulated access to recruits when coaches can't talk to them, it's an area that's ripe for corruption.

Some programs have secretly allied themselves with the Web sites that report on their school as another way to communicate with recruits.

In return, the Web sites get better information, more traffic and make more money.

"We're turning the recruiting over to the so-called recruiting gurus," Zook said.
"Now, all of a sudden, just like you've got basketball coaches complaining that it's turning over to the AAU coaches, now we're turning it over to these guys that can call them.

"Well, you know what a lot of them are saying. They're selling their school to these kids, and we're not able to talk to them. To me, we're losing this thing, in my opinion."

For Coaches, a Race With No Finish Line

Fierce hunt for talent is no longer limited to marquee programs

By LIBBY SANDER
The Chronicle of Higher EducationMay 9, 2008 Print Edition

The Chase is an occasional series on athletics recruiting.

Early in the morning, late at night, on weekends and days off and spare moments in between, college coaches work to lure the next generation of talent to their teams.

Recruiting is the backbone of college athletics, and it has always been a competitive and time-consuming pursuit. But now coaches face mounting pressure from athletes and parents clamoring for attention, and from athletic directors and even some college presidents eager to field winning teams.

The intense, high-stakes chase for top players — once associated only with marquee programs like Division I football, men's basketball, and the top women's basketball teams — is trickling down to other sports, as well as to lower divisions of the National Collegiate Athletic Association. Tremendous changes from technology, a booming youth-sports culture, and unprecedented numbers of high-school students all jockeying for spots at colleges — let alone on a sports team — have fed a new kind of high-pressure race.

Athletes in Division I are committing at younger ages to play for college teams.
And many coaches, mindful that their salaries and recruiting budgets are tied to their win-loss records, sacrifice all semblance of a personal life to do battle with their peers and woo those young athletes. The process has accelerated so much that even some young coaches who competed for elite Division III teams just a few years ago say recruiting now bears little resemblance to how their coaches enlisted them.

Some coaches say the time has come to rein in recruiting, for both their own sanity and that of the anxious athletes vying for scholarships. Coaches in Division I women's lacrosse recently proposed changing NCAA rules to clamp down on recruiting tactics in their sport, and Division I women's soccer is considering similar changes.

But unless everyone stands down at once, nobody wants to be the first to give up an advantage. The cost, coaches say, is too great — to their future teams, and, ultimately, to their own livelihoods.

Rick McGuire, track-and-field coach at the University of Missouri at Columbia, views recruiting in its current form as the byproduct of a society obsessed with winning at all costs.

"The importance of getting the win has distorted the importance of getting the athletes to your school, and that has driven an absurd process," he says. "It's a locomotive run wild."

Searching for Balance

The recruiting process varies widely by sport and by institution, depending on the specific goals or caliber of a program. It also varies by coach.

Some coaches say they fall asleep at night thinking about how to get their top recruit and wake up in the morning worrying that a rival coach has whisked away that star prospect.

Others refuse to let recruiting dominate their lives and tell recruits and their parents not to expect constant attention — they call it "baby-sitting" — in the form of regular e-mail messages, phone calls, or gratuitous visits to high-school contests.

But most coaches fall somewhere in the middle: working hard to keep up with their competitors, but also wary of what many of them view as a recruiting process with skewed priorities.

Recruiting rules are designed in part to keep the process from being too intrusive to prospective athletes. Yet many coaches are caught up in a relentless pursuit that leaves them little time for a personal life and often compels them to use recruiting tactics that blur the lines of integrity. It is not uncommon for a coach to offer an athlete a scholarship and give the teenager just a day or two to decide.

"I feel a lot worse for the coaches than I do for the student-athletes," says Matthew Baysinger, a senior who is the captain of the University of Kansas' track team. He is also the vice chair of the NCAA's Division I Student-Athlete Advisory Committee. "I actually thought at one point in my life I'd want to do coaching, but after seeing what they have to do to get these athletes, I don't want anything to do with that."

Much of the intensity is due to the sheer numbers of high-school athletes vying for spots on college teams. In the 2006-7 academic year, 7.3 million high-school students — 54 percent of the high-school population — played on a scholastic sports team. It was the 18th straight year that participation rates had increased for high-school sports.

But for parents who have invested thousands of dollars in training for their kids, the statistics at the college level are not pretty. There are more than 399,000 athletes who

compete on NCAA teams, and institutions in Divisions I and II award about $1.4-billion in athletics scholarships each year. But those scholarships go to 123,000 or so students, meaning that only about one in 60 high-school athletes gets a scholarship. And of those scholarships, very few cover the entire cost of attending college.

Other gradual but nonetheless striking changes in recent years have contributed to a pursuit of athletes that can, at times, be unhealthy for everyone involved.
Online recruiting services that market athletes to coaches, and blogs that publicly rank athletes' abilities and speculate on the many twists and turns of recruiting, have made the process far more public than it ever used to be. E-mail, cellphones, and — until the NCAA banned it — text messaging have made communication easier but also unrelenting.

NCAA recruiting rules intended to regulate communication between Division I coaches and prospective athletes have become dizzyingly complex. Some coaches now say the rules often prevent them from getting to know the athletes well enough to determine if they would be a good fit for a team.

Yet as the rules become more restrictive, many coaches say they are scrambling to develop relationships with a widening circle of club coaches who exert influence over prospective athletes. Although many talented athletes still play for their traditional high-school teams, more are choosing to compete on club teams, which are more selective and often travel the country playing other elite teams. Sometimes athletes forgo the traditional scholastic season altogether.

"In some ways, [recruiting] is better than it used to be, but in others it is much, much worse," says Joseph R. Castiglione, director of athletics at the University of Oklahoma. There is plenty of credit — or blame — to go around, he says.
"There are more people competing for fewer scholarships than at any time in the modern era," Mr. Castiglione says. "The competition to find the best and the brightest is fierce."

'On the Borderline'

Many of the changes in recruiting are felt most acutely among Division III coaches. With no recruiting calendar to offer them "dead periods," in which coaches are barred from evaluating or contacting prospective athletes, Division III coaches often recruit year round. They typically have much smaller coaching staffs than Division I programs, sometimes coach a second sport, and often shoulder teaching and other administrative duties in their departments.

"We're almost all gluttons for punishment," says Mary Kate Boland, women's volleyball coach at Franklin & Marshall College, a Division III institution in Pennsylvania. In addition to coaching volleyball, Ms. Boland is also the college's director of Greek life.

The recruiting process is far more intense than when she was recruited to play for Franklin & Marshall 10 years ago, she says. But "I wouldn't have it any other way," she says. "If you don't love it, then you're crazy for doing it."

For Brooke Diamond, women's lacrosse coach at Washington and Lee University, in Virginia, the challenge in recruiting is to cast a wide but strategic net.

This year, her first on the recruiting trail for Washington and Lee, Ms. Diamond has the names of 300 high-school juniors whom she is considering for the Class of 2013. Of those, she predicts 100 or so will say Washington and Lee isn't for them. Another 150 won't have the academic credentials to be admitted. Maybe half of those left will accept scholarship offers to play for Division I colleges.

Of the remaining 20 or so students — those who meet the college's rigorous academic standards and are talented enough to compete on a nationally ranked team — three to five will ultimately commit.

It's a lot of work for a small yield.

"I spent a couple years in investment banking," says Ms. Diamond, who played soccer, basketball, and lacrosse at Amherst College before graduating in 2003 and taking a job at Goldman Sachs in New York. "People ask, 'Did you get out of it because of the hours?' And I say, 'Oh, you don't know what I do. The hours are comparable.'"

But, she says, "if I'm going to work a 15-hour day, I'd much rather do it watching lacrosse games and being with my team than working on a financial evaluation."

At Adrian College, in Michigan, even the college president, Jeffrey R. Docking, weighs in on coaches' recruiting activities. Coaches at the small Division III college are paid about $30,000 a year, he says. They also are given quotas.

"We give each coach a number, and if they don't hit their recruiting number, that's a problem, because that's how we maintain our enrollment," Mr. Docking says. "If you're only coaching one sport and … you can't bring in 10 kids a year, then you're not working hard enough."

Many coaches describe hectic schedules spent juggling traditional coaching duties, traveling to watch high-school sophomores and juniors play in tournaments, e-mailing recruits and their parents, arranging visits to the campus, and generally being available at any hour of the day (or night) to take a phone call from a prospect.

It is this sacrifice of time and personal life that leads some coaches to say recruiting has crossed a line between reasonable competition and impossible demands.

"The expectations and how much work actually has to go into recruiting in order to be successful — particularly at our level, where coaches are doing a lot of other things, too — I think it's on the borderline of going too far," says Albert D. Bean Jr., director of athletics at the University of Southern Maine.

'Feeling the Pressure'

In Division I, where the pressure points have always been greater because of the scholarship money involved — and the tens of millions of dollars at stake in revenue — coaches say the already quick pace has sped up considerably and shows no signs of slowing.

Marci Miller Jobson has experienced the acceleration firsthand. As a high-school soccer player in the early 1990s, Ms. Jobson decided in the spring of her senior year to play for the University of Wisconsin. After two seasons in Madison, she followed her coach to Southern Methodist University, in Dallas, and graduated in 1998. She also played for the U.S. women's national soccer team for three years.

Today the idea of a Division I-caliber player and future national-team member selecting a college during the spring of her senior year is quaint, if not unheard of. Now the women's soccer coach at Baylor University, Ms. Jobson says she is still reeling from the fact that she is beginning to receive verbal commitments from high-school sophomores.

"It's such a young age," says Ms. Jobson. "But I also know that if so many other schools are doing it, and the top players are committing early, that if I don't get on the ball and do it too, I'm going to miss out on their players."

In Division I, athletes cannot officially commit to play for an institution until they sign a national letter of intent during their senior year. But there are no restrictions on when they can make unofficial, verbal commitments, which occur with greater frequency each year in many sports, coaches say.

NCAA rules bar most coaches from contacting athletes by telephone until July after their junior year. But it is common for coaches and athletes to communicate by e-mail during the athlete's junior and senior years, and athletes may call a coach as frequently as they want.

Early commitments can work well if the athlete and the coach have each done their homework on the other, most coaches say.

The far more common scenario, though, is for such commitments to arise out of a sense of fear and pressure — on both sides. Athletes are anxious for scholarships, and

coaches often fear that if they cannot get an athlete "to verbal," as the saying goes, then someone else will.

Too Much, Too Soon?

For every coach who locks up a verbal commitment from a sophomore or a junior, there is another who loses it two years down the road. And it is this uncertainty that makes many coaches nervous and leads them to engage in what often feels like a round-the-clock pursuit of talented athletes.

"To my knowledge, there has never been a word in the English language called 'de-committed' until about five years ago," says J. Stanley (Skip) Bertman, athletic director and former baseball coach at Louisiana State University at Baton Rouge. "That became the word where the coach would say, 'He de-committed.
He committed to us, but now he's going to another school.' It's so strong, this thing, it's created a new word in the English language."

The risks of early commitments are plenty, coaches say, and the younger the age, the greater the gamble.

One of the great unknowns in early commitments is whether a 15- or 16-year-old will mature into the kind of student who can survive academically at a university.
In the anxious rush to commit, many athletes forgo the opportunity to explore the academic and cultural climate at the college and risk jumping into a bad fit.

And when athletes transfer because they are unhappy, coaches say, everybody suffers: the athlete, his teammates, and the coach, who must now recruit a replacement.

Of the three dozen coaches and administrators interviewed for this story, few Division I coaches said they were comfortable with early commitments or felt that they were having a favorable impact on college sports. But most said that despite their misgivings, they understood the need to keep up.

What happens at the upper echelon of college sports, they say, inevitably trickles down to affect everyone below.

"In any of the sports, there's a tendency for the rich to get richer," says Steve Simmons, men's soccer coach at Northern Illinois University. "And if you're right under that, you're going to try to do anything you can to stay with them, because if you don't, there's going to be a gap you might not be able to close."

But coaches in two of the fastest-growing sports think there is a way to put the brakes on recruiting.

The Intercollegiate Women's Lacrosse Coaches Association is petitioning the NCAA to slow down the recruiting process by regulating early commitments and scaling back the amount of communication between athletes and coaches prior to the senior year of high school.

Last month the coaches association sent four proposals to the NCAA that would amend the rules by restricting telephone calls, overnight visits, and other recruiting activities in Division I women's lacrosse.

Division I women's soccer coaches are also considering restrictions on early commitments, says Jim Sheldon, executive director of the National Soccer Coaches Association of America. Coaches associations in other sports are reportedly considering similar limits on recruiting.

Great Expectations

In the two decades that Deb Patterson has been a basketball coach, there is one thing that stands out from all others in recruiting: expectations. And sometimes, she says, it makes her wonder who, exactly, is in charge.

"It's not the coach walking in the gym saying, 'Prove to me you can play.' It's the prospect saying, 'Why weren't you there?'" says Ms. Patterson, now in her 12th year as head coach of Kansas State University's women's basketball team. "So much of what college coaches do now is in response to the expectations of the prospect or the prospect's coaches or handlers. That's a big flip from 15 years ago."

And not, she says, for the better.

"I'm not necessarily interested in spending my days trying to stroke the ego of an 18-year-old or a 17-year-old or a 16-year-old beyond communicating to them … my sincere interest and appreciation for their skills and abilities, and how we could be a good match," Ms. Patterson says. "But recruiting has taken things way beyond that."

For Rodney A. Sandberg, football recruiting coordinator at Wheaton College, a Division III college in Illinois, expectations fuel a waiting game that shapes the chase for athletes who can be, in coaches' parlance, "impact players."

Mr. Sandberg says he and his fellow coaches often find themselves waiting until a prospective football player "finally accepts reality" and realizes there will be no letters, no phone calls, and no scholarship offers from Division I colleges — and only then considers Division III.

The misapprehension is common, he says, and nobody's fault. Athletes have dreams, parents have expectations, and coaches have rosters to fill. Recruiting is an "endless" process, he says, but the magical combination of reaching out and then, at a certain point, stepping back to wait usually yields results.

"Every kid thinks he's going to Michigan," says Mr. Sandberg, who wraps up many a workday from home on the telephone with a prospect. "You have to be patient. You have to just stay with them, stay with them because the scholarships aren't going to be there nine times out of 10."

King's father reflects on his son's early commitment

Andy Staples
SI.com
May 9, 2008

Steve King and I couldn't get connected in time to include his perspective in Tuesday's story about early basketball commitments, but we had a long chat Wednesday. King is uniquely qualified to speak on this subject. His son, **Taylor**, committed to UCLA shortly before starting ninth grade in 2003. Taylor's commitment didn't last; he ultimately signed with Duke and has since transferred to Villanova.

King, from Huntington Beach, Calif., has noticed that it's no longer an anomaly to see college coaches actively courting a middle schooler or a ninth grader. In the past seven days, Kentucky has accepted commitments from an eighth-grader and a ninth-grader. In 2006 and 2007, USC took commitments from eighth-graders. In recent years, Arizona has offered scholarships to players during the summer between seventh and eighth grade. But knowing what he knows now, if King had it to do over again, would he allow his son to commit so early?

"Unequivocally," King said, "no."

King said that while UCLA coaches offered the scholarship, they didn't apply any pressure for Taylor to commit. Taylor accepted, his father said, because the Kings got caught up in the mystique of UCLA. Looking back, Steve King wonders if he wasn't more spellbound than his son. "In this particular case, in all honesty, it was more my decision than it was his -- or my influence, let's put it that way," Steve said.

Steve King said that before they allow their children to commit, parents of top recruits should consider several factors. As a player goes through puberty, his body changes. His style of play may have to change with it, and at 18 he may no longer fit at the school that seemed perfect when he was 14. Also, King says players who commit so young have no way of knowing how many times the roster might turn over at their chosen school. By their junior or senior year, they can make an educated guess at whether they'll fit in with their teammates.

"In retrospect, there is a lot to be said about the process," King said. "Let's face it. These kids in eighth grade who are making these decisions, the kids aren't making those decisions. The parents are."

King said he offered his critique of his own decision because he hopes it will help other parents in the same situation. He said there is too much at stake to allow a child to make a life-altering decision without the maturity and the information required to make

that decision. "It puts them in a place at a very young age where they don't need to be," King said. "Kids need to be allowed to be kids."

Two choices at once

As Kalispell, Mont., two-sport star **Brock Osweiler** sat in his third-period advanced multimedia class last week, he had a revelation. Osweiler, a 6-foot-8 quarterback/power forward, had wrestled for months with the question of what sport he would pursue in college. In a flash, he knew the answer to that question. He also had the answer to the next question: Which school?

Osweiler, who committed as a ninth-grader to play basketball at Gonzaga, changed his mind and committed to play football at Arizona State. "I got a feeling I've never felt before in my life," Osweiler said. "Everything clicked in my head in just a split-second. All the questions I was using to try to determine a school just clicked. ... I felt so free and just relieved."

Osweiler made the decision after reading up on the recruiting classes of the schools that were recruiting him for football. He checked out Florida State, UCLA, Alabama and Arizona State. As he read about the Sun Devils, he had his epiphany. He asked his teacher if he could be excused, and he ran to the classroom of Flathead High football coach **Russell McCarvel**. After listening to Osweiler's reasoning, McCarvel endorsed the choice. After getting the OK from his parents, Osweiler called ASU and committed. Next came a less pleasant call. Osweiler had to tell Gonzaga coaches he'd chosen football.

"That was probably the hardest phone call I've ever had to make," Osweiler said.
Fortunately, Osweiler said, Gonzaga assistant **Leon Rice** reassured him that Bulldogs coaches understood his dilemma and would never want to stand in the way of his dreams. Rice also said that if Osweiler ever changed his mind and wanted to play hoops, he shouldn't hesitate to call.

Now, Osweiler must choose between football and basketball one more time. He is entertaining the notion of graduating early from high school and enrolling at ASU in January. If he does, he'll have to skip his senior season of basketball.

Free-agent assistants free to 'recruit' whenever, wherever

By Gary Parrish
CBSSports.com
July 25, 2008

LAS VEGAS -- Miles Simon spent Thursday night on the sideline at Rancho High, coaching the Pump N Run Elite while wearing shorts and a T-shirt and looking relaxed as his talented squad from Los Angeles cruised to an easy win in the Adidas Super 64. And if you're wondering why Simon is coaching summer basketball, you must've forgotten that Arizona declined to renew his contract as an assistant in May, and by extension made him unemployed.

"I don't have a job right now," said Simon, the Most Outstanding Player of the 1997 Final Four. "But I'm looking for the best opportunity."

Well, then you are going about this properly, Mr. Simon, because the best way to get back into the business is to nurture relationships with prospects who can help people *already* in the business. It's the way this sport works, for better or worse.

And that absolute fact of college basketball has helped develop a ploy that revolves around universities declining to officially fill openings on their staffs until *after* the July recruiting period, so that possible future hires can remain "unemployed" through the summer and thus bound by no NCAA rules.

In other words, if somebody wants to hire Simon it would be stupid to do it now.

The smart thing would be to let him coach the Pump N Run Elite -- the same program that just sent Jrue Holiday to UCLA and Larry Drew to North Carolina -- through the summer and develop relationships with recruitable athletes, relationships that could someday pay dividends.

Consider that Simon is currently bouncing around the country, eating meals and hanging out with Class of 2009 standouts Solomon Hill and Tyler Honeycutt and Class of 2010 stars Tyler Lamb and Kendall Williams, among others. Meantime, actual college assistants on college payrolls aren't allowed to have any contact whatsoever at any tournaments with players or their summer coaches, meaning Simon can basically do whatever he wants (buy a burger for a player, some shoes, a hat, etc.) but the men who replaced him at Arizona can't so much as have a conversation with a prospect.

This is why Xavier hired Emmanuel "Book" Richardson last August.

And why New Mexico hired Chris Walker last August.

The summer recruiting period ends July 31, you see, and Sean Miller and Steve Alford understood it didn't make sense to hire Richardson and Walker until *after* that date. Consequently, those schools had the usual three coaches on the road working the 2007 summer circuit in addition to Richardson (who coached the New York Gauchos summer team) and Walker (who coached the T-Mac All-Stars summer team). Those hires -- specifically the way they were structured -- helped Xavier and New Mexico develop relationships with New York and Texas prospects that they might not have otherwise enjoyed.

Advantage: Xavier and New Mexico.

"It's a huge advantage to have a future staff member out there helping you with kids before you officially hire him," said one high-level Division I coach. "As long as he's not hired, he can pretty much do whatever to develop a relationship with a kid. Then August comes and you make the hire official, and by then you've got ins with a bunch of players."

To be clear, Simon's situation doesn't exactly match Richardson's and Walker's from last summer because it was well known in basketball circles that those two men had those two jobs lined up well in advance. There is no such story following Simon. He said he doesn't have a job lined up, and I believe him. But it's still worth noting that Mike Burns and Gabe Carter were the two men primarily coaching the Pump N Run Elite team last summer and that both have since moved on to Division I college staffs. Burns is at San Diego, Carter is at Loyola Marymount, and it won't be surprising if the restriction-less summer they spent on the road last year helps them get a desired prospect at some point in the future.

"Working with the Pump N Run team is a great opportunity," Simon said. "It allows me to spend some time to get to know the SoCal kids even better."

Which is why Simon will be an intriguing candidate for some West Coast school, because he now knows the SoCal kids on a personal level thanks to this summer spent developing relationships without NCAA guidelines hindering his moves.

That's a huge bonus, and if you don't believe me you should've seen Richardson and Walker in their Xavier and New Mexico shirts this past season, working the jobs they "officially" got a little less than a year ago.

Elite don't have to cheat -- they just get creative

Gary Parrish
CBS Sports

June 28, 2008
Want to see summer basketball coaches squirm?

Just pepper them about Elite Camps.

Once you do it, the same guys who will gladly spend hours telling you how they have the next Michael Beasley will grow more uncomfortable than Mark McGwire on Capitol Hill. That's what the topic of Elite Camps seems to do to most people. It makes them nervous. And for good reason.

So what's an Elite Camp, you ask?

It's an on-campus event run by a college program, usually reserved for about the best 10 or 20 prospects that particular program is recruiting. More to the point, it's a fine way for a school to exploit a loophole in the NCAA rulebook and funnel money to summer coaches who in turn use some of that money to pay for their best prospects to attend the Elite Camp of the school supplying the money. Schools are essentially paying summer coaches to gain influence and get prospects on campus in an unofficial capacity.

Right, John Beilein?

"I'm naive to that and how it happens," said the Michigan coach. "But people say it apparently happens."

Oh yes, Coach Beilein, it *absolutely* happens.

It's the scam of all scams.

Here's how it works: Let's pretend State U is recruiting two prospects from an AAU team in California, a couple of high-level prospects capable of someday winning a league title. Now let's pretend I'm the coach of that AAU team. What State U would do is hire me to be a "counselor" or "speaker" at its Elite Camp. My pay might be $2,500 and my job might be to talk about free throw shooting for, say, 30 minutes one afternoon. That's it. It's a great gig

.

But the implied tradeoff is that I must use some of the money I'm receiving to pay for the flights of my two prospects so they can attend the Elite Camp because how else could they possibly afford to fly across the country in the middle of June?

And that's pretty much the deal.

It's a three-step process:
1. The school pays the summer coach to work its Elite Camp.
2. The summer coach pays for his players to attend the school's Elite Camp.
3. The school gets a summer coach and his prospects on its campus for its Elite Camp.
Yes, it's that simple.

And yes, it's totally legal.

Which is how it's justified across the board.

"The biggest thing is that everybody is working inside the rules," said Florida coach Billy Donovan. "If the rules change, everybody will change what they're doing. But right now people are working inside the framework of the rules."

Credit Donovan for not shying away from the subject or pleading ignorance to how it works. He's the highest-paid coach in college basketball, a future Hall of Famer with more national titles than Def Leppard's drummer has arms. You don't become *that* successful in *this* business without understanding how to create technically legal ways to gain advantages in recruiting.

Rest assured, Donovan knows how to create advantages. Hell, he might be the best at it, which is why it should come as no surprise Florida is the school most often credited with developing the Elite Camp concept, though it's important to note practically every high-level program -- Texas, Connecticut, Memphis, Kentucky, damn near all of them -- conducts Elite Camps or something similar these days.

"You say, 'Listen, what are some creative ways to get some guys on campus?'" Donovan said while explaining the thought process. "Either you are allowed to do something or you are not allowed to do something, and if you are allowed to do it then it just comes down to your own personal judgment of whether you want to do it or not. But it's all just people trying to be creative."

Asked whether he agrees that college coaches seem to be among the most creative men in the world, Donovan smiled before answering, "I think we have to be."

Now I know what you're thinking: How exactly is this legal?

Answer: It's legal because the NCAA does not regulate who universities hire to work summer camps, meaning Oklahoma State's Travis Ford could hire my uncle or John Wall's AAU coach to work his camp, and there's no NCAA guideline preventing him from doing it.

Furthermore, the NCAA can't regulate how much AAU coaches can be paid for working a camp any more than it can regulate how much Louisville pays Rick Pitino for doing a radio show or how much Washington spends on pregame meals. Everything is OK as long as the pay is consistent -- meaning Oklahoma State is in the clear provided it pays every AAU coach who works a camp roughly the same amount, regardless of whether the pay is $500, $2,500 or $5,000.

(It's also worth noting there is nothing preventing a school from hiring the same AAU coach to work five different camps in one summer. In that case, a $5,000 payday for one afternoon of talking could turn into a $25,000 windfall for five afternoons of talking, and do you see how this is a slippery slope?)

"Five thousand dollars? I haven't hit that number yet," said Omar Carter, the coach of the MBA Hoops team featuring Class of 2011 star LaQuinton Ross. "I haven't hit those numbers you're saying. But LaQuinton is only a sophomore. So maybe my day is coming."

Trust me, Omar, your day is indeed coming.

And when it does, whatever you do with the money is none of the NCAA's business. You can take your $5,000 and buy a suit or a watch or a vacation (or perhaps all three!), or you can use it to offset the expense it took to fly your best player across the country to attend the Elite Camp. Either way, the NCAA can't do anything because the NCAA can't do anything about an AAU coach providing for his players.

So what we have is a -- here comes that word Donovan used again -- *creative* (and legal) way for coaches to get money into the hands of the people with influence over the top prospects in the country, which is why the fans constantly accusing college programs of "cheating" are the ones who don't understand how the sport really works.

Sure, people still cheat.

You'd be naive to think it doesn't happen

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But hardcore cheating like cash delivered in a shoebox is almost unnecessary these days given all the "legal" ways to get money into the right hands. You hire an AAU coach to work camps or to be a video coordinator, or you subscribe to his ridiculous scouting service and easily put thousands of dollars into his pocket.

Consequently, the actual breaking of major NCAA rules is now mostly reserved for the stupid coaches. The smart coaches can basically get the same things accomplished just by being, you know, a little creative.