

**Office of Operations Review and Audit**



**Program Review**

**Academic Performance Standards in NCAA  
Division I and II UW Athletic Coaches'  
Contracts and Performance Evaluations**

**September 2006**

## TABLE OF CONTENTS

Executive Summary	i
Introduction	1
Background	1
Discussion and Recommendations	2
Coaches' Contracts	2
Academic Performance Clauses in Contracts and Appointment Letters	3
Types of Coaching Appointments and Approvals	5
Coaches' Performance	6
Annual Performance Reviews	6
Academic-Performance Incentives	8
Other Efforts to Support UW Student-Athletes' Academic Success	9
NCAA Academic Performance Guidelines	11
Initial-Eligibility Requirements	11
Progress-Toward-Degree Requirements	12
Minimum Grade Point Average	13
Graduation Rates	14
Academic Progress Rate	15
System Policies	18
Conclusion	19
Appendix	20

## **EXECUTIVE SUMMARY**

In March 2006, the Board of Regents' Business, Finance, and Audit Committee requested that the Office of Operations Review and Audit review the extent to which academic standards are included in coaches' contracts and performance evaluations at UW institutions with National Collegiate Athletics Association (NCAA) Division I and II athletic programs. These institutions are UW-Madison, Milwaukee, Green Bay and Parkside. In 2005-06, these four institutions enrolled approximately 1,500 student-athletes; fielded more than 50 teams; and employed four athletic directors, 52 head coaches, and 85 assistant coaches to support their athletic programs. The review examined athletic directors' and coaches' contract provisions, other support for athletes' academic achievement, and NCAA guidelines.

### **Coaches' Contract Provisions**

While academic success is ultimately the responsibility of individual student-athletes, coaches are responsible for recruiting athletes who are academically prepared for college and for promoting and maintaining an environment that encourages academic achievement. Coaches may also directly intervene and provide guidance in cases where student-athletes are having academic difficulty.

UW institutions hire coaches for either limited or fixed-term appointments. Many, but not all, contracts or appointment letters for athletic directors and coaches include a specific clause addressing the academic performance of student-athletes. The contract language differs among institutions. Even though not all contracts included academic performance standards, administrators reported that the academic performance of student-athletes is routinely considered as part of job performance evaluations.

A UW Board of Regents policy could be one way to further emphasize the role of athletic directors and coaches in monitoring and assuring student-athletes' academic achievement. A policy could require that contracts and appointment letters for athletic directors and coaches contain an academic performance clause, to include specific provisions that each institution deems appropriate. A policy could also authorize bonuses for coaches based on specific academic achievement, such as the minimum Academic Progress Rate (APR) score for Division I institutions. An alternative would be to require certain academics-related goals to be met as one condition for coaches to receive annual pay increases; UW-Milwaukee has adopted a similar practice.

### **Other Support for Academic Achievement**

The review explored efforts UW institutions use to support the academic achievement of student-athletes. It found that institutions use a common set of methods to monitor and promote the academic success of students. Some examples include sponsoring formal study halls, providing or coordinating tutoring services, monitoring the academic performance of student-athletes throughout the semester, and coordinating athletic competition with class work.

## **NCAA Guidelines**

The review describes NCAA academic performance guidelines, such as minimum academic requirements that high school students must meet to be eligible to play intercollegiate athletics, standards to assure that student-athletes make progress toward a degree, and minimum grade point average requirements. In addition to setting guidelines, the NCAA monitors and publishes graduation rate data for student-athletes. It takes several years to collect graduation rate data, which limits its usefulness for improving academic performance. To address this concern, the NCAA recently established a new metric for Division I institutions, called the Academic Progress Rate (APR), which provides “real-time” data about the academic success of student-athletes.

The NCAA first began collecting APR data in 2004 for the 2003-04 academic year and released its first preliminary report in 2005. The NCAA issued its first penalties in 2006, using the data to penalize 99 teams nationally, because the teams failed to achieve an APR of 925, which correlates to an expected graduation rate of 50 percent. Under these initial penalties, institutions were not allowed to re-award grant-in-aid to student-athletes in certain situations. UW-Madison’s football team was the only UW team to fall below the cut-score, but it was not penalized because the score was within a range of scores that the NCAA established to account for insufficient data. The NCAA plans to institute additional penalties, such as further aid restrictions, as well as restrictions on recruitment, access to postseason competition, and membership in the NCAA, for teams that consistently fail to meet academic requirements.

In addition to penalties, the NCAA plans to offer a reward system for exceptional academic performance based on the APR. This year, the NCAA recognized teams that were within the top ten percent of teams in each sport. Ten UW teams were recognized as part of that effort, with each team achieving a perfect APR of 1,000. The NCAA is also considering providing financial incentives for top academic achievement to teams that show improvement.

## **INTRODUCTION**

In March 2006, the Board of Regents' Business, Finance, and Audit Committee requested that the Office of Operations Review and Audit review the extent to which academic standards are included in coaches' contracts and performance evaluations at UW institutions with National Collegiate Athletics Association (NCAA) Division I and II athletic programs. As part of our review, we also explored NCAA academic guidelines and efforts institutions use to assure the academic success of student-athletes. To conduct the review, we interviewed athletic department administrators at UW-Green Bay, Madison, Milwaukee, and Parkside; reviewed contract and performance evaluation materials; reviewed NCAA guidelines for academic performance; and conducted Internet research to identify academic-performance standards for coaches at higher education institutions in other states.

## **BACKGROUND**

Academic reform efforts in intercollegiate athletics began in the 1980s, when studies showed that a significant number of students who played for Division I-A athletic programs at that time did not ultimately graduate. The studies raised questions about whether student-athletes were prepared for college and whether higher education institutions were providing adequate support to assure the academic success of their student-athletes.

In 1989 the private John S. and James L. Knight Foundation established a Commission on Intercollegiate Athletics to try to identify approaches for reforming a range of issues surrounding intercollegiate athletics, including academic issues. The UW Board of Regents endorsed and adopted ten principles outlined in the Knight Foundation Commission's 1991 report as Regent Policy Document (RPD) 91-7, "Endorsement of Statement of Principles from the Knight Foundation Commission on Intercollegiate Athletics."

Several of the principles relate to the academic success of student-athletes, including requirements that:

- the admission of each student-athlete be based on a determination by admissions officials that the student will have a reasonable promise of success in achieving an academic degree;
- the admission of student-athletes will be based on their showing reasonable promise of being successful in a course of study leading to an academic degree, with that judgment made by admissions officials;
- continuing eligibility to participate in intercollegiate athletics will be based on students being able to demonstrate each academic term that they will graduate within five years of enrollment, with students who do not pass this test not being allowed to play; and
- student-athletes in each sport will be graduated in at least the same proportion as non-athletes who have spent comparable time as full-time students.

A copy of RPD 91-7 is included in the Appendix.

Since the 1980s, the NCAA also initiated a series of reforms designed to improve the academic performance of student-athletes. These include establishing “initial-eligibility” standards and continuing academic eligibility requirements for student-athletes while in a program. The most recent academic reform effort by the NCAA for Division I institutions established more stringent eligibility requirements for recruits, modified the method for calculating graduation rates, and established a new metric for monitoring academic performance.

## **DISCUSSION AND RECOMMENDATIONS**

In 2005-06, UW-Green Bay, Madison, Milwaukee, and Parkside enrolled approximately 1,500 student-athletes, fielded more than 50 teams, and employed more than 50 head coaches to support their athletic programs. Table 1 displays the number of student-athletes and head coaching positions at each of the Division I and II UW institutions.

**Table 1**  
**Number of Student-Athletes and Coaching Positions at Division I and II UW Institutions**

<b>UW INSTITUTION</b>	<b>STUDENT-ATHLETES</b>	<b>HEAD COACHES</b>	<b>ASSISTANT COACHES</b>
Green Bay	209	12	14
Madison	788	20	47
Milwaukee	288	9	22
Parkside	225	11	2
<b>Total</b>	<b>1,510</b>	<b>52</b>	<b>85</b>

Source: UW institutions

This review explores efforts to monitor the academic performance of student-athletes at NCAA Division I and II UW institutions. The report: 1) assesses the extent to which UW institutions include academic performance standards in athletic directors’ and coaches’ contracts; 2) describes UW institutions’ efforts to support the academic success of student-athletes; and 3) examines NCAA academic performance guidelines for Division I and II UW institutions.

## **COACHES’ CONTRACTS**

Academic success is ultimately the responsibility of individual student-athletes. However, athletic administrators we interviewed believe that coaches play an important role in assuring the academic success of the members of their teams. For example, coaches are responsible for recruiting athletes who are academically prepared for college and for promoting and maintaining an environment that is conducive to academic success. Coaches are also in a position to directly intervene in cases in which student-athletes are having academic difficulty, such as by modifying practice schedules or counseling students about the importance of academic achievement.

Administrators consider the academic performance of student-athletes to be a critical part of UW coaches' jobs. We reviewed the extent to which NCAA Division I and II UW institutions include the academic performance of student-athletes in coaches' contracts and types of coaching appointments.

### **Academic Performance Clauses in Contracts and Appointment Letters**

We asked UW athletic administrators to identify whether academic performance standards are included in coaches' contracts or appointment letters. UW-Green Bay, Madison, and Milwaukee each provided examples of relevant contract language. UW-Parkside administrators reported that they use the standard language that is used for all academic staff and that these appointment letters do not refer to specific job duties. The UW-Parkside letters state that job duties are outlined in the position descriptions and will be the sole basis for review, and the position description includes academic performance criteria. For example, the position description for the head coach indicates that 20 percent of the duties of the position require "sufficient organization skills to direct the program athletically, academically, financially, and socially."

Not all of UW-Milwaukee's head coaching contracts include academic clauses. However, UW-Milwaukee recently adopted new contract language for academic performance and incorporated it into the athletic director's contract and the men's and women's head basketball coaches' contracts. UW-Milwaukee plans to use similar language in all head coaches' contracts as the contracts come due. Table 2 contains the specific language used in these contracts and identifies the positions to which the clause applies.

**Table 2**  
**Academic Performance Clauses in UW Athletic Director and Head Coaches' Contracts**

<b>UW INSTITUTION</b>	<b>STUDENT-ACADEMIC- PERFORMANCE CLAUSES</b>	<b>POSITIONS</b>
<b>Green Bay</b>	<p><b>Athletic Director:</b> "Academic Bonus: \$2,500 if the overall academic performance of student-athletes participating in intercollegiate sports during the year shall meet or exceed a yearly cumulative grade point average of 3.1."</p> <p><b>Coaches:</b> "In addition to the base salary provided in Section 2.1, Coach shall be eligible each fiscal year during the term of this Agreement to receive supplemental compensation in the amount of \$1,000.00 if the overall academic performance of the student athletes participating in [sport] during the year shall meet or exceed a yearly cumulative grade point average of [varies by sport]. Any such supplemental compensation shall be subject to standard federal and state withholding."</p>	Athletic director; men's basketball, women's basketball, women's volleyball, and men's soccer coaches.
<b>Madison</b>	<p><b>Athletic Director and Coaches:</b> "Academic Policy and Governance. By Wisconsin law and custom, the UW-Madison faculty have certain responsibilities for the governance of the University, including primary responsibility for all academic and educational activities; and that University faculty have delegated to the Athletic Board all the faculty's</p>	Athletic director; all head (and assistant) coaches.

UW INSTITUTION	STUDENT-ACADEMIC-PERFORMANCE CLAUSES	POSITIONS
	<p>responsibility and power over such aspects of intercollegiate athletics. [The athletic director or coach] understand and agree that [his or her] University employment is subject to this system of academic governance.”</p> <p>“...The personal and academic well-being of every student-athlete is the primary concern of the University and the Athletic Board. You agree to take an active role to expedite the progress of each athlete toward a degree, and to cooperate with the staff in the Division’s Student Services program to facilitate that progress.”</p>	
<p><b>Milwaukee</b></p>	<p><b>Athletic Director:</b> “Actively promote student athlete academic performance by promoting an environment which is conducive to student academic achievement, as measured by academic eligibility, retention, and graduation, and which is monitored by the NCAA via Academic Progress Rate.”</p> <p><b>Coaches:</b> “An important part of Employee’s duties will be the active promotion of student athlete academic performance. It is particularly important that Employee promotes an environment which is conducive to student athlete academic achievement, as measured by academic eligibility, retention, and graduation, and which is monitored by the NCAA via the Academic Progress Rate. Employee’s salary increase will be partly determined by employee’s attention to and progress on these issues.”</p> <p>“...Employee understands that the Athletic Board is very concerned about the well-being of every student-athlete, and agrees that he and each member of his staff will take an active interest with every athlete to expedite progress toward degree.”</p>	<p>Athletic director; men’s and women’s head basketball coaches.</p> <p>UW-Milwaukee indicated it plans to incorporate language similar to the coaches’ clause into the contracts for all head coaches as they come due.</p>

Source: UW institutions

UW institutions report that assistant coaches frequently play an important role in monitoring and assuring the academic success of student-athletes. For example, assistant coaches at UW-Madison have the same language in their contracts as head coaches do, stating that they agree to take an active role in assuring the academic success of student-athletes. UW-Madison administrators report that each head coach may delegate responsibilities differently, but typically assistant coaches are involved in monitoring academic performance.

Administrators from UW-Milwaukee also report that head coaches often delegate the responsibility for monitoring academic performance to an assistant coach. UW-Milwaukee includes academic performance standards in the appointment letters, position descriptions, and performance evaluations of assistant coaches. For example, one position description from UW-Milwaukee states that five percent of one assistant coach’s job duties are to “provide academic advising sessions for student-athletes, assist in course selection and class registration and assist

student-athletes in applying for financial aid.” Another listed “successfully recruit top-level student-athletes to maintain team’s athletic and academic successes” as an assistant coach’s responsibility.

### **Types of Coaching Appointments and Approvals**

The type of appointment a coach has determines, in part, the terms of employment that are included in contracts and appointment letters; the type of appointment also affects the contract approval process. We examined appointment types and the extent to which coaches’ contracts are approved by the Board of Regents.

- *Appointment types:* We interviewed staff, reviewed a sample of contracts provided by athletic department administrators, and reviewed statutory and UW System policies regarding appointment practices within the UW System to determine coaches’ appointment types. We found that institutions use a variety of appointment and contracting practices for athletic director and coaching positions. Both UW-Milwaukee and UW-Parkside report that they hire all coaches as fixed-term staff, while UW-Madison hires coaches and assistant coaches as limited appointments. Except for part-time coaches who are given fixed-term appointments, UW-Green Bay hires each of its coaches as limited appointments. Athletic directors are also all limited appointments. Both fixed-term and limited appointment contracts for head coaches were for various lengths of time.

In November 2005, the Board of Regents adopted Resolution 9091, which was later adopted as Regent Policy Document (RPD) 05-01. RPD 05-01 restricts the use of limited appointments to only those specifically identified in s. 36.17, Wis. Stats., unless an institution justifies the creation of additional limited appointments and the UW System President authorizes the creation in writing. This formal approval is required only for new positions and when an existing limited appointment position is vacated and filled.

RPD 05-01 went into effect after many of the contracts included in our review were developed. UW System Office of Human Resources staff indicate that they plan to conduct a yearly compliance review of RPD 05-01 to assure that limited appointments are used appropriately.

- *Board of Regents approval of contracts:* The UW System delegates contracting and employment decisions for coaches to the chancellors, with some exceptions. The Board of Regents reviews a small portion of all athletic contracts offered in the UW System. RPD 87-15 requires institutions to seek approval from the Board of Regents prior to authorizing recruitment or promotion and prior to approving annual merit increases for faculty, academic staff, and limited staff members whose salaries exceed 75 percent of the salary of the UW System President.

We analyzed budgeted base salaries of head coaches in 2005-06 at UW-Green Bay, Madison, Milwaukee, and Parkside. These salary amounts included GPR funding and did not reflect extra income that some coaches may earn as a condition of their contract. A few coaches for high-profile intercollegiate sports receive substantial salaries, which may leave the

impression that all college coaches earn high salaries. However, based on the UW System Redbook Budget, we found a wide range in coaches' salaries.

Table 3 displays the distribution of coaches' salaries by institution and shows that almost half earn less than \$50,000 per year. Several coaches have part-time appointments. For example, at UW-Green Bay, five coaches had part-time positions that paid less than \$15,000 each. Three of UW-Parkside's head coaching positions were part-time and received compensation of between \$5,200 and \$14,000 per year.

**Table 3**  
**Coaches Base Salaries by Institution, 2005-06**

<b>UW INSTITUTION</b>	<b>\$200,000 OR MORE</b>	<b>\$100,000-199,999</b>	<b>\$50,000-99,999</b>	<b>\$25,000-49,999</b>	<b>\$10,000-24,999</b>	<b>LESS THAN \$10,000</b>	<b>TOTAL</b>
Green Bay	0	2	0	4	2	4	12
Madison	4	0	16	0	0	0	20
Milwaukee	1	1	3	1	1	1	8
Parkside	0	0	0	8	2	1	11
Total	5	3	19	13	5	6	51
Percentage of Total Coaches	9.8%	5.9%	37.3%	25.5%	9.8%	11.8%	100%

Source: UW System Office of Budget and Planning, 2005-06 Redbook

Based on 2005-06 data, institutions were only required to seek approval by the Board of Regents for new appointments and merit increases for positions for which salaries exceeded \$240,000. Only four coaching positions had base salaries that exceeded the \$240,000 threshold that would require the Board of Regents to approve new contracts or changes to existing employment contracts.

### **COACHES' PERFORMANCE**

Although not all contracts or appointment letters include specific expectations for the academic performance of student-athletes, our interviews and a review of criteria for coaches' annual job-performance reviews indicate that academic issues are one of several components of the annual review. We reviewed the annual performance-review process and incentives for coaches to support strong academic performance.

#### **Annual Performance Reviews**

Performance evaluations are the formal process used to review the extent to which employees meet their job expectations. Evaluations may be used to determine whether to renew a contract; terminate an employee; provide merit pay; assure that job expectations are met; or identify corrective action, where necessary, to improve job performance. We found:

- *UW-Green Bay*: At UW-Green Bay, the athletic director evaluates each head coach's performance. Evaluations address a range of issues, including the quality of work, productivity, judgment and decision-making, problem solving, organizational skills, interpersonal skills, communication, leadership and supervision skills, initiative, independence, and teamwork. Among the criteria is an assessment of the employee's contribution to the university mission and principles, which includes a review of academic performance of student-athletes.
- *UW-Madison*: At UW-Madison, the sports administrators are responsible for drafting a written evaluation of the head coaches, including a recommendation for renewal or non-renewal. The administrators discuss the evaluations with the head coaches and, along with the athletic director, sign the evaluation forms. The forms are then submitted to the human resources manager, who delivers them to members of the Personnel Committee of the UW Athletic Board. The Personnel Committee considers the evaluations in closed session, as allowed by s.19.85(1)(c), Wis. Stats., and votes on the action recommended by the sports administrators. The Personnel Committee's decisions are advisory to the full Athletic Board. The Personnel Committee may also amend evaluations, with any changes reported back to the coach and to the full board. The Athletic Board votes to accept or not accept the recommendation of the Personnel Committee.

We reviewed the questions UW-Madison's athletic administrators use in their evaluations of coaches. The evaluation form includes several items that relate to the academic performance of student-athletes, such as the team's average grade point average (GPA) over time, as compared to the GPAs of all student-athletes and all UW undergraduates; expectations that the coach interacted appropriately with faculty and academic staff; and expectations that the coach did not have his or her student-athletes exceed approved missed class days. The evaluation establishes goals for the upcoming year for academic success in recruiting and student GPAs. The evaluation form also measures performance on a host of other expectations, such as the team record, compliance with Athletic Board and department policies, and the level of professional interaction with others.

Student evaluations of coaches are also incorporated into the evaluation process at UW-Madison. Student-athletes complete a form that describes their experience with the head coach. One of the eight questions asks student-athletes to rank the extent to which their head coach is "committed to my academic progress" and "is willing to make accommodations for classes, tests, etc." Student evaluations are compiled by staff and included in the coaches' evaluations. Athletic Board members reported that they review these comments carefully.

- *UW-Milwaukee*: At UW-Milwaukee, each coach is expected to prepare an initial assessment of his or her own performance, which is then reviewed by the athletic director, who prepares a response. The athletic department uses the evaluation form that is standard for all UW-Milwaukee employees and also has a form specifically for athletic coaches. Coaches are awarded up to 30 points for each of ten "objective responsibilities," one of which is "effectively monitored academic progress of student-athletes." Employees may receive a total of 300 points for these objective responsibilities, plus an additional 100 points for their conference record and placement, and another 100 for their overall record. Total possible

points equal 500, with scores used to determine the extent to which the coach meets expectations. In addition, administrators at UW-Milwaukee report that the evaluation of the athletic director includes a review of academic data with the Vice Chancellor for Student Affairs.

- *UW-Parkside*: UW-Parkside requires employees to achieve a satisfactory evaluation of job duties outlined in the position description as a condition of receiving a merit pay increase. Points are assigned to a variety of job expectations, and coaches are evaluated on each of those expectations. Expectations include: 1) management skills, such as budgeting, scheduling, fundraising, assistant coaches' performance, and NCAA rules compliance; 2) sports-related issues, such as practice organization, coaching, player development and player relationships, and media relations; 3) recruiting issues, such as academic preparation and character of players; 4) the academic and social development of the team, which includes player development, commitment, and community service; and 5) department issues, such as policy adherence. Coaches are scored on a scale of one to five for each activity, with one indicating poor performance and five indicating excellent performance. Each of these categories is weighed equally in the overall score for coaching skills, and an overall score of three or above is needed to qualify for merit pay.

### **Academic-Performance Incentives**

Some proponents for academic reform suggest that providing a bonus for academic success, especially in an amount equal to bonuses provided for championships, is an excellent method for institutions to emphasize to athletic directors and coaches that academic success is as important as athletic success. Others argue that assuring the academic success of student-athletes is a basic job expectation for athletic directors and coaches, and they should not be rewarded additionally for performing their duties.

Section 230.12(3)(e), Wis. Stats., authorizes the Board of Regents and UW System to establish compensation and employee benefits, including compensation for across-the-board pay adjustments, merit or other adjustments, and employee benefit improvements for senior executives, faculty, and academic staff employees. Section 36.09(1)(e), Wis. Stats., sets forth the basic statutory authority of the Regents to set salaries of limited appointees, faculty, and academic staff members.

We examined the use of academic performance incentives at UW institutions and higher education institutions in other states. We conducted an Internet search to identify the extent to which coaches' contracts in higher education institutions in other states include academic performance standards. We found that some institutions provide bonuses to coaches for achieving specific academic goals, such as a team achieving a minimum GPA or graduation rate.

We found that UW-Green Bay is currently the only UW institution that offers financial bonuses for academic performance. The Athletic Director receives a bonus of \$2,500 if student-athletes achieve an average minimum GPA of 3.1. This contract also provides bonuses for teams' athletic achievement. Four coaches' contracts at UW-Green Bay contain clauses that provide supplemental compensation in the amount of \$1,000 if the coach's team achieves a

predetermined GPA. The minimum GPA requirement varies by team. These contracts each also have additional bonuses for athletic performance, which are typically larger than the academic bonus. For example, while the men's basketball coach's contract provides a \$1,000 bonus in the event of 20 wins during the season, which is the same as the academic bonus, it also provides \$5,000 for an appearance in the NCAA tournament, and \$2,500 for an appearance in the National Invitational Post Season Tournament (NIT). The women's basketball coach's contract provides a \$2,500 bonus in the NCAA tournament, and \$2,000 in supplemental compensation for each win in the NCAA tournament. Funding for bonuses at UW-Green Bay comes from the department's regular operating budget.

UW-Madison uses private funding, as allowed by NCAA regulations, to pay bonuses for athletic achievement. The payment is subject to the availability of funds from outside sources and is not guaranteed by the University. UW-Madison does not offer similar awards for academic achievement, but requires that coaches achieve a satisfactory or higher on their evaluation, which includes an assessment of academic achievement, to be eligible for any award. At UW-Madison, the Athletic Board is responsible for awarding bonuses to coaches for competitive successes.

Under UW-Milwaukee's contracts, a separate bonus isn't awarded for academic achievement, but the contract identifies specific measures of academic success that the institution plans to use to evaluate the performance of coaches. Future salary increases depend, in part, on the successful academic achievement on those measures.

## **OTHER EFFORTS TO SUPPORT UW STUDENT-ATHLETES' ACADEMIC SUCCESS**

We found that UW institutions use a common set of methods to monitor and promote the academic success of student-athletes. A few examples include:

- *Sponsoring formal "study tables" or study halls:* All athletic departments reported that they sponsor formal study tables, or study halls. Typically, new freshmen and student-athletes with a GPA below a certain level, which is often determined by the individual coach, are required to attend the study table for a designated number of hours per week. The department monitors attendance at study tables.

UW-Green Bay's study table is held in a classroom that may hold up to 130 students. Administrators report that attendance ranges from 50 to 110 students on any given night. Student-athletes that are required to attend a study table based on their year in school or their GPA attend three nights a week for several hours. Some students reportedly also attend voluntarily, to improve their grades.

UW-Parkside sponsors study tables for four hours per week. All new students and students with a GPA of below 2.5, or below an amount determined by the individual coach, are required to attend.

UW-Madison's Athletic Department offers a comprehensive level of academic services through its Office of Academic Services. The office has an annual budget of approximately

\$1.3 million, is managed by an assistant athletic director and employs an assistant director, five advisors, four learning specialists, a tutor coordinator, a life skills coordinator, a computer lab coordinator, and support staff. Academic services are offered at the Fetzer Center, which is described in the Athletic Department literature as a 5,000 square foot, state-of-the-art facility that features “an open area with carrels that can accommodate up to 30 students. There are 11 study rooms of different layouts including a 55-seat auditorium. A computer lab houses 44 personal computers while the entire Center is wired with voice/data jacks and power ports. Student-athletes can drop in before practice or between classes to study and meet with the advisors and grant-in-aid staff whose offices are also located in the center.” UW-Madison also has a satellite office in the Kohl Center so that services may be brought closer to practice sites.

The Academic Enhancement Center at UW-Milwaukee is a state-of-the-art facility located in the athletics department. The Center houses a computer lab, individual tutor meeting rooms, and a room with individual study carrels. Student-athletes sign in and sign out on a computer, which simplifies the process for monitoring their study time.

- *Monitoring academic performance:* Athletic administrators reported that a staff member from their department contacts professors throughout the semester to request information about student-athletes’ attendance and class performance. In addition, athletic department administrators monitor end-of-term academic performance to assure student-athletes meet NCAA academic performance guidelines.

UW-Milwaukee has one full-time position designated as an academic advisor. In addition, a portion of the Associate Athletic Director’s position is designated for student-athlete academic issues. The advisor works with coaches to develop an academic policy for each team, which describes the number of study hours and the number of times student-athletes are required to meet with an advisor. Among the duties of the academic advisor are to review high school transcripts and advise coaches as to the academic eligibility of potential recruits, as well as to meet with recruits and parents to discuss academic expectations.

- *Providing or coordinating tutoring services:* Athletic administrators report that they assure that students receive tutoring, as needed, to improve academic performance. UW-Madison’s Office of Academic Services in the Athletic Department employs and trains approximately 100 tutors and mentors. UW-Milwaukee’s athletic administrators reported that they hire 11 to 12 upper-class students to provide tutoring services to student-athletes. UW-Green Bay and UW-Parkside administrators report that they use resources from other departments on campus to provide tutoring to student-athletes.
- *Coordinating athletic competition with class work:* One challenge for assuring the academic success of student-athletes is to coordinate the travel demands of competition with class attendance. Athletic departments typically ask student-athletes to share their schedule of meets with their professors at the beginning of the term and to coordinate with them to make accommodations for missed classes. Institutions commonly restrict the number and timing of away games for student-athletes, especially during finals week. For example, UW-Madison’s Athletic Board restricts coaches from scheduling competition for more than six

class days per semester. Coaches must receive special permission from the Athletic Board to schedule meets for more than six class days each semester and, when that permission is granted, student-athletes who have GPAs of lower than 2.5 are not allowed to attend the additional meets.

During our review, athletic administrators identified some challenges they face in supporting the academic success of some student-athletes. Administrators noted that they sometimes find it difficult to meet the needs and assure the academic success of student-athletes with learning disabilities. We found that NCAA rules make some accommodations for students with diagnosed learning disabilities. For example, such a student-athlete who did not qualify to compete for the first year may be allowed to compete for four seasons, rather than three, if it can be shown that the learning disability is such that the student cannot progress at a rate to earn a baccalaureate by the beginning of his or her fifth year of enrollment. The student-athlete must have completed 80 percent of his or her designated degree to compete during the fourth season.

Administrators also reported that while most professors are supportive of the needs of student-athletes, a few do not make accommodations to allow students to make up missed class work or do not provide periodic reports about the academic performance of student-athletes. Some administrators indicated that, to the extent possible, they try to steer student-athletes away from courses taught by those professors, especially during a term when the student-athlete is in competition. Administrators reported that if a student-athlete has a conflict between academic and competitive responsibilities, and a professor is unwilling to allow a student-athlete to make up missed work, academic responsibilities take precedence over competition.

## **NCAA ACADEMIC PERFORMANCE GUIDELINES**

In addition to steps UW institutions take to assure that student-athletes succeed academically, the NCAA has established a range of academic requirements. Recent academic reform efforts by the NCAA increased some of the requirements student-athletes must meet to become eligible to play intercollegiate sports, as well as to maintain academic eligibility for competition. Division I institutions may also be subject to penalties for failing to meet academic standards. These standards provide incentives for athletic directors and coaches to assure the academic success of students. We reviewed academic performance guidelines for Division I and Division II student-athletes, examining academic-eligibility requirements for recruits, academic requirements for student-athletes once they are enrolled, efforts to monitor GPAs, and graduation rates for student-athletes.

### **Initial-Eligibility Requirements**

Coaches are responsible for recruiting student-athletes who are academically prepared for college. The NCAA recognizes completion of a combination of core college preparatory courses, minimum GPA, and results from standardized tests as predictors of collegiate academic success. As part of its overall academic reform effort, the NCAA recently increased the number of courses high school students are required to complete to meet NCAA academic-eligibility requirements.

Student-athletes who enroll in a Division I college between 2005 and 2007 and who plan to participate in athletics or to receive an athletics scholarship during the first year must graduate from high school and have completed and earned a certain minimum required GPA in 14 core courses. Those who enroll after 2008 must graduate from high school and have completed 16 courses. Potential student-athletes must also meet a minimum score on a standardized test.

Student-athletes who meet these requirements are “qualifiers” and can practice or compete, receive athletic scholarships, and play four seasons as long as they maintain eligibility for the institution during the first year. Non-qualifiers in Division I institutions are not allowed to practice, play, or receive athletic scholarships during their first year of college.

Beginning in 2005, students who enroll in Division II athletics must graduate from high school and complete 14 core courses. In addition, the Division II student-athletes must have a 2.0 GPA and a combined SAT score of 820 or an ACT sum score of 68. There is no sliding scale in Division II. In Division II, student-athletes may be “partial-qualifiers” if they do not meet all of the academic requirements but have graduated from high school and have either achieved the minimum score on a standardized test or completed the 14 core courses with a 2.0 GPA. Partial qualifiers may practice with the team during the first year, receive an athletic scholarship, and play a total of four seasons, although they cannot compete during the first year of college. In Division II, students who graduate from high school but do not meet the other academic requirements are considered non-qualifiers and may not practice, compete, or receive an athletics scholarship for the first year at college. The student may play four seasons in a sport as long as he or she maintains eligibility from year to year.

### **Progress-Toward-Degree Requirements**

In addition to initial eligibility requirements, NCAA rules require student-athletes to make meaningful, yearly progress toward an academic degree of their choosing to remain eligible to play. For Division I student-athletes, academic eligibility requirements are summarized in NCAA Bylaw Article 14 of the NCAA Division I Manual. NCAA Bylaw 14.01.2 requires student-athletes to “be enrolled in at least a minimum full-time program of studies, be in good academic standing, and maintain progress toward a baccalaureate or equivalent degree.” Under NCAA Bylaw 14.4.3, in order for a Division I student-athlete who entered an institution on or after August 1, 2003 to remain eligible for competition, he or she must:

- complete a minimum of six credit hours in the previous term of full-time enrollment;
- earn 18 semester or 27 quarter hours during the regular academic year;
- complete 24 semester hours or 36 quarter hours of academic credit prior to the start of the second year of enrollment;
- identify a degree program by the third year of enrollment; and

- complete 40 percent of a specific degree program by the third year of enrollment, 60 percent by the fourth year, and 80 percent by the time he or she enters the fifth year of enrollment.

Bylaw Article 14 of the Division II NCAA Manual requires Division II student-athletes to complete six credit hours in the previous term and to designate a degree program leading toward a specific baccalaureate degree by the third year of enrollment.

### **Minimum Grade Point Average**

The NCAA requires a Division I student-athlete to have 90 percent of the minimum GPA the institution requires for graduation as he or she enters the second year of college, 95 percent of the required institutional GPA as he or she enters the third year of college, and 100 percent of the required GPA as he or she enters the final year. The NCAA requires student-athletes in Division II institutions to have a 1.8 GPA after completing 24 semester or 36 quarter hours, a 1.9 GPA after completing 48 semester or 72 quarter hours, and a 2.00 after completing 72 semester hours or 108 quarter hours or more. Under NCAA Bylaws, institutions are allowed to define what constitutes “good academic standing.” The Athletic Board at UW-Parkside established GPA requirements that were more stringent than NCAA guidelines, requiring UW-Parkside student-athletes to have a cumulative GPA of 1.8 or better during the first semester and a 2.0 cumulative GPA thereafter.

UW athletic departments routinely monitor the GPAs of individual student-athletes to assure compliance with NCAA rules, as well as compiling data to monitor performance by sport. Table 4 presents GPA data from each Division I and II UW institution.

**Table 4**  
**Grade Point Averages by Sport at Division I and II UW Institutions, 2005-2006 Academic Year**

SPORT	UW INSTITUTION			
	Green Bay	Madison	Milwaukee	Parkside
Baseball	N/A	N/A*	2.98	2.86
Men’s Basketball	2.65	2.75	2.49	2.78
Men’s Crew	N/A	2.99	N/A	N/A
Men’s Cross Country	3.19	2.90	3.26	N/A
Football	N/A	2.73	N/A	N/A
Men’s Golf	2.92	2.93	N/A	2.90
Men’s Hockey	N/A	2.75	N/A	N/A
Men’s Nordic Skiing	2.91	N/A	N/A	N/A
Men’s Soccer	2.62	3.01	3.00	3.18
Men’s Swimming and Diving	2.73	2.90	3.10	N/A
Men’s Tennis	3.10	2.84	N/A	N/A
Men’s Track	N/A	2.85	3.01	2.94
Men’s Wrestling	N/A	2.65	N/A	2.76
Women’s Basketball	3.36	2.71	3.20	2.99
Women’s Crew	N/A	3.13	N/A	N/A
Women’s Cross Country	3.47	3.22	3.30	N/A
Women’s Golf	N/A	3.13	N/A	N/A

SPORT	UW INSTITUTION			
	Green Bay	Madison	Milwaukee	Parkside
Women's Hockey	N/A	2.98	N/A	N/A
Women's Nordic Skiing	3.21	N/A	N/A	N/A
Women's Soccer	3.30	3.26	3.47	3.13
Women's Softball	2.99	2.81	N/A	2.84
Women's Swimming and Diving	3.38	3.24	3.18	N/A
Women's Tennis	3.52	3.24	3.21	N/A
Women's Track	N/A	3.09	3.13	3.16
Women's Volleyball	3.18	2.97	3.49	3.17
<b>TOTAL</b>	<b>3.07</b>	<b>2.96</b>	<b>3.20</b>	<b>2.97</b>

Source: UW institutions

\*Sport not offered.

### Graduation Rates

Graduation rates are another measure athletic directors and coaches use to monitor the academic success of student-athletes. The NCAA collects data from institutions and prepares an annual report describing graduation rates for student-athletes for all NCAA institutions. The report presents the number and percentage of students and student-athletes entering in a given year who graduate within six years and compares graduation rates of student-athletes to the graduation rates of all students, by institution. The report provides data both for those student-athletes who enter in a single year, and a four-class average, which shows the average graduation rate for four entering classes. The four-class average provides more meaningful data for detailed analysis based on race or sport, since there may often be too few students entering in a single year in a specific subcategory to draw conclusions about the data.

The most recent report contains freshmen cohort data for 1998-1999 and a four-class average for students who entered in each year between 1995 and 1998. The report presents data about student-athletes who received athletics aid in one or more of eight categories, football, men's basketball, baseball, men's track/cross country, men's other sports and mixed sports, women's basketball, women's track and cross country, and other women's sports. Table 5 presents graduation data for Division I and II UW institutions for the freshmen cohort entering college in 1998-99.

**Table 5**  
**Six Year Graduation Rates for All Students and Student-Athletes for Entering Class of 1998-99**

UW INSTITUTION	MEN		WOMEN		TOTAL	
	ALL STUDENTS	STUDENT-ATHLETES	ALL STUDENTS	STUDENT-ATHLETES	ALL STUDENTS	STUDENT-ATHLETES
Madison	74%	51%	78%	81%	76%	65%
Milwaukee	34%	72%	40%	74%	37%	73%
Green Bay	49%	71%	43%	69%	45%	70%
Parkside	27%	53%	32%	38%	30%	44%

Source: NCAA Graduation Rates Report

In the past, the NCAA relied on information institutions provided to the U.S. Department of Education about all students' and student-athletes' graduation rates as part of the federal Student-Right-to-Know Act. However, that data failed to account for student-athletes who transfer to and graduate from another institution. To accommodate this, Division I institutions now also calculate the Graduation Success Rate, which was designed to provide a more accurate description of graduation rates for student-athletes. The Graduation Success Rate adjusts the graduation rate for transfers and for certain other categories of students.

### **Academic Progress Rate**

While graduation rates provide a good indicator of academic success, it takes several years to collect and report the data, which limits the data's usefulness for making management decisions. As a result, the NCAA recently established a new metric designed to provide "real-time" information that institutions and the NCAA now use to monitor the academic progress of student-athletes. We examined how the rate is calculated, as well as associated penalties and rewards and incentives.

### **APR Calculation**

The Academic Progress Rate (APR) is calculated by assigning one point for each student-athlete who receives athletic aid and who continues to enroll as a full-time student or who graduates, and another point if the student remains academically eligible to compete each semester. The maximum number of points a student-athlete can earn in an academic year is four. A team's APR is the total number of points earned, divided by the maximum number of points possible, and then multiplied by 1,000. The NCAA first began collecting data in 2004 for the 2003-04 academic year, released its first preliminary report in 2005, and began issuing penalties based on the first two years of data in early 2006.

Unlike graduation rate data, the NCAA uses the APR data to assign penalties and rewards to institutions. The NCAA has established a benchmark, called the cut-score, under which the NCAA imposes penalties. The current cut-score of 925 equates to an expected 50-percent graduation rate. Table 6 presents the APR scores for Division I UW institutions. As a comparison, the table also presents average APR scores from public institutions nationally for the sports offered by UW institutions.

**Table 6  
2005 UW Academic Progress Report (APR) by NCAA Division I Sport**

SPORT	UW INSTITUTION			ALL PUBLIC INSTITUTIONS
	GREEN BAY	MADISON	MILWAUKEE	
Football	N/A	914	N/A	920
Men's Basketball	937	926	939	917
Baseball	N/A	N/A	953	920
Men's Cross Country	988	1000	982	948
Men's Golf	1000	980	N/A	955
Men's Ice Hockey	N/A	975	N/A	961
Men's Soccer	967	977	973	943

SPORT	UW INSTITUTION			ALL PUBLIC INSTITUTIONS
	GREEN BAY	MADISON	MILWAUKEE	
Men's Skiing	988	N/A	N/A	952
Men's Swimming	989	975	953	961
Men's Tennis	1000	1000	N/A	954
Men's Track, Indoor	N/A	953	971	941
Men's Track, Outdoor	N/A	954	974	940
Men's Wrestling	N/A	975	N/A	929
Softball	979	961	N/A	959
Women's Basketball	985	957	983	953
Women's Cross Country	974	990	989	966
Women's Golf	N/A	952	N/A	968
Women's Ice Hockey	N/A	995	N/A	972
Women's Skiing	983	N/A	N/A	946
Women's Rowing	N/A	985	N/A	975
Women's Soccer	953	989	974	964
Women's Swimming	1000	1000	988	974
Women's Tennis	1000	1000	1000	964
Women's Track, Indoor	N/A	995	967	958
Women's Track, Outdoor	N/A	995	978	959
Women's Volleyball	953	991	1000	963
<b>TOTAL TEAMS</b>	<b>15</b>	<b>23</b>	<b>15</b>	

Source: NCAA

## **Penalties**

Failing to meet the cut-score may result in two types of penalties. First, “contemporaneous” penalties were designed to provide immediate feedback to Division I teams that are failing to meet the academic requirements and to inform the institution that it needs to make changes to improve academics. Institutions that do not meet the 925 cut-score lose their ability to re-award grant-in-aid to another player when a student-athlete withdraws from the institution, does not return the following term, and would not have been academically eligible to compete during the regular academic term had he or she returned to the institution. These student-athletes, who are referred to as “0-for-2” students, would be scored as having zero out of the two possible points under the APR.

The penalty applies only in cases where a student fails to meet the APR for both semesters and only if the team's APR is below 925. For example, the penalty would not apply in a case where a student-athlete was enrolled and academically-eligible during the fall semester but left in the spring semester and would not have been academically eligible to return the following term. Teams with APR scores above 925 also are not penalized even for student-athletes who score “0-for-2” for both semesters. Contemporaneous penalties are limited to approximately 10 percent of the maximum number of scholarships that the NCAA allows a team to award.

In March 2006, the NCAA announced the first round of contemporaneous penalties based on the APR. Of the 99 teams affected, 90 were in men's sports, including 23 in football, 21 in baseball, and 17 in men's basketball. UW-Madison's football team fell below the cut-score but was not

penalized because the score fell within the “squad adjustment rate.” The NCAA established this rate, which is essentially a confidence interval, to account for insufficient data until a full four years of data are collected. The APR was designed to be based on four years of data, but the first four years of data collection won’t be completed until the end of the 2006-07 academic year. During this first year, penalties were not imposed on teams that fell below the cut-score but were still within the squad adjustment rate.

The NCAA plans to begin to eliminate the squad adjustment rate in 2006-07 for any team with an aggregate cohort of 30 or more student-athletes and will completely eliminate the adjustment in 2007-08. In the meantime, the Division I Committee on Academic Performance requires that institutions with teams below 925, including those that fall within the squad adjustment rate, develop and implement an academic improvement plan. Administrators at UW-Madison indicated that they have developed a draft academic improvement plan for the UW football team.

In addition to contemporaneous penalties, the NCAA plans to institute “historical” penalties for institutions that consistently fail to meet academic requirements. These penalties may include further aid reductions, recruiting restrictions, lack of access to postseason competition, and restricted membership in the NCAA. The NCAA plans to base these penalties on both the APR and Graduation Success Rate scores.

### **Rewards and Incentives**

In addition to penalties, the NCAA also plans to offer a reward system for exceptional academic performance based on the APR. This year, the NCAA recognized teams that fell within the top ten percent of teams in each sport, based on the APR. Ten UW teams were recognized as part of that effort, with each achieving a perfect APR score of 1,000, as shown in Table 7.

**Table 7  
UW Teams Receiving Public Recognition from the NCAA for  
Academic Achievement on the APR Score, Division I, 2005-06**

<b>UW INSTITUTION</b>	<b>TEAM</b>	
Madison	Men's Cross Country Men's Tennis	Women's Swimming Women's Tennis
Milwaukee	Women's Tennis	Women's Volleyball
Green Bay	Men's Golf Men's Tennis	Women's Swimming Women's Tennis

Source: NCAA

The NCAA is also considering providing other incentives, including financial awards for top academic achievement and for top academic improvement, need-based institutional grants to penalized institutions that show a steady improvement in team APRs, and support for historically under-performing student-athlete populations. In October 2005, the Division I committee on Academic Performance proposed allocating \$10 million for these financial awards. Funding limitations have so far prevented the NCAA from adopting these incentives.

The APR is just one of many initiatives the NCAA developed over the years to monitor and improve the academic performance of student-athletes. The penalties and rewards established by the NCAA, in conjunction with the APR, signal NCAA efforts to promote the academic success of student-athletes.

## **SYSTEM POLICIES**

We examined university system policies and found few examples of formal, written policies addressing the issue of academic performance in coaches' contracts. The University of North Carolina System adopted guidelines for coaches' contracts in 1991 that addressed a range of issues, including the length of contracts, buyout clauses, and outside compensation in coaches' contracts. One part of the policy states that coaches' contracts should foster educational values and that, "in particular, the institution's policy in reference to the recruitment and retention of qualified student-athletes and the necessity that athletes progress toward a degree in a defined academic program should be addressed. The coach should have a clear obligation to contribute to the academic progress of team members under his or her supervision. In addition, the contract should clearly acknowledge that the athletic program under the direction of the coach must comply with the policies of the institution and the NCAA and that the failure of the program to so comply may, at the option of the institution, be deemed a violation of the provisions of the coach's contract."

An Idaho State Board of Higher Education policy states that: "Each contract for a head coach shall include incentives, separate from any other incentives, based upon the academic performance of the student-athletes whom the coach supervises. The chief executive officer of the institution shall determine such incentives. Each institution shall report to the Board annually concerning each coach's performance relative to the academic incentives of the coach's contract."

We suggest that the Board of Regents consider requiring that all athletic directors' and coaches' contracts include an academic performance clause, especially for contracts at Division I institutions that are subject to potential NCAA penalties under the APR. A policy could be one way to further emphasize the role of athletic directors and coaches in monitoring and assuring the academic achievement of student-athletes and could assure that student-athlete academic achievement is considered consistently by Division I and II institutions. Since the NCAA recently established a system that could penalize or provide awards to Division I institutions based on academic performance, a requirement to include an academic performance contract clause might be most appropriate for Division I contracts. This would be consistent with RPD 91-7, which specifically targets Division I institutions.

A system policy could potentially: 1) require that contracts and appointment letters for athletic directors and coaches contain an academic performance clause, with the specific components left to the UW institutions; 2) require that institutions seek funding sources, in compliance with state statutes and NCAA guidelines, and provide financial bonuses based on specific academic achievement, such as a minimum Academic Progress Rate (APR) score for Division I institutions; and/or 3) require that institutions include contract language similar to UW-

Milwaukee's, which does not provide for bonuses but makes satisfactory academic progress on specific academic measures one condition for coaches to receive pay increases.

## **CONCLUSION**

We reviewed the extent to which academic performance standards are included in Division I and II UW athletic directors' and coaches' contracts and performance evaluations. The review found that:

- Institutions use a variety of approaches and appointment strategies for hiring coaches, with varying contract provisions and lengths. Not all contracts explicitly mention academic performance standards. However, academic performance of student-athletes is routinely considered as part of coaches' evaluations. It is one of many factors considered as part of the evaluation.
- The NCAA has established numerous academic requirements, including initial eligibility requirements to assure that student-athlete recruits are academically prepared for college, progress-toward-degree requirements, and requirements that institutions collect data demonstrating that students ultimately graduate. These requirements alone provide incentives for athletic directors and coaches to assure the academic success of student-athletes. Students who do not meet the progress-toward-degree requirements, for example, become ineligible to play and, thus, may hurt a team's chance of success. The new APR system could bring substantial penalties to teams that fail to make the cut-score.
- UW student-athletes generally perform well academically, with many teams having average GPAs above 3.0. With only one exception, which may be resolved once more data is collected, all UW Division I teams exceeded the APR cut-score in the most recent APR report.

We have suggested that the Board of Regents consider requiring that all athletic directors' and coaches' contracts include an academic performance clause, especially for contracts at Division I institutions that are subject to potential NCAA penalties under the APR.

## Appendix

### **RPD 91-7** ENDORSEMENT OF STATEMENT OF PRINCIPLES FROM THE KNIGHT FOUNDATION COMMISSION ON INTERCOLLEGIATE ATHLETICS

History: Res. 5843 Adopted 7/12/91.

The Board of Regents endorses for the UW System's NCAA Division I institutions the Statement of Principles recommended by the Knight Foundation Commission on Intercollegiate Athletics; the Board is committed to the philosophy of firm institutional control of athletics, to the unquestioned academic and financial integrity of athletic programs, and to the accountability of the athletic departments to the values and goals befitting higher education.

**Statement of Principles** (applies to UW System Division I institutions at Green Bay, Madison, and Milwaukee)

1. The educational values, practices and mission of this institution determine the standards by which intercollegiate athletics program are conducted.
2. The responsibility and authority for the administration of the athletics department, including all basic policies, personnel and finances, are vested in the President.
3. The welfare, health and safety of student-athletes are primary concerns of athletics administration on this campus. This institution will provide student-athletes with the opportunity for academic experiences as close as possible to the experiences of their classmates.
4. Every student-athlete -- male and female, majority and minority, in all sports -- will receive equitable and fair treatment.
5. The admission of student-athletes -- including junior college transfers -- will be based on their showing reasonable promise of being successful in a course of study leading to an academic degree. That judgment will be made by admissions officials.
6. Continuing eligibility to participate in intercollegiate athletics will be based on students being able to demonstrate each academic term that they will graduate within five years of their enrolling. Students who do not pass this test will not play.
7. Student-athletes, in each sport, will be graduated in at least the same proportion as non-athletes who have spent comparable time as full-time students.
8. All funds raised and spent in connection with intercollegiate athletics programs will be channeled through the institution's general treasury, not through independent groups, whether internal or external. The athletics department budget will be developed and monitored in accordance with general budgeting procedures on campus.
9. All athletics-related income from non-university sources for coaches and athletics administrators will be reviewed and approved by the university. In cases where the income involves the university's functions, facilities or name contracts will be negotiated with the institution.
10. Annual academic and fiscal audits of the athletics program will be conducted. The institution will seek NCAA certification that athletics programs comply with the above principles. The institution will promptly correct any deficiencies and will conduct athletics programs in a manner worthy of this distinction.