

FINAL REPORT

THE VIRGINIA 2020 STRATEGIC PLANNING

TASK FORCE

FOR THE DEPARTMENT OF ATHLETICS

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In 1998, the University of Virginia embarked on a strategic planning process to set long-range aspirations and priorities. President John T. Casteen III appointed several commissions focused on areas that require improvement for the University to remain competitive with its peers and to address its educational mission in a more comprehensive manner.

The four groups made recommendations on how to develop excellence in the fine and performing arts, science and technology, public service and outreach, and international activities. Because the University of Virginia seeks excellence in **all** its programs, the president also included the athletics programs as a focus for study.

Recognizing the success it achieved during the recently completed Capital Campaign, the Department of Athletics was poised to undertake the planning necessary to maintain its status and to bolster areas that have not yet achieved eminence or stability. To that end, in December 1999, the President appointed a task force comprised of faculty, students, athletics personnel, and alumni to recommend directions for this work.

Charge to the task force

The president directed the task force to develop goals for the Department of Athletics that address, individually and collectively, the following areas:

- **Programs and facilities** -- How many and what type of programs should be offered at the varsity and intramural levels? What facilities are needed to support these programs?
- **Academic and student life** -- How does UVa ensure the academic success of student-athletes? What must be done to assure that student-athletes have opportunities to succeed academically and earn accorded respect in the classroom by faculty and by fellow students?
- **Compliance** -- How will the department comply with Title IX and NCAA regulations?
- **Finances and fundraising** -- What opportunities exist to enhance and diversify the revenue stream?

Further, the president asked the task force to:

- **Establish clear goals** for the Department of Athletics to cover the next 20 years,
- **Identify budgetary requirements** for achieving those goals,
- **Identify funding sources** to support the goals, and
- **Recommend a management structure** to oversee these efforts.

The charge also included a directive to identify an appropriate structure for athletics fundraising, including the role of the Virginia Student Aid Foundation. Finally, the President requested that the task force develop reporting mechanisms that monitor progress toward the goals.

Introduction

The future success of the Department of Athletics depends upon its position as an integral part of the University and its support of the educational mission of the University. This requires objectives, operations and policies of the Department of Athletics that are in accord with and contribute to UVa educational aims, are broadly conceived, and are fundamental to the University's purpose.

It is important to acknowledge and emphasize that historically, it has been difficult to discover and maintain the proper balance between the aims of higher education and the goals of intercollegiate athletics. This difficulty, amply documented, applies both locally and nationally.

This difficulty, moreover, increases with heightened aspirations, whether academic or athletic. In most institutional settings, movements toward greater academic excellence often come at the expense of success on the playing field. Conversely, highly competitive intercollegiate athletic programs commonly depend upon compromises of academic rigor. Only a few institutions of higher education have cultivated a constructive synergy between academic and athletic ambitions.

The notable examples of such success can perhaps be counted on one hand. Stanford, Duke and Notre Dame -- all private universities -- are among them. Among public institutions -- the University of North Carolina, the University of Virginia, and the University of Michigan -- may also be included.

To the extent the University of Virginia commits itself to greater success in intercollegiate athletics -- as measured, for example, by the Sears Cup and/or *Sporting News* rankings -- UVa should be well aware of the challenge to sustain the strong academic reputation of which the University is justly proud.

UVa can meet this challenge, but only if the University is attentive to it. To this end, the task force identified four governing principles that underwrite the future success of the athletic program within the framework of the University's educational excellence. These principles underlie and inform the report and recommendations of the task force.

The first principle is **excellence**. Just as the University stands for excellence in its academic programs, it should aspire also to excellence in intramural athletics and intercollegiate competition. Intercollegiate athletic excellence should not be, and we believe need not be, achieved at the price of the University's academic standing.

Second, the University should be committed to ensuring that every student, including the student-athlete, is offered the **best educational opportunity**, and the necessary support to take the fullest advantage of it.

Third, because the University is an institution that operates in accordance with the regulations of society and with the law, the Department of Athletics is expected to **comply** strictly with all National Collegiate Athletic Association rules and regulations and to adhere to the mandates of gender equity as outlined by Title IX.

Finally, since the University must act with full fiscal responsibility and accountability, the Department of Athletics is to be held to standards and policies that ensure its **financial integrity**.

Background

The Department of Athletics has broad-based constituencies within the University, the Charlottesville-Albemarle County community, and the Commonwealth of Virginia. The scope of department activities includes:

- Administration of intercollegiate athletics;
- Sponsorship of fitness programs, intramural sports and recreational sports for students, faculty, and staff;
- Provision of support services for student-athletes; and
- Coordination of community programs and public service activities. A professional staff of 93 individuals coordinates and manages these activities with an annual operating budget of \$24 million and more than 500,000 square feet of athletics and intramural/recreational facilities. The Department of Athletics employs more than 600 students in its intramural program.

The department staffs and manages 24 varsity sports for more than 650 participating athletes. It provides these student-athletes with services such as academic and life-skill support, strength and conditioning training, and rehabilitation and physical therapy. The department also administers marketing, ticket sales, promotions, and media relations supporting these varsity programs.

UVA's intramural program is one of the most successful in the nation. The numbers:

- More than 86 percent of University students participate in the department's intramural and/or recreational and fitness activities;
- More than 1,600 students compete in more than 45 club sports;
- More than 4,000 faculty, staff and spouses make use of the University Intramural Recreational Sports program; and

- More than 5,300 people use the department's facilities for informal recreation on peak activity days.

The facilities and staff of the intramural department also are available to the Charlottesville-Albemarle community through special arrangements with local sports groups and through programs such as the Cavalier Recreational Day Camp, summer tennis, and Saturday and Sunday youth classes. For example, the Jefferson Swim League holds its annual championships at the Aquatics & Fitness Center.

The Department of Athletics also provides intangible and important connections to the University community, alumni, the Charlottesville-Albemarle community, and the Commonwealth of Virginia. Coaches and student-athletes are involved in numerous public service activities including:

- The Diet Pepsi 10K for Special Olympics,
- National "Make a Difference Day," and
- The Annual Shoot-Out Cancer event.

Each of these activities sends athletes into the community and provides positive images of the students and the University. Furthermore, the success of UVA's varsity teams unites students, faculty, staff, and the community through a common bond of interest and support, and builds additional loyalty to the University among its alumni and friends.

In summary, the Department of Athletics provides valuable services to the student-athlete, other students, the faculty and staff of the University, alumni, the Charlottesville-Albemarle community and the Commonwealth of Virginia. The Department of Athletics has served the University well.

As an integral part of the University, the department contributes to students' well being by:

- Developing sound bodies to accompany sound minds;
- Integrating its programs and services with the general student body, faculty, and staff;
- Providing service to the local and state communities;
- Achieving a standard of eminence in athletic competition; and
- Maintaining standards of excellence in the academic achievements of its student-athletes.

Each section of this report of findings from the national to the local level is organized around the themes of excellence in athletic competition, education, service, finances, and regulatory integrity.

Data gathering and analysis

Three subcommittees comprised the task force, with each group taking primary responsibility for gathering data, analyzing the current situation, and developing recommendations in a particular area of the president's overall charge. The subcommittees were: programs and facilities, academic and student life, and finances and fundraising.

Each subcommittee met numerous times to gather data and consider recommendations, and each reported regularly to the full task force. Full task force discussions became the foundation for next steps by each subcommittee.

Programs and facilities subcommittee -- This group collected information about the scope of athletic programs and facilities available throughout the Atlantic Coast Conference and analyzed Sears Cup rankings. It also studied the implications of NCAA rules and current requirements of Title IX as they pertain to University sports programs. The subcommittee also met with the director of intramural and recreational sports to understand the scope and needs of this aspect of University life.

Academic and student life subcommittee -- This panel interviewed the director of the University transition program, senior associate athletic director, director of programs/senior women's administrator, dean of admissions, associate director of academic affairs in the Department of Athletics, director of University career services, and head coach of the women's basketball team.

The subcommittee also gathered information from other ACC schools on admission procedures, available interdisciplinary or non-traditional major options at other universities via the faculty athletics representative e-mail listserv, and academic and advising programs at peer institutions. Group members reviewed reports prepared by the Office of the Dean of the College of Arts and Sciences and the intramural and recreational sports division of the Department of Athletics.

Finances and fundraising -- This subcommittee requested information from all UVa coaches and unit managers regarding the resources needed in four areas: facilities, personnel, scholarships, and operations. Its members gathered and reviewed data from comparable institutions and reviewed current budgets and budget projections from Keith VanDerbeek, associate director of athletics. The subcommittee met with the director of intramural and recreational sports to understand that department's financial needs. The subcommittee also met with Robert D. Sweeney, vice president for Development, and

Leonard Sandridge, executive vice president and chief operating officer of the University of Virginia.

The full task force met with University President Casteen; John Swofford, ACC commissioner; and Gene Corrigan, former UVa athletics director (1971-81) and the University of Notre Dame (1981-1987), past ACC commissioner (1987-1997) and past NCAA president.

The Context

The University of Virginia Department of Athletics must walk a path between the University's academic demands and the competitive field of college athletics. Both entities exert strong pressures, provide significant opportunities, and together place strains on the department's operational resources and on the student-athlete. Any analysis of the future prospects of the Department of Athletics must identify changes occurring throughout college athletics and within the University.

The changing face of college athletics across the United States

During the past 20 years, few aspects of the college and university community have become more intensely competitive or witnessed greater transformations than college athletics. The NCAA grew from 738 members in 1980 to 972 members in 2000. Division I grew from 266 members in 1979-80 to 318 members in 1999-2000.

The number of ACC-sponsored post-season competitions increased from 11 in during the 1979-1980 school year to 25 in 1999-2000. Public fascination with college athletics is evident in the tremendous increase in media coverage, the marketing of college sporting events -- such as the men's and women's Final Four (basketball) and the

Bowl Championship Series (football) -- and the growing number of matches in all sports available on countless cable networks.

Excellence

College athletics has evolved to its current state because of the tremendous growth in the number of women's sports as well as increased sports participation by men and women. Until the introduction of Title IX, college athletics was largely restricted to men's sports.

Since 1982, support has blossomed for women's collegiate sports with their integration into the NCAA and the number of women's Olympic sports has swelled. These changes have greatly increased the number of women participating in college athletics, providing them with opportunities to achieve positive visions of self, receive financial aid for college, and pursue full physical and academic development. Furthermore, training in intercollegiate sports has fueled the outstanding success of U.S. women's teams in Olympic and world competitions -- such as soccer, basketball, ice hockey, and softball.

However, the challenge of maintaining excellence and equity in college athletics remains a major issue, particularly in relation to minority students. Concerns over the exploitation of African-American student-athletes -- who at one point in the 1970s had a graduation rate nationally of only 23 percent -- led to the adoption of measures setting minimum standards for admission.

In examining the graduation rates of freshman classes between 1985-86 and 1993-94, the task force found graduation rates for entering classes of minority students increased nationally from 34 percent to 41 percent for males and from 44 percent to 57 percent for women. The overall graduation rate nationally for all Division I student-athletes is 58 percent, 2 percent higher than the general student body graduation rate

nationally. The NCAA, however, faces legal challenges from students who claim that the use of minimum test scores is racially discriminatory.

Compliance

Colleges and universities today must comply with a bewildering array of standards, including state laws; NCAA constitution, rules and regulations; legal requirements of Title IX of the federal education amendments of 1972; and with laws and ethical standards of their communities.

The University of Virginia is prohibited by state law from using tuition dollars or state-supplied revenues to support its intercollegiate athletics programs. This means it must raise all money for these programs from ticket sales, media revenues, product sales, licensing agreements, and private donations.

The 2000-02 NCAA Division I Manual that includes the organization's constitution and operating and administrative bylaws contains 479 pages of rules and regulations that rival the U.S. Tax Code in their detail and complexity. The current legislative agenda for the NCAA Management Council and the Board of Directors suggests that monitoring compliance and maintaining a program that operates within these rules and regulations is becoming increasingly difficult.

Title IX governs the overall gender equity of treatment and opportunity in athletics while giving schools the flexibility to choose sports based on student-body interest, geographic influence, that school's budget restraints, and gender ratio. Its focus is to provide women opportunities equal to those available to men at that institution.

Regarding intercollegiate athletics, three primary standards determine whether a school is in compliance:

- **Athletic financial assistance** -- Financial aid must be awarded by gender in substantially direct proportion to the number of male and female athletes participating in varsity sports.

- **Accommodation of athletic interests and abilities** -- The selection of supported sports and the level of competition must accommodate the students' interests and abilities according to three factors examined consecutively:
 - (a) Whether the intercollegiate-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments;

 - (b) If not, where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a history and continuing practice of program expansion that is responsive to the developing interests and abilities of that gender; or

 - (c) Where the members of one gender are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests and abilities of the members of that gender have been fully and effectively accommodated by the present program.

- **Other program areas** -- All other benefits, opportunities and treatments afforded sports participants are to be equivalent, though not necessarily identical. Title IX specifically looks at the following program components: equipment and supplies; scheduling of games and practice; travel and per-diem allowances; opportunity to receive academic tutoring; opportunity to receive coaching, assignment, and compensation; locker rooms, practice, and competitive facilities; medical and training facilities and services; housing and

dining facilities and services; publicity; support services; and recruitment of student-athletes.

Beyond these technical specifications, collegiate athletic programs face increasing public scrutiny. Public concern about the behavior of high-profile athletes, including hazing within athletic teams and cases of personal non-compliance with the law, extends to every level of sport and every institution, including the University of Virginia.

Finances

Gene Corrigan -- formerly of UVa, the ACC and the NCAA -- aptly compared college athletics to a train hurtling down the tracks at an increasing rate of speed, with no engineer at the throttle, no brakes, and the potential for a devastating wreck. Exploration of the available data on the rising costs of Division I athletic departments support this view.

The NCAA reports that the **average expenditure** of Division I-A schools in 1999 (\$20 million) represented a 16 percent increase from 1997 and exceeded the **largest expenditure** by any school in 1985 (\$16,632,000).

The NCAA also reports that, in 1999, only 46 percent of Division I-A schools reported budgetary surpluses (excluding institutional support), and 54 percent reported a deficit. The deficits are not encountered just in smaller, growing programs. In the past several years, for example, even the large and highly successful programs at the University of North Carolina and the University of Michigan have faced serious financial crises.

According to Jim Isch, NCAA vice president for finance and information services, both revenues and expenses of athletics programs are increasing rapidly. However, the rate of expense growth has exceeded the rate of revenue growth.

Since 1993, athletics-related revenues increased 60 percent, but expenses are up 70 percent. Salaries and benefits for administrators and coaches escalated 47 percent and capital costs increased 260 percent. Only 25 percent of Division I institutions received more money from outside sources, such as ticket sales and television contracts, than they spent on their sports programs. NCAA President Cedric Dempsey says “because of antitrust regulations, the NCAA is powerless to prevent the ‘arms race’ in salaries, facilities, and other aspects of athletics departments.”

Several factors drive the escalating costs of college athletics beyond general cost-of-living increases. First, the NCAA is extending sports competitions. Twelve, rather than 11, football games, recently authorized for certain years, will increase operational costs for teams. ACC and NCAA expansions of in-season and post-season tournament play for non-revenue sports are significantly increasing travel and other costs of high-level intercollegiate competition.

Increased costs of bowl-game participation reduce income or result in net losses except in the most elite bowls. Large increases in coaches’ salaries across the nation and within the ACC are escalating personnel costs.

For example, North Carolina State University hired nine assistant football coaches in 1999 for more than \$1 million. (Total salaries for UVa's assistant football coaches for 2000-01 is \$762,800). The highly publicized costs of recruiting a new basketball coach and coaching staff at the University of North Carolina also illustrate escalating expenses within the ACC.

More subtly, the expanding range of academic and athletic support systems that schools now offer as enticements during recruitment increases the competition and total program costs.

Increased revenues are unlikely to offset these increasing costs. The conclusion of consultants the task force interviewed was that broadcast revenues, which have steadily increased for more than 20 years, will likely level off soon and may even decline. The NCAA's new basketball television contract will afford a short-term increase, but its exact contribution is uncertain until the lengthy process of revenue division within the organization runs its course.

The financial benefits to individual schools are unlikely to be as large as one might expect because of the settlement of the assistant basketball coaches' antitrust case and the commitment of the NCAA to use some of that revenue to directly benefit student-athletes. Revenues from contracts with major equipment and clothing suppliers, such as Reebok and Nike, are likely to shrink soon as well, as those companies are not renewing these contracts or are reducing their terms nationwide.

Schools facing these financial pressures are responding in a variety of ways. In addition to the usual cost-cutting measures in administrative and sports programs, schools are implementing options, from creating various "tiers" in their athletics programs to eliminating outright specific sports.

The "tiers" refer to differentiating the level of support for individual sports within a school's overall program. Teams in the upper tier receive full or extensive support in terms of scholarships and operational support. Those in the lower tier or tiers receive significantly less or sometimes no scholarship or operational support.

The changing face of the University of Virginia

Excellence

Rising standards in student-body demographics and more rigorous policies and academic programs have significantly affected some student-athletes at the University of Virginia. First, the gap in academic preparation and subsequent academic success at the University is growing between the lowest 10 percent of the student body and the rest of the students in the University.

The University's dean of admissions asserts that this gap is **not** because standards have been lowered for students who fall in the lower end of that range. According to the dean, students in the lowest 10 percent of the distribution can still succeed academically at the University of Virginia.

However, successive entering classes in the past decade have brought stronger overall credentials, and this situation increases competition in the classroom. Hence, students in the bottom 10 percent of the class are now at greater risk than students with similar academic preparation admitted a few years ago.

The perception of the Office of the Dean of the College is that an increasing number of student-athletes fall into this group. The declining SAT scores of the entering classes of football players correlate with an increase in the proportion of the number of football players on academic warning since 1991, underscoring the consequences of this increased gap¹.

¹ The most recent report of the NCAA (November 20, 2000) regarding graduation rates indicates that the graduation rate for football players nationally declined to 48% in the class of 1992-1993, the lowest since 1985.

Thus, if increased pressure to succeed athletically in revenue and non-revenue sports increases the pressure to admit greater numbers of student-athletes who are among the most challenged, the University will face a situation in which the academic issues for athletes and the athletic department will increase geometrically.

Second, the revision of programmatic and course offerings to set higher standards in pursuit of academic excellence in the College of Arts and Sciences and throughout the University of Virginia magnify the challenges some student-athletes face. While these changes have been necessary to maintain academic integrity and ranking, some majors are now more difficult to elect because of increased entry requirements and, because some departments have ratcheted up major requirements, graduation is more difficult.

Third, changes in University or individual school policies and procedures may adversely affect the academic success of the student-athlete. It is important to note that the University instituted these policies in response to staffing needs, scheduling necessities, or attempts to better use classroom space and enhance the quality of specific academic programs, without regard to judgments about student-athletes or their programs.

For example, attempts to improve the use of classroom space and demands for additional courses and course sections have resulted in scheduling more late-afternoon classes, including required courses in some majors. Classes at those hours often conflict directly with mandatory team practices, themselves severely constrained by the limited availability of athletic facilities and by class conflicts. Class conflicts have resulted in scheduling some practices as early as 6 a.m.

The unavailability of priority in selecting class times for a significant number of student-athletes and the restriction on priority registration for some others to the season of play compounds these scheduling problems. Consequently, the athlete may encounter problems in meeting degree requirements and may even have restricted options in the selection of majors.

Increased demands of ever-escalating levels of competition further exacerbate this issue. The student-athlete may face a dilemma in which the opportunity for a full academic experience conflicts with the competitive goals of team participation.

Furthermore, some degree programs involve required study group meetings beyond regular classroom hours, mandatory laboratories, and/or strict limits on changing sections or making up missed classes, labs or exams. Some coaches and student-athletes report that these policies and procedures restrict the academic options for student-athletes and may diminish academic performance for both high achieving as well as academically struggling student-athletes.

In the occasional case of student-athletes who fail to meet standards of progress toward their degrees and are suspended, under College rules, such students can not earn academic credit at the University of Virginia or at other institutions while on suspension, forcing the student to "suspend" any academic involvement.²

While suspended students not involved in athletics do not face additional consequences, the suspended student-athlete loses the opportunity to earn credits to meet NCAA regulations to become eligible upon his or her return. They also may be denied the opportunity to compete in intercollegiate athletics until he or she can successfully complete 24 hours of courses in a single calendar year, with 18 of those hours passed during the regular academic terms, and satisfy other satisfactory progress conditions.

Individual school policies and most faculty fairly and effectively address the constraints placed on student-athletes. For example, the McIntire School of Commerce allows student-athletes to register into a closed section when they demonstrate scheduling conflicts. Individual faculty members throughout the University also normally accommodate students who face unavoidable conflicts between an academic requirement,

such as an exam or class presentation, and a scheduled competition. But enough instances recur that significant mistrust divides the academic and athletic communities.

The task force found a relatively pervasive mutual distrust between faculty and coaches over issues related to the intersection of the academic mission of the University and the goals of the Department of Athletics. Many faculty feel coaches are inattentive to the role of academics in the lives of student-athletes and discourage the athletes from investing time and energy in their studies beyond minimum effort to remain eligible. Many coaches, on the other hand, feel their emphasis on academics is unappreciated and that they and the student-athletes are the victims of stereotyping.

There is some truth in both sets of perceptions. A few coaches may not give academics sufficient emphasis and that is of grave concern, but many sincerely try to encourage their student-athletes to put academics first.

It is clear that coaches, faculty and administrators on the academic and athletic sides of the University must have greater communication concerning the appropriate, respective roles of studies and sports in the lives of student-athletes. Coaches tend to be isolated from faculty and from academic administrators. This isolation is increased by policies that, quite rightly, discourage them from approaching faculty and administrators concerning the status of particular student-athletes.

The University needs a permanent mechanism to increase dialogue among coaches, administrators and faculty that can promote a common understanding and respect of these general issues and lessen the isolation of coaches, without intervention in the specific issues involving individual students.

The academic challenges confronting the student-athlete at the University of Virginia are many. These conflicts arise from the student-athlete attending to his or her

² This rule is based on the theory that time away from academia will allow and eventual return to the

regular academic commitments and are compounded by problems of time management; the need to practice, train, rehabilitate, attend team meetings, and travel; and the need to otherwise be available for the scheduled competitions.

Because of these extra-curricular commitments, student-athletes have special needs; yet these needs imply no lack of academic interest, aptitude or responsibility among the University students committed to the athletic program.

Status of the University of Virginia's Department of Athletics

Excellence

The task force explored excellence in athletics along three dimensions. The first focused on athletic **excellence in competition**, the second examined the **academic performance** of UVa's student-athletes, and the third addressed **service** to the University community through the intercollegiate and intramural athletics programs.

Intercollegiate athletics: athletic excellence

University with attitudes more likely to lead to success.

The task force measured athletic excellence in terms of sports options available to student-athletes and the competitive performance of UVa's teams. The University of Virginia offers 24 sports. In the ACC, only the University of Maryland, Duke and North Carolina offer more intercollegiate options, 27. UVa's recent strong performance in the Sears Directors' Cup rankings, hereafter referred to as the Sears Cup, demonstrates the competitive excellence the University has achieved.

In 1999, UVA earned a top-10 ranking for the first time, and, in 2000, the school was ranked 13th.

On measures that combine competitive performance with other criteria such as academic performance and the range of sports available, the University of Virginia fared similarly well. In 1999, the University of Virginia placed eighth on a major survey conducted by *Sporting News* and 13th in the *Sports Illustrated for Women* poll of the top colleges for women athletes.

The success of women in UVa's intercollegiate program was instrumental to its improved rankings in the Sears Cup. The success of Olympic sports also has provided opportunities to serve new constituencies within the University and the community.

The current success of Olympic sports, however, is in danger. These programs operate on minimal budgets and depend in many ways on the success of the revenue-generating sports for future support.

Intercollegiate athletics: academic excellence

The University of Virginia is distinguished among college athletics programs by its relatively high graduation rate for its student-athletes. In the most recent NCAA reports that list graduation rates, the University of Virginia's overall student-athlete graduation rate was **78 percent** for the class entering in 1993-1994. This compares to a

Division I-A student-athlete graduation rate of 59 percent³ and a University overall graduation rate of 91 percent.

The graduation rate of UVa's African-American student-athletes was **72 percent** (79 percent for male and 50 percent women⁴), compared to an overall Division I national graduation rate of African-American student-athletes of 45 percent. During the past 10 years, UVa's student-athletes earned higher grade point averages almost every year, with an overall increase of 0.13 between 1990 and 1999 (compared to an overall increase of 0.11 for the general student population).

In 1999, the overall grade point average for UVa student-athletes was 2.90. Football and men's basketball remained relatively stable across the decade, but women's basketball has declined over the past five years (3.06 in 1995 and 2.59 in 1999). Several women's teams -- field hockey, rowing, cross-country, tennis, and volleyball -- distinguished themselves by consistently earning grade point averages above 3.0.

Questions remain about the best indicators of the quality of academic experience for the individual student-athlete beyond graduation rates and grade point averages. While mean grade point averages have increased and graduation rates have remained relatively stable, the range of success within and across sports has been more variable. This is documented by the increasing number of athletes who have been placed on academic warning in the College of Arts and Sciences and the high percentages of team members in some sports who rank in the bottom 10 percent or 20 percent of their class.⁵

Student-athletes across the nation report that coaches' demands do diminish their academic successes. These include requests to exceed minimum practice times, take only classes that will keep them eligible, and sacrifice individual academic goals for team

³ The NCAA graduation rate is based on the number of students graduating within 6 years of initial enrollment. Transfer students are considered non-graduates of the institution of initial enrollment.

⁴ Based on only 4 female African-American students entering in 1993-1994.

competition goals. Unfortunately, isolated cases of similar pressures have been reported at the University of Virginia.

The University is proud that its Academic Affairs Office in the Department of Athletics enjoys a strong reputation and that UVa's student-athletes have graduation rates higher than the national norm. The addition of new staff to diagnose and to assist athletes with learning disabilities will provide critically needed services.

Several areas, though, still need to be addressed. For example, a discrepancy exists between the overall graduation rate for students at the University -- 91 percent -- and the rate of graduation for student-athletes -- 78 percent.

A gap also exists between the graduation rate for UVA African-American students -- 86 percent -- and the graduation rate for African-American student-athletes -- 72 percent for the entering class of 1993-1994, with an average of 68 percent over the past four classes on which data is available. The current investment in academic support services fails to meet the increased needs of students across all sports and is weak in comparison to the services provided at other institutions.

It is not at all clear that the University community acts in concert to ensure that student-athletes develop their full academic potential. The process of educating the student-athlete and providing the appropriate athletic experience begins with recruiting, extends to the admissions process, and should culminate in full cooperation among the academic advising offices of the various schools, the transition program of the College of Arts and Sciences, the Office of the Dean of Students, the faculty, and the Department of Athletics. The task force found that communication among these units is inadequate to achieve coordinated support of student-athletes.

⁵ Students in the bottom 10% of the class may still have a grade point average > 2.0 and successfully complete an academic program leading to graduation. Being in the bottom 10% of the class does not imply that the student is not meeting academic standards or will not graduate.

Communication **has** improved in recent years, but the fundamental differentiation of responsibilities and objectives discussed at the beginning of this report continues to result in tensions between the Department of Athletics and the schools.

The challenges of ensuring academic success for student-athletes are initiated when the coach begins recruiting, a complex and delicate process involving coaches, parents, student-athletes, and the University community at large. Recruiting is becoming more challenging as higher standards are set for sports competition and higher admission standards evolve for the general student body.

Recruitment for student-athletes also differs considerably from the normal admissions process because a variety of University representatives have personal contact with prospective student-athletes as multiple colleges and universities compete directly and intensely for a limited number of talented student-athletes. In football, coaches may contact student-athletes as early as May of their junior year in high school and may continue that contact until the student-athlete arrives on Grounds.

The timing of the admissions process for student-athletes often precedes the usual cycle of admissions decisions, because NCAA rules permit early signing periods in the fall for some sports. Before a student-athlete can be offered a national letter of intent, the University must guarantee financial aid. That requires an early decision that the student-athlete, barring unforeseen circumstances, is qualified for University admission.

Given the complexities and uncertainties of this process, the University and student-athletes should take pride in relatively high graduation rates, the overall GPA for student-athletes, and their athletic achievements. The academic achievements of UVa's student-athletes suggest the overall recruitment and admissions process is effective compared to many other university athletic programs.

Other data suggest that UVa has not been as successful as it might be in identifying students who do not have the potential to succeed academically. The

University should address at least two weaknesses to improve the process and to realize the full potential of student-athletes.

First, while the admissions process for student-athletes is carefully structured so coaches no longer have direct access to admissions offices and the associate athletic directors screen prospective student-athletes before the admissions office is contacted, the ultimate admission decision is vested in the dean of admissions, without a clear understanding of standards applied and their implications for the academic advising offices of the faculties who teach them.

These parties should regularly review and clearly understand the decision factors and process to ensure that input to the admissions decision is comprehensive and consistent and that they make the best decision for the University and the potential student-athlete.

Second, the College advising office believes all students should strictly meet the qualifications for final admission set by the dean, but strict enforcement of these requirements for prospective student-athletes with marginal academic preparation is critical.

After admissions, maintaining the delicate balance of being a successful student and successful athlete is a constant challenge. Hence, the transition program should be required of more of these students as a condition for admission.

Subsequent support services fail some of UVa's students, and many units probably share the responsibility for this failure. On the one hand, school-based academic advisers sometimes fail to appreciate the specific stresses placed on the student-athlete. On the other hand, the athletics academic staff, coaches and peers sometimes provide advice contrary to that of academic officials, which diminishes the overall quality of a student's educational experience.

Student-athletes appear to receive advising on academic strategies from at least four sources: their peers, the academic advising offices of the schools, coaches, and the Academic Advising Office of the Department of Athletics.

These sources of advice, understandably enough, do not always agree, sometimes leaving the student-athletes without effective and authoritative guidance in following strategies that lead purposely toward their degrees. The task force recognizes the variety of concerns that each of these sources may respond to in offering advice and believes the distinctions among them should be clarified for the students.

Coaches may appropriately consider scheduling issues in terms of team rules and scheduled competitions; the Academic Advising Office appropriately provides personal and technical support in helping individual students pursue their degrees and in developing study skills and personal discipline; peers provide personal perspectives and experiences; and the academic advising offices of the schools offer informed advice on degree requirements and guide student programming to meet them.

Intramural athletics

The intramural program of the Department of Athletics has created new club sports and has provided other fitness and recreational activities that result in exemplary levels of involvement by students, faculty and staff. Accessibility of facilities helps make this program a success. For example, the Aquatic & Fitness Center is close to first-year residence halls, and parking is available.

Affordable rates encourage University-wide participation as well as faculty/staff/student interactions in both intramural and exercise facilities and the access to recreational sports. The most serious issue facing the evolution of the intramural program is the loss of playing fields for intramural and recreational activities. Most central Grounds areas that historically have been used for intramural and club sports playing fields have been eliminated or challenged for different uses.

Various recent building projects have eliminated the availability of the Physics Field, Upper Nameless Field and Gilmer Field. More recently, the Arts Precinct Study has proposed projects that would significantly limit the use of remaining spaces for recreation. Because the intramural staff knew the loss of Gilmer Field would require additional space, The Park was developed. But available playing field space, especially in the central Grounds area, remains an issue.

The growing number of teams and clubs the intramural program serves is the crux of the problem. In addition, the need for lighted fields has become imperative because more and more University classes are offered in the afternoon, resulting in greater intramural competition during the later afternoon and evening.

The central Grounds fields are poorly developed and lack irrigation and proper drainage, and at best, receive marginal care. The need to protect "The Grounds" of the University is indeed important, and the playing fields are part of the total conception of the Grounds.

Proper maintenance contributes to the fields' visual and aesthetic impact and influences how students, faculty and staff as well as the community view the University. Maintenance of playing fields in the Central Grounds area is also important for the value these fields have always provided as positive outlets for students to participate in sports and recreational experiences.

If other projects limit or eliminate these areas, then some replacement policy, including financial responsibility, should be a required aspect of the planning. The planning should recognize and respond to the desire to keep the recreational space close to central Grounds. The original Lawn, including the exercise grounds at its north end, was established as a place where faculty and students could gather for the development of sound intellect and physique, a concept that is worthy of protection.

The intramural department is also a victim of its own success. Current use taxes facilities to the maximum, and increased numbers of students and faculty are likely to escalate demand.

Compliance

Compliance with NCAA rules

Since the NCAA investigation that resulted in a finding of major violations and imposition of significant penalties in the early 1990s, the University of Virginia has worked hard to reestablish itself as a school that fully complies with NCAA rules. Unfortunately, a second investigation in 1998 found serious secondary violations in the men's basketball program, and the NCAA issued a sternly worded letter of reprimand.

This second investigation revealed that UVa for several years had the highest number of self-reported secondary violations of any school in the ACC and that the University had taken little or no disciplinary action against coaches whose programs showed repeated violations. As the ACC recognizes, one reason UVa has a high number of reported violations is the scrupulous honesty with which its compliance program has run in the last seven years.

Moreover, one of the self-imposed actions resulting from the second investigation was a regular program of disciplinary action based on secondary violations found in individual programs. The task force firmly believes the athletics department has succeeded in returning the University to the forefront of schools that comply fully with their obligations under NCAA rules.

However, constant vigilance is required to ensure that minor infractions are avoided. The compliance office faces tremendous challenges as coaches explore new strategies to field competitive teams.

Compliance with Title IX

The University of Virginia first admitted women in 1970. Since then, Virginia's female students have made their marks in a variety of fields, not the least of which is athletics.

The women's basketball team annually ranks among the top 25 and advanced to the NCAA Final Four in 1990, 1991 and 1992. The women's field hockey and lacrosse teams regularly contend for national championships, and the rowing team burst on the NCAA scene just three years ago, finishing in the top five each year since.

Although the University has added women's sports and ensured the equitable distribution of resources, UVa faces continuing pressures to comply with Title IX. Statistics from the University's 1999 Equity In Athletics Disclosure Act Report show that the University of Virginia's student population is 45.9 percent male and 54.1 percent female, compared to the proportion of athletic participation of 52.7 percent male and 47.3 percent female.

This 6.8 percent differential between the proportion of females in the general student population and the proportion of female student-athletes is greater than the most recent interpretations by the federal Office of Civil Rights, which allow a 2 percent differential as non-discriminatory. Because of this differential and the fact that UVa last added a women's sport (rowing) nearly five years ago in 1996, the University must

seriously consider adding another women's sport to comply with the participation component of Title IX.⁶

With respect to the other compliance tests, scholarship dollars do match the current participation rate. However, although fiscal resources for women's teams have increased significantly in recent years, deficiencies in operational budgets for women's sports and salaries for women coaches remain areas to be more fully addressed.

Compliance with community standards

Various units within the University of Virginia deal with the conduct of athletes. Some individual teams -- e.g., football -- have a code of conduct.

The senior associate athletics director has submitted a proposed "University of Virginia Athletics Code of Conduct Policy" to the president after previous review by the Athletics Advisory Council, the University of Virginia General Counsel, and the Captains' Council.

Finances

The athletics department currently shows a relatively small, but persistent, operating deficit. Few reserves are available to cover this deficit. Without a significant increase in revenue, the department will be unable to cover the long-term, escalating costs required to operate a nationally successful program that includes a range of intercollegiate options and important services to student-athletes, the general student body, and the faculty and staff of the University of Virginia.

⁶ While the task force recognizes that there are scholarly arguments that the interpretation of the Office of Civil Rights and the First Circuit Court may be in error in using the enrollment proportionality standard as

The Department of Athletics has frozen operating budgets for the past three competitive seasons. Coaches and other members of the staff are extremely resourceful in stretching budgets in many ways.

Coaches derive cost savings from scheduling competitions closer to home, carefully planning game and recruiting trips, and extending the use of uniforms and other equipment longer without compromising safety. They also delay major needed expenditures. Some coaches, in men's sports in particular, have initiated successful fundraising efforts with their alumni and the parents of current team members.

The department delays major purchases, maintenance expenses, and salary adjustments as long as possible to balance the budget. The department also actively cuts costs through new agreements with suppliers and corporate partners. The department's mail system merged with the University mail system, its revised purchasing procedures are resulting in volume discounts, and it has instituted other cost-saving measures to stretch available resources to balance the budget while remaining competitive.

These deferred expenses mean the current budget cannot support a Top-10 program, and individual sports are losing their ability to compete. For example, the men's wrestling, softball and golf teams have had to cancel or not schedule trips because of the budget freeze. Limits are being proposed for men's and women's basketball charter flights (resulting in greater time away from the Grounds by athletes). Media guides and promotional activities often do not compare with those of the competition. UVa coaches' salaries are among the lowest within its group of peer institutions, and substantial increases in salaries for new coaches are likely with retirements looming in the near future.

a criteria, the task force concurred that we must proceed under the current interpretation of the law in our decision-making.

The Department of Athletics maintains a delicate balance between supporting the revenue-generating sports and maintaining the Olympic sports. Any decrease in the support of revenue-generating sports is both unpopular and potentially detrimental to generating income that helps to support the Olympic sports. Reduced support for Olympic sports could have an adverse impact on both gender equity issues and the ability of Olympic sports to continue to contribute and establish the University as a Top-10 contender in the Sears Cup.

Dramatically increased costs are predicted as necessary to sustain UVa's intercollegiate competition at its present level and to operate the existing and new facilities for competition and recreation. Further annual cost increases are expected to be in the range of 8 percent to 10 percent.

Beyond operations and facilities maintenance, additional facilities and facility renovation probably will be required to attract and to retain coaches and student-athletes who will lead teams to compete at the highest levels of the NCAA and the ACC. At this time, the most pressing facility issue is the new basketball arena.

The task force's investigation of this issue did not lead to a clear and decisive conclusion about the feasibility of building an arena. However, its members believe that if the University does decide to build an arena, such a step should be taken with **considerable** caution. The costs beyond initial estimates for the stadium project provide ample evidence that an arena with a current estimated cost of \$125 million would surely exceed that amount by the time it is completed.

Even at \$125 million, such a new project could very well exhaust the donor resources needed to build the \$100 million endowment needed to support its operating costs. The task force concluded that if there is to be a new arena, it must be designed for uses beyond the needs of men's and women's basketball.

Task force members are aware of the lack of success of other institutions in generating revenues through other uses of their new arenas. The group is also aware of the problems of uncontrolled, undesirable crowd behavior that can accompany arena events such as large rock concerts.

Any new facility of the scale now under discussion must serve the interests of all constituencies throughout the University and across programs well beyond the Department of Athletics. Further, the fund raising must be keyed to anticipated costs of construction and operation beyond initial estimates.

According to the task force's financial analysis of the Department of Athletics, deferments of certain personnel, scholarship, operational and capital expenses already have created a deficit that must be corrected to maintain UVa's competitive status. To quantify the dollar value of these potential expenses, the task force asked the coaching, administrative and facilities staff submit resource needs for their respective activities.

From these lists, the group identified minimal **additional** expenditures currently considered essential for maintaining a "Top-10" program. The cumulative total was a staggering \$2.2 million in additional annual operating costs and a capital shortfall of \$25 million, **excluding** the estimated cost of a new multi-use arena! ⁷

The task force also prepared a variety of 10-year financial models to examine the magnitude of potential deficits (Appendix A). The most conservative status-quo model projects revenues and expenses on a historical basis and adjusts for projected increases in revenues from Scott Stadium (Model A). It does not account for the probable future detrimental effects of current cost-saving measures on programs and facilities.

⁷ If a new arena is included, the net loss (projected revenues-projected costs) is projected to be \$1,067,145 in fy2007 and the capital shortfall would be \$150 million in fy2007.

In this first model, deficits increase to an **annual** shortfall of approximately \$10.4 million in just 10 years (2010-2011) and an approximate **cumulative** 10-year deficit of \$47 million.⁸

The task force used two alternative sets of assumptions in the subsequent models. First, several models assumed various changes in sports programming, including adding costs necessary to maintain a Top-10 ranking, adding a women's golf team, dropping men's indoor track, and creating various tiers for sports.

Second, several models assumed revenue increases through an expanded role for the Virginia Student Aid Foundation in funding operations and through higher student fees. Annual deficits in several of these models rise to \$16.5 million, with cumulative deficits of \$94 million by 2010-2011.

Successive models that include operational support from the Virginia Student Aid Foundation, increased student fees and reduced support for six men's sports through the proposed tiers reduce the annual deficit to approximately \$4.8 million in 2010-2011 with a cumulative 10-year deficit of approximately \$19.7 million.

The final model assumes all previously mentioned revenue enhancements and cost savings plus a new arena opening in 2007 with construction costs financed through major gifts. In this case, the projected deficit is \$6.2 million in 2010-2011, and the cumulative 10-year deficit is \$25.8 million.

Based on the trends described above, neither increases in revenues from national and local broadcast contracts nor those from shoe-company contracts would cover the projected deficit associated with the status-quo financial model. Gate revenues would unlikely infuse significant new funds.

⁸ All models include reserves computed at a fixed rate to support capital (10%) and operating (3%) expense.

The expansion of Scott Stadium would increase ticket sales, but the additional revenues would be offset to a significant degree by new costs associated with the expansion. These findings point to an urgent need for fund raising for capital investment as well as for operating costs and scholarship support.

The task force bases the proposed endowment for operating costs in the recommendations -- \$100 million -- on projected needs to overcome deficits in the final model, which suggests annual deficits of more than \$6.2 million per year. The findings also indicate that it is now time for the University of Virginia to respond to the Knight Commission principle of financial investment in college athletic programs by increasing student fees as a basis of support for the program.

The task force examined the fee structures for the University of Virginia, relative to the other 14 state-supported colleges in Virginia. Total student fees for the 1999-2000 academic year at the University of Virginia were \$1084, of which \$229, or 21.1 percent, was allocated to athletics.

Total fees for 1999-2000 at other Virginia state-supported colleges and universities ranged from a low of \$828 at Virginia Tech to a high of \$3090 at Virginia Military Institute. The mean student fee was \$1615.37, almost 50 percent higher than fees at UVa. No other Virginia institution allocated a lower absolute dollar amount of its fees to athletics, and only Mary Washington College allocates a lower percentage of its fees to athletics than UVa.

Among Virginia colleges, Norfolk State University allocated the highest proportion of its total fees, 57.4 percent, to athletics -- \$960 of a total fee of \$1,673. The mean fee devoted to athletics across all 14 institutions, \$511.24, is more than 100 percent higher than the portion of fees allocated to athletics at UVa. Furthermore, estimates indicate that a student at the University of Virginia receives a value of between \$201.50 and \$73.75 in excess of the athletic fee paid.

The task force also assessed the value of consolidating internal and external revenue-generating units associated with the Department of Athletics. The executive director of the Virginia Student Aid Foundation, the associate athletic director of major gift fundraising and special projects, the associate director for marketing and promotions, and the associate director for ticket operations all act independently, without systematic coordination of effort.

Summary

The University of Virginia Department of Athletics faces serious challenges. These challenges are reflected every day as it seeks to recruit scholar-athletes who are athletically competitive while academically capable and successful; offer the financial support and facilities to be a competitor in the Top-10 rankings of the Sears Cup and/or *Sporting News* poll; maintain compliance with Title IX; serve the University in intercollegiate competitions as well as intramural athletics, recreational programs, and community involvement and service; and maintain a sound fiscal condition.

These challenges manifest themselves in the everyday lives of students, faculty and staff, as each unit at UVa carries out its respective mission of excellence. However, the task force believes the University of Virginia has the creativity and determination to manage, if not to solve, these challenges. The group recognizes that achieving both academic rigor and a level of competitiveness consistent with Top-10 status in intercollegiate athletics is exceedingly difficult, and that few universities have done so. Yet, the task force aspires to nothing less as a vision for the Department of Athletics.

Vision

Within its means and aims, the University of Virginia community will provide the Department of Athletics with the financial resources and the alumni, faculty and staff

support necessary to administer exemplary intercollegiate and intramural programs serving student-athletes, the general student body, the faculty and staff in an environment based on mutual respect for the goals of academics and athletics.

Goals

Goals for the Department of Athletics are developed based on the following declarations from the *Statement of Purpose and Goals* of University of Virginia:

- To offer instruction of the highest quality to undergraduates from all walks of life;
- To seek the ablest and most promising students, within the Commonwealth and without; and, in keeping with the intentions of Thomas Jefferson, to attend to their total development and well-being, and to provide appropriate intellectual, athletic and social programs;
- To strive for diversity in the student body and the faculty;
- To provide for students and faculty an atmosphere conducive to fellowship and understanding and to their constructive participation in the affairs of the University and the community at large, and
- To expand educational opportunities for persons with special challenges, such as minority status, physical disability, ethnic heritage, or insufficient financial resources.

Based on these declarations and the specific mission of the Department of Athletics "to enhance and support the intellectual purpose of the University and its exemplary standards and traditions," the task force derived the following concrete objectives for the Department of Athletics:

Excellence

- Ensure a rigorous academic experience for the student-athlete through appropriate preparation for the college experience -- including academic, social and athletic transitions, outstanding teaching that respects the distinctive position of the student-athlete, and appropriate advising and academic support services.
- Dispel the myths surrounding student-athletes and their place in the University, and develop an appreciation throughout the University community for the time and public demands on the student-athlete.
- Integrate the student-athlete as fully as possible into the classroom and student life.
- Establish cooperative relationships among all units serving the student-athlete, including coaches, the administration and Academic Affairs Office of the Department of Athletics, the deans of the College and the professional schools, the faculty, the Offices of the Dean of Students and the Vice-President for Student Affairs, and the Office of African American Affairs.
- Prepare student-athletes for life beyond the University and after sports.
- Position the Department of Athletics for a top-10 ranking in the Sears Cup and/or *Sporting News* poll.
- Achieve exemplary status as a leader in gender and racial diversity in staffing the Department of Athletics.

- Maintain an athletic program recognized for the exemplary personal character of its student-athletes.

Compliance

- Assume leadership in developing reasonable rules for competition within the NCAA and ACC.
- Continue to maintain an active stance toward complying with NCAA rules.
- Comply fully with the legal and moral tenets of Title IX regulation.

Finances

- Create a long-range financial plan that leads to an annual balanced budget while remaining competitive in the NCAA and ACC, and continue to provide and maintain facilities in support of excellent intramural athletic programs.
- Establish an endowment that supports the increased costs associated with salaries and other operational costs, facilities, and scholarships required to remain competitive.

Recommendations

By virtue of the University of Virginia's membership in the Atlantic Coast Conference, UVa has committed to its success in Division I-A athletics and all of the trappings of big-time college athletics. At the same time, the University maintains high

standards of academic excellence and a commitment to ensure that all its students receive quality educational experiences.

The task force's recognition of the delicate balance and ensuing tensions in achieving those goals has led to the following recommendations, based on an underlying conviction that the University must build a collaborative team to support the student athlete. No one unit or individual can achieve these goals alone, nor can these goals be achieved without improved coordination of efforts through open and constructive communication.

Achieving excellence

Units and individuals in both the academic and athletic units will need to scrutinize how they advise, schedule (practices, competitions and classes), and provide reasonable and fair options for athletes (within academic courses and programs, and athletics practices and competitions). Support units such as the Office of Admissions, University Career Services, the Office of Student Affairs, and the Office of the Dean of Students will need to coordinate strategies for successful recruitment, admission and academic tenure for the student-athlete.

The president, provost and director of athletics will need to assume new roles in bringing units of the University together to preserve academic standards while achieving athletic success. While the task force has listed many individual and specific recommendations in this section, leadership in establishing a community of trust, respect and communication is at the core of all of these recommendations.

The president, provost and cabinet

- Communicate confidence in the capacity of the academic community to create an environment of respect for the athlete as a student. The president and provost should promote a climate that recognizes that the University enrolls academically qualified student-athletes whose athletic contributions place them in a challenging situation by:
 - a) Reaffirming the tenet that equity of opportunity in the classroom may not mean identical rules for every student. They should encourage all faculty consider the individual circumstances of every student, whether they involve learning disabilities, medical conditions, religious practices, competing time demands to meet financial needs, or athletic commitments.
 - b) Reaffirming a position that student-athletes are not to be penalized for participating in scheduled athletic competitions.
- Specify the obligation of faculty and students to demonstrate respect for student-athletes. Address perceptions of a few student-athletes that they are pre-judged by some faculty based on their status as student-athlete rather than on their performance in the classroom.
- In contacts with alumni, coaching staff, student-athletes, and the University community, actively assert the student-athletes' roles and responsibilities in the educational environment and the importance of maintaining academic integrity and rigor.
- Meet annually with the deans of the College of Arts and Sciences and relevant undergraduate and graduate units in professional schools and with Department

of Athletics administrators and coaches to review important issues involving the roles, rights and responsibilities of student-athletes and the roles of the deans in supporting cooperative efforts to further the academic success of student-athletes.

- Review current policies and procedures limiting priority registration to assess the impact on student-athletes' choice of majors and impact on performance.
- Redesign academic advising and support services to ensure that student-athletes receive consistent advice in support of a high-quality education. Considering the array of differing responsibilities previously identified, independently evaluate the Athletic Academic Affairs Office to examine the effectiveness of current staffing, procedures, support options, and reporting structure in meeting its specific role. Also consider the feasibility of instituting a mentorship program modeled on the successful peer-advising program of the Office of African American Affairs.
- Develop and implement a strategy to make the student-athlete aware of the role of the University ombudsman and his or her availability to adjudicate conflicts between faculty and student-athletes.

The College of Arts and Sciences and relevant undergraduate and graduate programs in professional schools

- Examine policies and practices for admissions to majors, such as course scheduling and degree requirements, that may present unnecessary impediments to student-athletes. Seek accommodations that will maintain the integrity of programs.

- Examine how to establish supportive and cooperative relationships between the Department of Athletics -- including the coaches -- and academic departments to achieve connections that support the common goals of the University, the schools and student-athletes.
- Create a cadre of faculty and deans, in conjunction with the Department of Athletics, to be trained to meet with prospective student-athletes and their parents to present the academic environment of the University in a realistic and supportive manner.
- Develop written descriptions of successful careers built on a liberal-arts education so students can understand how to achieve various alternative goals via an arts-and-sciences or professional-school degree.
- Develop a package of materials, in conjunction with the Department of Athletics and the Office of African American Affairs, to distribute to all prospects and their parents, detailing requirements for successful study, the academic programs and their requirements, and the support systems in the academic areas.
- Consider additional strategies for identifying early in a semester all students who are in danger of academic difficulty and devise strategies for effective intervention with the academic advising office of the Department of Athletics. Involve faculty and deans in developing these detection and intervention systems.

The admissions office

- Clarify and communicate to relevant units and parties factors influencing pre-approval of student-athletes.

- Reconfigure the admissions committee to include representatives of the deans' offices of the various schools. At the discretion of the dean of admissions, subgroups of the restructured admissions committee should be used to propose policies relative to pre-approved student-athletes, advising the dean of admissions on admissions decisions and specifying conditional standards for final admission and enrollment of those students identified as most at-risk.
- Ensure that expectations established for the pre-approved student-athlete are met before his or her final acceptance to the University of Virginia.
- Clarify the criteria for assigning student-athletes to the College Transition Program and consider broadening the number and types of students assigned to it.

The athletics department

- Examine the scheduling of practices and meeting requirements for all sports. Work with staff to ensure that athletic scheduling does not limit student-athletes with respect to courses and majors that they are able to select.
- Examine scheduling policies of other institutions that limit the number of classes missed for competition.
- Coaches should clearly articulate and implement policies that reduce missed classes before departure for "away" contests and in preparation for "home" contests.
- Coaches should articulate and implement codes of conduct that balance academics and athletics with clear messages supporting academic

expectations. For example, missed classes or study halls should carry the same penalty points in a sport's code of conduct as a missed practice.

- Communicate clear messages to student-athletes about respecting academic advisers in the schools, and commit to mutual communication with the association deans in Garrett Hall and advisers in relevant undergraduate and graduate programs in the professional schools.
- Require all student-athletes to attend the summer orientation program and require at-risk athletes to attend the summer transition program as conditions of team membership.
- Include the academic success of student-athletes as a major evaluation criterion in determining coaches' salaries and contract extensions.
- Identify vehicles to communicate athletics department commitments supporting academic standards to University faculty.
- Involve the Office of African American Affairs more directly in the recruiting process and the support system offered to African American student-athletes, including the peer-advising program.
- Create a plan in conjunction with the Office of Equal Opportunity to recruit women and minorities to head coaching and administrative positions.

The master planning committee

- Maintain constant vigilance to ensure that decisions relative to new buildings do not result in a serious loss of green space for playing fields that would

threaten the success of UVa's intramural program in involving the full community.

Compliance with NCAA Rules, Title IX and community standards of conduct

The president and cabinet

- Approve and adopt the University of Virginia Athletics Code of Conduct.

- **Approve addition of women's golf and the elimination of men's indoor track.** The athletics department has received a commitment for a substantial gift for funding grants-in-aid for women golfers. Given the availability of the Birdwood golf facility and relatively low operating costs associated with golf, this move makes financial sense in UVa's continuing effort to comply with Title IX. By dropping men's indoor track and adding women's golf, the percentage of male athletes drops from 53 percent to 49 percent, and the percentage of female athletes changes from 47 percent to 51 percent. These proportions are more consistent with the 45.9 percent male and 54.1 percent female student population of the University. Furthermore, because all indoor track athletes participate in either cross-country or outdoor track, no male athlete would lose the opportunity to compete at the University of Virginia.⁹

⁹ Athletes who compete in indoor track, outdoor track, and cross-country are counted three times in the assessment of gender participation.

Achievement of financial goals

The president and cabinet

- Create a new model for athletic fundraising, coordinating efforts among the offices of fundraising, marketing, promotions and tickets. The task force recommends a new position of "senior associate athletic director for fundraising and external operations." This position would report jointly to the athletic director and vice president for development and have a "broken reporting line" to the board of the Virginia Student Aid Foundation. The primary duties of this position would include coordinating and managing all fundraising and overseeing external operations, e.g., ticket sales, marketing and promotions.
- The task force recommends that the Virginia Student Aid Foundation -- under the leadership of its executive director and board -- raise the funds for all grants-in-aid and set annual fundraising goals to support the Department of Athletics operational infrastructure. The foundation also would be charged with raising a \$100 million endowment¹⁰ for the Department of Athletics. To help reach that goal, the task force recommends that the foundation and the Department of Athletics study endowing coaches' salaries, similar to the endowment of professorships throughout the University community. The Virginia Student Aid Foundation, rather than coaches, also should administer the current "Friends of" programs to ensure equitable distribution of funds across sports, in compliance with Title IX.

¹⁰ This endowment is intended to cover operational costs, capital improvements and scholarships. It does not include funds for the proposed new arena.

The athletics department

- **Add women's golf.**

- **Eliminate men's indoor track.**

- **Adopt a formal "four-tier" approach to the overall athletic program consistent with the assumptions that were the basis for the financial models the task force developed.** Under this proposal, some sports would receive full or very substantial funding, including grants-in-aid, while other sports would receive fewer or no grants-in-aid, have limited operating budgets and engage primarily in local competition. Few, if any, schools offering a large intercollegiate menu (20 or more sports) can raise the money to supply the maximum number of grants-in-aid allowed by the NCAA in each sport, and they usually are unable to provide budgets sufficient to allow all sports to compete at the highest level. Cost containment in this environment may be approached in two ways. A school can offer a limited array of sports at a uniformly high level, or it can offer a broad menu of sports, but moderate its commitments to individual sports to control costs (i.e., creating "tiers"). The task force is reluctant to call for a significant reduction in the scope of UVa's intercollegiate sports menu, and, therefore, it recommends this "tier" strategy.

- Consistent with the financial models used in the its deliberations, Title IX considerations, current athletic facilities, and contributions of a sport to standings in the Sears Cup, the task force recommends full funding of grants-in-aid (to NCAA maximums) and operating budgets to compete at the highest intercollegiate level in men's football and men's and women's basketball, those sports in the **first tier**.

- The task force recommends a **second tier** characterized by full or substantial grants-in-aid and operating budgets to contend for a national championship in men's and women's lacrosse, men's and women's soccer, field hockey, rowing, and men's and women's swimming.
- The task force recommends a **third tier** providing limited grants-in-aid or need-based aid, minimal staff and operating budgets for women's golf (if added), softball, women's tennis, women's cross-country, women's indoor and outdoor track and field, and volleyball.
- The task force recommends that athletic teams in the **fourth tier** have only need-based financial aid; limited regional travel; and limited coaching staff. Baseball, wrestling, men's golf, men's tennis, men's cross-country, men's indoor track and field (if not dropped), and men's outdoor track and field are these recommended sports.
- At least once a year, the Department of Athletics should reevaluate assignments of sports to these tiers based on financial considerations, gender-equity issues, availability of facilities, and contributions to Sears Cup and/or *Sporting News* poll performance. The clear implication of this recommendation is that, at the discretion of the Department of Athletics, sports assigned to a higher tier are emphasized from a performance and financial standpoint and sports assigned to a lower tier receive less emphasis and experience significant reductions in scholarship and operating support.
- Ensure that all facility renovations or construction serve multiple purposes and audiences

The Board of Visitors

- Commit to increasing student fees of \$50 per year per student until student fees for the University equal the mean fees for other state-supported institutions.
- Carefully weigh the effects of eliminating green space when approving the master architectural plans and plans for new buildings.

Expectations and Benchmarks

To ensure effective implementation of these recommendations, the task force also recommends that the president:

- Appoint a committee charged with developing and implementing a plan to coordinate the communication necessary to achieve this recommended academic/athletic balance. This committee should include faculty, representatives of deans' offices, athletics officials, coaches, and representatives of the support offices of the University and the athletic department. It should engage in ongoing review and dialogue concerning the roles of academics and athletics in the lives of student athletes. This permanent committee should also include a representative of the Athletics Advisory Council.
- Reconstitute the Athletics Advisory Council to include representatives of the Deans' Offices and expand its charge to include monitoring the progress of the University in moving toward the goals established in this report. The Athletics Advisory Committee would summarize the progress of each unit and set specific benchmarks for evaluation in the subsequent year in its annual report.

A suggested framework for evaluating progress is outlined below.

Achieving Excellence

Yearly expectations

1. The athletic program at the University of Virginia ranks in the top 10 of the Sears Cup and/or the *Sporting News* rankings.
2. Individual sports programs in the top two tiers achieve and maintain a competitive stance within the ACC.
3. Increased respect on the part of faculty, student-athletes and staff of the Department of Athletics.
4. In the annual address to coaches, the president stresses the importance of academics and the responsibilities of coaches in supporting the academic dimension of the student-athlete experience at the University of Virginia.
5. The schools and the Department of Athletics provide evidence of actions that create supportive and cooperative arrangements to achieve the goals of student-athletes.
6. The Dean of Admissions ensures that the high-school transcripts of pre-approved student-athletes meet conditions for admissions before approval for final admission.
7. The student-athletes who need the transition program are identified for and are enrolled fully in it.

8. The Department of Athletics provides evidence that:
 - a. Coaches have clearly articulated and implemented policies that minimize missed classes before departure for "away" contests and preparation for "home" games.
 - b. Coaches have clearly articulated policies and codes of conduct that reflect appropriate emphases on academics as well as athletics.
 - c. Clear messages are communicated to student-athletes about respect for academic advisers in the College and professional schools.
 - d. All student-athletes attend the Summer Orientation Program and at-risk student-athletes attend the Summer Transition Program.
9. Graduation rates across all sports and within each sport are maintained and/or improved as the AAC may determine.
10. The Athletics Academic Affairs Office reports the distribution of grade point averages, graduation rates, and class ranks of student-athletes by sport annually to the Athletics Advisory Council. The Department of Athletics presents a specific remedial plan when the Athletics Advisory Council determines that a specific sport is failing to meet expectations.
11. The Office of Equal Opportunity reviews an annual plan for recruitment of minorities and women to head-coaching and administrative positions.
12. The Intramural and Recreational Sports programs document continued excellence in serving the University community.

Year one benchmarks

1. Students are informed of the position of University ombudsman.
2. The president, provost, and cabinet present evidence that the College and involved professional schools have reviewed and revised policies that may unnecessarily inhibit student-athletes' academic success.
3. The College of Arts and Sciences prepares a packet of materials describing successful careers built on a liberal arts education. The Athletics Department creates a packet of materials outlining strategies for success for prospects in conjunction with the Office of African American Affairs.
4. The schools and athletics department identify, approve and train a cadre of faculty to meet with prospective student-athletes during their recruiting visit to the Grounds.
5. The dean of admissions clarifies to the athletic department and appropriate deans' offices the process of decision-making and other factors considered in admitting all student-athletes.
6. The President restructures the Admissions Committee, and the dean of admissions reports its effectiveness in advising on the admission of pre-approved athletes.
7. The dean of admissions documents criteria for assigning students to the transition program and presents a plan to broaden the criteria for assignment.

8. The Department of Athletics reminds coaches that NCAA rules require that students be allowed to miss practice to attend class and documents efforts by coaches to adjust practice times and requirements to reduce missed class time.
9. The Department of Athletics presents evidence of:
 - a) Examining the policies of other institutions that restrict the number of classes missed for competition,
 - b) Monitoring competition schedules to reflect as many of these policies as possible, and
 - c) Providing a rationale for why further steps cannot be taken.
10. The provost creates a committee to recommend enhancements for the effectiveness of academic advising for student-athletes.
11. The Department of Athletics and the Office of African American Affairs submit a plan for involvement of the Office of African American Affairs in the recruiting process and for improving the support system for African American student-athletes.
12. The Department of Athletics submits a plan for communicating to the faculty its commitment to academic achievement.

Compliance with NCAA Rules, Title IX, and community standards of conduct

Yearly expectations

1. The Department of Athletics demonstrates continued commitment to complying with Title IX regulations.
2. The department submits a summary report of violations of NCAA regulations with a plan for reducing infractions in categories that the Athletics Advisory Council deems in need of attention. Included in this report should be evidence that coaches do not violate the NCAA rule that mandates that students must be allowed to miss practice to attend classes.
3. The University does not commit any major violation of an NCAA regulation.
4. The Department of Athletics regularly reviews and recommends potential changes in the composition of the four sports tiers, supported by a financial plan and rationale regarding rankings in Sears Cup and/or *Sporting News* poll and ACC performance, that are consistent with excellence, financial and compliance goals.

Year one benchmarks

1. The president approves the University of Virginia Code of Conduct.
2. The Department of Athletics develops a specific plan for the addition of women's golf and the elimination of men's indoor track

Finances

Yearly expectations

1. The Department of Athletics submits a balanced budget.
2. The Department of Athletics develops a fundraising plan to coordinate efforts of the Virginia Student Aid Foundation, marketing, ticket sales, and development efforts, including campaigns for new or renovated facilities.
3. The Department of Athletics presents evidence of continued success in providing comprehensive recreational and intramural sports programs.

Year one benchmarks

1. The president and cabinet create a new model of fund raising for the Department of Athletics.
2. The Virginia Student Aid Foundation establishes a goal of raising a \$100-million endowment to support the Department of Athletics.
3. The Board of Visitors commits to raise the fee for athletics by \$50 per student per year until the student fees for athletics at the University of Virginia equal the mean fees for other state-supported institutions.