

# FRIENDS of FRESNO STATE

---

## *An Open Letter to the University and San Joaquin Valley Communities*

*November 3, 2008*

---

To: Dr. John Welty, President  
All members of California State University, Fresno  
The Communities of the San Joaquin Valley

---

A small group of individuals ("Friends of Fresno State") has been and are involved in a variety of activities and programs associated with the University. Each of us wants the highest possible level of success for the University, generally, and in its relationship with Fresno and surrounding communities and the greater San Joaquin Valley. Included in this letter are brief biographical summaries of the individuals in our group.

Friends of Fresno State began meeting late in 2007. We came together with a shared belief that some of the serious and reasonably well-known issues involving the University and its broad communities of interest both within and outside of the University had reached a level that was becoming harmful. It was our view that it would be worthwhile to find a set of university "best practices" that, if implemented, would make significant progress in resolving some of the concerns that have been raised with respect to the university.

Through the Fresno Regional Foundation, we contracted with Noll & Associates to conduct a research study on how successful Universities, with Division 1A Athletic Programs, balance academics, community engagement, and athletics. Our project was welcomed by Dr. Welty and partly supported by the University and administered through the Fresno Regional Foundation. No findings or conclusions or recommendations were discussed outside of Friends of Fresno State and its consultants prior to the issuance of this report. Information is included regarding the process that was followed. Many people were interviewed and their views sought. Leaders of academic

---

institutions, some of which are viewed as similar to Fresno State in many important respects, were interviewed to enable us to get a sense of best practices utilized elsewhere.

The Friends of Fresno State are pleased to state that we recognize that some of the best practices that are identified in this report are already being utilized at Fresno State. There was no attempt in this research and report to directly analyze any practices, departments or personnel at Fresno State. The inclusion of any specific best practice is, in no way, intended to refer or relate to any deficiency at the University. We believe that the implementation of "best practices" can significantly enhance our University and the University's relationships with the communities it serves as we approach the proud time of Fresno State's 100th anniversary.

Finally, we support the "best practices" included in this report and take full responsibility for commissioning this research. We believe that this research can be significantly helpful to any University with a Division 1A athletic program that seeks to balance and make visible its fundamental academic mission with the reality of having a big time athletic program. Friends of Fresno State is extremely appreciative of the excellent work performed by Noll & Associates in the performance of their research contract.

On behalf of Friends of Fresno State,

  
Bud Richter

Bud Richter (chair)

  
John Boogaert

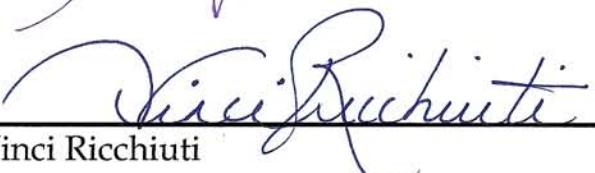
  
Stephen Heinrichs

Stephen Heinrichs

  
Donald Jackson

  
Richard Johanson

  
Robert Oliver

  
Vinci Ricchiuti

## **Member Biographies**

---

### **Bud Richter**

Bud Richter is a retired business executive. His family owned and managed the Pepsi-Cola Bottling Co. of Fresno, and later Merced-Modesto and Tulare for three generations. He and his wife Jan have volunteered in various services to Fresno State for 60 years. They currently are the Comprehensive Campaign co-chairs for Fresno State's first Capital Campaign. Bud served on the Foundation Board of Governors for 27 years and is a past president of the Bulldog Foundation. Bud recently served on the CSU Fresno Athletic Corporation Board of Directors as Finance/Audit chairperson and has been awarded an Honorary Doctorate Degree from Fresno State. He is a past Member and chairman of the Board of Directors for the Community Medical Center.

### **John F. Boogaert**

John F. Boogaert specializes in corporate leadership, crisis management, and strategic planning. He received his doctorate from Claremont in 1972. He is the author of two books. Dr. Boogaert received the California State University, Fresno School of Business Alumni Association Award in 1988. He has served two years as Chair of the Sid Craig School of Business Advisory Committee and currently serves with an emeritus status. He also serves on Fresno State's comprehensive campaign committee and its Ambassadors of Higher Education. He is serving his fourth term and has previously served two years as Chair of the California State University, Fresno, Advisory Board. John has served on the Board of Directors of several California Corporations. He currently serves as Chair of the Fresno City and County Historical Society.

### **R. Stephen Heinrichs**

Mr. Heinrichs is a retired corporate executive, CPA and private investor. He has been involved in the development of high technology companies for over 25 years. He serves on three public corporation boards and is Audit Committee Chair on two and Lead Independent Director on one of the boards. Heinrichs was born in Fresno and raised in Fresno and Reedley. He is a 1968 graduate of Fresno State, with a BS degree in Accounting. Heinrichs is a member of the CSU Fresno Foundation and is the Chair of the Investment Committee. He is a member of the Lyles Center Advisory Board and the Business Advisory Council. He was recognized in 2008 as the Outstanding Alumnus of the Craig School of Business. Heinrichs serves on the Finance Committee of the west coast Order of Capuchin Franciscans.

## **Donald Jackson**

Donald A. Jackson is a California lawyer and for the last 35 years has been a Certified Tax Specialist. He has resided in Fresno for 44 years and been active in the community:

1965-1970 served as a member, vice-chairman and chairman of the Redevelopment Agency of the City of Fresno; 1966 appointed to a 5 member Charter review commission for the County of Fresno and drafted 20 proposed changes to the County Charter for approval of the voters in the 1966 election; 1974-1976 Member of the Repair Services Advisory Board, Department of Consumer Affairs, State of California; 1980-2008 Member of the St. Agnes Medical Center Foundation-1982-1987 Chairman; 1990-2001 Chairman of the Rotary Club of Fresno Amphitheater Committee; 1994-95 President of the Rotary Club of Fresno; 1996-1998 Member of Public Employees Review Board, State of California; 1998 - 2008 Chairman of the Board of the Central California Women's Conference; 1999-2008 Chairman of the Board of the Maddy Institute at CSU-Fresno; 2000-2008 CSU-Fresno Ambassadors Group; 2005-2008 Member of the Craig School of Business Advisory Council; 2008 Member of the Arnold and Diane Gazarian Real Estate Center Advisory Board - Craig School of Business.

## **Richard A. Johanson**

Richard A. Johanson is a lifelong resident of Fresno County . He is a graduate of Reedley College (Distinguished Alumnus), a graduate of Armstrong University (Distinguished Alumnus) and holds an Honorary Doctorate Degree from California State University , Fresno . He is the founder and Chair of the Board of Johanson Transportation Service with offices in California , Oregon , Florida , New Jersey and Wisconsin . He is a Past President of the Greater Fresno Area Chamber of Commerce, the Fresno Metropolitan Museum, the Fresno Business Council (Chair Emeritus) and the Rotary Club of Fresno , He has served as a Board Member on the CSUF Foundation, Fresno Unified School District Board of Trustees, State Center Community Colleges Foundation, the Fresno Leadership Foundation, Fresno Pacific University, United Way, Marjorie Mason Center, Community Hospitals of Central California, Center for Advanced Research and Technology.

## **Robert H. Oliver**

Robert H. Oliver is a Judge of the Superior Court of California, County of Fresno, and a 1966 graduate of Fresno State with a BS degree in Business Administration. Oliver has been named Chair Emeritus of the CSU Fresno Foundation, having served as Chair for 16 years - 1992-2008. He presently chairs the Fresno State Centennial planning Committee. He has served two terms as a director and is a life member of the Alumni

Association. Among his other University related activities, he has served as Chair of the Business Associates, as a member of the Business Advisory Council, taught business law at the Craig School of Business and twice served as keynote speaker for the convocation ceremonies of the School. He was recognized in 1997 as the Outstanding Alumnus of the Craig School of Business, and is a recipient of the Leon S. Peters Award for community and professional service. He currently serves as Vice President of the California Judges Association. Other areas of activity and leadership have included serving as:

Chair - National Conference of Bar Foundations; President - California State Bar Foundation; a vice president -State Bar of California; President -Fresno County Bar Association and Fresno County Young Lawyers; President - Rotary Club of Fresno; Chair - Fresno City and County Historical Society; Lt.Col.- USAF/Cal. Air National Guard (ret.)

## Vinci Petrosino Ricchiuti

Vinci Petrosino Ricchiuti is a resident of the Fresno/Clovis area and an active member in her community. Vinci graduated from California State University, Fresno in 1981. She is married to Patrick V. Ricchiuti and they have three children: Vincent, Cristina, and Andriana.

Vinci is a member of the California State University, Fresno Foundation Board of Governors where she serves on the Executive and Audit Committees and chairs the Foundation's Budget Committee. Vinci is also the Vice Chair of the Fresno State Athletic Corporation Board where she is a member of its Executive Committee and chairs the Budget Committee. As well, Vinci is currently involved across the Fresno State campus on a variety of committees, such as: the Ambassadors for Higher Education Committee, the NCAA Certification Steering Committee, and the Comprehensive Campaign Leadership Committee. Moreover, Vinci is a past member of the CSU, Fresno Alumni Board and holds membership in the Bulldog Foundation and the Ag One Foundation. Over the years, Vinci has also served on many other university committees and task forces regarding such issues as gender equity, Title IX, and athletic finances.

In addition to Vinci's involvement at Fresno State, she is presently a member of the Community Regional Medical Foundation Board and the Nazareth House Advisory Board. Vinci is also a sustaining member of the Junior League of Fresno and the Assistance League of Fresno. Additionally, Vinci continues to dedicate a great deal of time to her children's schools through parent club boards and booster groups. Together, Vinci and Patrick are members of the Foundation for Clovis Schools, Clovis West High School's Foundation West, and a host of other organizations throughout the region.

# Balancing Academics, Community Engagement, and Athletics In the University

*The intention of the Friends of Fresno State is that university leadership at California State University, Fresno will evaluate and utilize these best practices to positively serve the entire university.*

Commissioned by:  
***The Friends of  
Fresno State***

Prepared by:  
***Noll Associates***

© 2008 Friends of Fresno State

## TABLE OF CONTENTS

|  |    |
|--|----|
| About the Researchers .....  | 5  |
| Executive Summary .....  | 7  |
| I. Introduction.....   | 9  |
| A. History of the Project .....  | 9  |
| B. Objective .....   | 10 |
| C. Limits and Disclaimer.....  | 10 |
| II. The History of Imbalance – When Athletics Overtakes Academics .....  | 11 |
| A. National Overview.....  | 11 |
| 1. Development of Intercollegiate Athletics.....   | 11 |
| 2. Role of the NCAA.....   | 28 |
| 3. Role of Title IX.....   | 32 |
| 4. History of the BCS .....  | 35 |
| B. National Reform Efforts – Attempts to Regain Balance .....  | 37 |
| 1. Knight Foundation Commission .....  | 37 |
| 2. COIA.....   | 40 |
| C. Local Overview.....   | 41 |
| 1. History of the California State University System.....  | 41 |
| 2. History of Fresno State.....  | 43 |
| 3. Fresno State Football .....   | 46 |
| 4. Softball and Baseball National Championships.....   | 49 |
| 5. Basketball Ups and Downs .....  | 49 |
| 6. The Bulldog Foundation.....   | 50 |
| III. Three Models for Analyzing Intercollegiate Athletic Organizations and<br>How Athletic Styles Contribute to the Balanced University..... | 54 |
| A. Academic .....  | 54 |
| 1. Description of Academic Model .....   | 54 |

|  |    |
|--|----|
| 2. Strengths of Application.....                 | 55 |
| 3. Weaknesses of Application .....               | 55 |
| B. Commercial .....                              | 55 |
| 1. Description of Commercial Model.....          | 55 |
| 2. Strengths of Application.....                 | 57 |
| 3. Weaknesses of Application .....               | 57 |
| C. Hybrid.....                                   | 58 |
| 1. Description of Hybrid Model.....              | 58 |
| 2. Strengths of Application.....                 | 60 |
| 3. Weaknesses of Application .....               | 60 |
| IV. Research Methodology .....                   | 63 |
| A. Qualitative vs. Quantitative Analysis .....   | 63 |
| B. Description of Research Process .....         | 64 |
| 1. On-campus Interviews.....                     | 64 |
| 2. Attendance at AASCU 2008 Conference .....     | 64 |
| 3. One-on-One Interviews .....                   | 64 |
| 4. Focus Groups.....                             | 65 |
| 5. University Visits.....                        | 65 |
| 6. On-Line Surveys .....                         | 66 |
| 7. Secondary Research.....                       | 66 |
| 8. Refining Ideas.....                           | 66 |
| 9. Initial Draft of Best Practices .....         | 67 |
| 10. Second Draft of Best Practices.....          | 67 |
| 11. Final Review and Draft.....                  | 67 |
| 12. Presentation to the University .....         | 67 |
| V. Summary of Findings and Observations .....    | 68 |
| A. Lessons from the AASCU Conference .....       | 68 |
| 1. Insights about Communication Strategies ..... | 68 |

|   |            |
|---|------------|
| 2. Further Insights from the Conference .....               | 72         |
| B. On-line survey .....                                     | 73         |
| C. One-on-One Interviews .....                              | 78         |
| VI. Discussion.....   | 89         |
| A. Community Perceptions .....                              | 89         |
| B. Big-Time Athletics in the 21 <sup>st</sup> Century ..... | 91         |
| 1. Here to Stay .....                                       | 91         |
| 2. External Constraints .....                               | 93         |
| 3. Balancing Athletics and Academics.....                   | 96         |
| 4. How Much is Enough? .....                                | 98         |
| C. Communication.....                                       | 99         |
| 1. Varying Communication Needs.....                         | 99         |
| 2. Effective Communications .....                           | 101        |
| VII. Best Practices .....                                   | 103        |
| A. Set a New Lens .....                                     | 103        |
| B. Leadership.....  | 105        |
| C. Academics, Scholarship, and Research.....                | 113        |
| D. Alumni .....   | 115        |
| E. Community Engagement.....                                | 117        |
| F. Athletics .....  | 118        |
| G. Communication.....                                       | 120        |
| VIII. Conclusion .....                                      | 125        |
| IX. References .....  | 128        |
| BCS Bowl Wins and Appearances by Team .....                 | Appendix 1 |
| Fund Raising for Athletics and the 2007 BCS Rankings .....  | Appendix 2 |
| Knight Commission Proposals .....                           | Appendix 3 |
| COIA Proposals .....  | Appendix 4 |
| FOFS Survey Results .....                                   | Appendix 5 |

## ABOUT THE RESEARCHERS

**Douglas E. Noll, Esq., Senior Researcher**, is a full time business consultant and mediator specializing in difficult, complex, and intractable internal business conflicts. He received his law degree from McGeorge School of Law in 1977 and his Masters in Peacemaking and Conflict Studies from Fresno Pacific University in 2003. He has worked with hundreds of corporations, partnerships, and limited liability companies to resolve internal business conflicts and restore sound business relationships between principals. He has taught and coached leadership and negotiation skills to business leaders, CEOs, and business owners from small to very large enterprises.

He is an author of the books *Sex, Politics & Religion at the Office: The New Competitive Advantage* (Auberry Press 2006), with John Boogaert, and *Peacemaking: Practicing at the Intersection of Law and Human Conflict* (Cascadia 2002) and contributed Chapter 3, THE NEUROPSYCHOLOGY OF CONFLICT in *The Psychology of Resolving Global Conflicts: From War to Peace*, (M. Fitzduff & C.E. Stout, eds.) vol.1, Praeger Security International (Wesport CN 2006).

**John F. Boogaert, Senior Researcher**, specializes in corporate leadership, crisis management, and strategic planning. He received his doctorate from Claremont in 1972. Serving as president of a California-based marketing firm, he has also provided consulting services in crisis management, corporate leadership, and marketing for more than thirty years. He has developed the popular *No Feet in Concrete* seminar for corporate executives and leadership teams, a leadership process that has been successfully implemented in organizations around the country.

Dr. Boogaert is a recognized keynote speaker, utilizing his inspirational ideas and insights for corporate meetings and conferences throughout the country. He has been quoted in USA Today and many other daily newspapers. His book *No Feet In Concrete: Leadership In An Entrepreneurial World* received excellent reviews, including being designated one of the Top 10 Business Books of 2001 (number 5) by The CEO Refresher, received a 5 star rating from the Midwest Book Review, and has received strong rankings on Amazon.com since its release. He is also author of the book *Sex, Politics & Religion at the Office: The New Competitive Advantage* (Auberry Press 2006), with Douglas E. Noll.

**Allison Boogaert, Researcher**, specializes in research methodology and graphic design. She received her Bachelor of Arts from Scripps College in 2006, majoring in Psychology and Art. After working for a governmental advocacy firm in Oakland, California for a year, she decided to go to graduate school at Fresno Pacific University to pursue a Master's degree in Peacemaking and Conflict Studies. She is currently half-way through her studies at Fresno Pacific University and expects to finish the degree in 2009. In addition to her consultation work in research methodology and graphic design, Allison also works as the Central Valley Program Director for the Mama Makeka House of Hope. She currently serves as the Vice-Chair of the board for Fresno's Leading Young Professionals.

## EXECUTIVE SUMMARY

Over the past fifteen years, Fresno State athletics has emerged as one of the most highly visible facets of the University's regional and national image. Recent events, including the 2007-2008 verdicts and settlements of employment claims and the national championship won by the men's baseball team, have highlighted the division between those who see the University as moving in a direction they cannot support and those who continue to back the University.

Dr. Bud Richter called together a small group of volunteers to discuss how the University might make its major achievements – academic, athletic, and community engagement – more highly visible, balanced, and understandable to the greater community. How might the University balance the reality of big time athletics with its fundamental academic mission: to create and disseminate knowledge?

Three models of college athletics have emerged in the last hundred years: an academic model, with athletics being a completely secondary element in the university's offering and image (e.g. Dartmouth, U. C. Davis, and University of the Pacific), a commercial model which features an independent athletic program that makes little or no demands on the university budget or personnel (e.g. University of Oregon, Michigan, and University of Southern California), and finally a hybrid model which utilizes significant resources from both the community and the university (e.g. Oregon State, Boise State, Kansas State University). Historically, universities like Fresno State have moved from its early history as an academic model to a hybrid model featuring a fully developed Division 1A athletic program.

While each model has its strengths and weaknesses, the hybrid model requires a very specific focus to ensure a balanced model, specifically one that does not find the athletic elements of the university masking its achievements in academic performance and community engagement. The hybrid model evolves slowly from the academic model and is highly influenced by the fans' and supporters' expectations of a commercial model. This evolutionary nature may render it difficult to see as having unique demands. The hybrid model is also challenging to operate for long periods of time in this "middle ground" without seeing it as a temporary transition between the academic and commercial models. Even if a university makes this transition it is always a slow and complex evolution with very predictable challenges. Clearly, this is no easy task for any growing university with high expectations.

Noll Associates was selected by the Friends of Fresno State, employed through the Fresno Regional Foundation, with some support from the University to seek out the best practices for balancing all elements of the University's offerings and provide a solid base for its Division 1A athletics, academics, and community engagement. These best practices for any hybrid model university were derived from broad resources and are offered in the hopes that the University will carefully consider utilizing the ones that fit well with the continuing growth and development of its mission.

It is clear, from a careful look at the history of the development of athletics within universities, that creating this balance has been a demanding issue for many universities for more than a hundred years. It is also clear that a careful focus on the best practices offered in this report can enable a university to manage a hybrid model that will positively integrate academics, community engagement, and Division 1A athletics for the unified strength of all and the detriment of none.

---

## I. INTRODUCTION

### A. *History of the Project*

In its early years, Fresno State was seen as a regional state college serving the educational needs of the predominantly agricultural San Joaquin Valley. As time has passed, Fresno State athletics has come to dominate the image of the university. Over the past fifteen years, Fresno State athletics has emerged as one of the most visible aspects of the university's regional and national image.

The current public impression of the university has become polarized. Some factions of the community have voiced strong opinions supporting the university, its administration, faculty, and students while others are highly critical. Recent events, including the verdicts and settlements of employment claims by female coaches, have highlighted deeper divisions between those that continue to support the university and those who see the university as moving in a direction they cannot support.

Unfortunately, these few but highly publicized events have masked the university's regional and national influence. Further, these events have some people questioning the fundamental roles of the university. Others are concerned that these events may have a negative effect on the comprehensive capital campaign as it moves to a more public phase. Finally, adverse publicity is distracting those in the academic, administrative, and development centers of the university.

A number of people felt that it was time to take a careful look at how to balance the university focus on academic performance and athletics. How might the university make its major achievements – athletic, scholastic, community

engagement, and academic – more highly visible and understandable so that mistakes, when they happen, will be viewed in broader, more balanced context? How might the university balance the reality of big-time athletics with its fundamental academic mission: to create and disseminate knowledge?

### ***B. Objective***

The objective of this project is to discover and develop the best practices to balance academic performance, community engagement, and athletics at Fresno State. The recommendation is that university leadership utilize these best practices so that academic performance will become the primary driver for every decision within the university environment.

### ***C. Limits and Disclaimer***

What follows is a consultant's report on best practices. The information provided in the history and context sections of this report have been compiled and copied from books, articles, and websites. Furthermore, the material has been edited and combined to provide a single readable document. There was no intention that the history section be presented as original research. The history section has only been included to provide a background and context for the rest of the report. The objective was to develop a list of best practices to be evaluated and considered by CSU Fresno to help balance academic performance, scholarship, community engagement, and athletics within the university.

## II. THE HISTORY OF IMBALANCE – WHEN ATHLETICS OVERTAKES ACADEMICS

### A. *National Overview*

#### 1. Development of Intercollegiate Athletics

The history of intercollegiate athletics is a fascinating look at the evolution of American culture over the past 150 years. Interestingly, the history of athletics at Fresno State is the history of the typical American public university in a microcosm.

“The first intercollegiate athletic contest took place in 1852 when boats from Harvard and Yale raced on Lake Winnipesaukee in New Hampshire. Though many historians record the race as a “jolly lark,” historian Ronald Smith notes that the first boat race was sponsored by a real estate promoter who was selling land in the area.” (Shulman, 2001, p. 6) The new sport of football developed rapidly in the 1870s, and the last quarter of the 19th century saw a huge rise in the popularity of the championship game played in New York City on Thanksgiving.

“Rooting for the team provided a focus for school spirit at a time when the university tradition had been fragmented by the change from a standard curriculum to one in which students could choose their own courses.” (Shulman, 2001, p. 6) At the same time, little-known Midwest schools, in a way that sounds familiar to Fresno State fans today, established name recognition by challenging the stronger eastern football teams. (Shulman, 2001)

“By 1905, football was living up to the larger than life legend that was building around it. Because passions ran so high and the rules were still being

improvised and ingeniously manipulated, the game took on a brutal tone, driven by plays such as the Harvard-invented flying wedge. People were literally dying for their schools; 18 players died playing football in 1905 alone." (Shulman, 2001, p. 7)

Two issues emerged in addition to the threat of life and limb: alumni and other outside interests placed commercial pressure on student sports and threats to academic integrity" began to be noticed. "Both of these issues were clear to Howard Savage, the author of the 1929 study commissioned by the Carnegie Foundation for the Advancement of Teaching." (Shulman, 2001, p. 7) Most of the issues he identified remain contentious and unresolved in the 21<sup>st</sup> century: "whether financial aid should be given on the basis of athletics, whether athletics builds moral character, how institutions should pay for athletic facilities and programs, and how much influence boosters should have in the management of athletics programs. Essentially, the conflict between big-time college athletics and the academic goals of the university was well-established by 1930." (Shulman, 2001, p. 8)

By today's standards, American universities in the 1930s and 1940s were modestly sized, had little externally sponsored research, and maintained few graduate and doctoral programs. "However, when compared to their counterparts in 1910, they exhibited remarkable growth and complexity." Before "World War I, for example, the largest institutional enrollment was about 6,000 students at Columbia and Harvard. The five largest state universities each enrolled about 4,500 students, mostly undergraduates. By 1937, there were signs of a redistribution of higher education resources across regions, indicating that public universities of the Midwest and West had come of age. Many had tripled their enrollment over three decades. For example, Ohio State University enrolled 15,600, Minnesota 15,000, and the University of California experienced about a

---

fivefold increase after 1910 and enrolled 25,000 students. A more typical size for a state university ranged from about 3,000 to 7,000 students." (Thelin, 1994, pp. 68-69)

"Enrollment in American colleges and universities increased during the 1930s as a result of population growth and a commitment to improved access to higher education. In 1910, between five and ten percent of 18-year-olds enrolled in college; by 1940, 15% to 20% did, indicating a gradual move towards mass higher education. In 1937, American colleges and universities enrolled 1.25 million undergraduates and conferred 150,000 undergraduate degrees, about a fivefold increase since 1917." (Thelin, 1994, p. 69)

"One key to higher education's popularity in the United States was the notion of the "booster college." Often a new town used real estate promotion, discounted railroad fares, and promises of a college to attract newcomers. Founding settlers made donations to build a local college -- usually private, church related, and small. The combination of noble aspiration and mild pretension was personified in the proliferation of college towns that were called Athens and Oxford, whether in Ohio, Georgia, or Mississippi. They extended the traditional American belief that a community could perhaps lack plumbing, elementary education, running water, gas lines, or electricity -- but it had to have a college." (Thelin, 1994, p. 69)

By the 1930s, the large state university became the prototype of the American campus. "The 1930s was a decade without dramatic curricular changes, and despite some pockets of intellectual commitment or radical politics, student life represented a conservative collegiate culture." (Thelin, 1994, p. 70) Undergraduate interest focused on those major fields most likely to get entry level jobs: business administration, accounting, engineering, ROTC, and teaching. (Thelin, 1994, p. 70)

---

Over-enthusiastic support soon led ambitious governors, state legislators, and mayors to see the state university as a conscious instrument of aspiration. Intercollegiate athletics joined agricultural extension services as a means by which the state university could extend real and symbolic affiliation to all citizens of the state or region. With it came an imbalanced view of academics. (Thelin, 1994)

“During the 1930s, intercollegiate sports had magnetic appeal in the South and West with which no other organization could compete for popular support. Football was called a “regional religion” for the South. Further, the absence of major league baseball or professional teams in the South and Far West expanded the demand for spectator sports, which colleges in these regions were well-suited to fill.” (Thelin, 1994, p. 71)

“One of the most significant organizational developments during the period was the incorporation and refinement of the campus-based athletic association. Along with the emergence of the NCAA and the maturation of the various athletic conferences, intercollegiate sports had acquired both an infrastructure and a superstructure. The appearance of the athletic association was not completely new, since booster clubs and fund-raising support groups had been around for years. The athletic association, however, was different. It had become a legal corporation that was part of, but apart from the university structure. It often had its own board, power to hire and fire employees, its own payroll, and its own facilities. At the same time, an athletic association enjoyed use of the university name, logo, facilities, and other resources.” (Thelin, 1994, p. 97) Given these advantages, there was little wonder that it became the organizational model for big-time college sports. Fresno State followed this development in the creation and evolution of The Bulldog Foundation and the Fresno State Athletic Corporation in the 1940s and 1950s. (Farris, 2003)

“One commonality among booster campuses, regardless of their academic standing around 1946,” was that each “made an irrevocable commitment to big-time sports. It was almost impossible to think of any of these institutions without mention of varsity football. After World War II, intercollegiate footfall flourished as public entertainment, and attendance reached a record 1,470,000 in 1947-48.” (Thelin, 1994, p. 97) Interestingly, Fresno State followed the same trajectory, but was about 25-30 years behind the major state universities.

“Eager to accommodate spectators, universities added new seating to stadiums built in the 1920s. In 1949, the University of Michigan enlarged its Ann Arbor stadium from 72,000 seats to over 97,000 seats.” (Thelin, 1994, p. 98) “College athletic programs also satisfied the public's appetite for sports with postseason games. In 1946, college football teams played in 17 bowl games, whose attendance totaled 478,000. A year later, two more major bowl games were added to keep pace with spectator demand.” (Thelin, 1994, p. 98) During this time, the imbalance between athletics and academic performance continued to grow as athletics became more commercial and athletes were recruited more for physical ability than scholarly intellect. (Thelin, 1994)

“Intercollegiate basketball joined football as a cash cow. The popularity that basketball teams in the New York City area acquired in the 1930s spread to other regions. A major football game with attendance of 75,000 fans was still the biggest single draw, and basketball attendance was limited by small auditorium size. Nonetheless, basketball was a healthy source of revenue because the size of large indoor arenas had increased, with some seating 13,000 fans. Also, college basketball compensated for relatively limited seating by playing more than 20 games per season. The economy of basketball appealed to athletic directors: athletic scholarships for a team of 15 players cost considerably less than athletic scholarships for a 60-player football squad. College basketball's appeal included

Christmas holiday tournaments and such postseason events as the National Invitational Tournament and the National Collegiate Athletic Association Championships. When one adds exhibition games and All-Star games, college basketball arrived as a lucrative spectator sport." (Thelin, 1994, pp. 98-99)

"Intercollegiate athletics paid a price for this popularity as the safeguards collapsed, which were constructed over the preceding 15 years by conferences and the NCAA. Integrity was overwhelmed by an unprecedented popular interest in sports and the corresponding intense pressure to win." (Thelin, 1994, p. 99)

The character of the student-athlete also changed as "college athletic programs gained an expanded pool of veterans who enrolled in colleges under the G.I. Bill." (Thelin, 1994, p. 99) The new professionalism brought by military veterans stimulated football with open recruitment, few restrictions on squad size, and nearly unlimited athletic scholarships. (Thelin, 1994)

As athletic directors and coaches sensed the opportunities of the emerging commercialized and media-oriented culture, colleges and conferences began negotiating broadcast contracts with radio stations. Arguments within the NCAA were seldom over amateurism versus commercialism. After 1946, the question was which arrangement of broadcast and live attendance would maximize college athletic revenues. (Thelin, 1994)

The drive to win was felt at all levels of intercollegiate athletics and particularly in the smaller communities seeking national notoriety. For example, the president of West Texas State College, said that the alumni "'want a good intercollegiate athletics program -- want it badly enough that they're willing to put their money into it and still leave the control to the administration of the institution.' He justified the high salary of a coach in terms of the emotional atmosphere and demands from local and regional audiences for a winning team.

His problem was that ‘it’s hard to find people who are sufficiently interested in a better program in anything except athletics that they will actually put money into it.’” (Thelin, 1994, p. 115) Athletics was now dominating academics as a central focus of the university. (Thelin, 1994)

“Regionalism continued to be a strong force in the postwar period. Southern and western universities lagged in gate receipts due to smaller stadiums than those possessed by their counterparts in the Big 10. However, stadium construction increased as teams from the Southeast and Southwest persistently claimed national prominence in football.” (Thelin, 1994, p. 115)

In 1951, basketball gambling scandals led to the first NCAA enforcement system. Nevertheless, large-scale commercialized college sports programs thrived. “Between 1946 and 1960, intercollegiate athletics coalesced into recognizable clusters, as big-time conferences stood in bold relief” to other conferences. (Thelin, 1994, p. 127) “Within major conferences, commissioners started to police and penalize member institutions for rules violations. Such efforts did little, however, to impede those institutions committed to commercialized” big time programs. (Thelin, 1994, p. 127) In response to this commercialization, eight smaller, older, and highly selective Northeast schools created the Ivy League in 1956. The Ivy League kept intercollegiate athletic programs, but emphasized academics and admissions standards over big time college sports. (Thelin, 1994)

“After 1960, intercollegiate athletics entered a period of consolidation and confidence during which serious consideration of de-emphasizing sports dissipated. Athletic scholarships were accepted as standard practice, and postseason bowls flourished as an established part of America’s New Year’s Day celebration. There were no major scandals, and both the NCAA and the various conferences had enforcement officers to penalize teams and coaches found guilty

---

of code violations." (Thelin, 1994, p. 155) This reassured the public that college sports were being regulated. Despite several years of worry about college football's declining attendance, the college game enjoyed a surprisingly healthy financial outlook. (Thelin, 1994, p. 155)

"The NCAA skillfully converted all problems of television and professional football into new prosperity. The long-standing fear that the National Football League was a competitor for sports fans was minimized by demographic avoidance: most big-time football universities were located outside major cities. For example, NFL football franchises in Cleveland or New York had little consequence for a college football game in Lincoln, Nebraska or Tuscaloosa, Alabama. The NCAA and the NFL worked out their conflicts to their mutual benefit. Unlike Major League Baseball, the National Football League resisted drafting players until after the college class was ready to graduate. This cooperation gave large-scale college programs an advantage in recruiting athletes because a college coach could promote his own program as a feeder to the NFL." The NFL received the benefit of a minor league development system without the attendant cost or administrative burden. (Thelin, 1994, p. 155)

"Scheduling conflicts were averted because college games were played on Saturday, while professional games were played on Sunday. There was a different worry, however -- that televised NFL games might reduce attendance at college games. This was a variation on an earlier problem: following World War II, NCAA officials had considered televised college games to be a parasite that fed on ticket sales. In 1961, the NCAA reversed policy. By choosing to cultivate television as a source of publicity and profits, the NCAA and professional NFL helped each other acquire new markets. The NCAA, for example, benefited from the NFL's successful lobbying for federal legislation in 1961 that exempted sports leagues from antitrust laws. This allowed the NCAA to establish itself as the

agent that would negotiate rights to telecast college games involving NCAA member institutions. This consolidated the NCAA's stance, first taken in 1952, when it opposed the University of Pennsylvania's attempt to pursue its own television contracts. The NCAA also gained invaluable protection when the same legislation was amended to prohibit broadcasting professional football on Friday evenings and Saturdays from a TV station located within 75 miles of an intercollegiate game." (Thelin, 1994, pp. 155-156)

The NCAA had reduced external financial threats, "while increasing its internal authority over member institutions by controlling the selection of games to be televised." (Thelin, 1994, p. 156) "The move into television packages also gave the NCAA mass exposure as the "voice of college sports" during pregame and halftime shows. Old fears about a saturated market had become dispelled because the NCAA enjoyed a multiplier effect in which televised games tended to expand, not reduce, popular interest in big-time college football." (Thelin, 1994, p. 156)

"The outstanding feature of intercollegiate athletics as a part of academic affairs in the 1960s was the virtual absence of critical inquiry by leaders in higher education. There is no commission report from that time period that addressed essential questions comparable to the 1929 Carnegie Foundation Study. In addition, there were few signs of scholarly study on the policies and missions of college sports in academic disciplines or college courses. Critical analysis of college sports was limited in its immediate effects because it was countered by equally strong praise of coaches by other former players. And, since many of the critics of big-time college sports were associated with the student radicalism of the left, college athletic officials garnered support by aligning their mission and heritage with mainstream political values." (Thelin, 1994, pp. 166-167) "The slogans of college sports became a conspicuous part of the vocabulary of

American political rhetoric. Having the president of the United States congratulate winning teams of bowl games or inviting the governor of the state to be a guest of honor at traditional rivalries gave the NCAA a formidable public image of patriotism. Three United States presidents -- Richard Nixon, Gerald Ford, and Ronald Reagan -- invoked the legacies of college football as part of their administration's political roots." (Thelin, 1994, p. 167)

In contrast, between 1970 and 1980 colleges and universities were subjected to unprecedented critical analysis. Economists "contributed thoughtful analyses of college costs that prompted college administrators, boards, and legislatures to reconsider college operations. Disgruntled legislators departed from their customary support for higher education to show their dissatisfaction with college administrators' inability to squelch student unrest. Private colleges were hit by several years of inflation, along with demographic reports about regional shifts that projected declining enrollment. Planning, whose watchwords were cost-benefit analysis, zero-based budgeting, and steady-state growth, indicated declining funding and low morale as colleges and universities scrambled for strategies to ensure institutional survival in the 1980s." (Thelin, 1994, p. 194)

During this period, "college sports were seen by some as a peripheral activity, a nuisance not worthy of much consideration in total campus planning. For others, college sports were inviolate, not to be subject to budget-cutting like other activities. For many academic deans and professors, intercollegiate athletics was a topic to be avoided for reasons of indifference and disdain." (Thelin, 1994, p. 168) Leadership in athletic affairs was delegated to athletic directors with little interest and less oversight. Having been mentored in the mid-20<sup>th</sup> century academic conservatism, university presidents were ill-trained

and ill-equipped to understand and deal with the complexities of big-time athletics. The deepening problems were therefore ignored. (Thelin, 1994)

Contrary to the conventional wisdom of the time, intercollegiate athletics faced severe financial problems because only big-time football was generally revenue-producing. “Despite the boom of the 1960s, football was expensive and problematic.” (Thelin, 1994, p. 169) Analysts “warned that national solutions to problems in intercollegiate athletics would be hard to develop in light of regional differences. The incongruence between academics and athletics was most glaring when one considered colleges in the Northeast. While many of them were nationally ranked academically, very few of them were nationally ranked in football. Thus, the Northeast's outlook on the intercollegiate sports scene differed from that of other sections of the country.” (Thelin, 1994, p. 170)

“Universities in the Southeastern, Southwest, and Midwest conferences” resisted a national solution, “opting instead for their own conference benchmarks and regional models.” (Thelin, 1994, p. 170) Most people recognized that big-time college sports were in the entertainment business, whether they liked it or not. (Thelin, 1994)

“Despite the box office success of bowl games, big-time conferences, and television contracts, all college athletics programs, including the powerful programs, faced increasingly severe financial strains. Within each Division I university athletic program there were tensions, as football coaches asked why the revenue-producing sport should be expected to subsidize the “minor” sports, forgetting that this had been one justification for the construction of football stadiums in the 1920s.” (Thelin, 1994, p. 171)

“The regional accreditation associations abdicated responsibility for sound standards of conduct in intercollegiate athletics and left regulation to the national athletic associations such as the NCAA and the NAIA and to the regional and

---

local athletic conferences such as the ECAC, Big 10, and PAC 8. The disinterest of accrediting agencies, and the faculty members and administrators comprising the accreditation visiting teams demonstrated the breakdown in the relationship between athletics and education." (Thelin, 1994, p. 172) Accrediting agencies could have asserted a major voice and influence for reform yet refused to act. (Thelin, 1994)

"After 1970, the definition of a student-athlete underwent official changes that would have astounded Howard Savage and the Carnegie Foundation researchers of 1929. First, the NCAA allowed freshmen to compete in varsity sports, except in football and basketball. The measure was amended again in 1972" (Thelin, 1994, p. 172) to allow freshmen on any varsity team. "Another concession to commercialization came in 1974 when the NCAA ruled that a student could compete as a collegiate player in one sport and as a professional in another. Capitulation to commercialism continued when the NCAA rejected a proposal to have athletic scholarships awarded on the basis of financial need." (Thelin, 1994, p. 173)

"The student-athlete's role in Division I and II institutions was also being changed by the rising expectation of both coaches and students. Athletic grants-in-aid were available for all sports and no longer restricted to men playing football and basketball." While "this standard raised the skill level in all sports, it brought a new, semi-professional character to the so-called minor sports. Athletic directors were finding expenses multiplying, since Division I programs were committed to fielding teams in more sports with more scholarships for each sport." (Thelin, 1994, p. 173)

Changes in American culture were also ahead of the universities. At a time when few major universities adequately funded women's varsity teams, sports camps and skilled sports training for children proliferated. These

programs were generally outside of public school and included city leagues, summer camps, instructional clinics, AAU competition, and club sports promoting numerous sports including soccer, field hockey, and lacrosse. "Most importantly, large numbers of girls became athletes. (Thelin, 1994, p. 174) "A gender revolution that would transform American athletics was already taking place for a generation of girls long before they would enroll in college." (Thelin, 1994, p. 174)

"The popularity of summer camps and youth leagues eventually had another consequence: specialization, characterized by year-round training and early instruction in a single sport." Specialization meant that children would not "play more than one varsity sport because the risks of injury and the dilution of effort were too great. Colleges tended to lose a great many players that one time might have played football in the fall and baseball in the spring. In addition, years supporting special instruction for their child's sport skills fed a parental quest for full college scholarships as a payback." (Thelin, 1994, p. 174) Thus, athletic scholarships became the goal for an expanded group of prospective students cutting across sports and gender. Although colleges would benefit from this talent, professionalism and specialization would drive up athletic department operating expenses. (Thelin, 1994)

"If women represented a disproportionately small percentage of varsity athletes, then the issue of race in college sports presented a different and equally problematic profile." Questions were being raised "about possible abuse of black student athletes. Commercialization of collegiate football and basketball placed black men inordinately into the role of hired athletes, disproportionate to their numbers in the student population and in other student activities." (Thelin, 1994, pp. 174-175)

"The traditional rebuttal was that college sports were the vanguard of social change by providing an escalator for social economic and educational mobility. Such claims were tempered by relatively low graduation rates for black student athletes and the commensurate underrepresentation of blacks among coaching staffs and athletic administrations." (Thelin, 1994, p. 175) "Claims about college sports and educational opportunity for minority students also lost persuasiveness" when need-based programs such as the Pell grants in-state scholarship awards" became widely available to all students. "Combined with institutional" academic scholarships, "higher education at public and private institutions" became increasingly affordable for minority students. "For a coach to claim that an athletic scholarship was the only or best way for black students to gain access to higher education was patently" false. "It also did a disservice to those minority students who had educational aspirations apart from athletics." (Thelin, 1994, p. 175)

Thus, in the 1970s, big-time football and basketball programs showed an incredible rise in both revenues and expenses, with revenues lagging slightly. "Except for the large-scale programs of a conspicuous, influential minority of large universities, most college athletic programs already faced a widening gap between expenses and revenues. Institutions absorbed athletic deficits as part of their education program and, while accommodation was tolerable in the prosperous times, the revenue shortfall would eventually cause problems." (Thelin, 1994, p. 176)

"The strength of big-time college sports within American culture around 1970 was in large part a function of avoidance." The "enterprise was characterized more by self-congratulation than by critical self-analysis. The significant problems that emerged after 1970 were products of the same policies that have fostered the commercial success of big-time sports between 1970 and

1980." (Thelin, 1994, p. 176) The NCAA, the athletic directors and coaches, nor the senior leadership of major universities were in the vanguard of social and legal reform. (Thelin, 1994)

In the 1980s, the national press began to pay attention to abuses in big-time college athletic programs. In addition, dozens of books criticized big-time athletics. Despite this coverage, reform efforts were superficial. "At best, these exposés illustrated the limits of reform as long as the essential structures of the NCAA Division I sports programs were left intact. University presidents learned that big-time sports had the potential to generate bad publicity. At the same time, academic leaders and university boards were spared the obligation to make profound changes because there was no evidence that any athletic scandal had jeopardized the university's regional accreditation." (Thelin, 1994, p. 181)

"The cumulative exposés between 1980 and 1990 altered American attitudes, but" did not compel reformation of college sports. "Only when public opinion was directly tied to a mechanism of public policy, such as legislation or litigation, did revelations of corruption renew" efforts at reform. (Thelin, 1994, p. 181) Fresno State is no exception. Some of the forces behind this project were the trials, verdicts, and settlements in 2007 and 2008 that have compelled a deeper self-examination of practices and policies within the Fresno State community.

At the national level, reform was cosmetic because the disgrace of scandals co-existed with popular enthusiasm for commercialized college sports. It was not unusual for a newspaper to run a headline celebrating a big victory in an article by the same writer deplored the excesses of college sports. Fresno has not been immune to this contradiction either. In 2008, one can read editorials about the problems of big-time athletics at Fresno State and glowing headlines about the NCAA World Series Champions.

"The finances of intercollegiate athletics were reshaped in 1984 when the United States Supreme Court ruled in favor of the universities of Georgia and Oklahoma in an antitrust suit against the NCAA. The decision ended the NCAA's monopoly" over negotiated contracts for television. "The initial effect of this decision was to increase college football revenues" to the major conferences and their members. (Thelin, 1994, p. 184) Other conferences did not share in the revenue because there was no NCAA revenue-sharing arrangement. Thus, the rich got richer. Eventually, however, football games started to saturate the television market, driving down the television fees colleges could command. (Thelin, 1994)

"Over the next decade, a number of flagship programs" lost money. (Thelin, 1994, p. 184) "If universities were balancing their athletic budgets, it was by dropping selected varsity sports." The divide "between "have" and "have-not" athletic programs continued to grow. Each year, a few more institutions reported athletic deficits. One short-term adjustment was for athletic associations to increase private fund-raising, often by requiring season-ticket holders to donate a large amount for the right to renew their tickets." (Thelin, 1994, p. 185)

The formation of the College Football Association in 1981 was an indication of shifting loyalty. "The CFA's major purpose was to exert pressure within the NCAA to give priority and protection to the CFA members' football programs." When a rumored secession of CFA teams from the NCAA surfaced, the NCAA created a "distinction between Division IA and IAA football programs based on stadium size and average game attendance. The CFA also became an agent for negotiating a lucrative television deal with major networks, which increased the distance between wealthy and financially strained programs among large universities." (Thelin, 1994, p. 185)

---

"Institutions gambled on the payoff of a bowl game or an NCAA basketball berth. Even this was found to be risky. One estimate was that a university received \$3 million for playing in a major New Year's Day football bowl game, but immediately spent \$1 million on travel and entertainment. Contrary to the claim that a winning team helped overall university fund-raising, bowl game monies usually stayed within the athletic department." (Thelin, 1994, p. 195)

"By 1990, higher education was at a crossroads in both the popular conception and the legal definition of its major intercollegiate athletic programs." (Thelin, 1994, p. 194) "The upshot was that between 1980 and 1990 universities could expect little sympathy when they tried to depict themselves as small, struggling institutions. Universities were large, complex organizations -- often the largest employer in a city or even a state. As a campus took on the features of an industry, so it would increasingly be treated like one, losing some of its customary privileges and exemptions. When college sports programs defined themselves as commercial entertainment enterprises, they were subject to the same obligations as promoters of rock concerts." The "test was whether revenues from the varsity sports contest went primarily to support educational activities. Universities sports were increasingly hard-pressed" to satisfy that test. (Thelin, 1994, p. 195)

## 2. Role of the NCAA

*"Time has demonstrated that the NCAA, even under presidential control, cannot independently do what needs to be done. Its dual mission of keeping sports clean while generating millions of dollars in broadcasting revenue for member institutions creates a near-irreconcilable conflict. Beyond that, as President Cedric Dempsey has said, the NCAA has 'regulated itself into paralysis.'"*

Knight Foundation Commission Report "Ten Years Later"

As mentioned above, "the flying wedge, football's major offense in 1905, spurred the formation of the NCAA." (NCAA.org website) The following section is taken from the NCAA website, which provides a concise history of its formation. (NCAA.org website):

The game's violence, "typified by mass formations and gang tackling, resulted in numerous injuries and deaths and prompted many institutions to discontinue the sport. Others urged that football be reformed or abolished from intercollegiate athletics.

"President Theodore Roosevelt summoned college athletics leaders to two White House conferences to encourage such reforms" after his son Ted suffered a broken collarbone while playing at Harvard. "In early December 1905, Chancellor Henry M. MacCracken of New York University convened a meeting of 13 institutions to initiate changes in football-playing rules. At a subsequent meeting December 28 in New York City, the Intercollegiate Athletic Association of the United States (IAAUS) was founded by 62 members." (NCAA.org website)

"The IAAUS officially was constituted March 31, 1906, and took its present name, the NCAA, in 1910. For several years, the NCAA was a discussion group and rules-making body; but in 1921, the first NCAA national championship was held: the National Collegiate Track and Field Championships. Gradually, more rules committees were formed and more championships were held.

A series of crises brought the NCAA to a crossroads after World War II. The "Sanity Code" - adopted to establish guidelines for recruiting and financial aid - failed to curb abuses involving student-athletes. Postseason football games were multiplying rapidly. Member institutions were increasingly concerned about the effects of unrestricted television on football attendance.

The complexity and scope of these problems and the growth in membership and championships demonstrated the increasing need for full-time professional leadership. In 1951, Walter Byers, who previously had served as a part-time executive assistant, was named executive director. A national headquarters was established in Kansas City, Missouri, in 1952. A program to control live television of football games was approved, the annual Convention delegated enforcement powers to the Association's Council and legislation was adopted governing postseason bowl games." (NCAA.org website)

The Association's membership was divided into three legislative and competitive divisions - I, II and III - in 1973. Five years later, Division I members "voted to create subdivisions I-A and I-AA (subsequently renamed the Football Bowl Subdivision and the Football Championship Subdivision) in football.

The NCAA began administering women's athletics programs in 1980 when Divisions II and III established 10 championships for 1981-82. A year later, the historic 75th Convention adopted an extensive governance plan to include women's athletics programs, services, and representation. The delegates expanded the women's championships program with the addition of 19 events.

On August 1, 1997, the NCAA implemented a change in its governance structure that provides greater autonomy for each membership division and more control by the presidents of member colleges and universities.

Walter Byers retired October 1, 1987, after 36 years as the Association's executive director. He was replaced by University of Virginia Athletics Director Richard D. Schultz, who resigned in 1993. He was replaced by University of Arizona Athletics Director Cedric Dempsey, who led the Association beginning in 1994 and served as president until December 2002. Today, the national office staff of more than 380 employees based in Indianapolis is led by President Myles Brand. Brand assumed office in January 2003 after serving as president of Indiana University, Bloomington." (NCAA.org website)

The NCAA operates in an irreconcilable conflict of interest that is reflected throughout big-time college athletics, particularly in football and basketball. (National Conference on College Athletics, 2003) On the one hand, the NCAA is the self-appointed regulator and guardian of the integrity of college athletics. On the other hand, it is responsible, through creation, negotiation, and management of bowl game contracts with the media, for hundreds of millions of dollars of income for its members. In addition to operating in this ethical grayness, the NCAA is indisputably a cartel, with all of the economic and social power that a cartel possesses. (Grant, Leadley, & Zygmont, 2008).

In economic parlance, the NCAA is a monopsony<sup>1</sup> because it prevents member schools from engaging in price competition for athletes. This has a number of unintended consequences including escalating football and basketball

---

<sup>1</sup> A monopsony occurs when a buyer controls the market. The NCAA dictates how much athletes may be "paid" for their services (scholarships and grants-in-aid) and therefore controls the "buying" (recruiting) behaviors of the universities. The athletes, as "sellers" of services, cannot compete in a free market because of this monopsony. The monopsony grossly distorts the economics of college football, leading to such unintended consequences as inflated salaries for head coaches.

head coach salaries, an “arms race” to upgrade and improve athletic facilities to “shock and awe” impressionable high school recruits, and preventing athletes from transferring to schools that might be better suited for them. (Grant, Leadley, & Zygmont, 2008)

The regulatory oversight of the NCAA has also created an adversarial relationship between coaches and the regulators. As rules are created to address perceived wrongs, coaches find ways to work around them. A recent article in Forbes Magazine about Alabama coach Nick Saban stated:

*“Saban's [recruiting] actions even spurred a new NCAA (National Collegiate Athletic Association) recruiting rule. The sneeringly nicknamed "Saban Rule" was enacted to prohibit coaches from visiting high schools in the spring, something Saban had traditionally done. So he came up with a way around it. He used videoconferencing equipment to talk to recruits and coaches face-to-face via computer, a tactic within the NCAA rules. Saban views the NCAA in the way that a tax attorney sees the IRS. 'You have to maximize your benefits,' he says.” (Burke, 2008)*

The majority of Division 1A universities have displayed little interest in complying with the spirit of the NCAA regulatory structure—to protect the student-athlete and recruits and to foster academics over athletics. Instead, many coaches find the thick maze of convoluted NCAA rules as a challenge to their competitive instincts. Coaches ask themselves, “How can we get around the rules without direct violation or, at worst, without getting caught?” Gaming the system has become the order of the day.

The effect of all of this is to make meaningful reform at the level of the NCAA practically impossible. Thus, the NCAA imposes a significant external constraint on a university looking for innovative ways to compete at the highest level while maintaining academic integrity.

### **3. Role of Title IX**

In the 1990s, regulation caught up to the universities, adding a further heavy burden to budgets and programs. The business of college sports as entertainment was codified in 1989 when the NCAA officially defined a Division I program as one that strived for regional and national excellence and prominence, whose program was for both the college community and the general public, and was expected to “finance its athletic program with revenues of the program itself.”

“Although that separation served athletic programs well for years, it also started to move athletic programs from under the protective umbrella that state and federal agencies had customarily afforded educational and nonprofit activities. The partnership of legislation and litigation as a force that reshaped college athletics is well illustrated by the issue of gender equity in college sports.

In the early 1970s, the NCAA staff and membership strongly objected to inclusion of intercollegiate athletics under Title IX.” (Thelin, 1994, p. 193) The NCAA lost this campaign and “countered with a request for special exemptions.” Only when it lost this argument did the NCAA abruptly embrace and “essentially take over women's varsity sports.” This “move undermined the existing Association of Intercollegiate Athletics for Women. By 1989-1990, Title IX had become legislation that the NCAA could not ignore. The issue was no longer one of public relations or popular opinion, regardless of what alumni and

boosters might think, but whether the athletic program passed legal tests established by courts and federal agencies." (Thelin, 1994, p. 193)

"This legal environment shaped athletic program cost-cutting strategies in the 1990s. For example, an athletic director facing a budget deficit, who was tempted to cut women's sports faced" a dilemma. "First, the NCAA made eligibility for Division I status contingent upon offering a certain number of women's sports." (Thelin, 1994, p. 194) Second, any attempt to reduce women's sports was subject to a class-action suit under Title IX. The result was that cost-cutting tended to be in minor men's sports. Ironically, this cost-cutting would be of relatively little help because it focused on low-budget sports such as wrestling.

Title IX is part of the 1972 Education Amendments of the 1964 Civil Rights Act. The law prohibits an educational program that is receiving federal funds from discriminating on the basis of gender. As it applies to athletics, the law states that:

*"No person shall on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person, or otherwise be discriminated against in any interscholastic, intercollegiate, club intramural athletics offered by a recipient [of federal financial assistance,] and no recipient shall provide such athletics separately on such basis."*

The law is based on the good intention of preventing sex and gender discrimination in intercollegiate athletics. Nevertheless, the law has been impossible to fulfill as written due to the history of the development of intercollegiate athletics. Typical of reform efforts, Congress has passed a very broad prescriptive statute and left interpretation, compliance, and enforcement

to the regulatory agencies of the executive branch. These agencies have to struggle with meeting the Congressional mandate against political, economic, and pragmatic realities that the Congress conveniently ignores. In any case, the regulatory gloss created by enforcement agencies becomes the law of the land until successfully challenged in the courts, modified by further Congressional action, or modified by the agency.

Literal compliance would destroy current programs. Regulators in the U.S. Department of Education and the Office of Civil Rights of the Department of Justice have therefore attempted to mitigate the literal meaning of the statute. These efforts have created a moving target that has created nothing but compliance headaches for universities for decades.

Title IX requires schools to provide equal opportunities for male and female athletes in three ways:

(1) Proportionality in participation activities – the percentage of a gender group represented in the student population must match the percentage of that gender group represented on athletic teams.

(2) Proportionality in scholarship dollars – the percentage of a gender group represented in the student population must match the percentage of athletic scholarship dollars going to that gender group;

(3) Equity in other program benefits – both gender groups must receive comparable benefits in terms of practice and competitive facilities, equipment, coaches, travel, recruiting, and scheduling of games and practices. This goes beyond simply providing facilities, equipment, etc. to both genders; it requires that the quality of those benefits be comparable. (Grant, Leadley, & Zygmont, 2008)

Compliance has been difficult for most institutions. Many have fallen short and some have cut some men's sports to move closer to proportionality.

#### **4. History of the BCS**

"The Bowl Championship Series (BCS) was established in 1998 to help determine the national champion for college football while maintaining a bowl system that was nearly 100 years old. Six conferences, including the Big Ten, Pac-10, ACC, Big East, Big 12 and SEC committed their champions to play under this system. Before the 2004 season, Conference USA, the Sun Belt, Mid-American, Mountain West and Western Athletic Conferences were allowed to join the BCS." (Alder, 2008)

"Before the 1992 season, college football had no system matching top-ranked teams in a post-season championship game. Not surprisingly, this led to the possibility, and even prevalence, that different human polls would select different national champions. This happened on many occasions." (Wikipedia website - Bowl Championship Series)

"To address this problem, five conferences, six bowl games and independent Notre Dame joined forces to create the Bowl Coalition, which was intended to force a de facto national championship game between the top two teams. This system was in place from the 1992 season through the 1994 season. While traditional tie-ins between conferences and bowls remained, a team would be released to play in another bowl if it was necessary to form a championship game. This system did not include the Big Ten and Pac-10 champions, two of the traditionally strongest conferences, as both were obligated to play in the Rose Bowl." (Wikipedia website - Bowl Championship Series)

"The Bowl Coalition was restructured into the Bowl Alliance for the 1995 season, involving five conferences (reduced to four for the 1996 season) and three bowls (Fiesta, Sugar, and Orange). The championship game rotated among these

three bowls. It still did not, however, include the PAC-10, Big 10, or the Rose Bowl." (Wikipedia website - Bowl Championship Series)

"The debate intensified after Michigan and Nebraska split the national championship according to sports writers' and coaches' polls during the 1997 season. After a protracted round of negotiations, the Bowl Alliance was reconfigured into the Bowl Championship Series for the 1998 season. The Tournament of Roses Association, which operated the Rose Bowl, agreed to release the Big Ten and Pac-10 champions if it was necessary to form a national championship game. In return, the Rose Bowl was added to the yearly national championship rotation." (Wikipedia website - Bowl Championship Series)

"In the current BCS format, four bowl games and the National Championship Game are considered "BCS bowl games." The four bowl games are the Rose Bowl Game in Pasadena, California, the Sugar Bowl in New Orleans, the Fiesta Bowl in Glendale, Arizona, and the Orange Bowl in Miami Gardens, Florida. In the first eight seasons of the BCS contract, the championship game was rotated among the four bowls, with each bowl game hosting the national championship once every four years." (Wikipedia website - Bowl Championship Series)

"A complicated set of rules is used to determine which teams compete in the BCS bowl games. Despite the possibility of an "at-large" berth being granted to a "mid-major" conference team, this didn't happen until the 2004-05 season, when Utah received a BCS bid to play in the Fiesta Bowl, in which the Utes convincingly defeated Pittsburgh 35-7." (Wikipedia website - Bowl Championship Series)

"In 2006, the rules were changed that one conference champion from among Conference USA, Mid-American, Mountain West, Sun Belt, and Western Athletic Conferences will automatically qualify to play in a BCS bowl if it is: (1)

---

ranked among the top 12 teams in the final BCS Standings; or (2) ranked among the top 16 teams in the final BCS Standings and ranked higher than the champion of one of the conferences whose champion has an annual automatic berth in a BCS bowl. In the first year with this new rule, Boise State was able to earn a berth in the Fiesta Bowl by virtue of a 12-0 regular season and #8 ranking in the final BCS Standings. Boise State became the second non-BCS school (after Utah in 2004) to play in a BCS game, and the second to win, defeating Oklahoma 43-42 in overtime." (Wikipedia website - Bowl Championship Series) Hawaii became the third team to appear, losing to the University of Georgia in the 2008 Sugar Bowl.

The tables in Appendix 1, compiled from the Wikipedia website on the Bowl Championship Series and the Indianapolis Star database on university athletic budgets, show the distribution of BCS games by schools and conferences, including the total athletic department expense for the 2005-2006 year as indicated. In some cases, as noted, the 2007 expenses are shown. Appendix 2 is an analysis performed by the University of Hawaii on athletic budgets of the top 25 BCS teams in 2007.

Two conclusions can be drawn from this data. First, competing with the BCS leagues consistently requires a significant financial investment in a university athletic program. Second, no matter how much money is spent developing a BCS caliber program, success (defined as making a BCS bowl appearance) is very difficult to achieve.

## ***B. National Reform Efforts—Attempts to Regain Balance***

### **1. Knight Foundation Commission**

"The Knight Foundation Commission on Intercollegiate Athletics was formed by the John S. and James L. Knight Foundation in October 1989 in

response to more than a decade of highly visible scandals in college sports. The goal of the Commission was to recommend a reform agenda that emphasized academic values in an arena where commercialization of college sports often overshadowed the underlying goals of higher education." (Friday & Hesburgh, A Call to Action: Reconnecting College Sports and Higher Education , 2001)

The Commission presented a series of recommendations in its 1991 report (found at [www.knightcommission.org](http://www.knightcommission.org)), *Keeping Faith with the Student-Athlete*, (Friday & Hesburgh, 1991) and again in 2001 in *A Call to Action*. (Friday & Hesburgh, A Call to Action: Reconnecting College Sports and Higher Education , 2001) The recommendations are attached to this paper in Appendix 3.

### a) The 1991 Report

In 1991, the Commission defined a "one-plus-three" model, with the "one" - presidential control - directed toward the "three" - academic integrity, financial integrity, and certification. The Commission stated:

*"Individual institutions and the NCAA have consistently dealt with problems in athletics by defining most issues as immediate ones: curbing particular abuses, developing nationally uniform standards, or creating a "level playing field" overseen by athletics administrators. But the real problem is not one of curbing particular abuses. It is a more central need to have academic administrators define the terms under which athletics will be conducted in the university's name. The basic concern is not nationally uniform standards. It is a more fundamental issue of grounding the regulatory process in the primacy of academic values. The root difficulty is not creating a 'level playing field.' It is insuring that those on the field are students as well as athletes."*

*"It is clear to the Commission that a realistic solution will not be found without a serious and persistent commitment to a fundamental concept: intercollegiate athletics must reflect the values of the university. Where the realities of intercollegiate competition challenge those values, the university must prevail."* (Friday & Hesburgh, 1991)

### b) The 2001 Report

In 2001, the Commission reconvened to see what progress had been made on the problems of the imbalance between big-time college athletics and academics. The report was not pleasant.

James Duderstadt, president emeritus of the University of Michigan, put it this way before the Knight Commission in late 2000,

*"Major college sports do far more damage to the university, to its students and faculty, its leadership, its reputation and credibility than most realize - or at least are willing to admit."*

"The ugly disciplinary incidents, outrageous academic fraud, dismal graduation rates, and uncontrolled expenditures surrounding college sports reflect what Duderstadt and others have rightly characterized as 'an entertainment industry' that is not only the antithesis of academic values but is 'corrosive and corruptive to the academic enterprise.' " (Friday & Hesburgh, A Call to Action: Reconnecting College Sports and Higher Education , 2001)

"In 2001, the Commission proposed a new "one-plus-three" model for these new times - with the "one," a Coalition of Presidents, directed toward an

agenda of academic reform, de-escalation of the athletics arms race, and de-emphasis of the commercialization of intercollegiate athletics. The Commission stated, ‘The Coalition of Presidents’ goal must be nothing less than the restoration of athletics as a healthy and integral part of the academic enterprise.’” (Friday & Hesburgh, 2001) While the Knight Commission has correctly established that academics must have primacy over athletics, the fundamental problem with the Knight Foundation Commission reports are that they consist of hand-wringing with no practical solutions.

## 2. COIA

“The Coalition on Intercollegiate Athletics (COIA) is an alliance of 55 Division IA faculty senates whose mission is to provide a national faculty voice on intercollegiate sports issues. Its underlying premise is that intercollegiate athletics, while providing positive benefits to athletes, the campus and the broader community, clashes with the educational goals and mission of collegiate institutions.” (Framing the Future Text and Appendix, 2007) COIA prepared a paper that identified the major challenges facing intercollegiate athletics and offered a set of proposals meant to integrate college sports into the academic mission while remaining a positive force on university campuses. (Framing the Future Text and Appendix, 2007)

The COIA “paper was the result of a lengthy deliberative and revision process. The initial version was developed between January and March 2007 by the COIA Steering Committee in consultation with the NCAA leadership. A second draft was prepared by the COIA Steering Committee and sent out for evaluation to many external groups including the NCAA, the Association of Governing Boards (AGB), the Faculty Athletics Representatives Association

(FARA), the Division IA Athletics Directors Association, the Division IA Faculty Athletics Representatives (DIA FARs), the Knight Commission, the American Association of University Professors (AAUP), the College Sports Project, and the National Association of Athletic Academic Advisors (N4A). Their comments formed the basis for a third draft which was reviewed by all COIA faculty senates in early May 2007. Representatives of COIA member senates met at Stanford in mid-May 2007 to revise the third draft. The final version was formally adopted by a vote of the entire COIA membership in June 2007." (Framing the Future Text and Appendix, 2007)

The COIA proposals are fundamental and self-evidently appropriate. They are listed in Appendix 4.

## C. Local Overview

### 1. History of the California State University System

"The California State University system is the direct descendant of the California State Normal School (now San Jose State University), a normal school established by the California Legislature on May 2, 1862." (California State University, 2008) A normal school was a school created to train high school graduates to be teachers. Its purpose was to establish teaching standards or *norms*, hence its name. "The California State Normal School was itself derived from the City of San Francisco's Minns Evening Normal School (founded in 1857) a normal school that educated San Francisco teachers in association with that city's high school system. The system now considers its founding date to be that of the Minns School. A second California State Normal School campus was created in Los Angeles in 1882." (California State University, 2008)

"In 1887, the California legislature dropped the word "California" from the name of the San Jose and Los Angeles schools, renaming them "State Normal Schools." Later Chico (1887), San Diego (1897), and other schools became part of the State Normal School system. In 1919, the State Normal School at Los Angeles became the Southern Branch of the University of California (now the University of California, Los Angeles). In 1921, the State Normal Schools became the State Teachers Colleges. By this time most of the campuses started to become identified by their city names plus the word "state" (e.g., "San Jose State," "San Diego State," "San Francisco State")." (California State University, 2008)

"In 1935, the State Teachers Colleges became the California State Colleges and were administered by the California State Department of Education in Sacramento. The Donahoe Higher Education Act of 1960 gave the system greater autonomy from the State of California." (California State University, 2008)

"The postwar period brought a great expansion in the number of colleges in the system. Campuses in Los Angeles, Sacramento, and Long Beach were added between 1947 and 1949. Then seven more were authorized to be built between 1957 and 1960. Six more campuses joined the system after the establishment of the Donohoe Higher Education Act in 1960 bringing the total number to 23." (California State University, 2008)

"In 1972 the system became The California State University and Colleges, and all of the campuses were renamed with the words "California State University" in their names. At some of the older campuses, alumni successfully lobbied the California Legislature to revert the schools back to their pre-1972 names: San Jose State, San Diego State, San Francisco State, etc. In 1982, the CSU system dropped the word "colleges" from its name." (California State University, 2008)

"Today the campuses of the CSU include comprehensive and polytechnic universities and the only Maritime Academy in the western United States that receives aid from the federal Maritime Administration." (California State University, 2008)

## 2. History of Fresno State

Fresno State was founded as the Fresno Normal School in 1911. "With \$25,000 in operating expenses and \$10,000 for the purchase of land, it began its first year of instruction with a president, a limited faculty and 150 students, but no campus. Classes were held at Fresno High School until the new site was completed on 10 acres at University and Van Ness avenues in 1916. With 11 part-time and one full-time faculty, Fresno Normal School began the task of training and educating Valley teachers. Course offerings included manual training, domestic art, science, and agriculture. The first class included 31 women and two men; they graduated with teaching certificates." (FresnoStateNews.com)

"Two years after Fresno Normal opened, the school moved to temporary quarters at the present Fresno City College site, which was then two miles beyond the city limits. The same year, Fresno Normal School began its campus training school. This was the first laboratory elementary school in the state normal schools and one of the few then existing in the United States." (FresnoStateNews.com)

"In 1914, a summer school was established at Huntington Lake. Extension courses were also offered throughout the Valley during the regular school year. In 1921, Fresno Normal School joined with Fresno Junior College and officially changed its name to Fresno State Teachers College. The school colors were switched from green and gold to cardinal and blue and the first football team

## Balancing Academics, Community Engagement, and Athletics in the University

---

was formed. At this time, the Collegian became the official school newspaper.” (FresnoStateNews.com)

“Fresno State became a full liberal arts college in 1936.” (FresnoStateNews.com)

“In 1940, some area dairymen who were interested in agricultural education donated 26 heifers to the Fresno State College Agricultural Club. The gift prompted Fresno State President Frank W. Thomas to ask the Board of Governors of the Fresno State College Foundation in 1941 to consider ways to purchase land because, ‘Any program of practical agricultural education requires a college farm upon which permanent developments may be established.’ The attack on Pearl Harbor four days afterward distracted the Board of Governors from their search for ‘housing facilities for livestock.’” (How 26 Heifers Helped Move a College)

“Some persistent farmers and businessmen from Fresno and the five neighboring counties, however, did not let the war deter them from pursuing their dream of establishing an agricultural college in Fresno. On June 24, 1942, the Fresno State College Foundation and a voluntary citizens group called the Six Counties Agricultural Advisory Committee signed an agreement for the ‘Acquisition and Operation of a Farm for the Fresno State College.’” (How 26 Heifers Helped Move a College)

“The agreement stated, ‘Projects to be pursued on this farm will be confined to the training of students in farm operation, farm mechanics, and farm management, as these exist in the San Joaquin Valley. The purpose is to teach the students to learn by doing. The practical experience will be supplanted with present and future courses of instruction in Agriculture at Fresno State College which are necessary to provide competent training.’” (How 26 Heifers Helped Move a College)

"This group pledged to raise money to purchase a suitable farm 'lying within ten miles of Fresno State College.' Before the end of the war, the committee had pledged to raise \$500,000. By 1948, a state college agricultural school fund was filling up with money derived from horse racetrack fees." (How 26 Heifers Helped Move a College)

"The University of California fought hard to prevent the establishment of an agricultural school at Fresno State College, claiming that it would duplicate offerings at Davis and also at Cal Poly. But local ag boosters as well as the Fresno Bee successfully argued that: the focus of the school would be on practice rather than research; the six counties combined constituted a larger agricultural area than that of Arizona, Nevada, and Utah; and the San Joaquin Valley presented unique agricultural conditions. Furthermore, they didn't want to send their children to Davis or San Luis Obispo to learn to farm. By the end of World War II, the ag boosters emphasized that the war had proved that on-the-job training works and that an agricultural school in Fresno could help prevent a relapse of the Great Depression." (How 26 Heifers Helped Move a College)

"The committee worked at both the state and local levels to establish an agricultural college. By 1948, the committee had acquired farmland in two places: 440 acres at Hammer Field (near the present Fresno Yosemite International Airport), and 360 acres near Bullard and Chestnut, which was at that time remote from Fresno. A government study later showed the Hammer Field land to be 'infested with noxious weeds and so sandy it will require more than ordinary irrigation.'" (How 26 Heifers Helped Move a College)

"In November 1949, the State of California, recognizing that postwar enrollment projections at Fresno State College necessitated far more campus space than was available at the McKinley and Van Ness site, bought land for a new academic campus at Blackstone and Shields. The state government drew up

---

building plans and was about to break ground when controversy broke out in the community. The State of California insisted that the proposed agricultural school be adjoined and integrated with the new academic campus, arguing that separate campuses for agriculture and for other academic departments would incur unnecessary expenses." (How 26 Heifers Helped Move a College)

"The interested parties met in Sacramento in late December, 1949, where they agreed to build the academic campus and the agricultural school on eight parcels of farmland at Cedar and Shaw. The Six Counties Agricultural Advisory Committee's 1946 purchase of the farm acreage at Bullard and Chestnut, then, was the catalyst for what President Joyal called, 'an entirely new plan.' Ground was broken for the new campus October 17, 1951. Eight years and \$30 million dollars later, in May 1958, the new campus was dedicated." (How 26 Heifers Helped Move a College)

Between 1965 and 1968, the college began to organize as a true university, and the transition to official university status in the state system became effective on June 1, 1972. The university is now comprised of The College of Agricultural Sciences and Technology, the College of Arts and Humanities, the Sid Craig School of Business, the Kremen School of Education and Human Development, the College of Engineering, the College of Health and Human Services, the College of Science and Mathematics, the College of Social Sciences, Continuing and Global Education, and the Division of Graduate Studies.

### **3. Fresno State Football**

Fresno State football has followed the same historical pattern of problems, imbalance, and opportunities as its national counterparts.

“Football was first played on the Fresno campus in 1921, and for its first year it played as an independent. The Bulldogs joined the California Coast Conference which included several regional opponents the next year, and moved to the Northern California Athletic Conference of which it was among the charter schools in 1925. These early years laid the foundations of rivalries to come, with games against San Jose State and Pacific (the predecessor to UOP) in the first year, and adding California Davis, Nevada, and San Diego State in the following years of NCAA play. The NCAA began classifying schools into University Division and College Division groups in 1937, and the Bulldogs, along with the other major college schools in the conference, broke off into the California Collegiate Athletic Association in 1939, a conference it remained in until joining the Pacific Coast Athletic Association, later known as the Big West Conference, in 1969. Notable head football coaches during this period include Cecil Coleman, who during his five years at Fresno State had a 76 percent winning percentage, and took the 1961 team to an undefeated season capped by a 36-6 Mercy Bowl victory over Bowling Green. Fresno State football experienced a stretch of seasons hovering around the .500 mark during the later 1960s and 70s. Yet despite also having a number of winning seasons, including two undefeated seasons, it participated in only two university division bowl games before the 1980s.” (Wikipedia website - Fresno State Football History)

“In 1976, Jim Sweeney took over the Bulldog football team and took the 1977 squad to a 9-2 record in his second year as head coach. The Sweeney era bristled with confidence as the Bulldogs became, along with rival San Jose State, the class of the Big West, and earning postseason bowl berths four times in the 1980s. Sweeney’s 1985 squad is particularly memorable for Bulldog fans, as the team finished as the only unbeaten Division I-A team in the country, ranked 16th in the coaches’ poll. The 1985 squad did not, however, finish untied, after a 24-24

tie at home against the Rainbow Warriors of Hawaii." (Wikipedia website - Fresno State Football History)

"The face of Fresno State football changed with the construction of a university football stadium for the team for the 1980 season. Before then, the Bulldogs played their home games in Fresno City College's Radcliff Stadium, which seated approximately 13,000 fans. The construction of a modern new stadium which held over 30,000 in attendance created significant increases in attendance and alumni support. The football team won four Big West championships and appeared in five California Bowl appearances against opponents from the Mid-American Conference. During the Sweeney era, the Bulldogs posted nine consecutive winning seasons, a run which included five double-digit win seasons. 1994, however, marked the beginning of three consecutive losing seasons which ended the Sweeney era and brought in Pat Hill, who had worked both in the NFL and colleges for the past several decades."

(Wikipedia website - Fresno State Football History)

"Under Hill, Fresno State continued the advances made during the Sweeney era. Noted for playing particularly difficult non-conference schedules, Hill's teams routinely play elite, highly-ranked teams. Since 2000, Fresno State has defeated 12 BCS conference opponents, more than any other non-BCS school. The Bulldogs have also been the only non-BCS school to record three consecutive bowl victories over schools from BCS conferences. However, the football team's quest for greatness has stumbled against unexpected losses against lesser schools in critical games." (Wikipedia website - Fresno State Football History)

#### **4. Softball and Baseball National Championships**

The Fresno State women's softball team has appeared in 12 of the 26 NCAA Women's College World Series. It won the national championship in 1998 and has been a national runner up four times in 1982, 1988, 1989, and 1990. The team finished in third place three times in 1991, 1992, and 1997. The team has made a record 26 appearances in the NCAA Softball Championships. In addition, it boasts 12 regional crowns.

Men's baseball commenced in 1922, highlighted by a 22-4 rout of UC Santa Barbara. Since 1948, the baseball team has been coached by three coaches, Pete Beiden, Bob Bennett, and Mike Batesole. The team has compiled 31 consecutive winning seasons, culminating in the national championship crown in The College World Series in 2008.

#### **5. Basketball Ups and Downs**

Fresno State men's basketball commenced in the 1921-1922 season under Arthur W. Jones. The modern era commenced in 1977, when Boyd Grant was hired as head coach, and his 1983 team won the National Invitational Tournament.

Ron Adams and Gary Colson led lackluster teams in the late 1980s and early 1990s. Believing a boost was needed to get the SaveMart Center project off the ground, Jerry Tarkanian was hired as head coach in 1995.

Tarkanian recruited borderline students who were also sometimes behaviorally challenged. Harry Gaykian, a major Bulldog booster, admitted in a media interview that some of the Fresno players "shouldn't be in college. We know that. But that's the way it is everywhere." And Jack Fertig, another booster,

said the only difference is a lot of teams might have two questionable players and "Jerry might have six." (Looney, 1996)

The Tarkanian years were marked by successful seasons in the first three years. Overall, "he guided the Bulldogs to six consecutive 20-win seasons and seven straight postseason appearances. During the 1999-00 season, he led the Bulldogs to the NCAA tournament, ending a 16-year drought for the school." In the following season, "he led the Bulldogs to their first-ever WAC championship and a first round NCAA tournament win over California. Each of the last two seasons, the Bulldogs were eliminated from the NCAA tournament by teams that advanced to the Final Four." (Tark Announces Retirement, 2002)

Despite these successes, recruiting scandals, academic ineligibility, allegations of point shaving and gambling, and student misbehaviors marred Tarkanian's tenure. Nevertheless, the excitement generated by Jerry Tarkanian created the impetus to build the SaveMart Center.

Ray Lopes became head coach in 2002. In his three year tenure the team had a winning season for two years. Lopes's tenure was also marred by recruiting violations.

Steve Cleveland took over the head coaching position in 2005 and began a rebuilding program which continues today.

## 6. The Bulldog Foundation

In 1950, Duke Jacobs was hired as the Fresno State football coach. He suggested the start of The Bulldog Foundation, to be patterned after the Sooner Foundation at the University of Oklahoma. Several prominent Fresno businessmen stepped to the plate, and the organization was incorporated the same year. (Farris, 2003)

"Jacobs, a 28-year-old assistant to legendary University of Oklahoma coach Bud Wilkinson, was hired by a desperate Fresno State President Arnold E. Joyal." (Farris, 2003, p. 21) Joyal, a traditional academic president, knew nothing about growing and leading athletic departments. "After accepting the job, Jacobs discovered that the Fresno State 600 Club was bankrupt. (Farris, 2003, p. 23) Worse than that, the athletic department" had a \$90,000 deficit and there was no money for new uniforms. "This was a surprise to Jacobs, who, coming from the Oklahoma program, was used to money being no object." In Fresno, the athletic program was desperately underfunded. Jacobs lasted a year or so and was replaced a by a series of football coaches and athletic directors who were generally unsuccessful in building a strong athletic department. (Farris, 2003)

As a result, during the next 20 years, fund-raising was not easy, especially when the school teams were not winning. Over the years, Bulldog Foundation membership tailed off. By 1960, there were less than half of the 1000 members of just a few years before. (Farris, 2003)

In 1972, The Bulldog Foundation hired Lynn Eilefson as its first full-time paid executive director. "Coinciding with Eilefson's arrival in 1972 was the beginning of the three-year presidency of Bob Duncan, the first and only person to serve three terms. Duncan was the first to approach the Fresno business community with a challenge to become part of The Bulldog Foundation." (Farris, 2003, p. 52) Duncan was the driving force behind the growth of Fresno State athletics. (Farris, 2003)

"In 1963, Bob Duncan founded the National Ceramic Manufacturers Association, which included 30 manufacturers from across the country. He served as president for three years. It didn't take him long to realize how many of his customers didn't know where Fresno was. Too many jokes were made about Fresno, so he set about to change that image. Duncan has said, 'I guess I

got started helping with the athletic programs at Fresno State when I got involved in the YMCA Quarterback Club in the 1940s. That led to being invited to being part of The 600 Club. Then the Bulldog Foundation was formed.”” (Farris, 2003, p. 109)

"When I became president, I had the Fresno State business department work up a paper showing figures of how the university impacted the city of Fresno, financially." Duncan said. "It was considerable, so I took the numbers to the Chamber of Commerce and pretty well convinced them that the university represented a tremendous economic impact in this community." (Farris, 2003, p. 110)

"I told them the numbers could go much higher if we could keep more good athletes at home [at Fresno State], if we all did more to support the athletic program. I was fortunate that a number agreed and said they would get behind and support the program." (Farris, 2003, p. 110)

Duncan stated, "Our Bulldog Foundation came into being because of the pride factor; it has become the primary source of pride for our city and Valley. . . . The free enterprise system has taught us to be competitive, and our athletic teams provide us with that opportunity . . . . When our teams win, which is frequently, it provides bragging rights for alumni living in that area who are going to be telling friends and others that Fresno State is their alma mater. The better our teams become, the more pride everyone feels towards the university." (Farris, 2003, p. 1)

For the next 10 years, The Bulldog Foundation grew slowly, culminating in the construction of Bulldog Stadium.

In January 1982, Pat Ogle became the executive director of The Bulldog Foundation, replacing Tony Oliva. From 1982 to 1994, fund-raising growth was

slow, but sure. Annual fund-raising hit \$3 million in 1986, and by 1995, with the advent of the Tarkanian era, it reached \$5 million.

"Pat Ogle has stated, 'I don't think the BDF has kidded itself about getting the charitable dollar. We get the entertainment dollar. Donations go to a worthy cause of providing scholarships, but people are in it to get ticket priorities, and that's entertainment.' Ogle said members are willing to raise money for athletic scholarships and take pride in that aspect, but it's not a nonprofit group in the same way that health organizations are." (Farris, 2003, p. 93)

"No question, we are currently in the ticket business," Ogle has said. "The breakdown is 40% tickets and 60% donations. But by far the most amazing figure to me is how long people have worked on fund drives." (Farris, 2003, p. 93)

### III. THREE MODELS FOR ANALYZING INTERCOLLEGIATE ATHLETIC ORGANIZATIONS AND HOW ATHLETIC STYLES CONTRIBUTE TO THE BALANCED UNIVERSITY

We have synthesized our research concerning academics and athletics into three descriptive models of collegiate athletic programs to better understand the constraints, opportunities, and challenges of balancing the university. These models are (1) the academic university athletic program, (2) the commercial athletic program, and (3) the hybrid athletic program.

#### A. *Academic*

##### 1. Description of Academic Model

The academic model describes universities that have de-emphasized or never emphasized athletics, but not eliminated intercollegiate athletics. Universities falling within the academic model may be large or small and public or private. Many of these universities are selective in admissions with far more applicants than can be accommodated.

Academic models have a wide range of relationships with the community and the press. They can remain aloof from local influences and pursue regional, national, and international recognition as they see most helpful for their specific mission and goals.

Examples include Dartmouth, Claremont, UC Davis, George Washington University, and Cal Poly San Luis Obispo.

## **2. Strengths of Application**

The academic model avoids professionalized athletics, and athletics makes little demand upon university funding. Students are admitted based on their superior academic achievements in high school, not because of their athletic ability. Many institutions focus upon developing world-class faculties and research facilities and have a well known reputation for doing so.

As a general rule, institutions with an academic model have high graduation rates for both intercollegiate athletes and non-athletes alike. Graduates experience significant post-college success as measured by earnings. (Shulman, 2001)

Finally, alumni and donor support for athletics is viewed as completely philanthropic, never as pure entertainment seen to be predominantly separate from the university.

## **3. Weaknesses of Application**

Within the academic model, athletics does not demonstrably benefit the institution in terms of fund-raising, reputation, scholastics, or academics. (Orszag & Orszag, 2006)

### ***B. Commercial***

#### **1. Description of Commercial Model**

The commercial model describes many of the BCS conference universities. These institutions have athletic budgets often exceeding \$60 million per year, have national reputations for football, and are attractive to high school athletes because of the potential glory of playing for a big program. These institutions

are capable of commanding prime television contracts, frequently reap the rewards of major bowl appearances, and run their athletic departments on a very commercial, professional sports-like basis. They have the budget and resources to compete at the highest levels. Many commercial model university athletic departments are led by professional business managers rather than academically-oriented and trained athletic directors.

Both the athletic and academic endeavors are free to pursue whatever role they wish within the public understanding of their mission. Athletics can sustain an adversarial role with all but its boosters and sources of revenue and remain unaccountable to the university. The posture includes how the athletic department relates to the press at all levels. The identity and brand of the university may differ widely between athletics and academics. The athletic department of a commercial model university is often so different from the university that it is simply using the logo and name of the university to promote its program. Any missteps within athletics are seen as apart from the university's academics and scholarship.

Academically, the larger schools may be quite good and selective. What makes them commercial is the sheer size of their athletic budgets. Athletes, however, may be recruited at far lower academic, grade point, and extra-curricular activity levels than what would be normally associated with their admission policies. (Grant, Leadley, & Zygmont, 2008) Athletes are utilized at very low "salaries" as part of a very large commercial enterprise. Coaches know that they can be fired in a moment solely for lack of a proper win/loss ratio.

Institutions in this category include schools like USC, Oklahoma, Ohio State, Michigan, and Notre Dame.

## **2. Strengths of Application**

Without question, institutions in the commercial model can produce national championship teams on occasion. These universities provide entertainment to a regional and national fan base. Commercial model universities have their market share protected by a high barrier to entry-cost and infrastructure improvement. These athletics departments do not apply financial pressure upon the universities in that their funding is independent from the university.

## **3. Weaknesses of Application**

The commercial model university athletic program rarely makes enough money to support itself and never makes money if capital costs are properly amortized and included in the annual budget. (Grant, Leadley, & Zygmont, 2008) Funding is purely entertainment based and competes with other entertainment dollars, and there is no relationship between successful athletics and giving for academic development and non-athletic capital improvements. (Orszag & Orszag, 2006)

If, for some reason, the commercial model does not produce a winning program it can lose critical funding resources that it has become accustomed to enjoying.

Recruiting top athletes is highly competitive, expensive, and prone to regulatory violations. However, because the demand for winning teams is so great, recruiting violations are frequent. Part of the game is not getting caught. Part of the game is having enough resources to be able to respond to misbehaviors of coaches and athletes.

Presidents at schools who apply a commercial model often relate that they do not have a functional and appropriate level of control of their athletic programs. (Thelin, 1994)

On the academic side, recruited student athletes are not always academically ready for college. In addition, the intense commitment of commercial level intercollegiate athletics leaves little time for study. As a result, these athletic programs suffer from lower graduation rates, and there is little evidence of post-graduation success in life. Of the very small percentage of athletes that make it to the pros, an even smaller percentage average more than 3 years of professional performance and then are left without either a degree or a good career prospect. (Thelin, 1994)

### **C. Hybrid**

#### **1. Description of Hybrid Model**

The hybrid model university, which describes the majority of Division 1A universities, aspires to big time intercollegiate competition. However, the aspirations are tempered by a significantly smaller athletic budget, typically in the \$15-\$35 million range, membership in a non-dominant conference, significantly reduced bowl appearance pay-offs, and marginal television contracts. Athletic budgets are funded by philanthropic, commercial, and university sources, including general funds and student fees. Booster clubs begin with a very autonomous posture and typically change to a model more controlled by university administration because of the nature of NCAA and Title IX regulations.

Examples of hybrid universities include Oregon State, Boise State, Kansas State, Wake Forest University, Northwestern, Tulane University, and Fresno State.

The hybrid university at all levels and at all times must maintain an uncommonly open and transparent relationship with the press and the local community that it serves. Unless careful attention to transparency is maintained, the hybrid university's identity can quickly become dominated by athletics. In this situation, when championships are won, the university glows; when an athlete is arrested for drunkenness and assault, the university sinks into depression. Whether high or low, a university image dominated by athletics does not reflect the true value of the institution.

In successful hybrid universities, transparency with both regional thought leaders and the press produces a relationship that is generally identified as a positive asset for the university. Both thought leaders and press handle all aspects of success and failure in athletics as part of normal university life. Any failures in transparency can quickly produce adversarial relationships that take far longer to solve than to create. In hybrid universities adversarial relationships can migrate from athletics to academics and from academics to athletics. Even entrance into a BCS conference performance demands a higher than normal level of academic reputation. Most people do not understand that university presidents, not coaches or athletic directors, make the decisions about conference membership. They tend to seek out conference members that will enhance the perception of their university and are therefore at least similar in academic performance as well as athletic competitiveness. Even fan behavior may have an effect on entrance to a conference. This is especially true for hybrid models.

The primacy of academic performance defines a successfully balanced hybrid university.

## **2. Strengths of Application**

Hybrid programs provide entertainment to the local and regional fan base at a cost well below commercial model athletic programs. There is a limited national fan base although some national recognition might exist from year to year and sport to sport. A hybrid program can migrate to a commercial program provided it can essentially double or triple its annual athletic budget – generally from its fan base rather than from university funding. Otherwise, hybrid programs experience occasional national successes, but without nearly the consistency or predictability of a commercial model. Hybrid programs may or may not aspire to BCS appearances and may or may not achieve national championships.

Successful universities operating in a hybrid model focus upon the primacy of academic achievement over pure athletic achievement. Athletic decisions are made in this light.

## **3. Weaknesses of Application**

Hybrid programs are not economically self-sufficient, especially when capital costs are amortized and included in annual athletic budgets. The burden of funding an athletic budget is shared between the university's academic budget and revenue generated by the athletic program from donations, ticket sales, seat options, and the like. The share of operating athletic spending in a university's total budget is higher for hybrid schools than for commercial model schools because of the fixed costs associated with an athletic department. Furthermore, the cost of moving to a commercial model and gaining national attention through participation in national championships is very high. As a result, the difference

in operating and capital costs between the commercial model institutions and the hybrid institutions is growing, leading to a greater inequality in programs. (Orszag & Orszag, 2006)

Even if a hybrid institution found the revenues to move towards a commercial model, the empirical evidence says that increased spending does not increase consistency of winning. (Orszag & Orszag, 2006) Nor does winning mean that revenues will increase. In particular, the evidence shows that increased operating expenditures on football or basketball are not associated with medium-term increases in winning percentages, and higher winning percentages are not associated with medium-term increases in operating revenue or operating net revenue. (Orszag & Orszag, 2006)

Funding for hybrid programs can quickly become entertainment-based and compete with other regional entertainment dollars. In past decades when the local university was the only game in town, this worked financially. In the 21<sup>st</sup> century, consumers, even in small college towns, have a variety of entertainment options unavailable even 20 years ago. Thus, the draw of intercollegiate athletics as local or regional entertainment has diminished.

None of the empirical research has demonstrated a relationship between successful athletics and university development (philanthropic giving). (Orszag & Orszag, 2006)

Recruiting is highly competitive and expensive because the hybrid programs are competing for the same athletes as the commercial programs. The hybrid programs suffer because they cannot offer the education offered by the academic program nor the glitz and glory offered by the commercial programs. Thus, the athletes tend not be as talented as those found in commercial programs, making games with the commercial programs that much more difficult to win.

Like commercial programs, recruited student athletes within the hybrid programs are not always academically ready for college. Similar to commercial programs, the intense commitment of intercollegiate athletes to their sport leaves less time for study. Hybrid programs may suffer from lower graduation rates. In addition, based on post-graduation earnings, there is little evidence that athletes are more successful after graduation than non-athletes. NCAA pressure to produce appropriate graduation rates is often seen by hybrid university athletic supporters as annoying and unnecessary.

The biggest problem faced by hybrid programs is that they must operate under the same NCAA and federal (Title IX) constraints as the commercial programs, but with significantly less resources and budgets. Funds can fluctuate dramatically from year to year as a result of bowl appearances, television contracts, and winning percentages. These factors can exert additional pressure on winning which, at times, can exceed the pressure faced by commercial programs. Problems that require funding to resolve create an insatiable demand and become the gift that keeps on taking.

## IV. RESEARCH METHODOLOGY

### A. *Qualitative vs. Quantitative Analysis*

The objective of this project is to discover the best practices to balance academic performance, community engagement and athletics in a Division 1A hybrid model university. The intention is that university leadership will utilize these best practices so that academic performance will become the primary driver for every decision within the university environment. Information acquired in the process was designed to find out the perspectives of regional thought leaders. For the purpose of this paper, thought leaders are those members of the community who influence opinions, attitudes, and behaviors. Thought leaders are often well-connected to a defined segment of the community such as education, business, or government. The information gained from thought leaders was not intended to be a statistical analysis of the broader regional population. Interviews and surveys were intended to gather qualitative information, attitudes, and personal opinions rather than quantitative data. Interestingly, while thought leaders, MindHub respondents, and Fresno Bee readers were targeted for surveys, there were no identifiable differences in responses between the groups.

Other research methodologies incorporated in this study were, likewise, intended to reveal “Best Practices” through traditional secondary research from one-on-one interviews, literature, on-line resources, the experience of the researchers, and the direction of the Friends of Fresno State.

**B. Description of Research Process****1. On-campus Interviews**

The first activity of the project was to establish communication with leaders within the university environment and use their guidance to move the research forward. University leadership provided valuable information and contacts with others outside the Fresno State environment. Of specific value was Athletic Director Thomas Boeh's recommendation that we contact Robert Glidden<sup>2</sup> who has successfully balanced athletics and academics in the university environment both as president of Ohio University and as a consultant to many other colleges and universities.

**2. Attendance at AASCU 2008 Conference**

The next phase of the research methodology included the attendance at a conference designed by the AASCU (American Association of State Colleges and Universities) to address "The New Rules of Marketing and PR." This conference featured speakers who addressed current issues surrounding communications.

**3. One-on-One Interviews**

Following these initial on-campus interviews (and with input from both on-campus and off-campus resources) the researchers set out to conduct one-on-one interviews with community thought leaders. These interviews ranged from 45 minutes to 2 hours in length. Interview subjects ranged in age from their mid-20's to well over 80 and represented a cross section of the thought leaders of the community. Recommendations for interviews came from the Friends of Fresno State and others in the community. Initially, it was determined that the research would conduct 40-50 one-on-one interviews. These intensive interviews turned

---

<sup>2</sup> For information on Dr. Glidden, see [www.ohiou.edu/Athens/history/people/glidden.html](http://www.ohiou.edu/Athens/history/people/glidden.html)

out to be more useful than originally anticipated. More than 80 interviews were conducted from February 1 through September 1, 2008. These interviews proved to be one of the single most important activities in the entire project.

#### **4. Focus Groups**

In the initial design it was determined that there would be value in conducting focus groups to determine information that would be more broad scope in nature (rather than the highly personal nature of one-on-one interviews).

After conducting one focus group and finding great resistance to recruiting the kinds of thought leaders that would be most useful, it was determined that utilizing focus groups for this kind of information gathering was less than efficient or even possible. For this reason, the researchers continued to do one-on-one interviews.

#### **5. University Visits**

After careful consideration and input from a very wide group of people, it was determined that three university visits would be helpful to get an on-site understanding of the two models (commercial and hybrid) that were being studied in this research. One visit included a consistently applied commercial model (University of Oregon) and the other two were highly successful (in creating a balance of academic performance, scholastics, community engagement, and athletics): Oregon State University and Kansas State University. These campus visits were valuable in actually observing the theoretical information that was found in other sources.

## **6. On-Line Surveys**

On-line surveys were conducted with thought leaders, with respondents who were recruited through notification in The Fresno Bee, and finally through a San Joaquin Valley network, MindHub, a listserv whose mission is to create an online community that encourages and supports creative professionals in the Central Valley. These surveys were not an attempt to create quantitative data but rather to discover attitudes and qualitative data within a very select target of Valley thought leaders. From these sources 439 responses were acquired. Both the raw data and the interpretation of the data in the light of other information acquired are presented in this report.

## **7. Secondary Research**

Secondary research was conducted to create a background for both research and the development of best practices. To our surprise, there was a great deal of literature developed around the issues and goals of this research. Since the issue has been in the forefront of university development for over a century, the history of the imbalance has been well documented. In addition, as the problem of imbalance of academics and athletics became more prominent in the mid 1900s, more and more literature and analysis was created.

Many high level workshops, studies, books, articles and lectures have been dedicated to addressing the goals and issues of this research. These resources were useful in understanding that Fresno State is following a very predictable path as it has evolved to a hybrid model university.

## **8. Refining Ideas**

As the process moved through the above steps, the research team met regularly to digest the data and information that was being collected. The team

agreed that all input from on-line surveys as well as individual one-on-one interviews would be kept confidential. Thus, there was no attempt to maintain information in a form that could prejudice what was being said as a result of who was saying it. Rather, it was the continual fusion of resources that was critical in staff discussions. A compilation of what was learned from each resource (on-line, one-on-one interviews, and etc.) was created to provide a background for understanding the analysis that was formed from the information that was discovered.

## **9. Initial Draft of Best Practices**

From this entire process, the research team compiled the first draft of best practices and presented it to the Friends of Fresno State for input, clarification, and suggestions.

## **10. Second Draft of Best Practices**

A second draft of the best practices was prepared and presented to experts for suggestions, input, and refinement.

## **11. Final Review and Draft**

A final review was conducted by the Friends of Fresno State and a final draft of the paper was created.

## **12. Presentation to the University**

The final paper was presented to President John D. Welty of CSU Fresno for his use and then made publicly available.

## V. SUMMARY OF FINDINGS AND OBSERVATIONS

### A. *Lessons from the AASCU Conference*

#### 1. Insights about Communication Strategies

Message overload directed at all demographics has profoundly changed the rules of public communication. The concurrent emergence of the web has changed the way people become informed and make significant decisions. Marketing, advertising, and public relations were previously dominated by information being pushed at people. Today, marketing, sales, and public relations information is more often pulled by the end user. Such tools as content-rich websites, blogs, YouTube video, e-books and other online media put consumers more in charge of what information they use rather than feeling like victims of continual, uncontrolled information download.

Several myths regarding current communication habits were addressed in a lecture by David Meerman Scott, author of *The New Rules of Marketing and PR: How to Use News Releases, Blogs, Podcasting, Viral Marketing, and On-Line Media to Reach Buyers Directly*. (Scott, 2007)

##### a) Myth #1

*You need to capture time in a prospect's mind and stuff it with your messaging.*

This myth has been played out to extreme levels. Electronic, direct mail, and print media driven information is losing its hold on public attention at an alarming rate. The new methodologies that are working focus efforts on putting out information that is salient to a target prospect's interests and assuming that -

one way or another – they will find it. Early uses of the web focused upon the technology of providing a “web site.” New findings have shown that presenting a web site – even one that is technologically stimulating – will be ineffective unless it is content rich and full of information that your target prospect is interested in discovering. [Will it Blend?](#) – a YouTube marketing hit – placed a series of amusing and interesting content on the web. Literally tens of millions of “hits” on the YouTube videos have brought this small maker of blenders to consumer prominence. Great advertising and marketing resulted from providing entertaining and subtly informative messaging to millions who were looking for a couple minutes of entertainment.

This theory was reinforced by data from the current surveys and one-on-one interviews. People, and especially the thought leaders that provided input to this research, are hungry for information relevant to their lives and interests. They resist information being thrown at them through traditional media and thrive on information that they find useful. Traditional marketing analysis differentiates these two processes as “push” and “pull” marketing. One process “pushes” information out to potential users – the other provides an environment that creates information to be “pulled,” in large part by the users themselves.

Thought leaders no longer sift through vast amounts of information to find that bit that might be meaningful to them. Instead, they are highly selective and sensitive to their sources and methods of information retrieval. Thus, university communications must provide information that is both relevant and easily accessible. Likewise, successful communications will need to be based on what the community wants to know more than what the university wants the community to know.

**b) Myth #2**

*The old rules suggest that the university should beg and buy its way into the media to get them to publish messages that are useful for the university.*

The new rules reinforce the concept that you need to publish your own material in a way that is most efficient and relevant to the target audience and do it in a way that allows the end user of the information to find it quickly and easily.

**c) Myth #3**

*The old rules say that you spend a good deal of time trying to locate and qualify prospects.*

The new rules suggest that time is better invested in defining exactly who would want to “find” your information and then produce it in a way that is uniquely designed for that profile. Exactly who do you want to find your information? Exactly why would they want your information? How would it best be presented to make it easy to find and fundamentally valuable for the precisely defined prospect? Define unique targets that cover your entire market and create valuable and interesting content for each of them. Ask the question, “How will the information we have produced directly benefit the people who would be looking for it?”

**d) Myth #4**

*It's all about getting our message into the minds of the people who will respond positively to what we want them to do.*

Successful programs are more directly involved with focusing upon what a prospect wants than what you want them to want. It's better to spend time to find out exactly who wants to participate in your program or product than to find out how to "get them to want what you have to offer."

**e) Myth #5**

*Good copy and clever concepts can move people to positive action by "interruption and then coercion."*

In today's communications it is usually more important to figure out how your consumer thinks, make sure that what you have is exactly what they want and then make it easy for them to find it. Aggressive interruption and coercion is not effective because consumers in all categories are creating deep resistance to information that is being pushed at them. From "caller ID" to mobile web use on iPhones and Blackberries, people are gaining control of their information flow and moving it from a "push" model to a radical "pull" model.

f) **Myth #6**

*Put your major effort into finding, developing, and closing donors and putting less time into dramatically satisfying each and every customer/donor that you have secured."*

Since word of mouth is becoming the most trusted form of communication, it would suggest that an increasing amount of creative effort should be directed at satisfying customers (both the donors and the participants) at a very deep level. Both the present research and all experts who were approached on this issue suggest that deep customer satisfaction (in every activity) is the gold standard of university communications. In terms of effective communications, customer satisfaction ranks far above the mere consistent, albeit clever, downloading of university-valued (rather than customer valued) information.

## **2. Further Insights from the Conference**

Another theme of the conference was the use of research as a learning tool and one that can actually produce change as well as gather information. This process was utilized in the present research. One-on-one interviews and survey tools opened two-way communication with thought leaders and generated valuable information.

A third theme dealt with media relations. The university should maintain an open and credible relationship with the media to ensure that it understands the overall goals and objectives of the university in the context of daily issues. Transparency was discussed at length. Regular conversations between the media and the university are considered a best practice, with both parties setting

topics and agendas. Every attempt should be made to eliminate activities and information flow that renders the media and the university on opposite sides of the table. In successful models of working with the press, the university should set the tone and style for communications rather than the press. Adversarial and manipulative relationships should be avoided in all cases.

### ***B. On-line survey***

As discussed above, the on-line survey was made available to three groups: targeted thought leaders, young professionals, and readers of The Fresno Bee, the local newspaper. The three groups of responses were analyzed separately. However, because of the remarkable consistency in responses, the results are presented cumulatively here. The data is presented in Appendix 5.

#### **Top of Mind Issues**

Overall, participants indicated many concerns about the Central Valley. There was no clear consensus around a single pivotal issue facing the region. However, the top two responses included “poor air quality” (22.4%) and “continuing water shortages” (18.4%).

When asked about what area of research Fresno State should expand, participants did not show major agreement on one issue, but the top three options indicated were: “water development and conservation” (25.6%), “San Joaquin Valley air quality” (20.8%), and “alternative energy” (19.8%). This confirms that water and air quality issues are consistent themes when recognizing issues that face the Central Valley.

When asked to rate the work force in Fresno on areas of “writing skills,” “general science,” “leadership,” and “entrepreneurial skills” on a Likert scale from 1 (poor) to 5 (superior), the average responses in all areas fell between

ratings of “below average” and “satisfactory” with the lowest rating given to “writing skills” and the highest rating given to “entrepreneurial skills.”

## **University Interaction**

When asked about how often the participants visited the Fresno State campus, the large majority (67.1%) said that they had been on campus more than four times in the past year. The top three reasons for why participants visited the Fresno State campus included “athletic events” (21.2%), “entertainment events” (17.3%), and “educational events” (17.1%). This suggests that participants primarily interact with Fresno State through athletics and entertainment; secondarily, they engage with the university through cultural or academically-oriented events.

Several questions refer to different interests and events that would bring members of the community to the campus. Questions 16 and 19 gave options that range from Bulldog athletics to continuing education classes, lecture series and even planetarium visits. Question 22 more specifically explored lecture series topics that interest participants that ranged from winemaking to film. For each of these questions, the participants’ response indicated a diverse set of interests with no one topic or event that stood out from the rest. This indicates a strong opportunity for all academic departments to provide quality events and lecture series that would draw the non-student community to the campus.

## **Information Gathering and Decision Making**

All participants reported having at least one computer. Participants also indicated their level of internet use and savvy as 84.7% of participants said they did have a list of “bookmarked” or “favorite” websites, and the majority of those participants (42%) indicated that they had more than 15 websites on their list.

When asked about the modes by which participants receive news regarding current events, the top three answers included: “newspapers” (35.1%), “television” (23.5%), and “internet” (22.5%). This indicates that participants still use more traditional modes of the media when catching up on the news.

In contrast, when making a significant purchase or personal decisions, participants reported that they most often obtained information helpful to their decisions from “internet resources” (60.1%).

An exceptionally high number of participants use internet search engines (97.5%). The majority preferred Google (71.9%). Only 11 participants, out of 439, reported that “they do not use the internet as a regular information source.” This implies that participants are well connected with technology and often use the internet to seek out information when making personal decisions.

### **Attitudes about Undergraduate Education**

In responding to the statement “Fresno State is producing enough high level graduates to fill the business community’s high level employment positions,” participants were asked to use a Likert scale from 1 (indicating strong disagreement) to 6 (indicating strong agreement). The average across all responses yielded a 3.85, which indicates that participants were largely neutral on this topic.

### **Present and Future Directions**

When asked to identify the “strongest assets that Fresno State offers the community,” participants did not identify an issue that stood out among the rest. The option that was chosen least often was “world class research staff and resources” (5.9%). This may be explained by the lack of knowledge about Fresno

State's world class departments and resources as revealed in one-on-one interviews with thought leaders.

In asking participants about a situation in which an out-of-state friend were to comment about Fresno State, the participants overwhelmingly indicated that these people would be most likely to mention athletics (77.6%). This suggests that Fresno State's national image may be skewed towards athletics instead of academics.

When asked to identify the attributes that would be most important for Fresno State to demonstrate, participants indicated "high quality academic performance" (41.4%) as well as "honesty and integrity" (36.5%).

Participants largely agreed that Fresno State's current focus is on "athletics and entertainment" (65.6%), rather than "academic excellence" (11.5%) or "research" (0%).

When asked "What would make you most proud of Fresno State?" participants said they would rather see the university "reach the U.S. News & World Report Top 10 rankings of public state universities in the country" (38.6%) and "graduates making a substantial contribution to the Valley" (37.9%), than have a "national football or basketball championship" (3.8%). It is clear that participants would rather see an emphasis on strong academic performance than athletic championships.

In responding to the question "I wish Fresno State would ..." participants most often responded with "place more emphasis on academic achievement" (66.1%). This again confirms that the community is interested in improving academic performance at the university.

### **Estimate of Volunteer Hours**

Participants were asked to estimate how many documented hours they thought Fresno State students volunteered last year. The responses were much lower than the actual completed. Participants most often estimated that students only volunteered 11% (50,000 hours) of the actual hours served (10,520 students contributing 667,830 hours in 2007-2008). This was an example of the community's unawareness of the university's accomplishments in community service. When asked where these volunteers should spend their time, participants most often responded with "student aides in classrooms" (36.2%) and "volunteering at a non-profit organization" (36.2%).

### **Demographic Information of Survey Respondents:**

65.9% Male

61.3% Have attended Fresno State

34.1% Female

38.7% Have not attended Fresno State

Age:

Total participants: 439

2.4% = 18 to 22

7.3% = 23 to 29

8.7% = 30 to 39

10.8% = 40 to 49

26.5% = 50 to 59

27.5% = 60 to 69

13.9% = 70 to 79

2.6% = 80 to 89

0.2% = 90 +

### C. One-on-One Interviews

What follows are general answers to questions that form the basis of our conversations with various people who have been interviewed regarding the project. The interviews were conducted with a broad spectrum of thought leaders in the Central Valley. These interviews were a significant method of information flow both regarding the input from the participants as well as setting a foundation for communicating with them in the future. Most participants finished the session far more ready to listen and look for more information about Fresno State than they were when they began the interview.

The participants were not accustomed to being asked for input regarding the university and they had not been asked what information they would like to receive on a regular basis. Many respondents mentioned that they had never been consulted or considered regarding these issues and wondered, "Whose idea was this, anyhow?" The clear assumption was that the idea did not come from Fresno State. The research team found this very interesting. In each case the mission of the Friends of Fresno State was explained and was exceptionally well received. Likewise, the university's support for the project was well received.

In general, the interviews utilized the following format:

1. *Explain the program - research to be provided for the university to prepare a plan to balance the university.*

The overall response to this brief description was generally a 10 minute, strongly emotional response to the various high-visibility issues that are on the minds of most respondents. Most mentioned were the 2007 verdicts and settlements, frustration about the media dominance of athletics at Fresno State,

the capital campaign (some liked it and some didn't), various employees, issues surrounding the Save Mart Center (not being related to anything but entertainment and athletics, food and seating issues). Several strongly emotional responses focused upon feelings that, besides athletic events, Fresno's thought leaders are most often approached to give money.

**2. *What are the most difficult issues facing the central San Joaquin Valley?***

The dominant responses to this question were (in approximate order of response):

- Air quality
- Education (K-12 most often noted though some did not specify)
- Illegal and high levels of immigration
- Dysfunctional and unskilled political and governmental leadership
- Brain drain – our best and brightest leaving the area.
- Hard core poverty

It should be noted that while the problems with Fresno State athletics were not mentioned from this unaided question, in many cases the issues did come up as the conversations developed.

The respondents did not raise issues surrounding crime and jobs. One respondent focused a great deal of time on water issues though this was not ranked significantly in terms of frequency throughout the interviews. One minority respondent was highly oriented toward "minority brain drain," stating that the best and brightest of our minorities appear to be being heavily recruited to leave the area and join larger firms with more lucrative positions.

***3. Do you have any specific relationship to Fresno State?***

Nearly all of the people interviewed had no direct relationship to Fresno State. However, some of the most useful discussions have been with university employees. Some of the respondents are directly related to the CSUF Foundation, the Bulldog Foundation, the Comprehensive Campaign, or other specific university volunteer groups (President's Advisory Board, Craig School of Business or other groups like these).

Several people who are more closely related to the university took this opportunity to discuss their understanding of the capital campaign. In general, they related that they didn't know many details about it even if they appeared to be directly involved in one way or another. However, several of those who were involved or had been approached to be involved felt that the campaign was not getting the traction that it needed to meet its early anticipated goals (though no one could articulate what those goals were).

***4. How long since you have been on campus for any reason? Reason?***

This question received a very interesting set of responses. One of the most notable was that initially people didn't directly relate the concept of "being on campus" with being at an event at the Save Mart Center or being at a football game. "Being on campus" appeared to mean some kind of academic or administrative engagement or being a part of a fund-raising program.

People did identify "being on campus" with such items as attending Craig School of Business activities or meeting with university staff for various reasons.

Several respondents had actually taught classes or been guest lecturers and had generally thought teaching was a good experience. They liked the interaction with the students.

A couple of respondents said that they appreciated the library and had used it on occasion. Interestingly, two responses asked about the library. One person asked directly whether the library would be open to the community as well as to university faculty and students.

### ***5. World class departments at Fresno State?***

We specifically and purposefully used the term “world class departments” to get at core feelings about the evaluation of the quality of Fresno State’s educational offering. Very few interviewees offered any unaided responses as to “world class departments.” There were a few “agriculture,” “enology” and “Craig School” answers. Notably absent from unaided responses were criminology, creative writing, education, physical therapy, or nursing.

When we used aided information via questions about specific departments the general response was, “I thought you were asking about ‘world class’ departments not what were the best at Fresno State.”

The Craig School of Business made the list of five respondents who were all involved in Fresno businesses. One responded said that our enology department is definitely world class “and there’s something out there about water that is really important.” The research team was surprised by how little people can recall about the very best things happening at the university.

**5. *What is the most direct way that Fresno State connects with you?***

The responses to these questions split into two categories. One was regarding athletics and the other was classified as “everything else.”

Without doubt, the most pervasive response regarding Fresno State athletics was via traditional media and attending athletic events.

Perhaps surprisingly, the most highly reported category for everything else appears to be “word of mouth.” Consider the following response: “It’s all about who is calling me. When \_\_\_\_\_ calls me I definitely listen – everything else I get from them (the university) is all just trying to feed me what they want me to hear so I’ve learned to just not pay much attention.”

Some people mentioned “that magazine” referring to the Fresno State Magazine. The only people that reported that they had seen the magazine were people who had some kind of direct connection to the university. They also tended to be respondents who displayed generally positive attitudes about the university. One person asked, “Why did I get this sent to me? I liked it, but I’m not sure what they expected me to do after I read it.”

This issue would appear to be part of the responses regarding the 2007-2008 media campaign. While a few people mentioned (unaided) the media campaign, the researchers were directed to follow this question with a question as to “how did seeing the radio, TV or print piece affect how you felt about the university?” No clear change of attitude or specific action was offered by any respondent.

One high visibility interviewee responded: “I didn’t know anything about a media campaign from Fresno State – I don’t watch TV or listen to the radio period! What was it about?”

Another business person said something like: "I prefer to get information and news from the internet when I want it. Look at the stocks in the local paper – it's almost non-existent – no one looks in the paper for financial information – even the Wall Street Journal is a day behind. They put their best stuff on the web a day before it gets to me in their paper."

One respondent added, "I look at [the Fresno State] web site once in a while when I know something is happening and I need information and details."

Another respondent offered, "They need to spend more time sending me information about what I'm interested in and less effort trying to send me information about what they '*want me to hear.*' They spend too much time and money on things that I have absolutely no personal interest in pursuing." The wording of the question was not intended to include an evaluation of the current media campaign and the question was only pursued if the respondent brought the topic up unaided.

Many respondents mentioned the category of student/intern/employees (in their workplace) as the way that they are most directly influenced by the Fresno State. Universally, this was brought up as an extraordinarily positive experience. In some ways, Fresno State students are the best ambassadors to the region and especially to regional thought leaders.

As previously stated, many respondents mentioned the category of "fund-raising activities" or "asking for money." This was more than occasionally followed by "that's really the only time I hear from them one-on-one." The respondents mentioned that the Bulldog Foundation followed up on activities after fund-raising more frequently than other segments of Fresno State.

*6. When you make a significant buying decision or look for important information to make a substantial decision, which sources do you use most frequently?*

This was one of the most important questions in this research. The overwhelming responses came in two categories and completely avoided all others.

- Word of mouth
- Internet (personal search for information most often using Google, Yahoo or other known internet sources)

Traditional media was never mentioned (unaided) as a useful tool for making substantial decisions. Direct mail was never mentioned. Some respondents offered that they consciously avoid advertising when making important decisions, especially political or financial decisions. Other reading and research, as well as responses from these participants, suggest that thought leaders are beginning to create both conscious and subconscious barriers to the influence of traditional advertising.

*7. Have you heard about any specific activities at the university? How?*

The most frequent response was athletics in the media. A few respondents mentioned that they are a part of campus e-mail and get dozens of e-mails every day about things happening at the university of which they have no interest. They find this annoying. Several thought leaders who are tied into the Fresno State e-mail system offered that it seems like there is just too much campus e-mail and that the people appear to think that if someone puts a note up on

campus e-mail that everyone reads it carefully and understands what they are trying to communicate.

Several people mentioned specific areas of interest that they would appreciate receiving information from Fresno State. Of special note was “the farm store,” “classes on gardening and growing food in this area,” and many responses regarding “lectures by our top professors.” One person said, “You wanna get people on campus – how about a Saturday class on how to manage your money to stay out of debt or how to buy a house and not lose your butt.” Another person responded, “If they had something about wine tasting or making your own wine I would come for sure.” This response is included to indicate that it would appear that many things are happening on campus that thought leaders simply don’t know about. Many of these things would interest them if they only knew that they were happening and that they were welcome.

#### ***8. Personal interests?***

Responses to this question were predictably all over the map. The researchers did not limit the input from respondents and received a broad range of interests.

More than randomly reported were:

- Improving my business
- Physical conditioning and fitness
- Improving and developing writing skills
- Personal finance/wise investing
- Sports
- Reading - both fiction and non-fiction
- Wine making and wine tasting

- Local, regional, and world politics
- Music
- Helping my kids
- Religion – both personal and knowing more about others
- Volunteer efforts of all kinds

**9. *Most effective way to learn useful and interesting things about Fresno State - least effective way to gain useful information about Fresno State?***

### **Most effective**

Without doubt, word of mouth was the most highly rated method of gaining useful and reliable information regarding Fresno State.

The second most effective method of gathering information was via the Internet, including highly targeted e-mail and web-based information. Web information had to be easily available, and e-mail was relevant only when it was directly relevant to a personal interest.

Finally, traditional media was cited as useful and most frequently mentioned only as it pertained to athletics.

### **Least effective**

One rather vigorous response was worth noting: “I certainly don’t sit around watching TV waiting for something to come up about Fresno State. When it does come up it is always something BAD! (Spoken in an unusually loud tone) I’m not going to watch my mailbox every day waiting for some mailer. I know where to get information about Fresno State and I’ll get what I want when I want it. One phone call usually does the trick.”

While useful in publicizing athletic and entertainment events, traditional advertising media is apparently not effective to inspire thought leaders, move minds, support a comprehensive campaign, change behavior, or bring a more complete and balanced understanding of what the university is all about.

***10 . Most interesting thing that has happened at Fresno State that you have heard about?***

The single most frequent response to this question was the new library. The researchers were somewhat surprised to see this clearly as the front runner. The new library will be a very valuable point of interest especially if it can be viewed as a community asset and not simply as a cloistered experience for university students, faculty, and staff.

Several people mentioned the new development adjacent to the Save Mart Center. Some comments came with positive feelings and some with negative feelings. Not much is understood about this development and its fundamental reason for being pursued.

***11. Most important thing that has happened at Fresno State recently?***

In the early interviews, most people mentioned “the court cases” in one way or another. When mentioned, nearly everyone followed their initial response with emotionally loaded feelings and comments affirming the need to “get this behind us.” In later interviews, the baseball team’s national championship was mentioned more often, and the lawsuits raised less attention and anger.

**12. Guess the number of hours of community service that were recorded by students at Fresno State last year? Do you know the goal for the future?**

Placed at the very end of a long interview, what really interested the researchers was not whether the respondent knew the right answer but how he or she responded when given the right answer. As predicted, estimates ranged from the high hundreds to “several thousand” to as high as fifty thousand.

Of critical interest was how participants respond to the real number of 667,830 hours in 2007-2008 and the goal of 1,000,000 hours volunteered by the year 2010? Were they interested? Were they amazed? Were they cynical? Did they even believe the numbers? What was their response to this level of commitment to Fresno State’s dedication to being an engaged institution and reaching out to the community’s needs and interests?

The general answer is that virtually everyone was interested and amazed. They nearly always followed the number with several very interesting questions. There were only a couple of respondents that had any idea that Fresno State was this dedicated to being engaged in the region. Nearly all indicated a high level of interest in the information.

## VI. DISCUSSION

### A. *Community Perceptions*

Although Fresno State appears to face unique challenges, the research indicates that it is no different from most other hybrid model universities. Many of the community perceptions that were uncovered in this research are perceptions that are common to other hybrid model universities.

The research has also revealed the importance of community thought leaders in forming beliefs, attitudes, and perceptions of the community at large. Thus, the research initially focused on understanding how thought leaders perceived the community and Fresno State.

It should come as no surprise that Fresno State's image and brand is dominated by athletics. The thought leaders of the community were vocal and sometimes passionate regarding the importance or irrelevance of athletics at Fresno State. No one was without an opinion. For better or worse, the current perception of Fresno State is created through the lens of athletics. People that associate mainly with athletics do so with a heavy personal identity, commitment, and fervor. People that are more interested in cultural, artistic, and academic programs generally do not display a personal identity with those programs.

The research revealed that the problems perceived in athletics are projected to the entire university. Thus, if a thought leader was a happy Bulldog fan, the university was generally perceived positively. If the thought leader was a disgruntled Bulldog fan or was otherwise critical of athletics, the university was generally perceived less positively. Significantly, however, successes in athletics were not projected to the entire university. In other words, athletic

successes do not result in a perception of greater academic quality. Thus, it appears that winning teams create a positive image for Fresno State athletics, but not for academics. In contrast, losing teams, scandals, or lawsuits create a negative image for not only Fresno State athletics, but for the entire university, its staff, faculty, and students.

While the community enjoys Bulldog athletics for its pure entertainment value, thought leaders are more interested in the development and promotion of academics than continuing to grow athletics. There is support for Division 1A competition as long as academic performance is the priority. Many feel that athletics now overshadow academics and are unhappy about the imbalance.

This is further highlighted by many comments expressing concern about the writing skills of recent graduates. Many thought leaders perceived that too many Fresno State graduates did not have foundational writing skills to make them effective in the workplace.

Thought leaders also feel that there is too much information pushed by the university at them. A typical comment was that the only time one heard from Fresno State was to sell tickets or ask for money. Many were astounded that this research had been commissioned in part as an outreach effort to gain an understanding of their perspectives. Many thought leaders said that the conversations initiated in this project should continue as an on-going initiative by the university.

Community thought leaders, with some notable exceptions, do not have a sense of obligation to the university. When made aware of specific university achievements, the thought leaders displayed a higher level of interest and curiosity to learn more. This signifies a potential area of development and support.

Thought leaders are generally unaware of the many non-athletic cultural, artistic, and academic offerings the university presents on a regular basis for the community. Furthermore, they are generally unaware of the departments and programs within the university that have gained national or international recognition. When asked to estimate the number of volunteer hours contributed by Fresno State students, thought leaders grossly underestimated the annual number of volunteer hours. They were pleasantly surprised when informed of the actual number.

## ***B. Big-Time Athletics in the 21<sup>st</sup> Century***

### **1. Here to Stay**

As noted above, university athletics have been around since the 1890s. Over the decades, powerful commercial, financial, and entertainment interests have created a huge consumer demand for college football and basketball as entertainment. When some university athletic budgets are exceeding \$100 million, head football coach salaries topping \$6 million per year (Burke, 2008), and television contracts are negotiated for billions of dollars, the simple inertia of the intercollegiate athletic enterprise is immense. Because of this inertia, structural reform of the system has been exceedingly difficult. James Duderstadt, president emeritus of University of Michigan, has said:

*"I have become convinced that working through athletic organizations such as the NCAA, the conferences, or the athletic departments is futile because in a sense the foxes are in the hen house in these organizations . . . ."*

*The problem is that organizations are led primarily by those who have the most to gain from the commercialization of college sports. In my mind the*

*primary purpose of the NCAA has in the past, although Myles [Brand] is trying to change this, but it has been to maintain and the commercial value of college sports, not to protect the welfare of student athletes or higher education." (National Conference on College Athletics, 2003, p. 15)*

He goes on to state:

*"Scandals in intercollegiate athletics have damaged the reputation of many of our colleges and universities. Big-time college football and basketball have put inappropriate pressure on university governance as boosters, politicians, and the media all attempt to influence governing boards and leadership.*

*And the impact intercollegiate athletics have on university culture and values has been damaging with behavior of both athletes and coaches all too frequently tolerated and excused.*

*So too I believe the culture of the entertainment industry that characterizes big-time college football and basketball is not only orthogonal to values but it's corrosive and corruptive to academic enterprise." (National Conference on College Athletics, 2003, pp. 12-13)*

Although Duderstadt and others have called for the abandonment or downsizing of intercollegiate athletics, that solution is unrealistic. The commercial, fan, alumni, and financial pressures are too great to permit a hybrid model Division 1A university to abandon its athletic endeavor.

While taking such radical steps may seem attractive to some, there are hybrid model universities that have maintained successful, winning football and

basketball teams while not detracting from their academic environment. However, successfully integrating Division 1A athletics into the academic environment requires diligent and unrelenting leadership from college presidents, athletic directors, and coaches. Specifically, the successful balance of athletics and academics demands that university leadership set and direct the primacy of academic performance in every decision made at all levels of the university, particularly in the athletic department.

## **2. External Constraints**

Every hybrid model university faces a number of external constraints on what it can do to balance its academic program with its athletic program. These constraints call for entrepreneurial leadership to find creative solutions within the existing systems, while always asking the question “Is this good for academic performance?”

### **a) NCAA**

The history and nature of the NCAA has been discussed above. The NCAA is nevertheless a significant external constraint on institutional reform. A Division 1A university must operate within a very complex NCAA regulatory structure. The complexity makes compliance difficult, time-consuming, and burdensome. Inadvertent violations are commonplace simply because the regulatory structure almost requires in-house legal counsel to interpret and give counsel on compliance. Because of the highly competitive nature of college football and basketball, many athletic departments push right up to the line of compliance and, if the risk is worth it, step over the line to gain a competitive advantage. As noted above, the NCAA has no true interest in serious reformation or balancing intercollegiate athletics, as has been well-documented

in its 80 plus year history. (Friday & Hesburgh, Keeping the Faith with the Student Athlete , 1991; National Conference on College Athletics, 2003)

### **b) Conferences and the BCS System**

In the world of intercollegiate football, there are the automatically qualifying (AQ) BCS conferences and everyone else. The playing field for television contracts is heavily tilted in favor of the AQ BCS conferences, even though some AQ BCS member universities are less competitive than some members of non-AQ BCS conferences. For example, the Fresno State Division 1A athletic program is probably as good as or better than 70 percent of the AQ BCS conference athletic programs. However, the likelihood of being admitted to an AQ BCS conference is problematic. Conference membership therefore imposes an external constraint on non-AQ BCS universities like Fresno State. At a minimum, the AQ BCS schools have a large economic advantage over the non-AQ BCS schools. Although reform of the BCS system is discussed annually, the underlying economics are unlikely to permit any significant change.

In addition, each conference has its own set of rules and regulations. While these rules and regulations are agreed to by the conference members, the rules act as an external constraint. Many hybrid model universities may be tempted to meet the minimums required by conference rules to keep a competitive edge. If exceeding the regulatory standards might mean a loss of competitiveness, many schools will choose to simply do the minimum. This imposes an external constraint on any institution interested in balancing academic performance and athletics because sister institutions may not wish to give up competitive advantage for academic performance.

**c) Title IX**

Title IX is a significant external constraint. Every major decision within a hybrid model athletic department must be measured against its effect on Title IX compliance.

**d) State Budgets**

For public hybrid model universities, the swings in state budget cycles and the fickleness of legislators to fund higher education creates an unnerving external constraint. Considering the size and scope of a typical state university, not having a predictable and stable income stream is challenging. The volatility of state budgets also affects athletic departments and makes long-term planning particularly difficult.

**e) Coaching Salaries**

For the reasons discussed above, coaching salaries create an external financial constraint. To retain an experienced, successful head football coach at a Division 1A may cost well over \$1 million. For a non-BCS university striving for BCS status, the cost may be significantly higher in proportion to the total budget. There is no indication that coaching salaries are diminishing, even in a slow economy. (Burke, 2008). To remain competitive, a hybrid model university is compelled to keep its coaching salaries in a range comparable with its competitors.

**f) Capital Investments**

The capital costs of Division 1A athletic programs are a significant external constraint. Stadium size is important for revenue generation and recruiting. Without a large stadium, non-BCS institutions have a challenge meeting the

guarantees required from BCS schools. Again, the competitive advantage swings towards the BCS schools. Likewise in basketball, having a large arena is seen as an essential element in a competitive Division 1A athletic program. Recruits are attracted by professional level facilities, locker rooms, and ultra-modern strength training facilities. Construction costs are high and becoming higher. In addition, with larger and more elaborate athletic facilities come increased overhead expenses.

### **g) Economic Cycles**

As with any enterprise that is revenue-driven, whether commercial or non-profit, the general economy is an external constraint that must be factored into planning and decision-making.

### **h) Tax Implications of Philanthropic vs. Commercial Enterprises**

More and more local and regional governments are looking at Division 1A athletic and entertainment venues as commercial rather than philanthropic or educational facilities. As a result, government authorities are beginning to challenge the tax-free privileges of universities. (Grant, Leadley, & Zygmont, 2008) Locally, the City of Fresno is seeking to tax certain entertainment activities at the Save Mart Center as if they were commercial activities. This, of course, adds another layer of financial, regulatory, and leadership complexity.

## **3. Balancing Athletics and Academics**

Why do universities fail in balancing athletics and academics? In the history of every hybrid model university, an early decision was made to grow athletics to meet a host of objectives. Typically, these objectives included

intangible benefits such as creating “pride” in the community, making the university visible at a regional or national level, and benefiting the university’s academic program. These objectives may result in difficult to quantify benefits. However, there is little, if any, empirical evidence that a Division 1A athletic program actually produces the benefits claimed for academic programs, alumni giving, or other measurable effects. (Orszag & Orszag, 2006)

Nevertheless, over time a critical mass is reached that requires the athletic budget to grow every year to remain “competitive” and to “move to the next level.” As the athletic department grows, it gains autonomy from the university. Its successes allow it to create a power base within community, fan, and alumni constituencies that tends to insulate it from critical evaluation, restructuring, or appropriate oversight necessary for its size and function. Eventually, athletics grows from being an adjunct to the mission of the university to a dominant university image and theme.

During this evolution, the role of academics becomes secondary in the image, branding, and messaging of the university. As the perception of the role of academics recedes, the actual attention to keeping a balance between academics and athletics also diminishes. Finally, the university is confronted with the fact that its image and brand is dominated by athletics. The academic brand then fluctuates depending on the current perceptions of the athletic program. In most cases, the cycles become manic and depressive so that big athletic successes make everyone feel confident and euphoric. When the inevitable challenges occur, the depressive cycle begins. Internal university departments may then become depressed and defensive at the outcries of the fans, faculty, students, public, community, and alumni now critical of the entire university. This occurs because the majority of stakeholders have closely identified with athletic performance. Thus, the unintended consequence of the

growth and promotion of athletics is that the overall image of the university rises and falls with the tides of athletics.

Reform efforts by the Commission on Intercollegiate Athletics and the Knight Commission have focused on academic issues, while failing to recognize the underlying structural problem causing the imbalance. The corrective must begin with on-campus leadership and communication.

One of the most surprising findings by this research was that the underlying structural problem causing the imbalance was the absence of a unified strategy centering on the primacy of academic performance. Without a unified strategy focused on academic performance, any attempt at balancing academics and athletics would eventually fail. Every successful university model observed in this research focused on an academic strategy given primacy at every level of university leadership, planning, performance, and communications.

As James Duderstadt has stated:

*"If we're to retain intercollegiate athletics as an appropriate university effort, I believe it's essential that we insist upon the primacy of academic over commercial values by decoupling our athletic programs from the industry and reconnecting them with educational mission of our institutions."* (National Conference on College Athletics, 2003, p. 20)

#### **4. How Much is Enough?**

Hybrid model athletic budgets often create financial demands that exceed their funding sources. University athletic budgets are not based on entrepreneurial practices. The traditional nature of athletic departments is

illustrated by authoritarian and hierachal leadership rather than leadership through innovation. In addition, the lack of transparency in athletic budgeting is omnipresent throughout the nation. Hiding problems does not allow them to be examined and resolved.

Should there be a discussion about how much is enough? What does it mean to be competitive? What does success mean? Many people expect or even demand a BCS, Final Four, or World Series appearance without understanding the cost or source of funds. Is the community prepared to support, over the long-term, the cost of competitive teams at the highest level? Would the university benefit from a community-wide discussion of these questions? These discussions could become a basis for new entrepreneurial solutions.

Although community thought leaders have some sense of the cost of BCS competition or participation in a BCS conference, they do not appear to be committed to funding or advocating funding the athletic program at that level. In addition, Title IX requirements suggest that if the community were willing to support football and basketball at these levels, the entire athletic program budget would have to be increased proportionally.

## *C. Communication*

### **1. Varying Communication Needs**

The communication needs of the various university stakeholders differ and sometimes conflict with one another. These differing and conflicting needs often exacerbate the academic-athletic imbalance because there is no overarching theme or leadership. Thus, the stakeholder with the most money or the loudest voice dominates the message internally and externally. In an imbalanced hybrid

university, that voice is usually the voice of the athletic department because it has the largest communications budget.

**a) Academics**

The academic stakeholders have a need to communicate the quality and achievements of the academic program to attract higher caliber students and faculty and support capital improvements and special programs.

**b) Athletics**

The athletic department has a need to fill stadiums, fund and construct large capital expansions, attract recruits, coaches, and staff, and generate revenues to support its ever-increasing budgets.

**c) Development**

The development department has a need to identify and communicate with donors and prospective donors for the purpose of raising money for on-going operations, capital expansions, endowments, grants, and scholarships. In some cases, athletic fund-raising is separate from university development; in other cases, it is not.

**d) Scholarship and Research**

The scholars of the university have a need to promote their research to attract grants, foundations, and corporate financial support.

### e) Other

To the extent that the university offers entertainment to the community, it has a need to promote, advertise, and market its venues and attractions to generate ticket sales and attendance.

Each stakeholder has its own message, and each message is important to the image of the university. Because the needs are so different, the messages will be different. Unless effectively led, the department with the most resources will dominate the public perception of the university. Furthermore, the public will perceive a confused, incoherent university image and brand as the other stakeholders try to get their message out.

Only after the academic strategy and message is thoroughly embedded internally, does any external academic message become meaningful and credible.

## 2. Effective Communications

Community thought leaders receive meaningful information upon which they base decisions based on word of mouth, the Internet, and media, including university communications, in that order. By far the two most important sources of information for decision making are word of mouth and the Internet. The remaining information sources are viewed with skepticism. Word of mouth is much faster, efficient and perceived as more reliable than ever before. Word of mouth across time and space is now possible with unprecedented speed and breadth. One person can communicate an opinion to 50 close friends in seconds. What takes seconds today, took days or weeks ten years ago. Word of mouth communication is technology-driven through text messaging, e-mail, cell phones, video conferencing, blogging, and web sites such as Twitter.

The trend is towards information “pull” rather than information “push.” Because of the technological revolution of the past 20 years, consumers can easily seek out information relevant to their lives and shun what is not. They are not dependent upon a few information gatekeepers. They disdain information sources that are not credible or relevant. Thus, the marketplace is highly fragmented. Autonomous consumers focus on their own needs and exclude information and messages they deem irrelevant.

## VII. BEST PRACTICES

The following pages describe the best practices for a hybrid model Division 1A university<sup>3</sup> to balance academic performance, scholarship, community engagement, and athletics. Its internal and external communications reflect and support this balance, which, in turn, makes the university a powerful local, regional, and national asset for the community. When a hybrid model university is unbalanced, any deficiency in one diminishes the value and the perception of the value of the other three elements.

This balancing cannot occur without a clear sense of direction and strong leadership from trustees, presidents, key administrative officers, faculty, staff, booster clubs, the community, and students. In successful hybrid model universities, leadership has permeated every layer of the university.

It should be noted that many Division 1A universities engage in many of the best practices. However, the best practices are often not coordinated in a unified, consistent manner which marginalizes good intentions and hard work.

### A. *Set a New Lens*

The hybrid model university is characterized by an ambition to participate in Division 1A athletics, but lacking the funding (independent from university resources) to match the largest commercial model schools. Because of the constraints imposed by funding limitations, the hybrid model university cannot be all things to all constituents.

---

<sup>3</sup> Academic and commercial model universities may also follow these best practices. We do not suggest that they do not. We are focused on the hybrid model because Fresno State fits within it.

Therefore, the strongest path to balancing the four elements of academic performance, scholarship, community engagement, and athletics is to set a new lens in place that views all decisions throughout the university from the perspective of what is best for the academic performance.

**Best practices include:**

1. Setting a new lens in place to view all academic and athletic decisions from a perspective of the question “Does this decision serve the best interests of the academic performance of the university.”
  - a. This lens does not exclude decisions that benefit athletics. It does, however, ensure that all decisions will be beneficial to both athletics and university academic performance.
2. Creating a unified message that reinforces this new lens at every level throughout the university.
3. Once this lens and the message have been embedded in the university, the unified message should be the basis for university communications to the public.
4. Making the lens the focus of leadership at every level.
5. Making clear the long-term academic expectations, obligations, and opportunities to each university applicant, regardless of athletic participation, and re-emphasizing the academic expectations, obligations, and opportunities upon matriculation.
6. Recruiting only those student athletes who are academically qualified and have a reasonable likelihood of graduation.

7. Encouraging student athletes to pursue the majors of their choice and to pursue academic classes and programs without explicit or implicit consequences to their athletic endeavors.
8. Requiring athletic eligibility to be dependent on the maintenance of a standard minimum cumulative GPA consistent with NCAA standards at all times and with no exceptions.
9. Requiring student athletes whose GPA is less than 2.7 on a 4.0 scale to attend daily study halls and imposing sanctions for tardiness and failure to attend.
10. Considering and implementing as deemed appropriate the COIA recommendations in Appendix 4.

## ***B. Leadership***

Successfully balanced hybrid universities take leadership very seriously. The data collected for this project, including interviews, surveys, secondary research, and site visits to other universities indicate that leadership is the single most important factor in successfully balancing the four elements of academic performance, scholarship, community engagement, and athletics. Ironically, one of the reasons athletics and academics become imbalanced is because the university leadership may become too oriented towards academics. The traditional university president arose from the ranks of the faculty and was influenced by the traditions and ethos of academia. In the past, athletics was distasteful and beneath serious consideration for many in academia. Thus, it was generally ignored and left alone. This model of leadership is not effective for leading a hybrid Division 1A institution in the 21<sup>st</sup> century.

**Best practices include:**

1. Recruiting, developing, and promoting people whose primary skills include exemplary leadership.
2. Recruiting, developing, and promoting people that understand and balance the polarity between teamwork and individual initiative.
3. Investing in leadership development at all levels of the university, including on-going effective, practical leadership training and professional development from the senior staff to the students. The university should consider creating a custom-designed, long-term training program to transform every level of university activity. The most effective paradigm is for university leadership to become experts themselves in leadership training and to move their knowledge through the university.
4. Recognizing and appreciating that personality and style are as important to leadership as a curriculum vitae. Best leadership practices include:
  - a. Being more inspirational than authoritarian across academics, scholarship, community engagement, and athletics.
  - b. Knowing how and when to exercise authority appropriately to maintain the proper balance between the four elements.
  - c. Understanding that being warm, engaging, and authentic is as important as mastery of technical administrative skills.

5. Developing a vision and a plan

Without sensing a strong strategic direction, people become victims of the urgent. They become fearful of the value of their position and contribution. Much time is wasted protecting position instead of focusing on strategic objectives. In contrast, achieving strategic objectives builds confidence, loyalty, and personal satisfaction.

- a. Vision links the present to the past and the present to the future.
- b. Planning shows people how to dependably get there.
- c. Vision without planning and execution creates cynicism, fear, and distrust.
- d. Planning without vision creates boredom, apathy, turf protection, in-fighting, and resource hoarding.
- e. Staying on message with the vision and the plan and never deviating creates teamwork, satisfaction, and confidence.
- f. Making every decision based on the vision and the plan and teaching everyone else to do the same sets a different, positive culture that supports the strategic objectives.

6. Getting to know “customers” personally.

The university customers, in no particular order, are students, faculty, alumni, donors, boosters, community thought leaders, the general public, local and state politicians, the chancellor, the board of trustees, the athletic department and coaches, the media, and high school superintendents and principals from which students are recruited. Transparent personal relationships become critical.

**Best practices include:**

- a. Conversing with customers at least monthly in person, by telephone, by speeches, by appearances, and by meetings. University leadership benefits from (a) communicating the vision and plan consistently and (b) learning what's top of mind from its customers.
  - b. Taking walks around the campus and dropping in on people unannounced just to chat.
  - c. Getting out into the community. Get out to where the customers are and meet with them, learn about them, and connect with them regularly. At one university, the president made a habit of showing up at the largest livestock auction once a month just to have coffee with ranchers and dairymen. Informal conversations can lead to deep relationships and profound insights.
  - d. Meeting with thought leaders regularly with no particular university agenda in mind.
7. Hiring and promoting people who are uncommonly smart.
- a. Seeking and recruiting problem solvers, not problem processors. A Ph.D., MBA or other advanced degree may get someone an interview. After that, leadership, style, creativity, and personality are more important than academic credentials or administrative titles.
  - b. Finding innovators and hiring them where appropriate whenever possible.

- c. Recruiting, hiring, and promoting people who have the confidence to make interpretative judgments that entail real consequences for which they must take responsibility. The best people understand complexity, make measured judgments, and draw valuable conclusions. They are not afraid to make reasoned decisions and be wrong. These critical thinking skills are essential to principled university leadership at all levels.
8. Developing leadership deep into the Division 1A hybrid university.
    - a. Making certain the senior staff is composed of leaders, not merely executives and managers.
    - b. Senior staff spending concentrated time developing other leaders on their team.
    - c. Insisting on leadership from students, alumni, and faculty. Give them opportunities to learn and share leadership from the senior leadership staff.
    - d. Expecting, demanding, demonstrating, and inspiring leadership at every level of the university.
    - e. Explore the possibility of developing a department specializing in leadership within the School of Business or other appropriate schools.
  9. Delegating authority.

Life in a major Division 1A hybrid university is filled with unscripted challenges—unexpected budget reductions, disgruntled donors, faculty demands, student protests, the death of a student, an athlete charged with a crime. Quick, appropriate responses depend upon best practices that include:

- a. Delegating responsibility and decision making authority to the lowest possible level.
- b. Trusting people who have been delegated decision making authority. If someone cannot be trusted to exercise good judgment and decision making consistent with the vision and plan, replace him or her with someone who can be trusted. This doesn't mean hiring sycophants; it means hiring leaders excited by innovation, creativity, responsibility, and accountability.
- c. Never making a decision that someone down the line can make.
- d. Expecting downstream leaders to make decisions in the absence of senior leaders. Expect them to expect their direct reports to do the same ... and create that expectation down the line.
- e. Giving people the power to make mistakes and trusting them to do well if they understand the overall goals and focus.
- f. Be willing to take responsibility for the mistakes of downstream leaders.
- g. Making mistakes and poor judgments are treated as learning opportunities, not punishable offenses.

#### 10. Being accountable for the bad stuff.

In a large university environment, boundaries are challenged. Poor judgments result in bad behavior, and mistakes are made that cause adverse public reaction. Responding to these events requires patience, sensitivity, professionalism, and transparency.

- a. Having one proven professional that reports directly to the president and speaks for the entire university in times of crisis and opportunity.

- b. Developing a deep sense of trust with the public and the media through habits of consistent listening, speaking, and transparency.
  - c. Creating and fostering a sense of teamwork with the media for communicating about difficult issues.
11. Integrating the academic departments and athletic departments.
- a. Conducting regular joint meetings with academic personnel and coaches led by the president, the athletic director, and the provost together.
  - b. Getting to the practice fields regularly to watch what's going on.
  - c. Walking in on regular classes occasionally after asking faculty first and taking care not to create surprises.
  - d. Academic leaders meeting with high school athletic recruits personally to assist in recruiting. It's one thing for a high school student to meet the head football coach; it's something else to meet the senior university leaders who set the tone of academic priority. Speaking to the high school and junior high school student bodies at school assemblies when possible. Consistently communicate the value of education, how academic performance guides athletics at the university and how it all serves to provide a solid future for all students. Don't forget the private schools and home school associations! Leadership recruits the future scholars, students, and athletes with a unified message linking academic performance, scholarship, community engagement, and athletics.
  - e. Getting the School of Education on board. The department is educating the future teachers and coaches of the region. These people will, in turn, educate the students who will attend the

university, graduate, become alumni, and give. Motivate, inspire, and involve these future teachers with the vision and the plan. Meet and speak with the students and faculty in the School of Education. Many schools express priorities that embrace coaches who are both educators and well versed in their athletic specialties rather than simply successful athletes with no trained educational credentials.

12. Taking risks.

- a. Be willing to take smart risks if they are firmly grounded in the vision and plan and especially if they embrace the realities of limited funding. If they are well grounded in the stated and accepted strategic vision even mistakes will be appreciated as a natural part of innovation.
- b. Encourage smart risk-taking in the downstream leadership, acknowledging the often risk-averse nature of academia. This will only happen if leadership consistently stands with them when they make mistakes.

13. Create an ombudsperson.

Obtaining a true sense of the pulse of the institution is critical to reducing conflict and court cases within the university. Best practices include:

- a. Creating an Office of the Ombudsperson who would have the respect and confidence to discuss the tough issues with both individuals and groups – both on and off campus. This position could go a long way to turn long-standing negative attitudes into strong university assets.

- b. An ombudsperson should be commissioned with the job of finding out what is going on within the institution, both good and bad, that leadership might be missing. The ombudsperson should be someone with a good knowledge of the workings of the university.
- c. The reputation of the Office of the Ombudsperson should be built with impeccable integrity, honesty, openness, and confidentiality where appropriate.
- d. Creating a place where complaints, issues, and concerns can be expressed in confidence and in a way that will bring positive movement. The location of the office is critical and should assure accessibility and privacy.
- e. Creating a position where anything can be questioned and discussed in a protected, positive, and results oriented environment.
- f. Creating another avenue of positive communication within the institution.

## C. *Academics, Scholarship, and Research*

### **Best practices include:**

- 1. Discovering, developing, and promoting local, regional, national and world-wide expertise in every academic department. At one university, the leadership did the following:
  - a. The academic deans of each school and division were convened by the senior leadership to discover what expertise within the institution could be developed to world class status.

- b. The academic deans convened meetings with the chairs of their departments and assigned them the task of identifying potential areas of academic development.
  - c. Each department head convened a department faculty meeting and identified three areas the department could develop into world class expertise, the resources needed to develop the expertise, and the perceived barriers to achieving excellence.
  - d. Ideas and proposals were sent to the academic deans who sorted and prioritized projects.
  - e. Within five years, the university had world class expertise and the accompanying reputation in ten new subject areas, leading to dramatic increases in external funding for research and scholarly work.
  - f. The process has repeated itself every year.
2. Leveraging knowledge for research and development.
    - a. The same process was used to identify how university expertise could be leveraged for research, education, and development. As a result, the community attracted several very large industrial manufacturers because the expertise within the university generated graduates with skills and knowledge necessary to the employers.
  3. Promoting academic and business interests through joint economic development projects utilizing both university and community assets working together.
  4. Encouraging multi-disciplinary projects and partnerships in research and development. At one university, \$2 million is offered as start-up

money for new multi-disciplinary projects each year. The faculty is encouraged to collaborate and create ideas across the academic dividing lines. The successful multi-disciplinary proposals are given sufficient seed money to get the ideas off the ground. Every effort should be made to find both internal and external funds to make this possible.

5. Meeting the Rhodes, Truman, Marshall, Carnegie, and Goldwater scholars. Find out what worked for them and develop a university specific program to discover and create more of them.

#### *D. Alumni*

##### **Best practices include:**

1. Engaging alumni with outreach beyond athletics by inviting alumni to the campus for a broad range of events and activities.
2. Conducting regular surveys to determine the unique interests of alumni to provide a basis for what information should be provided to them. Simply sending out information based on what the university thinks that alumni should know will not be received nearly as well as information that is based on their unique interests.
3. Consider segmenting alumni by interests and not simply by age. Less information on desired subjects will be better received than broad information attempting to “cover the waterfront.”

4. Consider developing an interactive web presence that allows the reader to determine what information they want to have sent to them. Readers are not as willing to sift through information as they were in the past. Readers often find broad information annoying and would rather seek out exactly what interests them when given a chance.
5. Developing a comprehensive database on alumni, including location, interests, and achievements. Seek out individual profiles on key alumni, regional leadership, and thought leaders. Ensure that, to the extent possible, profiles are kept active by all those who are conducting on-going interviews with those who have been identified.
6. Systematically reaching out to alumni with information that has nothing to do with fund-raising. Annual contacts that are centered upon annual fund-raising alone may only serve to harden already formed opinions based on public information. Instead, the university should engage alumni with what's actually happening at the university that may be of real value to the alumni themselves.
7. Working closely with communication leadership to both determine what is important to be communicating as well as how to get it out. The alumni staff should be useful and available to all elements of university communications.
8. Consider publishing university related financial statements in accordance with GAAP, on a regular basis.

## *E. Community Engagement*

### **Best practices include:**

1. Drawing people to the campus for wide range of activities beyond athletics provides a more complete understanding of the value of the university. Community thought leaders expressed a wide range of interests having to do with potential university activities. However, they did not express a useful knowledge of the breadth of ongoing activities that were directly related to their interests.
2. Conducting on-going surveys, interviews, and meetings with thought leaders and follow their interests.
3. Engage key thought leaders in defining the role of Division 1A athletics in the light of its academic profile by asking the questions: "How much is enough?" and "How do we define athletic success?"
4. Encouraging all community support for the university toward a more philanthropic model where at all possible. This includes all fund-raising for purely athletic uses as well as purely academic functions and facilities.
5. Utilize annual on-line survey tools to stay in touch with thought leaders as well as the informed general public.
6. Communicate difficult issues quickly to trusted thought leaders and utilize their input.

7. Maintain constant contact with local and state wide politicians to ensure that their actions support the careful balance as articulated in this research. Seek their input on tough issues. Encourage thought leaders to communicate with politicians utilizing dedicated, skilled personnel.

#### *F. Athletics*

Best practices in athletics and athletic funding in balanced universities often include:

1. Strategic planning, with an emphasis on appreciative inquiry, to answer these questions:
  - a. Do this university and the community want to invest appropriate resources to participate in a BCS championship football conference?
  - b. Do this university and the community want to invest resources to have a consistently competitive NCAA championship basketball team?
  - c. What other sports should be maintained at nationally-recognized, NCAA championship levels and which sports should be maintained at other levels of participation?
2. Regularly complete a financial analysis of the athletic program being certain to include all indirect, fixed, variable, and capital costs as expenses.
3. Leading a university and community-wide evaluation with fans, boosters, and thought leaders on the costs of Division 1A football competition with full disclosure of the costs of competition. Ask the questions, "How much is enough?" "How do these activities promote university academic performance as well as athletic entertainment?"

4. Creating choices for the university constituencies and trying to forge consensus on the choices. In all cases make choices most consistent with what will best serve university academics not athletics alone.
5. Thinking of and creating ways to transfer the value of university athletics to the rest of university and beyond. This effort is most effective when led by athletic leadership and athletes rather than being left to the rest of the university to pursue.
6. Analyze the effects of (1) an athletic program that is commercially competitive (\$50 million) versus (2) a scaled back program versus (3) the current hybrid model (\$25+ million) on admissions, institutional development, and community intangibles (pride, general economic development, etc.)
7. Creating a model of university athletics with following characteristics:
  - a. Recruiting only academically competent athletes.
  - b. Requiring higher than average graduation rates of athletes.
  - c. Creating a university that is highly desirable to high school recruits based on non-material, non-economic, non-athletic factors. Parents often base their decision as to where an athlete will attend university on the likelihood of academic success more strongly than athletic opportunity.
  - d. Creating a leadership ethos within the university that makes the president the CEO of the athletic department and turns the athletic director and coaches into “imaginative business entrepreneurs” as well as athletic and academic leaders. All leadership to focus decisions

through the lens of “Is this the best decision for academic performance?”

- e. Publishing all athletic budgets and financial statements as soon as they are reviewed and accepted, always following GAAP guidelines.
- f. Measuring the financial performance of the athletic program with outcomes measured not by profit/loss, but other quantifiable criteria that relate to the mission and vision of the university.

Example: Create new measures of cost-benefit analysis so that traditional investment formulas, such as IRR and ROI, can help quantify capital expenditures, expenses, and recruiting decisions in a disciplined, business-like way. Perhaps get some business school and economics department scholars engaged in this project. If the external constraints require some degree of commercialization, then define the outputs, measure them, and define the inputs with the highest likelihood of creating the outputs.

## ***G. Communication***

1. Balance begins at the top. Create the position Chief Communications Officer – Vice President of Communications who reports directly to the president and speaks for the entire university, including the athletic department. All athletic communications, including advertising and promotion on-campus and off-campus, should be coordinated by this office.
  - a. The personal communication skills of the chief Communications Officer may be the highest priority.

- b. This person should be well versed in preparing for and handling difficult issues as they arise. Crisis management experience, either within the university setting or beyond, is critical.
  - c. This person should also be actively listening to both the community and the university on a regular basis and be given the time to do so as a significant portion of his or her job description.
  - d. This person should have highly refined “people skills” and should be experienced in working with university staff and faculty. The position requires collaborative rather than authoritarian leadership skills, and the officer should inspire cooperation rather than demand it.
  - e. This person should develop a trusting relationship with the press and communicate regularly regarding all elements of the university.
  - f. Recognize that each area of the university, athletics, scholastic achievement, community engagement, and academic performance has widely varying needs and communication objectives. Focused leadership should be given to all elements to provide a clear and unambiguous overall theme and balance to university communications.
  - g. Provide sufficient resources and support for this office to meet all of the needs of academic performance, scholastic achievement, athletics, and community engagement.
2. Create a strategic communications plan that understands and exploits the new media. Where moving and expanding minds is the goal, traditional media is not as effective as it has been in the past.
3. Exploit web-based opportunities for communication, making information relevant, interesting, and above all, easy to find. Base information upon what readers want to hear more than what the university wants them to

hear. As readers trust and value an information source they will allow the publisher to direct a higher percentage of the information flow.

4. Include in the communications strategy significant effort to attract thought leaders to the campus for activities beyond sports and fund-raising. Their interest in athletics rises and falls with the activity within athletics. Their interest in the rest of the university appears to be more constant and dependable.
5. Begin the communications plan internally and do not go outside the university until all elements of internal communication are consistent, honest, and transparent.
6. Wherever possible and appropriate, insist on transparency, honesty, and integrity in all communications both internal and external.
7. Reach out to all media on a regular basis. Actively discuss how to handle tough issues with trusted members of the press in times when problems are not on the front burner.
8. Recognize that the media often attracts viewers and readers through controversy. Not all coverage will be happy or favorable and that should never be a reason to withdraw from the media or see them through an adversarial lens.
9. All elements of the university (including sports, development, scholarship, and academic performance) should conduct on-going interviews with regional thought leaders.

10. Understand the power of word of mouth in the context of current technology and its role in communications recognizing that word of mouth can either be embraced or scorned but it cannot be suppressed.
11. Maintain personal profiles on all thought leaders to ensure that the university is sending them information that interests them. This data could be maintained by either the alumni office or the communications office but it should be available to all involved and not contain sensitive personal information. Rather, it should contain information that will assist everyone at the university in reaching out to provide profiled information or to invite them to events that coincide with their personal interests.
12. Significant effort should be given to establishing reliable long-term funding to support the strategic communication plan.
13. Consideration should be given to attempt to endow specific new enterprises within the university communication efforts. If a new, interactive web site should be produced, pursue a donor who would "endow" that program to ensure that it would be useful for a number of years if not permanently. The research revealed that there is significant interest in upgrading the style and amount of two way communication between the community and the university.
14. Consider all appropriate communications initiated by the university to center on a single theme for a defined period of time. For example, if the opening of the new library is important and tells a broad story of the university, then everything that originates from the university for three months would center on the library. From press releases to inserts in athletic programs to posters put up in the city hall and in athletic venues,

all communications must carry a central theme and message. A single message, repeated in a host of venues, will bring deeper understanding than a wide number of topics articulated less frequently.

15. Actively utilize trusted community thought leaders in critical decisions and in determining the priorities of university communications. Doing this will make it easier for university communications professionals to provide information that the community wants to hear.
16. In all cases, be forthright, honest, and transparent with both the community and the press no matter how much it might hurt in the moment.
17. While it is obvious that the availability of funds will determine budgets, it is critically important to maintain communications staffing at levels that allow for imagination and creative thinking, not just being buried in processing information and reacting to the urgent.
18. Especially in one-on-one conversations, ensure that the value of high level, two-way communications with the university is understood by thought leaders and other community resources.

## VIII. CONCLUSION

Although the university and the community can easily become caught up in the idea that the imbalance between athletics and academics is unique to the institution, it is not. Almost all universities falling within the hybrid model described in this paper face or have faced the same problem for nearly a century. Thus, the problem is not isolated to one university and appears to be systemic throughout higher education.

Despite the universality of the problem, balancing academic performance, scholarly activity, community engagement, and athletics is possible. We have seen it done well at two universities and suspect that it is done well at a number of others. We have witnessed first-hand that when the balance is properly struck, the entire university is energized and alive with enthusiasm, excitement, and pride for all of its endeavors.

The task of balancing is not easy. As with any serious project worthy of effort, balancing academic performance along the best practices described in this paper will take strong leadership committed to the task. University leaders will have to commit to this task so that their passion, vision, and dedication will carry along those who might resist change. Some will jump at the new opportunities, others will resist, and many will sit on the sidelines until the direction of the new momentum is accepted by all. Leadership will have to encourage and support those who get it, counsel those who resist it, perhaps helping them find other paths more meaningful and fulfilling, and advocate for the balance to those who are not yet persuaded.

A university is a large, complex organization that does not change quickly. Thus, balancing a university is a long-term commitment, perhaps taking five to

ten years to move towards a full realization of its potential. No one should expect overnight success or change. Milestones will be measured incrementally over years, not months, and this point must be continually reinforced for both supporters and critics. As long as leadership stays on task, however, the balancing will occur.

Initially, leadership will have to expend energy ensuring that the community and the university see the value of balance. This will require outreach and engagement, discussion and debate, and a dynamic personal style that creates hope and excitement. Challenges and opportunities will present themselves everywhere, and the key will be focusing all stakeholders on the new lens at every important decision point.

Over time, the new academic lens must be embedded in the community and the university so that everyone is leading the issue of “Is this best for academic performance?” In the beginning, there might be solitary leaders taking up the challenge of balancing. With persistence, new leaders will be developed, supported, encouraged, and empowered to deepen the idea of balance within the university and the community.

In the 21<sup>st</sup> century, scholastic isolation must give way to engagement led by the university. This will require the support and backing of regional thought leaders. University leadership must seek out these thought leaders, listen to them, and engage them as partners in the balancing process. Thought leaders should accept the responsibility for actively engaging the university with the community.

Fresno State operates as a part of the larger California State University system. Balancing academics and athletics through the best practices described here must be understood and accepted as a primary objective of the university

by the Chancellor and the CSU Trustees. In addition, key state political leaders should be informed of the project and kept apprised of progress.

Patience is the delicate bridge between failure and innovation. There will be many missteps, mistakes, and errors along with the many successes. Evolution implies change and change implies trial and error. Errors should be viewed as learning experiments and used to fine tune the practical applications of the best practices. Likewise, successes and innovations should be studied and replicated whenever possible and appropriate.

Finally, leadership must encourage a renewed spirit of entrepreneurial effort throughout the university to utilize existing resources. The constraints are not going away. Instead of being barriers or problems, they are tools for stimulating creative thinking and problem solving. Using the constraints to open imaginations, move minds, and permit entrepreneurial thinking will bring forth solutions that have heretofore been hidden by problem processing.

We have been inspired by the possibilities of what Fresno State can achieve if it carefully evaluates these best practices. We see a future in which a dynamic academic and scholastic university engages with the community at innumerable levels. We see a future that embraces a competitive Division 1A athletic program that is steeped in academics first. We see a future community enriched by a vibrant, exciting, creative force within the heart of the university. This vision is doable, and we hope to see the benefits in the years to come.

Submitted November 3, 2008

Douglas E. Noll

Allison B. Boogaert

John F. Boogaert

## IX. REFERENCES

- Alder, J. (2008). *Bowl Championship Series - BCS vs. Playoffs Debate*. Retrieved August 2, 2008, from About.com:  
[http://www.football.about.com/od/bowlchampionship/i/bcsvsplayoffs\\_2.htm](http://www.football.about.com/od/bowlchampionship/i/bcsvsplayoffs_2.htm)
- Burke, M. (2008, September 1). *The Most Powerful Coach in Sports-Forbes.com*. Retrieved September 1, 2008, from www.forbes.com:  
<http://www.forbes.com/forbes/2008/0901/092.html>
- California State University*. (2008, July 31). Retrieved August 18, 2008, from Wikipedia: [http://en.wikipedia.org/wiki/California\\_State\\_University](http://en.wikipedia.org/wiki/California_State_University)
- Farris, B. (2003). *The Team Behind the Team*. Fresno: The Bulldog Foundation.
- Framing the Future Text and Appendix*. (2007, June 15). Retrieved August 18, 2008, from The Coaltion of Intercollegiate Athletics:  
<http://www.neuro.uoregon.edu/~tublitz/COIA/FTF/FTFtext&appendix.htm>
- Frank, R., & Cook, P. (1993). *The Winner-Take-All Society*. New York: Penguin.
- FresnoStateNews.com. (n.d.). *Looking Back at Fresno State's History*. Retrieved August 18, 2008, from FresnoStateNews.com:  
<http://www.fresnostatenews.com/FresnoStateHistory.htm>
- Friday, W. C., & Hesburgh, T. (2001). *A Call to Action: Reconnecting College Sports and Higher Education*. Miami: Knight Commission on Intercollegiate Athletics.
- Friday, W. C., & Hesburgh, T. (1991). *Keeping the Faith with the Student Athlete*. Miami: Knight Commission on Intercollegiate Athletics.

Grant, R. R., Leadley, J., & Zygmont, Z. (2008). *The Economics of Intercollegiate Athletics*. Hackensack, NJ: World Scientific.

*How 26 Heifers Helped Move a College*. (n.d.). Retrieved August 18, 2008, from FresnoStateNews.com:

<http://www.fresnostatenews.com/2000/November/26Heifers.htm>

Looney, D. S. (1996, December 2). *Just When the NCAA Thought It Was Safe...The Tark is Back*. Retrieved September 4, 2008, from findarticles.com:

[http://findarticles.com/p/articles/mi\\_m1208/is\\_n49\\_v220/ai\\_18944693/pg\\_4](http://findarticles.com/p/articles/mi_m1208/is_n49_v220/ai_18944693/pg_4)

National Conference on College Athletics. (2003, November 11). *Panel 1 National Athletic Reform*. Retrieved September 3, 2008, from Presidential Coalition for Athletic Reform: <http://coalition.tulane.edu/index.shtml>

NCAA.org website. (n.d.). *History*. Retrieved August 2, 2008, from NCAA Website: <http://www.ncca.org/wps/ncaa?contentid=1354>

Orszag, J. M., & Orszag, P. R. (2006). *The Empirical Effects of Collegiate Athletics: An Update*. Indianapolis: National Collegiate Athletic Association.

Scott, D. M. (2007). *The New Rules of Marketing and PR: How to Use News Releases, Blogs, podcast's, Viral Marketing, and On-line Media to Reach Buyers Directly*. New York: Wiley.

Shulman, J. B. (2001). *The Game of Life: College Sports and Educational Values*. Princeton: Princeton University Press.

*Tark Announces Retirement*. (2002, March 15). Retrieved September 4, 2008, from FresnoStateNews.com:

<http://www.fresnostatenews.com/TarkAnnouncement.htm>

Thelin, J. R. (1994). *Games Colleges Play*. Baltimore: Johns Hopkins Press.

Wikipedia website - Bowl Championship Series. (n.d.). *Bowl Championship Series*.

Retrieved August 18, 2008, from Wikipedia:

[http://en.wikipedia.org/wiki/Bowl\\_Championship\\_Series](http://en.wikipedia.org/wiki/Bowl_Championship_Series)

Wikipedia website - Fresno State Football History. (n.d.). *Fresno State Bulldogs*

*football -Wikipedia, the free encyclopedia.* Retrieved August 2, 2008, from wikipedia.org:

[http://en.wikipedia.org/wiki/Fresno\\_State\\_Bulldogs\\_football](http://en.wikipedia.org/wiki/Fresno_State_Bulldogs_football)

# APPENDIX 1

This table is compiled from information found at  
[http://en.wikipedia.org/wiki/Bowl\\_Championship\\_Series](http://en.wikipedia.org/wiki/Bowl_Championship_Series) and athletic budgets as reported in the Indianapolis Star database found at [http://www2.indystar.com/NCAA\\_financial\\_reports/](http://www2.indystar.com/NCAA_financial_reports/)

## BCS Bowl wins and appearances by team

| Appearances | School       | W | L | Pct  | Games  | Total Athletic Expense<br>2005-2006       |
|-------------|--------------|---|---|------|--|---|
| 0           | Fresno State |   |   |      |  | \$25,350,352                              |
| 6           | USC          | 5 | 1 | .833 | Won 2003 Orange Bowl<br>Won 2004 Rose Bowl<br>Won 2005 Orange Bowl*<br>Lost 2006 Rose Bowl*<br>Won 2007 Rose Bowl<br>Won 2008 Rose Bowl  | \$65,434,875<br>(2007)                    |
| 6           | Ohio State   | 4 | 2 | .667 | Won 1999 Sugar Bowl<br>Won 2003 Fiesta Bowl*<br>Won 2004 Fiesta Bowl<br>Won 2006 Fiesta Bowl<br>Lost 2007 BCS National<br>Championship Game*<br>Lost 2008 BCS National<br>Championship Game* | \$89,580,305<br>[\$105,000,000<br>(2007)] |
| 6           | Oklahoma     | 2 | 4 | .333 | Won 2001 Orange Bowl*<br>Won 2003 Rose Bowl<br>Lost 2004 Sugar Bowl*<br>Lost 2005 Orange Bowl*<br>Lost 2007 Fiesta Bowl<br>Lost 2008 Fiesta Bowl   | \$65,434,000<br>(2007)                    |

|   |               |   |   |       |  |                        |
|---|---------------|---|---|-------|--|------------------------|
| 6 | Florida State | 1 | 5 | .167  | Lost 1999 Fiesta Bowl*<br>Won 2000 Sugar Bowl*<br>Lost 2001 Orange Bowl*<br>Lost 2003 Sugar Bowl<br>Lost 2004 Orange Bowl<br>Lost 2006 Orange Bowl | \$56,412,748           |
| 4 | LSU           | 4 | 0 | 1.000 | Won 2002 Sugar Bowl<br>Won 2004 Sugar Bowl*<br>Won 2007 Sugar Bowl<br>Won 2008 BCS National Championship Game*                                     | \$55,857,396           |
| 4 | Florida       | 3 | 1 | .750  | Won 1999 Orange Bowl<br>Lost 2001 Sugar Bowl<br>Won 2002 Orange Bowl<br>Won 2007 BCS National Championship Game*                                   | \$73,868,754           |
| 4 | Miami (FL)    | 3 | 1 | .750  | Won 2001 Sugar Bowl<br>Won 2002 Rose Bowl*<br>Lost 2003 Fiesta Bowl*<br>Won 2004 Orange Bowl   |                        |
| 4 | Michigan      | 1 | 3 | .250  | Won 2000 Orange Bowl<br>Lost 2004 Rose Bowl<br>Lost 2005 Rose Bowl<br>Lost 2007 Rose Bowl  | \$61,387,144           |
| 3 | Georgia       | 2 | 1 | .667  | Won 2003 Sugar Bowl<br>Lost 2006 Sugar Bowl<br>Won 2008 Sugar Bowl   | \$44,933,055           |
| 3 | Notre Dame    | 0 | 3 | .000  | Lost 2001 Fiesta Bowl<br>Lost 2006 Fiesta Bowl<br>Lost 2007 Sugar Bowl   | \$45,000,000<br>(2007) |
| 3 | Virginia Tech | 0 | 3 | .000  | Lost 2000 Sugar Bowl*<br>Lost 2005 Sugar Bowl<br>Lost 2008 Orange Bowl   | \$37,465,129           |

|   |               |   |   |       |  |              |
|---|---------------|---|---|-------|--|--------------|
| 2 | Illinois      | 0 | 2 | .000  | Lost 2002 Sugar Bowl<br>Lost 2008 Rose Bowl    | \$47,915,540 |
| 2 | Nebraska      | 1 | 1 | .500  | Won 2000 Fiesta Bowl<br>Lost 2002 Rose Bowl*   | \$55,799,485 |
| 2 | Tennessee     | 1 | 1 | .500  | Won 1999 Fiesta Bowl*<br>Lost 2000 Fiesta Bowl | \$71,783,012 |
| 2 | Texas         | 2 | 0 | 1.000 | Won 2005 Rose Bowl<br>Won 2006 Rose Bowl*      | \$82,400,829 |
| 2 | West Virginia | 2 | 0 | 1.000 | Won 2006 Sugar Bowl<br>Won 2008 Fiesta Bowl    | \$35,853,722 |
| 2 | Wisconsin     | 2 | 0 | 1.000 | Won 1999 Rose Bowl<br>Won 2000 Rose Bowl       | \$75,719,042 |
| 1 | Alabama       | 0 | 1 | .000  | Lost 2000 Orange Bowl                          | \$56,989,608 |
| 1 | Auburn        | 1 | 0 | 1.000 | Won 2005 Sugar Bowl                            | \$50,801,253 |
| 1 | Boise State   | 1 | 0 | 1.000 | Won 2007 Fiesta Bowl                           | \$16,632,465 |
| 1 | Colorado      | 0 | 1 | .000  | Lost 2002 Fiesta Bowl                          | \$36,614,714 |
| 1 | Hawai‘i       | 0 | 1 | .000  | Lost 2008 Sugar Bowl                           | \$22,036,611 |
| 1 | Iowa          | 0 | 1 | .000  | Lost 2003 Orange Bowl                          | \$54,982,658 |

|   |              |   |   |       |                       |              |
|---|--------------|---|---|-------|-----------------------|--------------|
| 1 | Kansas       | 1 | 0 | 1.000 | Won 2008 Orange Bowl  | \$54,982,658 |
| 1 | Kansas State | 0 | 1 | .000  | Lost 2004 Fiesta Bowl | \$34,394,621 |
| 1 | Louisville   | 1 | 0 | 1.000 | Won 2007 Orange Bowl  | \$38,629,661 |
| 1 | Maryland     | 0 | 1 | .000  | Lost 2002 Orange Bowl | \$46,508,648 |
| 1 | Oregon       | 1 | 0 | 1.000 | Won 2002 Fiesta Bowl  | \$40,107,833 |
| 1 | Oregon State | 1 | 0 | 1.000 | Won 2001 Fiesta Bowl  | \$36,106,183 |
| 1 | Penn State   | 1 | 0 | 1.000 | Won 2006 Orange Bowl  |              |
| 1 | Pittsburgh   | 0 | 1 | .000  | Lost 2005 Fiesta Bowl |              |
| 1 | Purdue       | 0 | 1 | .000  | Lost 2001 Rose Bowl   | \$51,500,109 |
| 1 | Stanford     | 0 | 1 | .000  | Lost 2000 Rose Bowl   |              |
| 1 | Syracuse     | 0 | 1 | .000  | Lost 1999 Orange Bowl |              |
| 1 | Texas A&M    | 0 | 1 | .000  | Lost 1999 Sugar Bowl  | \$58,873,096 |
| 1 | UCLA         | 0 | 1 | .000  | Lost 1999 Rose Bowl   | \$46,010,59  |

|   |                  |   |   |       |                       |              |
|---|------------------|---|---|-------|-----------------------|--------------|
| 1                                       | Utah             | 1 | 0 | 1.000 | Won 2005 Fiesta Bowl  | \$21,311,639 |
| 1                                       | Wake Forest      | 0 | 1 | .000  | Lost 2007 Orange Bowl |              |
| 1                                       | Washington       | 1 | 0 | 1.000 | Won 2001 Rose Bowl    | \$45,423,346 |
| 1                                       | Washington State | 0 | 1 | .000  | Lost 2003 Rose Bowl   | \$27,873,563 |
| *Denotes BCS National Championship Game |                  |   |   |       |                       |              |

**Notes:**

Some programs, like USC and Oregon, are funded completely separately from the institution.

## BCS Bowl wins and appearances by conference through 2007-2008

| Conference                    | W | L | Pct  | School(s)  |
|-------------------------------|---|---|------|--|
| ACC<br>4 different schools    | 1 | 9 | .100 | Florida State (1-5)<br>Maryland (0-1)<br>Virginia Tech* (0-2)<br>Wake Forest (0-1)   |
| Big 12<br>7 different schools | 6 | 8 | .429 | Texas A&M (0-1)<br>Nebraska (1-1)<br>Oklahoma (2-4)<br>Colorado (0-1)<br>Kansas State (0-1)<br>Texas (2-0)<br>Kansas (1-0) |

|  |    |   |      |   |
|--|----|---|------|---|
| <b>Big East</b><br>6 different schools | 6  | 4 | .600 | Syracuse (0-1)<br>Virginia Tech* (0-1)<br>Miami Fla. (3-1)<br>Pittsburgh (0-1)<br>West Virginia( 2-0)<br>Louisville (1-0)     |
| <b>Big Ten</b><br>7 different schools  | 8  | 9 | .471 | Wisconsin (2-0)<br>Ohio State (4-2)<br>Michigan (1-3)<br>Purdue (0-1)<br>Illinois (0-2)<br>Iowa (0-1)<br>Penn State (1-0)     |
| <b>MWC</b><br>1 school                 | 1  | 0 | 1.00 | Utah (1-0)  |
| <b>Pac-10</b><br>7 different schools   | 8  | 4 | .667 | UCLA (0-1)<br>Stanford (0-1)<br>Washington (1-0)<br>Oregon State (1-0)<br>Oregon (1-0)<br>Washington State (0-1)<br>USC (5-1) |
| <b>SEC</b><br>6 different schools      | 11 | 4 | .733 | Tennessee (1-1)<br>Florida (3-1)<br>Alabama (0-1)<br>LSU (4-0)<br>Georgia (2-1)<br>Auburn (1-0)                               |
| <b>WAC</b><br>2 different schools      | 1  | 1 | .500 | Boise State (1-0)<br>Hawai'i (0-1)  |
| Independent<br>1 school                | 0  | 3 | .000 | Notre Dame (0-3)  |

\*Played for both the ACC, and Big East, and played in BCS bowl games for both conferences.



## **APPENDIX 2**

### **Article Attached on Next Page**

**Title: Fund Raising for Athletics and the 2007 BCS Rankings**

By: University of Hawaii, Manoa  
Office of the Chancellor – Institutional Research

Date: December 6, 2007

## Fund Raising for Athletics and the 2007 BCS Rankings

© 2007

In light of UHM's unprecedeted (soon to be legendary) 2007 football season, we take this opportunity to continue our analysis of college athletics financials. Back in 2005 (Issue 1-2), we selected financial peers with a total campus operating budget of about \$500mil and compared athletic financials. There were wide variations in this peer group.

This time, we'll take a different approach. As Bowl season approaches, the Chronicle released results of a survey on athletic fund raising in 6 major conferences: ACC, Big 12, Big East, Big 10, Pac-10 and SEC. We take this survey and use IRS and U.S. DOE data to fill in some blanks. The 2007 BCS (Bowl Championship Series) rankings are then added to give us some outcomes data and evaluative venue. Teams from the major conferences took 22 of the top 25 BCS spots in 2007. UHM and Boise State of the WAC were 10 and 24 respectively, while BYU of MW took 17.

Sports, especially football, collects a broad array of statistics about every nook and cranny of their performance allowing interesting analysis. The question we ask here is, "what kind of money are we competing against?" Of the 64 schools responding to the Chronicle survey, the top fund raiser for 2006 is UNC, Chapel Hill whose fans and boosters kicked in \$51mil. Koa Anuenue reported support of \$2.8mil in fy2004-05 ranking us around 62nd were UHM inserted into the original group. The relative ranking would be lower if all institutions responded and we excluded those without Div I football teams. Boise State boosters brought in \$5.5mil. The average take for our sample was \$18mil w/a S.D. of \$11mil.

The biggest reported athletic budget was Ohio State's, playing around with a stunning \$105mil. How do you spend \$105mil+ on athletics? We breakdown Ohio State's 2007 budget as reported to the U.S. DOE on pages 2-3. Mean budget for our sample is \$48mil, S.D. \$18mil. UHM's \$26mil reported athletic budget, comes in at a little over half the mean.

Even more impressive are contributions not captured in the survey data. For example, U of Alabama's,

Crimson Tide Foundation bought a \$5.5mil Astra SP jet to fly athletic department officials and coaches around the Southeast. The plane is privately owned, but the university pays \$477,000 a year to operate it.



Astra SP

Then again, the Bama plane is small potatoes compared to U of Oregon benefactor, Nike founder Philip H. Knight and his wife, Penny, planned giving of \$100-million to the athletics department. Oregon just completed a \$160mil facelift to its athletics facilities. According to a Chronicle article, the gift pushed the university past its goal of \$600-million for its six-year capital campaign, which now stands at \$717-million. This generosity was not without its critics. Although the university also received a \$74.5-million gift for science and research, some are worried that the campaign's emphasis on athletics threatens the academic culture. See Brief 2007-2.



Oregon's Autzen Stadium

The listing on page 4 shows our data in its entirety. The list is first sorted by the 2007 BCS ranking. Hawaii, Boise and BYU are the only institutions are outside of the major conferences. The remainder of institutions are sorted by conference and then by value of 2006 contributions.

|   |  |
|---|--|
| <b>Ohio State University-Main Campus</b>  | Number of Full-time Undergraduates: 34,982 |
| Excerpts from Ohio State University's athletic budget as reported to U.S. DOE for reporting year 2006-07. | Men: 18,539                                |
|   | Women: 16,443                              |

| <b>Head Coaches' Salaries</b>                      |             |               |            |
|--|-------------|---------------|------------|
|  | Men's Teams | Women's Teams | Coed Teams |
| Average Annual Institutional Salary per Head Coach | \$487,179   | \$158,297     | \$28,750   |
| Number of Head Coaches Included in Average         | 15          | 16            | 2          |
| Average Annual Institutional Salary per FTE        | 521,978     | \$168,850     | \$57,500   |
| Number of FTEs Included in Average                 | 14.00       | 15.00         | 1.00       |

| <b>Assistant Coaches' Salaries</b>                      |             |               |            |
|---|-------------|---------------|------------|
|   | Men's Teams | Women's Teams | Coed Teams |
| Average Annual Institutional Salary per Assistant Coach | \$155,743   | \$62,231      | \$0        |
| Number of Assistant Coaches Included in Average         | 35          | 28            | 0          |
| Average Annual Institutional Salary per FTE             | \$167,723   | \$65,754      |            |
| Number of FTEs Included in Average                      | 32.50       | 26.50         | 0.00       |

| <b>Revenues by Team</b>  |              |               |              |
|--|--------------|---------------|--------------|
|  | Men's Teams  | Women's Teams | Total        |
| Varsity Team   |              |               |              |
| Basketball   | \$12,898,413 | \$712,294     | \$13,610,707 |
| Football   | \$59,142,071 |               | \$59,142,071 |
| Total Revenues of all Sports, Except Football and Basketball, Combined (Men's and Women's Teams) | \$4,079,262  | \$1,146,757   | \$5,226,019  |
| Total Revenues Men's and Women's Teams   | \$76,119,746 | \$1,859,051   | \$77,978,797 |

| <b>Revenues Coed Teams</b>  |          |            |         |
|-----------------------------|----------|------------|---------|
|                             | % of Men | % of Women | Total   |
| Varsity Team                |          |            |         |
| Basketball                  |          |            |         |
| Total Revenue of Coed Teams | \$4,050  | \$4,500    | \$8,550 |

| <b>Grand Total Revenues</b>   |              |             |               |
|---|--------------|-------------|---------------|
|   |              |             |               |
| Total Revenues Men's, Women's and Coed Teams  | \$76,123,796 | \$1,863,551 | \$77,987,347  |
| Not Allocated by Gender/Sport   |              |             | \$31,394,875  |
| Grand Total Revenues for all Teams (includes by team and not allocated by gender/sport) |              |             | \$109,382,222 |

| <b>Recruiting Expenses</b> |             |               |            |             |
|----------------------------|-------------|---------------|------------|-------------|
|                            | Men's Teams | Women's Teams | Coed Teams | Total       |
| Total                      | \$911,364   | \$325,461     | \$0        | \$1,236,825 |

| <b>Expenses by Team</b>  |              |               |              |
|--|--------------|---------------|--------------|
| Varsity Teams  | Men's Teams  | Women's Teams | Total        |
| Basketball   | \$3,987,583  | \$3,183,207   | \$7,170,790  |
| Football   | \$32,538,319 |               | \$32,538,319 |
| Total Expenses of all Sports,<br>Except Football and Basketball, Combined<br>(Men's and Women's) | \$10,989,102 | \$12,958,701  | \$23,947,803 |
| Total Expenses Men's and Women's Teams   | \$47,515,004 | \$16,141,908  | \$63,656,912 |

| <b>Expenses - Coed Teams</b>                 |              |              |               |
|--|--------------|--------------|---------------|
| Varsity Teams                                | % of Men     | % of Women   | Total         |
| Basketball                                   |              |              |               |
| Total Expenses of Coed Teams                 | \$58,748     | \$65,275     | \$124,023     |
| <b>Grand Total Expenses</b>                  |              |              |               |
| Total Expenses Men's, Women's and Coed Teams | \$47,573,752 | \$16,207,183 | \$63,780,935  |
| Not Allocated by Gender/Sport                |              |              | \$45,416,975  |
| Grand Total Expenses                         |              |              | \$109,197,910 |

## **Revenues and Expenses Summary**

|                      |               |
|----------------------|---------------|
| Grand Total Revenues | \$109,382,222 |
| Grand Total Expenses | \$109,197,910 |

| Conference | Institution                                      | Athletics donations in 2006 | Rank in 2006 Donations | Budget         | Amount raised in capital campaigns for athletics in past 5 years | Goal of current capital campaign for athletics | Number of full-time athletics fundraisers | BCS Standings 2007 Final |
|------------|--|-----------------------------|------------------------|----------------|--|--|---|--------------------------|
| Big Ten    | Ohio State University                            | \$ 39,000,000               | 3                      | \$ 105,000,000 | --   | \$ 100,000,000                                 | 9   | 1                        |
| SEC        | Louisiana State University at Baton Rouge        | \$ 35,000,000               | 7                      | \$ 64,000,000  | \$ 165,000,000   | \$ 100,000,000                                 | 6   | 2                        |
| ACC        | Virginia Tech                                    | \$ 23,680,688               | 19                     | \$ 49,300,000  | \$ 22,300,000  | --   | 6   | 3                        |
| Big 12     | University of Oklahoma at Norman                 | \$ 17,400,000               | 33                     | \$ 65,300,000  | \$ 120,000,000   | --   | 8   | 4                        |
| SEC        | University of Georgia                            | \$ 36,600,000               | 5                      | \$ 61,500,000  | \$ 64,180,000  | --   | 8   | 5                        |
| Big 12     | University of Missouri at Columbia               | \$ 15,000,000               | 37                     | \$ 45,000,000  | \$ 130,000,000   | \$ 150,000,000                                 | 5   | 6                        |
| Pac-10     | University of Southern California                | --                          |                        | \$ 65,434,875  | --   | --   | 8   | 7                        |
| Big 12     | University of Kansas                             | \$ 11,700,000               | 48                     | \$ 42,000,000  | --   | --   | 8   | 8                        |
| Big East   | West Virginia University                         | \$ 13,800,000               | 40                     | \$ 35,000,000  | \$ 43,000,000  | --   | 7   | 9                        |
| WAC        | Hawaii   | \$ 2,868,816                | 62                     | \$ 26,416,743  |  |  |   | 10                       |
| Pac-10     | Arizona State University at Tempe                | \$ 10,470,000               | 51                     | \$ 42,000,000  | --   | --   | 8   | 11                       |
| SEC        | University of Florida                            | \$ 37,400,000               | 4                      | \$ 76,600,000  | --   | --   | 11  | 12                       |
| Big Ten    | University of Illinois at Urbana-Champaign       | \$ 23,500,000               | 20                     | \$ 54,000,000  | --   | \$ 216,000,000                                 | 12  | 13                       |
| ACC        | Boston College                                   | \$ 19,000,000               | 31                     | \$ 56,116,409  | \$ 64,000,000  | --   | 8   | 14                       |
| ACC        | Clemson University                               | \$ 23,160,000               | 22                     | \$ 50,000,000  | \$ 27,000,000  | --   | 6   | 15                       |
| SEC        | University of Tennessee at Knoxville             | \$ 35,800,000               | 6                      | \$ 73,000,000  | --   | \$ 210,000,000                                 | 8   | 16                       |
| MW         | Brigham Young                                    | --                          |                        | \$ 30,291,196  |  |  |   | 17                       |
| Big Ten    | University of Wisconsin at Madison               | \$ 20,500,000               | 25                     | \$ 70,000,000  | --   | \$ 50,000,000                                  | 5   | 18                       |
| Big 12     | University of Texas at Austin                    | \$ 26,000,000               | 16                     | \$ 93,100,000  | \$ 23,400,000  | --   | 14  | 19                       |
| ACC        | University of Virginia                           | \$ 45,240,112               | 2                      | \$ 51,000,000  | \$ 188,100,000   | --   | 19  | 20                       |
| Big East   | University of South Florida                      | --                          |                        | \$ 27,846,459  | U.S. DOE, Office of Postsecondary Educ                           |  |   | 21                       |
| Big East   | University of Cincinnati                         | \$ 12,853,639               | 45                     | \$ 31,000,000  | \$ 50,000,000  | \$ 100,000,000                                 | 7   | 22                       |
| SEC        | Auburn University                                | \$ 23,339,000               | 21                     | \$ 71,360,000  | \$ 136,000,000   | \$ 30,000,000                                  | 5   | 23                       |
| WAC        | Boise State                                      | \$ 5,508,303                | 59                     | \$ 21,765,505  |  |  |   | 24                       |
| Big East   | University of Connecticut                        |                             | total expenses         | \$ 52,764,644  | U.S. DOE, Office of Postsecondary Educ                           |  |   | 25                       |
| ACC        | University of North Carolina at Chapel Hill*     | \$ 51,000,000               | 1                      | \$ 48,000,000  | \$ 230,000,000   | --   | 20  |                          |
| ACC        | Florida State University                         | \$ 29,100,000               | 11                     | --             | \$ 155,300,000   | \$ 110,000,000                                 | 6   |                          |
| ACC        | North Carolina State University                  | \$ 27,254,723               | 14                     | \$ 44,170,000  | \$ 125,625,000   | --   | 16  |                          |
| ACC        | Duke University                                  | \$ 25,495,000               | 17                     | \$ 48,000,000  | \$ 150,000,000   | --   | 15  |                          |
| ACC        | Georgia Institute of Technology                  | \$ 25,000,000               | 18                     | \$ 52,911,100  | --   | \$ 125,000,000                                 | 8   |                          |
| ACC        | University of Miami                              | \$ 19,200,000               | 29                     | --             | \$ 63,000,000  | \$ 70,000,000                                  | 9   |                          |
| ACC        | Wake Forest University                           | \$ 12,692,782               | 46                     | --             | \$ 63,000,000  | \$ 87,000,000                                  | 9   |                          |
| ACC        | University of Maryland at College Park           | --                          |                        | --             | --   | --   |   |                          |
| Big 12     | Texas A&M University at College Station          | \$ 32,100,000               | 9                      | \$ 64,000,000  | \$ 95,000,000  | --   |   | 18                       |
| Big 12     | Iowa State University                            | \$ 19,600,000               | 27                     | \$ 33,600,000  | --   | \$ 85,000,000                                  | 6   |                          |
| Big 12     | Texas Tech University                            | \$ 17,792,269               | 32                     | \$ 46,609,596  | \$ 140,000,000   | --   |   | 9                        |
| Big 12     | University of Nebraska at Lincoln                | \$ 14,000,000               | 38                     | \$ 68,946,517  | \$ 31,000,000  | \$ 40,000,000                                  |   | 5                        |
| Big 12     | Kansas State University                          | \$ 12,900,000               | 44                     | \$ 38,000,000  | \$ 90,000,000  | --   |   | 6                        |
| Big 12     | University of Colorado at Boulder                | \$ 10,849,308               | 50                     | \$ 37,691,000  | --   | --   |   | 8                        |
| Big 12     | Oklahoma State University                        | \$ 9,400,000                | 53                     | \$ 40,300,000  | \$ 289,000,000   | \$ 115,000,000                                 |   | 6                        |
| Big 12     | Baylor University                                | --                          |                        | --             | --   | --   |   |                          |
| Big East   | University of Louisville                         | \$ 30,600,000               | 10                     | \$ 42,290,000  | \$ 53,477,000  | --   |   | 9                        |
| Big East   | University of Notre Dame                         | \$ 15,800,000               | 35                     | \$ 45,000,000  | \$ 62,500,000  | \$ 84,000,000                                  |   | 3                        |
| Big East   | Syracuse University                              | \$ 10,300,000               | 52                     | --             | --   | --   |   | 6                        |
| Big East   | Rutgers University at New Brunswick              | \$ 7,400,000                | 55                     | \$ 42,000,000  | \$ 32,000,000  | --   |   | 5                        |
| Big East   | University of Pittsburgh main campus             | \$ 6,700,000                | 58                     | --             | \$ 35,000,000  | --   |   |                          |
| Big East   | Villanova University                             | \$ 5,400,000                | 60                     | \$ 21,000,000  | \$ 18,500,000  | --   |   | 3                        |
| Big East   | Providence College                               | \$ 2,000,000                | 63                     | \$ 14,000,000  | --   | --   |   | 1                        |
| Big East   | St. John's University (N.Y.)                     | \$ 1,900,000                | 64                     | \$ 24,000,000  | \$ 650,000   | \$ 30,000,000                                  |   | 4                        |
| Big East   | DePaul University                                | \$ 950,402                  | 65                     | \$ 14,000,000  | \$ 3,200,000   | --   |   | 2                        |
| Big East   | Seton Hall University                            | \$ 930,180                  | 66                     | \$ 4,695,075   | \$ 3,000,000   | --   |   | 2                        |
| Big East   | Georgetown University                            | --                          |                        | --             | --   | --   |   |                          |
| Big East   | Marquette University                             | --                          |                        | --             | --   | --   |   |                          |
| Big Ten    | Michigan State University                        | \$ 28,500,000               | 12                     | \$ 63,200,000  | \$ 121,000,000   | --   |   | 9                        |
| Big Ten    | University of Minnesota-Twin Cities              | \$ 26,122,242               | 15                     | \$ 66,000,000  | --   | --   |   | 8                        |
| Big Ten    | University of Iowa                               | \$ 20,800,000               | 24                     | \$ 55,000,000  | \$ 15,000,000  | --   |   | 9                        |
| Big Ten    | University of Michigan at Ann Arbor              | \$ 20,490,000               | 26                     | \$ 76,000,000  | \$ 98,740,000  | --   |   | 8                        |
| Big Ten    | Purdue University                                | \$ 19,600,000               | 28                     | \$ 51,000,000  | --   | \$ 80,000,000                                  |   | 4                        |
| Big Ten    | Indiana University at Bloomington                | \$ 13,992,652               | 39                     | \$ 39,000,000  | \$ 80,000,000  | --   |   | 5                        |
| Big Ten    | Northwestern University                          | \$ 9,000,000                | 54                     | \$ 35,000,000  | \$ 15,000,000  | --   |   | 3                        |
| Big Ten    | Pennsylvania State University at University Park | --                          |                        | --             | --   | --   |   |                          |
| Pac-10     | University of California at Berkeley             | \$ 34,157,157               | 8                      | \$ 50,000,000  | \$ 100,000,000   | \$ 125,000,000                                 |   | 12                       |
| Pac-10     | University of Washington                         | \$ 19,100,000               | 30                     | \$ 56,000,000  | \$ 80,000,000  | \$ 300,000,000                                 |   | 11                       |
| Pac-10     | Oregon State University                          | \$ 16,763,000               | 34                     | \$ 41,800,000  | --   | \$ 129,500,000                                 |   | 11                       |
| Pac-10     | University of California at Los Angeles          | \$ 15,400,000               | 36                     | \$ 52,000,000  | \$ 30,000,000  | --   |   | 12                       |
| Pac-10     | University of Arizona                            | \$ 13,262,515               | 41                     | \$ 39,000,000  | \$ 15,464,693  | \$ 25,000,000                                  |   | 6                        |
| Pac-10     | University of Oregon                             | \$ 12,500,000               | 47                     | \$ 42,000,000  | --   | --   |   | 9                        |
| Pac-10     | Washington State University                      | \$ 6,907,278                | 56                     | \$ 26,491,000  | --   | --   |   | 8                        |
| Pac-10     | Stanford University                              | --                          |                        | --             | --   | --   |   |                          |
| SEC        | University of South Carolina at Columbia         | \$ 28,200,000               | 13                     | \$ 52,659,018  | \$ 14,000,000  | --   |   | 9                        |
| SEC        | University of Alabama at Tuscaloosa              | \$ 22,397,071               | 23                     | \$ 67,730,762  | \$ 70,000,000  | --   |   | 6                        |
| SEC        | University of Kentucky                           | \$ 13,200,000               | 42                     | \$ 62,000,000  | \$ 33,000,000  | --   |   | 6                        |
| SEC        | University of Mississippi                        | \$ 13,200,000               | 43                     | \$ 34,400,000  | \$ 32,000,000  | --   |   | 6                        |
| SEC        | University of Arkansas at Fayetteville           | \$ 11,500,000               | 49                     | \$ 48,000,000  | \$ 3,500,000   | --   |   | 8                        |
| SEC        | Mississippi State University                     | \$ 6,800,000                | 57                     | \$ 30,000,000  | --   | --   |   | 6                        |
| SEC        | Vanderbilt University                            | \$ 5,309,000                | 61                     | \$ 31,000,000  | \$ 92,508,000  | \$ 25,000,000                                  |   | 7                        |

mean  
median  
SD

\$ 18,536,154  
\$ 17,081,500  
\$ 11,073,530

\$ 47,804,460  
\$ 48,000,000  
\$ 18,489,532

-- no data reported

Boise donations from IRS 990 bronco athletic association fy2005-06

Hawaii donations from IRS 990, koa anuenue fy2004-05

Hawaii, BYU, Boise, BC and USF budget from U.S. DOE, expense line



[ALABAMA AIRPORTS ▶](#)

[GIFT SHOP ▶](#)

[SUBMIT YOUR ARTICLE ▶](#)

[SUBMIT YOUR IMAGE ▶](#)

[ADVERTISE WITH US ▶](#)

[REGISTER WITH US ▶](#)

[CONTACT US ▶](#)

[SITE SEARCH ▶](#)

[HOME ▶](#)



ADVERTISEMENTS

**CHICKEN WINGS**  
AVIATION CARTOON



## AVIATION NEWS

**9/13/2005 - Bama Athletics Gets \$5.5 Mil Airplane**

TUSCALOOSA - A private foundation run by the University of Alabama has bought a \$5.5 million jet that will be used mainly to ferry athletic department officials and coaches around the Southeast. The aircraft, a 1991 Astra SP purchased earlier this year, replaced a university-owned 1980 Cessna Citation II that was sold in December for about \$927,000.



Astra SP, file photo

The new plane was purchased by the Crimson Tide Foundation, a privately run nonprofit organization started in 2003 and directed by university and athletic officials. The foundation exists to promote Alabama athletics, according to its articles of incorporation. The Astra seats nine passengers, one more than the Cessna, according to Finus Gaston, senior associate athletics director.

"The plane is in very good condition, and we haven't done much to it," said Gaston.

John McMahon, trustee chairman and a director of the Crimson Tide Foundation, which gets its money through private donations, said the plane was bought with foundation funds because the university didn't have the money. Though the plane is privately owned, the university pays about \$477,000 a year to operate it. The expenses involved include three employees and leasing a hangar.

The Tuscaloosa News reported Monday that flight logs for both the new jet and the Cessna show the two planes flew 56 times from August 2004 through the middle of last month, and only 11 of those trips were for non-athletic purposes. Athletics director Mal Moore was the most frequent flyer, catching a ride 20 times during the almost eight months of flight logs provided by the university. University President Robert Witt used the planes seven times.

Occasionally, alumni will pay for the use of the planes if they are flying a university official in for a speaking engagement. During the fall, football coaches use the planes frequently on recruiting trips.

Information: AP-by Adam Jones at The Tuscaloosa News,  
<http://www.tuscaloosanews.com>

[--> Go Back](#)



# APPENDIX 3

## KNIGHT COMMISSION PROPOSALS

### 1991 Proposals

#### ***THE “ONE”: PRESIDENTIAL CONTROL***

Presidents are accountable for the major elements in the university's life. The burden of leadership falls on them for the conduct of the institution, whether in the classroom or on the playing field. The president cannot be a figurehead whose leadership applies elsewhere in the university but not in the athletics department.

The following recommendations are designed to advance presidential control:

1. **Trustees should explicitly endorse and reaffirm presidential authority in all matters of athletics governance.** The basis of presidential authority on campus is the governing board. If presidential action is to be effective, it must have the backing of the board of trustees. We recommend that governing boards:
  - o Delegate to the president administrative authority over financial matters in the athletics program.
  - o Work with the president to develop common principles for hiring, evaluating and terminating all athletics administrators, and affirm the president's role and ultimate authority in this central aspect of university administration.
  - o Advise each new president of its expectations about athletics administration and annually review the athletics program.
  - o Work with the president to define the faculty's role, which should be focused on academic issues in athletics.
2. **Presidents should act on their obligation to control conferences.** We believe that presidents of institutions affiliated with athletics conferences should exercise effective voting control of these organizations. Even if day-to-day representation at conference proceedings is delegated to other institutional representatives, presidents should formally retain the authority to define agendas, offer motions, cast votes or provide voting instructions, and review and, if necessary, reshape conference decisions.

3. **Presidents should control the NCAA.** The Knight Commission believes hands-on presidential involvement in NCAA decision-making is imperative. As demonstrated by the overwhelming approval of their reform legislation at the 1991 NCAA convention, presidents have the power to set the course of the NCAA - if they will use it. The Commission recommends that:

  - o Presidents make informed use of the ultimate NCAA authority - their votes on the NCAA convention floor. They should either attend and vote personally, or familiarize themselves with the issues and give their representatives specific voting instructions. Recent procedural changes requiring that pending legislation be published for review several months before formal consideration simplify this task enormously.
  - o The Presidents Commission follow up its recent success with additional reform measures, beginning with the legislation on academic requirements it proposes to sponsor in 1992. The Commission can and should consolidate its leadership role by energetic use of its authority to draft legislation, to determine whether balloting will be by roll call or paddle, and to order the convention agenda.
  - o Presidents must stay the course. Opponents of progress have vowed they will be back to reverse recent reform legislation. Presidents must challenge these defenders of the status quo. They cannot win the battle for reform if they fight in fits and starts — their commitment to restoring perspective to intercollegiate athletics must be complete and continuing.
4. **Presidents should commit their institutions to equity in all aspects of intercollegiate athletics.** The Commission emphasizes that continued inattention to the requirements of Title IX (mandating equitable treatment of women in educational programs) represents a major stain on institutional integrity. It is essential that presidents take the lead in this area. We recommend that presidents:

  - o Annually review participation opportunities in intercollegiate programs by gender.
  - o Develop procedures to insure more opportunities for women's participation and promote equity for women's teams in terms of schedules, facilities, travel arrangements and coaching.
5. **Presidents should control their institution's involvement with commercial television.** The lure of television dollars has clearly exacerbated the problems of intercollegiate athletics. Just as surely, institutions have not found the will or the inclination to define the terms of their involvement with the entertainment industry. Clearly, something must be done to mitigate the growing public perception that the quest for television dollars

is turning college sports into an entertainment enterprise. In the Commission's view it is crucial that presidents, working through appropriate conference and NCAA channels, immediately and critically review contractual relationships with networks. It is time that institutions clearly prescribe the policies, terms and conditions of the televising of intercollegiate athletics events. Greater care must be given to the needs and obligations of the student-athlete and the primacy of the academic calendar over the scheduling requirements of the networks.

### **THE "THREE": ACADEMIC INTEGRITY**

The first consideration on a university campus must be academic integrity. The fundamental premise must be that athletes are students as well. They should not be considered for enrollment at a college or university unless they give reasonable promise of being successful at that institution in a course of study leading to an academic degree. Student-athletes should undertake the same courses of study offered to other students and graduate in the same proportion as those who spend comparable time as full-time students. Their academic performance should be measured by the same criteria applied to other students.

**Admissions** — At some Division I institutions, according to NCAA data, every football and basketball player admitted in the 1988-89 academic year met the university's regular admissions standards. At others, according to the same data, not a single football or basketball player met the regular requirements. At half of all Division I-A institutions, about 20 percent or more of football and basketball players are "special admits," i.e., admitted with special consideration. That rate is about 10 times as high as the rate for total student body.

The Commission believes that the freshman eligibility rule known as Proposition 48 has improved the academic preparation of student-athletes. Proposition 48 has also had some unanticipated consequences. Virtually unnoticed in the public discussion about Proposition 48 is the requirement that the high school grade point average be computed for only 11 units of academic work. Out of 106 Division I-A institutions, 97 of them (91 percent) require or recommend more than 11 high school academic units for the typical high school applicant. In fact, 73 Division I-A institutions, according to their published admissions criteria, require or recommend 15 or more academic high school units from all other applicants.

**Academic Progress** — The most recent NCAA data indicate that in one-half of all Division I institutions about 90 percent of all football and basketball players are meeting “satisfactory” progress requirements and are, therefore, eligible for intercollegiate competition. Under current regulations, however, it is possible for a student-athlete to remain eligible each year but still be far from a degree after five years as a full-time student. The 1991 NCAA convention began to address this issue in enacting provisions requiring that at the end of the third year of enrollment, student-athletes should have completed 50 percent of their degree requirements.

The 1991 convention also made significant headway in reducing the excessive time demands athletic participation places on student-athletes. Throughout the 1980s, according to the recent NCAA research, football and basketball players at Division I-A institutions spent approximately 30 hours a week on their sports in season, more time than they spent attending or preparing for class.

Football and basketball are far from the only sinners. Baseball, golf and tennis players report the most time spent on sports. Many other sports for both men and women, including swimming and gymnastics, demand year-round conditioning if athletes are to compete successfully. It remains to be seen whether the recent NCAA legislation will make a genuine dent in the onerous demands on students’ time.

**Graduation Rates** — At some Division I institutions, 100 percent of the basketball players or the football players graduate within five years of enrolling. At others, none of the basketball or football players graduate within five years. In the typical Division I college or university, only 33 percent of basketball players and 37.5 percent of football players graduate within five years. Overall graduation rates for all student-athletes (men and women) in Division I approach graduation rates for all students in Division I according to the NCAA—47 percent of all student-athletes in Division I graduate in five years.

Dreadful anecdotal evidence about academic progress and graduation rates is readily available. But the anecdotes merely illustrate what the NCAA data confirm: About two-thirds of the student-athletes in big-time, revenue-producing sports have not received a college degree within five years of enrolling at their institution.

The Commission’s recommendations on academic integrity can be encapsulated in a very simple concept—“No Pass, No Play.” That concept, first developed for high school athletics eligibility in Texas, is even more apt for institutions of

higher education. It applies to admissions, to academic progress and to graduation rates.

The following recommendations are designed to advance academic integrity:

1. The NCAA should strengthen initial eligibility requirements. Proposition 48 has served intercollegiate athletics well. It has helped insure that more student-athletes are prepared for the rigors of undergraduate study. It is time to build on and extend its success. We recommend that:
  - o By 1995 prospective student-athletes should present 15 units of high school academic work in order to be eligible to play in their first year.
  - o A high school student-athlete should be ineligible for reimbursed campus visits or for signing a letter of intent until the admissions office indicates he or she shows reasonable promise of being able to meet the requirements for a degree.
  - o Student-athletes transferring from junior colleges should meet the admissions requirements applied to other junior college students. Moreover, junior college transfers who did not meet NCAA Proposition 48 requirements when they graduated from high school should be required to sit out a year of competition after transfer.
  - o Finally, we propose an NCAA study of the conditions under which colleges and universities admit athletes. This study should be designed to see if it is feasible to put in place admissions requirements to insure that the range of academic ability for incoming athletes, by sport, would approximate the range of abilities for the institution's freshman class.
2. The letter of intent should serve the student as well as the athletics department. Incoming freshmen who have signed a letter of intent to attend a particular institution should be released from that obligation if the head coach who recruited them leaves the institution, or if the institution is put on probation by the NCAA, before the enroll. Such incoming student-athletes should be automatically eligible to apply to any other college or university, except the head or assistant coach's new home, and to participate in intercollegiate athletics. Currently student-athletes are locked into the institution no matter how its athletics program changes — a restriction that applies to no other student.
3. Athletics scholarships should be offered for a five year period. In light of the time demands of athletics competition, we believe that eligibility should continue to be limited to a period of four years, but athletics scholarship assistance routinely should cover the time required to complete a degree, up to a maximum of five years. Moreover, the initial offer to the student-

athlete should be for the length of time required to earn a degree up to five years, not the single year now mandated by NCAA rules. The only athletics condition under which the five-year commitment could be broken would be if the student refused to participate in the sport for which the grant-in-aid was offered. Otherwise, aid should continue as long as the student-athlete remains in good standing at the institution.

4. Athletics eligibility should depend on progress toward a degree. In order to retain eligibility, enrolled athletes should be able to graduate within five years and to demonstrate progress toward that goal each semester. At any time during the student-athlete's undergraduate years, the university should be able to demonstrate that the athlete can meet this test without unreasonable course loads. Further, eligibility for participation should be restricted to students who meet the institution's published academic requirements, including a minimum grade point average when applicable.
5. Graduation rates of athletes should be a criterion for NCAA certification. The Commission believes that no university should countenance lower graduation rates for its student-athletes, in any sport, than it is willing to accept in the full-time student body at large. Fundamental to the restoration of public trust is our belief that graduation rates in revenue-producing sports should be a major criterion on which NCAA certification depends.

### ***THE "THREE": FINANCIAL INTEGRITY***

An institution of higher education has an abiding obligation to be a responsible steward of all the recourse that support its activities — whether in the form of taxpayer's dollars, the hard-earned payments of students and their parents, the contributions of alumni, or the revenue stream generated by athletics programs. In this respect, the responsibility of presidents and trustees is singular.

**Costs** - A 1990 College Football Association study indicated that in the prior four years, the cost of operating an athletics department increased 35 percent while revenues increased only 21 percent. For the first time in its surveys, said the CFA, average expenses exceed average income. Overall, 39 of 53 institutions responding — including some of the largest and presumably the most successful sports programs — are either operating deficits or would be without institutional or state support. More comprehensive data from the NCAA confirm that, on average, the athletics programs of Division I-A institutions barely break even. When athletics expenses are subtracted from revenues, the average Division I-A institutions is left with \$39,000.

**The Larger Economic Environment** - Big-time sports programs are economic magnets. They attract entertainment and business interests of a wide variety. They support entire industries dedicated to their needs and contests. But while college sports provide a demonstrably effective and attractive public showcase for the university, potential pitfalls abound because of the money involved. Particular vigilance is required to assure that central administrators set the terms under which the university engages the larger economic environment surrounding big-time college sports. The lack of such monitoring in the past explains many of the financial scandals that have tarnished college athletics. The Commission therefore recommends that:

1. **Athletics costs must be reduced.** The Commission applauds the cost control measures — including reductions in coaching staff sizes, recruiting activities and the number of athletics scholarships — approved at the 1991 NCAA convention. It is essential that presidents monitor these measures to insure that, in the name of "fine tuning," these provisions are not watered down before they become fully effective in 1994. We urge the Presidents Commission, athletics directors and the NCAA leadership to continue the search for cost-reduction measures.
2. **Athletics grants-in-aid should cover the full cost of attendance for the very needy.** Despite the Commission's commitment to cost reduction, we believe existing grants-in-aid (tuition, fees, books, and room and board) fail to adequately address the needs of some student-athletes. Assuming the ten percent reduction in scholarship numbers approved at the 1991 NCAA convention is put in place, we recommend that grants-in-aid for low-income athletes be expanded to the "full cost of attendance," including personal and miscellaneous expenses, as determined by federal guidelines.
3. **The independence of athletics foundations and booster clubs must be curbed.** Some booster clubs have contributed generously to overall athletics revenues. But too many of these organizations seem to have been created either in response to state laws prohibiting the expenditure of public funds on athletics or to avoid institutional oversight of athletics expenditures. Such autonomous authority can severely compromise the university. Progress has been made in recent years in bringing most of these organizations under the control of institutions. More needs to be done. The Commission believes that no extra-institutional organization should be responsible for any operational aspect of an intercollegiate athletics programs. All funds raised for athletics should be channeled into the university's financial system and subjected to the same budgeting procedures applied to similarly structured departments and programs.

- 4. The NCAA formula for sharing television revenue from the national basketball championship must be reviewed by university presidents.** The new revenue-sharing plan for distributing television and championship dollars has many promising features - funds for academic counseling, catastrophic injury insurance for all athletes in all divisions, a fund for needy student-athletes, and financial support for teams in all divisions, including increased transportation and per diem expenses. Nonetheless, the testimony before this Commission made it clear that a perception persists that the plan still places too high a financial premium on winning and that the rich will continue to get richer. The Commission recommends that the plan be reviewed annually by the Presidents Commission during the seven-year life of the current television contract and adjusted as warranted by experience.
- 5. All athletics-related coaches' income should be reviewed and approved by the university.** The Commission believes that in considering non-coaching income for its coaches, universities should follow a well-established practice with all faculty members: If the outside income involves the university's functions, facilities or name, contracts for particular services should be negotiated with the university. As part of the effort to bring athletics-related income into the university, we recommend that the NCAA ban shoe and equipment contracts with individual coaches. If a company is eager to have an institution's athletes using its product, it should approach the institution not the coach.
- 6. Coaches should be offered long-term contracts.** Academic tenure is not appropriate for most coaches, unless they are bona fide members of the faculty. But greater security in an insecure field is clearly reasonable. The Commission suggests that within five years of contractual employment, head and assistant coaches who meet the university's expectations, including its academic expectations, should be offered renewable, long-term contracts. These contracts should specifically address the university's obligations in the event of termination, as well as the coach's obligations in the event he or she breaks the contract by leaving the institution.
- 7. Institutional support should be available for intercollegiate athletics.** The Commission starts from the premise that properly administered intercollegiate athletics programs have legitimate standing in the university community. In that light, general funds can appropriately be used when needed to reduce the pressure on revenue sports to support the entire athletics program. There is an inherent contradiction in insisting on the one hand that athletics are an important part of the university while arguing, on

the other hand, that spending institutional funds for them is somehow improper.

### ***THE “THREE”: CERTIFICATION***

The third leg of our triangle calls for independent authentication by an outside body of integrity of each institution’s athletics program. It seems clear that the health of most college athletics programs, like the health of most individuals, depends on periodic checkups. Regular examinations are required to ensure the major systems are functioning properly and that problems are treated before they threaten the health of the entire program. Such checkups should cover the entire range of academic and financial issues in intercollegiate athletics.

The academic and financial integrity of college athletics is in such low repute that authentication by an outside agency is essential. Periodic independent assessments of a program can go a long way toward guaranteeing that the athletics culture on campus responds to academic direction, that expenditures are routinely reviewed, that the president’s authority is respected by the board of trustees, and that the trustees stand for academic values when push comes to shove in the athletics department.

Regarding independent certification, the Commission therefore recommends:

1. The NCAA should extend the certification process to all institutions granting athletics aid. The NCAA is now in the midst of a pilot effort to develop a certification program which will, when in place, certify the integrity of athletics programs. We recommend that this pilot certification process be extended on a mandatory basis to all institutions granting athletics aid. Of critical importance to the Commission in its support of this new activity is the assurance of NCAA officials that certification will depend, in large measure, on the comparison of student-athletes, by sport, with the rest of the student body in terms of admissions, academic progress and graduation rates. Equally important are plans to publicly identify institutions failing the certification process.
2. Universities should undertake comprehensive, annual policy audits of their athletics program. We urge extending the annual financial audit now required by the NCAA to incorporate academic issues and athletics governance. The new annual review should examine student-athletes’ admissions records, academic progress and graduation rates, as well as the

athletics department's management and budget. This activity should serve as preventive maintenance to insure institutional integrity and can provide the annual raw data to make the certification process effective.

3. The certification program should include the major themes put forth in this document. If the new certification program is to be effective and institutions are to meet its challenge, we believe colleges and universities will be forced to undergo the most rigorous self-examination of the policies and procedures by which they control their sports programs. This document concludes with ten principles that, in the form of a restatement of the Commission's implementing recommendations, can serve as a vehicle for such self-examination. We urge the NCAA to incorporate these principles into the certification process.

## The 2001 Proposals

The Commission proposed a new "one-plus-three" model for these new times - with the "one," a Coalition of Presidents, directed toward an agenda of academic reform, de-escalation of the athletics arms race, and de-emphasis of the commercialization of intercollegiate athletics. The Coalition of Presidents' goal must be nothing less than the restoration of athletics as a healthy and integral part of the academic enterprise.

The creation of the Coalition is the first order of business, but its creation will be no panacea in and of itself. Given the enormous scope of this reform effort, the Commission recognizes that change will have to be accomplished in a series of steps over time. As in its earlier reports, the Commission feels no obligation to rewrite the NCAA Manual or propose solutions to every problem on campus. Starting from the broad principle that athletic departments and athletes should be held to the same standards, rules, policies and practices that apply elsewhere in their institutions, the Commission makes the following recommendations for the Coalition's agenda:

**Academics.** Our key point is that students who participate in athletics deserve the same rights and responsibilities as all other students. Within that broad framework, the Coalition should focus on the following recommendations:

- Athletes should be mainstreamed through the same academic processes as other students. These specifically include criteria for admission, academic

support services, choice of major, and requirements governing satisfactory progress toward a degree.

- Graduation rates must improve. By 2007, teams that do not graduate at least 50 percent of their players should not be eligible for conference championships or for postseason play.
- Scholarships should be tied to specific athletes until they (or their entering class) graduate.
- The length of playing, practice and postseasons must be reduced both to afford athletes a realistic opportunity to complete their degrees and to enhance the quality of their collegiate experiences.
- The NBA and the NFL should be encouraged to develop minor leagues so that athletes not interested in undergraduate study are provided an alternative route to professional careers.

These recommendations are not new. What is novel is the Commission's insistence that a new and independent structure is needed to pursue these proposals aggressively.

**The Arms Race.** The central point with regard to expenditures is the need to insist that athletic departments' budgets be subject to the same institutional oversight and direct control as other university departments. The Coalition should work to:

- Reduce expenditures in big-time sports such as football and basketball. This includes a reduction in the total number of scholarships that may be awarded in Division I-A football.
- Ensure that the legitimate and long-overdue need to support women's athletic programs and comply with Title IX is not used as an excuse for soaring costs while expenses in big-time sports are unchecked.
- Consider coaches' compensation in the context of the academic institutions that employ them. Coaches' jobs should be primarily to educate young people. Their compensation should be brought into line with prevailing norms across the institution.
- Require that agreements for coaches' outside income be negotiated with institutions, not individual coaches. Outside income should be apportioned in the context of an overriding reality: Advertisers are buying the institution's reputation no less than the coaches'.
- Revise the plan for distribution of revenue from the NCAA contract with CBS for broadcasting rights to the Division I men's basketball championship. No such revenue should be distributed based on commercial values such as winning and losing. Instead, the revenue distribution plan

should reflect values centered on improving academic performance, enhancing athletes' collegiate experiences, and achieving gender equity.

Again, the recommendations put forth here have been heard before. The Coalition offers a chance to make progress on them at long last.

**Commercialization.** The fundamental issue is easy to state: Colleges and universities must take control of athletics programs back from television and other corporate interests. In this regard, the Coalition should:

- Insist that institutions alone should determine when games are played, how they are broadcast, and which companies are permitted to use their athletics contests as advertising vehicles.
- Encourage institutions to reconsider all sports-related commercial contracts against the backdrop of traditional academic values.
- Work to minimize commercial intrusions in arenas and stadiums so as to maintain institutional control of campus identity.
- Prohibit athletes from being exploited as advertising vehicles. Uniforms and other apparel should not bear corporate trademarks or the logos of manufacturers or game sponsors. Other athletic equipment should bear only the manufacturer's normal label or trademark.
- Support federal legislation to ban legal gambling on college sports in the state of Nevada and encourage college presidents to address illegal gambling on their campuses.

The Commission is not naïve. It understands that its recommendations governing expenditures and commercialization may well be difficult to accept, even among academics and members of the public deeply disturbed by reports of academic misconduct in athletics programs. The reality is that many severe critics of intercollegiate athletics accept at face value the arguments about the financial exigencies of college sports. In the face of these arguments, they conclude that little can be done to rein in the arms race or to curb the rampant excesses of the market.

Nothing could be further from the truth. The athletics arms race continues only on the strength of the widespread belief that nothing can be done about it.

Expenditures roar out of control only because administrators have become more concerned with financing what is in place than rethinking what they are doing. And the market is able to invade the academy both because it is eager to do so and because overloaded administrators rarely take the time to think about the consequences. The Coalition of Presidents can rethink the operational dynamics

of intercollegiate athletics, prescribe what needs to be done, and help define the consequences of continuing business as usual.

## **Membership and Financing**

The Commission recommends that the president of the American Council on Education (ACE), working with the NCAA and the Association of Governing Boards of Universities and Colleges (AGB), bring together presidential and trustee leadership drawn from ACE, the NCAA, AGB, and Division I-A conferences to establish the Coalition of Presidents. We emphasize the importance of the commitment and active involvement of presidents; Coalition members must be drawn from their group. This is an extraordinary undertaking that cannot be delegated to conference commissioners or the executive staffs of the organizations represented. As we said in our initial report 10 years ago, "The Commission's bedrock conviction is that university presidents are the key to successful reform."

The presidents who must step forward should represent the conferences conducting the most visible and successful athletics programs - in terms of national championships and revenues produced. These are the conferences representing the lion's share of big-time programs. They include: the Atlantic Coast Conference (ACC), the Big East, the Big Ten, the Big 12, the Pacific-10, and the Southeastern Conference (SEC). But membership must not be restricted to presidents from those conferences alone. Institutional compromises in favor of athletics are not limited to the biggest sports schools. Coalition membership, therefore, should be strengthened by presidents from conferences that are not founding members of the BCS but that also compete at the Division I-A level.

The Coalition of Presidents should work collaboratively with the NCAA Division I Board of Directors, meeting jointly from time to time to identify priorities for review and discussion, focus on reform solutions, and develop a comprehensive timeline for appropriate action by the Division I board and by the officers of other higher education associations.

To protect the Coalition's objectivity and the credibility of its recommendations, it is absolutely critical in the Commission's view that it be financially independent of the athletics enterprises it is designed to influence, namely, the NCAA and the conference offices. The Commission believes the Coalition should

be financed independently with assessments and dues from its member institutions, support from the higher education associations, and perhaps grants from the philanthropic community.

To complement and support the critical work that must be done, we recommend that Knight Foundation consider helping fund the Coalition of Presidents with matching grants based on performance to the American Council on Education, and establishing, perhaps with other foundations and the Association of Governing Boards, a separate and independent body - an Institute for Intercollegiate Athletics. The Commission envisions the Institute not as an action agency but as a watchdog to maintain pressure for change. It should keep the problems of college sports visible, provide moral leadership in defense of educational integrity, monitor progress toward reform goals, and issue periodic report cards.

## APPENDIX 4

### COALITION ON INTERCOLLEGIATE ATHLETICS (COIA) 2007 PROPOSALS

#### 1.1 Institutional Admission and Recruiting Policies

1.1.1 Student-athletes should be admitted based on their potential for academic success and not primarily on their athletic contribution to the institution. General admissions policies should be the same for all students, student-athletes and non-student-athletes. Campus administrators and campus faculty governance bodies should work together to develop admission policies consistent with the educational mission of the institution. [*COIA 2005 Report to NCAA Presidential Task Force Section VIII recommendations 1-3 & goal 2; local and national (NCAA certification)*]

1.1.2 The academic profiles of freshmen or transfer student-athletes as a group and by sport should be similar to those of the entering freshman class or the non-athlete transfer cohort, as applicable. Data on the academic profiles of entering student-athletes and non-student-athletes should be reviewed at least annually by the Campus Athletics Board or the campus faculty governance body. [*COIA 2005 Report to NCAA Presidential Task Force section VIII goal recommendations 1-3 & goal 2; local and national (NCAA certification)*]

1.1.3 Special admissions of freshman and transfer student-athletes should reflect the same philosophy as special admissions of non-student-athletes. Data on the academic performance of student-athlete special admits should be reviewed at least annually by the Campus Athletic Board or the campus faculty governance body. [*New; local and national (NCAA certification)*]

1.1.4 Faculty should be involved in developing and overseeing campus policies regarding recruiting of student athletes. [*New; local and national (NCAA certification)*]

#### 1.2 The Primacy of Academics

1.2.1 No academic programs or majors should be designed specifically for student-athletes or created for the purpose of allowing student-athletes to maintain their eligibility. Qualified student-athletes should be allowed and in fact encouraged to pursue the major of their choice and to have the same access to academic classes and programs as other students without explicit or implicit athletic consequences. Data on student-athletes' choice of major should be gathered and evaluated by the campus faculty governance body or the Campus Athletic Board and should also be provided to all prospective recruits. [*New; local and national (NCAA certification)*]

1.2.2 To preserve academic integrity, the campus faculty governance body or the Campus Athletic Board should monitor student-athlete enrollment by course. [*COIA 2005 Academic Integrity in Intercollegiate Athletics section 3.1; local and national (NCAA certification)*]

1.2.3 Academic Progress Rate (APR), Graduation Success Rate (GSR) and other available graduation rate data should be reviewed annually by the campus faculty governance body to sustain processes that will improve the academic success and graduation rates of student-athletes. [New; local and national (NCAA certification)]

1.2.4 The NCAA should continue to enforce rigorously contemporaneous and historical penalties for teams and institutions that fail to meet NCAA APR and GSR standards. [New; national (enforcement of existing NCAA legislation)]

1.2.5 To ensure that student-athletes are acquiring the educational foundation leading to a degree, athletic eligibility shall be dependent on the maintenance of a minimum cumulative GPA of 2.0 on a 4.0 scale. [New; local, conferences and national (NCAA legislation)]

## 2.1 Athletics Scholarships

2.1.1 Athletics scholarships should be awarded on a year-by-year basis with the presumption that they should be renewed up to four times for a total award of five years, or until graduation, whichever comes first, for students who are in good academic standing, conform to campus codes for student behavior, conform to the athletics department's standards of conduct, and adhere to team rules. Institutions should establish criteria and a mechanism for revoking a scholarship. The final authority for revoking a scholarship should rest with the campus' chief financial aid officer or with the chief academic officer. A student awarded an athletics scholarship who is no longer participating in athletics should be counted against the NCAA maximum number of awards for that sport, unless the scholarship is revoked or unless the student has exhausted athletic eligibility. [COIA 2005 *Academic Integrity in Intercollegiate Athletics* section 2.1; local and national (NCAA legislation)]

## 2.2 Competition and Practice Scheduling

2.2.1 Individual athletic competitions, as distinct from conference, regional and national tournaments and championships, shall not be scheduled during final exam periods unless an exception is granted by the Campus Athletics Board or equivalent. [COIA 2005 *Academic Integrity in Intercollegiate Athletics* section 4.3.6; local, conferences, and national (NCAA legislation)]

2.2.2 Individual athletic competitions and associated travel should be scheduled to minimize lost class time. Institutional policies designed to minimize lost class time should be described. [COIA 2005 *Academic Integrity in Intercollegiate Athletics* section 4.3; local, conferences, and national (NCAA certification)]

2.2.3 Athletically-related activities (e.g., formal and informal practices, team meetings, and any activities at which the attendance of student-athletes is required) should be scheduled outside the prime times for academic classes. Each institution should explain how it achieves this scheduling goal. [New; local, conferences and national (NCAA certification)]

## 2.3 Integration into Campus Life

2.3.1 Life skills and personal development programs for student-athletes should have as a goal the integration of the student-athlete into the rest of the student population. These programs should help student-athletes develop an appropriate balance between their athletic time requirements and their paramount need for academic and social integration. Administrators, faculty and athletic departments should mitigate the time demand on student-athletes to allow them to pursue the full range of educational experiences open to other students. [*COIA 2005 Report to NCAA Presidential Task Force section VII recommendation 2b & 2e; local, conferences, and national (NCAA certification)*]

## 2.4 Campus Integration of Academic Advising for Student-Athletes

2.4.1 Academic advising and academic support for student-athletes should be structured to give student-athletes as valuable and meaningful an educational experience as possible and not just to maintain their athletic eligibility. [*COIA 2005 Report to NCAA Presidential Task Force section VII recommendation 2c; local, conferences, and national (NCAA certification)*]

2.4.2 The academic advising facility for student-athletes should be integrated into and report through the existing academic advising structure and not through the Athletics Department. [*COIA 2003 Framework for Comprehensive Athletics Reform section I.4; local and national (NCAA certification)*]

2.4.3 The campus academic advising structure or the office of the chief academic officer should have oversight of and regularly review the academic advising of student-athletes. [*COIA 2003 Framework for Comprehensive Athletics Reform section I.4; local and national (NCAA certification)*]

2.4.4 Athletic academic advisors should be appointed by and work for the campus academic advising structure and not solely for the Athletics Department. [*COIA 2003 Framework for Comprehensive Athletics Reform section I.4; local and national (NCAA certification)*]

## 3. Campus Governance of Intercollegiate Athletics

3.1 Each NCAA member institution should establish a Campus Athletic Board. The charge of this Board should be to monitor and oversee campus intercollegiate athletics. A majority of Board members should be tenured faculty who should be appointed or elected through rules established by the campus faculty governance body. The Faculty Athletic Representative should be an *ex officio* voting or non-voting member of the Board. The chair of the Board should be a senior (tenured) faculty member. An Athletic Director should not be chair. [*COIA 2004 Campus Athletics Governance - the Faculty Role section 2B; local and national (NCAA legislation)*]

3.2 Major athletic department decisions (e.g., hiring of the athletic director and key athletic department personnel, changes in the total number of intercollegiate sports, initiation of major capital projects, etc.) should be made in consultation with the Campus Athletic Board and leaders of the campus faculty governance body and appropriate faculty committee(s). [COIA 2005 Report to NCAA Presidential Task Force section VII recommendation 1b; local and national (NCAA certification)]

3.3 The Faculty Athletic Representative (FAR) should be appointed by the University President based on recommendation by the campus faculty governance body. The FAR appointment should be made for a specific term and a review of the performance of the FAR should take place prior to reappointment. Such a review should include meaningful participation by the campus faculty governance body, or the Campus Athletic Board. [COIA 2004 Campus Athletics Governance - the Faculty Role section 1B; local and national (NCAA certification)]

3.4 The Athletic Director, Faculty Athletic Representative and the Campus Athletic Board chair should report orally and in writing at least once a year to the campus faculty governance body. Their reports should include a focus on academic benchmarks including the APR, GSR, graduation rates and the percentage and progress of student athlete special admits. [COIA 2005 Report to NCAA Presidential Task Force section VII recommendation 1c; local, conferences and national (NCAA certification)]

3.5 Leaders of campus faculty governance body should report annually to the University President (1) that the faculty has been able to fulfill its responsibilities in regard to athletic governance, or (2) that it has not, in which case the report should specify the obstacles that have prevented it from doing so. These reports should be made available to the NCAA during re-certification [COIA 2004 Campus Athletics Governance - the Faculty Role section 3A; local and national (NCAA certification)]

#### 4. Fiscal Responsibility

4.1 The Athletic Department's budgets, revenues and expenditures should be transparent and aligned with the mission, goals and values of the institution. The University President should take the lead to ensure that fiscal reports, including dash board indicators as listed in the 2006 NCAA Presidential Task Force report, are issued annually and made available to the campus faculty governance body. The President should work closely with faculty leaders, existing faculty committees, and athletic department personnel to achieve these goals. [COIA 2005 report to NCAA Presidential Task Force section I; local, conferences and national (NCAA certification)]

4.2 The overall annual growth rate in the Athletic Department's operating expenditures should be no greater than the overall annual growth rate in the university's operating expenditures. [New; local, conferences and national (NCAA certification)]

4.3 The athletic department budget should be integrated into the university general budget process where feasible. The proposed athletic department budget should be evaluated

by the same process as the budget for academic units. [*COIA 2005 report to NCAA Presidential Task Force section I; local and national (NCAA certification)*]

4.4 The University President should take the appropriate steps to fuse athletic fundraising efforts into those of the rest of the university, including eliminating separate, athletic-only 501(c)(3) entities and establishing faculty representation on the board of the institutional fund-raising entity [*New; local and national (NCAA certification)*]

4.5 Commercialization policies in athletics should be comparable to other commercialization policies conducted throughout the University and should include meaningful faculty participation in their oversight. [*New; local and national (NCAA certification)*]

Source: <http://www.neuro.uoregon.edu/~tublitz/COIA/FTF/FTFtext&appendix.htm>,  
lasted visited July 24, 2008

## APPENDIX 5

# FRIENDS of FRESNO STATE

## *Survey Results*

---

**TextBlock:**

## Survey Instructions

Below are a series of multiple choice and open ended questions. Please read each question carefully - some questions will ask you to mark only one response while others will instruct you to mark more. This survey should take no longer than 10 minutes to complete.

---

**1.**

Which of the following are the most important issues facing our region? (Mark three)

| Answer                                   | 0% | 100%        | Number of Response(s) | Response Ratio |
|--|----|-------------|-----------------------|----------------|
| Continuing water shortages               |    |             | 243                   | 18.5 %         |
| Decaying infrastructure                  |    |             | 73                    | 5.5 %          |
| Poor air quality                         |    |             | 295                   | 22.4 %         |
| Inadequate transportation systems        |    |             | 100                   | 7.6 %          |
| Dysfunctional government finance systems |    |             | 110                   | 8.4 %          |
| Dwindling support for higher education   |    |             | 60                    | 4.6 %          |
| Poverty                                  |    |             | 176                   | 13.4 %         |
| Underperforming schools                  |    |             | 174                   | 13.2 %         |
| Land use planning                        |    |             | 86                    | 6.5 %          |
| <b>Totals</b>                            |    | <b>1317</b> |                       | <b>100%</b>    |

---

**2.**

Within the past year, how many times have you been on the Fresno State campus?

| Answer         | 0% | 100%       | Number of Response(s) | Response Ratio |
|----------------|----|------------|-----------------------|----------------|
| None           |    |            | 34                    | 7.1 %          |
| 1              |    |            | 32                    | 6.7 %          |
| 2              |    |            | 50                    | 10.4 %         |
| 3              |    |            | 29                    | 6.0 %          |
| 4 or more      |    |            | 296                   | 61.7 %         |
| No Response(s) |    |            | 39                    | 8.1 %          |
| <b>Totals</b>  |    | <b>480</b> |                       | <b>100%</b>    |

### 3.

If you have been on campus within the past year, what was the reason for your visit? (Mark all that apply)

| Answer                           | 0% | 100% | Number of Response(s) | Response Ratio |
|----------------------------------|----|------|-----------------------|----------------|
| Athletic event                   |    |      | 277                   | 21.7 %         |
| Entertainment event              |    |      | 190                   | 18.2 %         |
| Class or educational event       |    |      | 179                   | 17.1 %         |
| Concert                          |    |      | 77                    | 7.4 %          |
| Library                          |    |      | 33                    | 3.2 %          |
| Planetarium                      |    |      | 29                    | 2.8 %          |
| Fundraising event                |    |      | 101                   | 9.7 %          |
| Theater or musical presentations |    |      | 48                    | 4.6 %          |
| Other                            |    |      | 162                   | 15.5 %         |
| Totals                           |    | 1046 | 100%                  |                |

### 4.

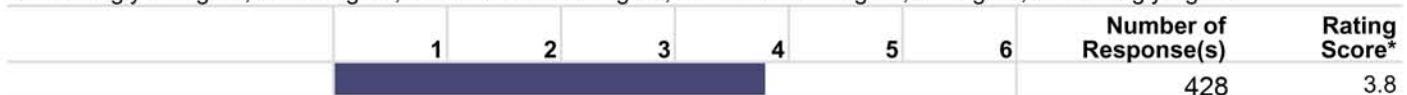
Where do you get the news that is most important to you? (Mark two)

| Answer           | 0% | 100% | Number of Response(s) | Response Ratio |
|------------------|----|------|-----------------------|----------------|
| Television       |    |      | 207                   | 23.3 %         |
| Newspapers       |    |      | 315                   | 35.5 %         |
| Internet         |    |      | 203                   | 22.9 %         |
| Public radio     |    |      | 78                    | 8.8 %          |
| Commercial radio |    |      | 37                    | 4.2 %          |
| Trade journals   |    |      | 21                    | 2.4 %          |
| Magazines        |    |      | 27                    | 3.0 %          |
| Totals           |    | 888  | 100%                  |                |

### 5.

Agree or Disagree: Fresno State is producing enough high level graduates to fill the business community's high level employment positions?

1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree

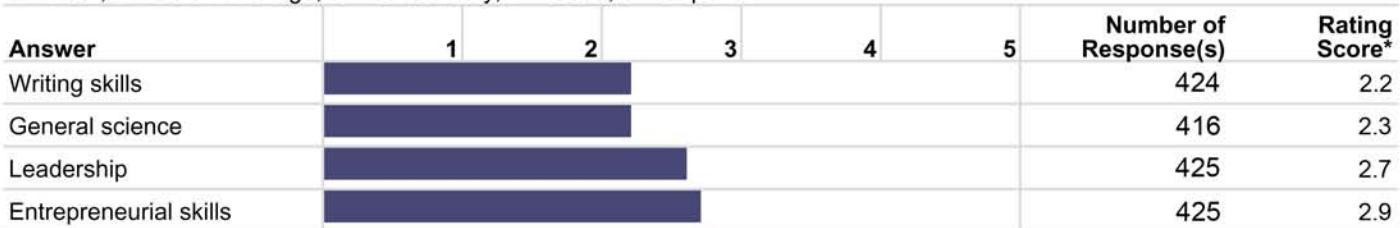


\*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

## 6.

How would you rate the work force in Fresno in the following areas:

1 = Poor, 2 = Below Average, 3 = Satisfactory, 4 = Good, 5 = Superior



\*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

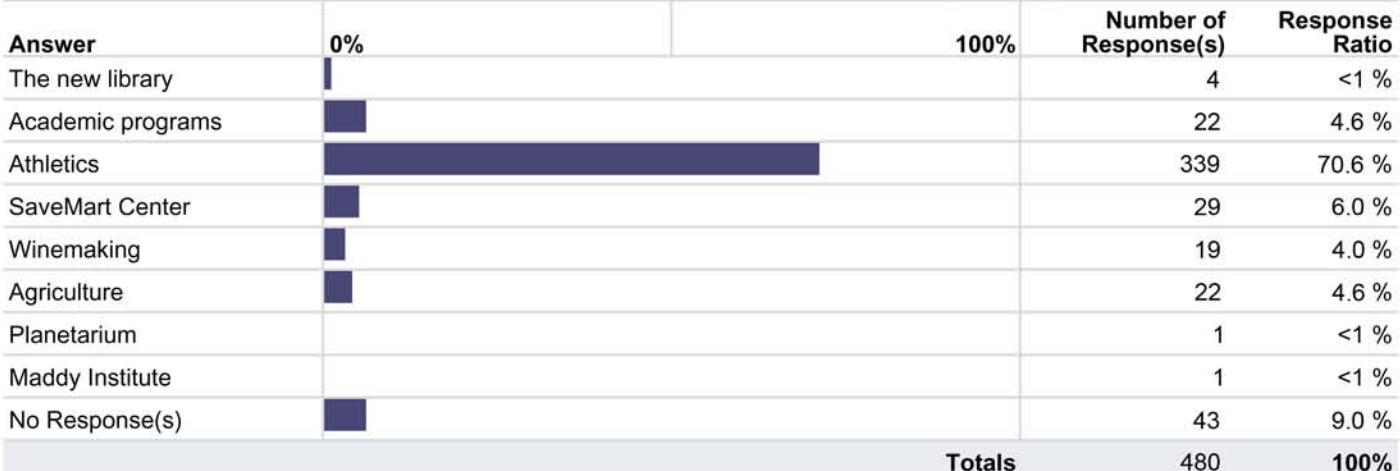
## 7.

When making a significant purchase, where do you look for the important information to make that decision?



## 8.

If an out-of-state friend were to comment on Fresno State, he/she would probably discuss:



## 9.

What is your favorite internet search engine?

| Answer   | 0% | 100% | Number of Response(s) | Response Ratio |
|--|----|------|-----------------------|----------------|
| Google   |    |      | 321                   | 66.9 %         |
| Yahoo  |    |      | 40                    | 8.3 %          |
| Dogpile  |    |      | 0                     | 0.0 %          |
| Ask.com  |    |      | 3                     | <1 %           |
| I use them all from time to time                         |    |      | 66                    | 13.8 %         |
| I don't use the internet as a regular information source |    |      | 11                    | 2.3 %          |
| No Response(s)   |    |      | 39                    | 8.1 %          |
| <b>Totals</b>  |    | 480  | 100%                  |                |

## 10.

I own: (Mark all that apply)

| Answer                          | 0% | 100% | Number of Response(s) | Response Ratio |
|---------------------------------|----|------|-----------------------|----------------|
| Laptop computer                 |    |      | 304                   | 33.2 %         |
| Desktop computer                |    |      | 374                   | 40.8 %         |
| Cell phone with internet access |    |      | 238                   | 26.0 %         |
| None of the above               |    |      | 1                     | <1 %           |
| <b>Totals</b>                   |    | 917  | 100%                  |                |

## 11.

Do you have a list of bookmarked/favorite websites that you visit regularly?

| Answer         | 0% | 100% | Number of Response(s) | Response Ratio |
|----------------|----|------|-----------------------|----------------|
| Yes            |    |      | 365                   | 76.0 %         |
| No             |    |      | 66                    | 13.8 %         |
| No Response(s) |    |      | 49                    | 10.2 %         |
| <b>Totals</b>  |    | 480  | 100%                  |                |

## 12.

If yes, how many?



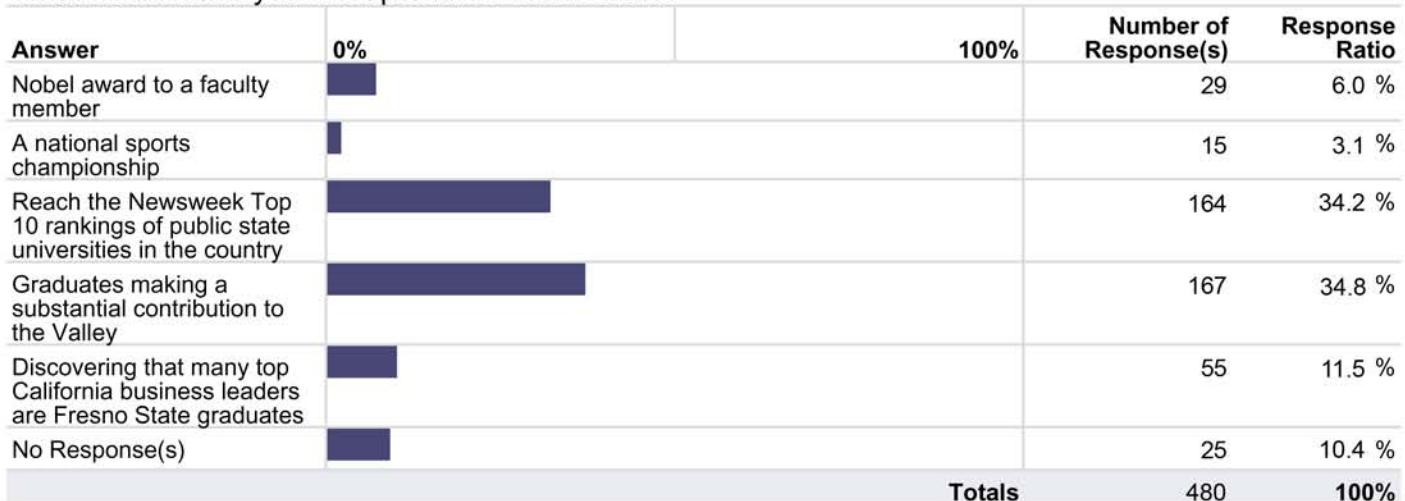
## 13.

What area of research do you think Fresno State should expand? (Mark two)



## 14.

What would make you most proud of Fresno State?



## 15.

Recognizing that all of these values are important, which attribute is the most important for Fresno State to demonstrate at this time?

| Answer                            | 0% | 100%       | Number of Response(s) | Response Ratio |
|-----------------------------------|----|------------|-----------------------|----------------|
| Fun and exciting                  |    |            | 0                     | 0.0 %          |
| High quality academic performance |    |            | 173                   | 36.0 %         |
| Honesty and integrity             |    |            | 159                   | 33.1 %         |
| Entertaining                      |    |            | 1                     | <1 %           |
| Value of a dollar spent           |    |            | 11                    | 2.3 %          |
| Winning athletics                 |    |            | 9                     | 1.9 %          |
| Competence of administration      |    |            | 77                    | 16.0 %         |
| No Response(s)                    |    |            | 50                    | 10.4 %         |
| <b>Totals</b>                     |    | <b>480</b> |                       | <b>100%</b>    |

## 16.

In your understanding, what is Fresno State currently most focused upon?

| Answer                      | 0% | 100%       | Number of Response(s) | Response Ratio |
|-----------------------------|----|------------|-----------------------|----------------|
| Academic excellence         |    |            | 28                    | 10.8 %         |
| Athletics and entertainment |    |            | 144                   | 55.8 %         |
| Fund raising                |    |            | 28                    | 10.8 %         |
| Research                    |    |            | 0                     | 0.0 %          |
| Community involvement       |    |            | 13                    | 5.0 %          |
| Self improvement            |    |            | 18                    | 6.9 %          |
| No Response(s)              |    |            | 27                    | 10.4 %         |
| <b>Totals</b>               |    | <b>258</b> |                       | <b>100%</b>    |

## 17.

Which of the following items would bring you to Fresno State? (Mark two)

| Answer   | 0% | 100%       | Number of Response(s) | Response Ratio |
|--|----|------------|-----------------------|----------------|
| Lectures on topics that interest you               |    |            | 177                   | 20.2 %         |
| Concerts and events at the SaveMart Center         |    |            | 131                   | 15.0 %         |
| Theater and musical performances                   |    |            | 73                    | 8.3 %          |
| Bulldog athletics                                  |    |            | 153                   | 17.5 %         |
| Continuing education classes at a reduced cost     |    |            | 107                   | 12.2 %         |
| Easier to pursue graduate degree                   |    |            | 69                    | 7.9 %          |
| Doing something to make a difference in the region |    |            | 166                   | 18.9 %         |
| <b>Totals</b>                                      |    | <b>876</b> |                       | <b>100%</b>    |

## 18.

The strongest assets that Fresno State offers the community are: (Mark two)

| Answer   | 0%  | 100% | Number of Response(s) | Response Ratio |
|--|---|------|-----------------------|----------------|
| Innovative partnerships to solve regional problems               |  | 100% | 189                   | 23.9 %         |
| World class research staff and resources                         |  | 100% | 43                    | 5.4 %          |
| Winning athletic teams that give Fresno State national exposure  |  | 100% | 167                   | 21.1 %         |
| A great quality undergraduate and graduate education             |  | 100% | 201                   | 25.4 %         |
| Entertainment venues in the Bull Dog Stadium and SaveMart Center |  | 100% | 139                   | 17.6 %         |
| Access to professors and staff                                   |  | 100% | 51                    | 6.5 %          |
| <b>Totals</b>  |   | 100% | 790                   | 100%           |

## 19.

I wish Fresno State would:

| Answer  | 0%  | 100% | Number of Response(s) | Response Ratio |
|---|---|------|-----------------------|----------------|
| Make parking closer and more accessible         |  | 100% | 31                    | 6.5 %          |
| Create more opportunities for lifelong learning |  | 100% | 80                    | 16.7 %         |
| Have higher level championship sports programs  |  | 100% | 20                    | 4.2 %          |
| Produce more cultural arts events               |  | 100% | 19                    | 4.0 %          |
| Place more emphasis on academic achievement     |  | 100% | 260                   | 54.2 %         |
| No Response(s)                                  |  | 100% | 70                    | 14.6 %         |
| <b>Totals</b>                                   |   | 100% | 480                   | 100%           |

## 20.

In your opinion, which of the following events are the most interesting: (Mark three)

| Answer                                     | 0% | 100% | Number of Response(s) | Response Ratio |
|--|----|------|-----------------------|----------------|
| Planetarium programs                       |    |      | 71                    | 5.8 %          |
| Wine making and wine tasting               |    |      | 123                   | 10.0 %         |
| Classes for seniors                        |    |      | 58                    | 4.7 %          |
| Lecture series                             |    |      | 164                   | 13.4 %         |
| Top class athletic events                  |    |      | 151                   | 12.3 %         |
| Entrepreneurial support for new businesses |    |      | 167                   | 13.6 %         |
| High level entertainment                   |    |      | 99                    | 8.1 %          |
| Presentations by top professors            |    |      | 100                   | 8.2 %          |
| Theater                                    |    |      | 46                    | 3.8 %          |
| Music department performances              |    |      | 48                    | 3.9 %          |
| Support for nonprofits                     |    |      | 66                    | 5.4 %          |
| Support for K-12 education and educators   |    |      | 131                   | 10.7 %         |
| <b>Totals</b>                              |    |      | 1224                  | <b>100%</b>    |

## 21.

How many documented hours do you think Fresno State students volunteered last year in the Fresno community?

| Answer         | 0% | 100% | Number of Response(s) | Response Ratio |
|----------------|----|------|-----------------------|----------------|
| 50,000         |    |      | 74                    | 28.6 %         |
| 150,000        |    |      | 52                    | 20.1 %         |
| 275,000        |    |      | 35                    | 13.5 %         |
| 450,000        |    |      | 26                    | 10.0 %         |
| 600,000        |    |      | 21                    | 8.1 %          |
| No Response(s) |    |      | 50                    | 19.3 %         |
| <b>Totals</b>  |    |      | 258                   | <b>100%</b>    |

## 22.

Where do you feel these volunteers would be best used in the future?

| Answer  | 0% | 100% | Number of Response(s) | Response Ratio |
|---|----|------|-----------------------|----------------|
| Assisting in hospitals and skilled nursing facilities |    |      | 29                    | 6.0 %          |
| Student aides in classrooms                           |    |      | 144                   | 30.0 %         |
| Leading an after school recreation program            |    |      | 51                    | 10.6 %         |
| Working with homeless shelters                        |    |      | 15                    | 3.1 %          |
| Creating urban parkways                               |    |      | 19                    | 4.0 %          |
| Volunteering at a non-profit organization             |    |      | 143                   | 29.8 %         |
| No Response(s)  |    |      | 79                    | 16.5 %         |
| <b>Totals</b>   |    |      | 480                   | <b>100%</b>    |

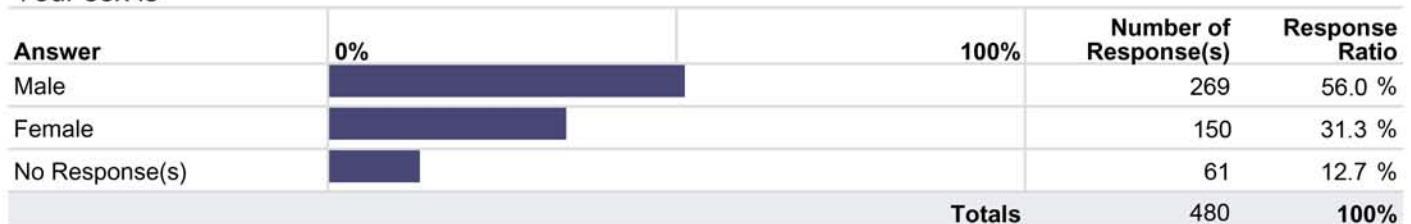
## 23.

If Fresno State offered lectures or events on the below listed topics, which one would you be most likely to see? (Mark two)



## 24.

Your sex is



## 25.

Have you ever attended Fresno State?



## 26.

What zip code do you reside in?

415 Response(s)

**27.**

Your age

| Answer         | 0% | 100% | Number of Response(s) | Response Ratio |
|----------------|----|------|-----------------------|----------------|
| 18 to 22       | 1  | 1    | 9                     | 1.9 %          |
| 23 to 29       | 2  | 1    | 31                    | 6.5 %          |
| 30 to 39       | 3  | 1    | 37                    | 7.7 %          |
| 40 to 49       | 5  | 1    | 47                    | 9.8 %          |
| 50 to 59       | 25 | 1    | 116                   | 24.2 %         |
| 60 to 69       | 25 | 1    | 111                   | 23.1 %         |
| 70 to 79       | 18 | 1    | 54                    | 11.3 %         |
| 80 to 89       | 2  | 1    | 11                    | 2.3 %          |
| 90 +           | 0  | 1    | 1                     | <1 %           |
| No Response(s) | 15 | 1    | 63                    | 13.1 %         |
| <b>Totals</b>  |    | 480  | 480                   | 100%           |

**28.**

In the space below, please feel free to add any additional comments in response to the survey.

190 Response(s)