

2006-2007
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1965
3. Special Affiliation? No
4. Coeducational? No
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 4332
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 177
7. Highest level of academic degree offered: Master's
8. Institution's governing entity: University of Wisconsin Board of Regents
9. a. Regional accreditation agency: Higher Learning Commission
9. b. Date of most recent regional accreditation self-study: November 9-10, 1997
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2007): I-AAA
2. Conference affiliation(s) or independent status (Academic Year 2007):

Men's Basketball	Horizon League
Men's Cross Country	Horizon League
Men's Golf	Horizon League
Men's Skiing	Independent
Men's Soccer	Horizon League
Men's Swimming	Horizon League
Men's Tennis	Horizon League
Softball	Horizon League
Women's Basketball	Horizon League
Women's Cross Country	Horizon League
Women's Skiing	Independent
Women's Soccer	Horizon League
Women's Swimming	Horizon League
Women's Tennis	Horizon League
Women's Volleyball	Horizon League

Introduction to Self-Study Report

3. Athletics program structure ('X' all that apply):

- one combined athletics department
 separate men's and women's departments
 incorporated unit separate from institution
 department within a physical education division

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program.

None

5. Other significant events (with dates) in the history of intercollegiate athletics program:

- * Upgrades to softball field (1998-1999)
- * Opening of Resch Center (2002)
- * Addition of Assistant Athletics Director for Marketing and Promotions (2002)
- * The State of Wisconsin earmarked \$7.5M in GPR funding to support UW-Green Bay's proposal for a \$30 million expansion and remodeling of the current Phoenix Sports Center (2003)
- * Construction begins on expansion and remodeling of current Phoenix Sports Center; will be known as the Kress Events Center (2006)

Previous Certification Self-Study

1. Date of previous orientation visit, evaluation visit and interim self-study report (if applicable):

December 1996 - Orientation visit
 November 8-11, 1998 - Comprehensive evaluation and visit
 December 23, 2003 - Interim self-study report

2. Initial certification-status decision rendered by the NCAA Committee on Athletics Certification (and date):

Certified (May 10, 1999)

3. Subsequent actions or changes in certification status (if any) made by the NCAA Committee on Athletics Certification (and date):

None

4. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study:

Since the first-cycle evaluation visit, the following individuals have assumed senior-level positions at UW-Green Bay: Chancellor, Bruce Shepard; Provost and Vice Chancellor for Academic Affairs, Sue K. Hammersmith; Interim Dean of Liberal Arts and Sciences, Fergus Hughes; Dean of Professional and Graduate Studies, Fritz Erickson; Assistant Chancellor for University Advancement, Steve Swan; and Director of Athletics, Ken Bothof.

5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study:

Conference name changed from Midwestern Collegiate Conference to Horizon League

Introduction to Self-Study Report

Fiscal stability. Since the certification visit, UW-Green Bay, like many colleges and universities, has experienced a series of temporary and permanent budget reductions. In 2001-02, a one-time reduction of \$243,595 was absorbed primarily through unbudgeted funds. In 2002-03, a base budget reduction of \$606,895 was handled through a combination of campus funds and program funds; the Athletics Department was not asked to reduce its base budget. In 2003-04, a combination of reductions was imposed on the campus and included \$945,700 in base budget reductions and \$472,850 in one-time reductions for that year only. Reductions of this magnitude required budget cuts of about 5% for virtually all areas of the campus.

Revenue. The Athletics Department has been working hard to increase revenue to the department. It has used the increased revenues to address student-athlete safety issues, student-athlete welfare issues, Title IX issues, and improve the chances for competitive success in the league.

Although the state has reduced funding the UW-System and the University has had to, in turn, reduce funding to the Athletics Department, the commitment has continued regarding tuition support for student-athletes. The Athletic Department has done a remarkable job increasing outside revenues through fundraising, sponsorships, student fees, and ticket sales. This, along with the ongoing support of the University has enabled the Athletics Department to grow its budget in the face of budget cuts.

During the past four year the Athletics Department budget has grown:

2001-02 \$4,033,257
 2002-03 \$4,549,868
 2003-04 \$4,979,720
 2004-05 \$5,218,303
 2005-06 \$5,261,798

The largest percentage has been because of consistent support from the University with tuition waivers.

There is hope on the horizon as the Governor of the State of Wisconsin has supported the UW-System's and UW-Green Bay's Growth Agenda over the next 6 years, which includes an increase in enrollment of 2200 students. A renewed commitment by the State of Wisconsin that will result in institutional growth will be an important element in allowing the Athletics Department to thrive in the Horizon League.

Certification Self-Study Information

1. Steering Committee Chair: Mr. Tom Maki
2. Chief report writer/editor of self-study report: Donna Ritch
3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that actually were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before its findings and plans for improvement were formulated, and (b) review the self-study report after it was drafted.

Under the direction of Chancellor Bruce Shepard, UW-Green Bay began its self-study 18 months in advance of the required written report. The Chancellor chose Tom Maki, Vice Chancellor for Business and Finance to serve as the Chair of the Steering Committee. The Director of Athletics and FAR met with the Chancellor and Chair of the Steering Committee to determine the make-up of the subcommittees during spring semester 2006.

The Steering Committee met during spring semester 2006. The Chairs of the subcommittees met with Tom Maki. The subcommittees began meeting in fall semester 2006 with February 2007 set as a goal to write a first draft of the document.

4. Provide a copy of the institution's written plan for conducting the self-study.

Beginning in September of 2006, UW-Green Bay will undergo a self-study of its Athletics Department as part of the NCAA Division I second cycle certification process. Individuals from across the campus community, including faculty, staff, students, Trustees, booster club members, as well as representatives of the Green Bay community, will examine and evaluate the program within the areas of Governance and Commitment to Rules Compliance, Academic Integrity, and Equity and Student-Athlete Well-Being.

Introduction to Self-Study Report

Goals

A Meaningful Process - View the self-study requirements as worthwhile opportunities for a thoughtful and comprehensive study of the things we do and value. Rather than simply completing a task, produce results that inform the institution's ongoing planning and development efforts. Engage the entire campus community and educate the larger community.

Affirmation - The process will reveal those areas in which the Athletics Department has made a positive contribution to the institution and surrounding community and will provide an opportunity to document those successes. The University's commitment to the welfare of our student-athletes and athletic program should be evident.

Focus on the Future - Broad based participation from across the University and community will allow the institution to identify, from multiple perspectives, those areas where improvement might be made in the Athletics Department. Public review of the final report will provide an opportunity for continued discussion of our program as it continues to develop a long-range plan.

First Cycle Plans and Required Actions

At the conclusion of the first cycle certification process, the NCAA Division I Committee on Athletics Certification required no corrective actions of UW-Green Bay. The institution did identify several areas during the process of conducting the self-study that required an action by the University and those actions were addressed in the final report and reviewed and approved by the Committee on Athletics Certification.

Institutional Plans/Recommendations for Improvement

As part of the first cycle certification process, the institution provided several plans for improvement and recommendations. By operating principle, each is noted below with an update/final outcome:

Governance and Commitment to Rules Compliance

* To more clearly define the role of the FAR, the formalized job description will be updated and revised.

A formalized position description for the FAR was composed in Spring 2000. The position description was reviewed and revised in 2005.

* Front line institutional support staff need to be included in rules education and updates.

Beginning Fall 1999, front office support staff has been included in compliance meetings and the circulation of the NCAA News. Beginning Fall 2006, the Registrar and staff from Admissions and Financial Aid joined rules compliance meetings.

* The Director of Athletics will annually conduct an informational meeting with all booster clubs to update members regarding rules compliance.

The Director of Athletics or designee meets with booster groups to discuss the importance of rules compliance matters. In 2002-2003 the department assigned a staff member (Assistant Athletics Director for Development) to regularly attend scheduled meetings with each booster group. Also, in 2002-2003 the department took all memberships under one umbrella organization, the Phoenix Fund. Each booster club president sits on the Board of the Phoenix Fund and all members receive the quarterly newsletter that includes a 'compliance corner' with an article based on rules compliance for boosters. The Athletics Department also provides booster organizations and season ticket holders with educational pamphlets on NCAA rules.

* The Assistant Athletics Director for Student-Athlete Enhancement will communicate campus-wide the proper procedure for reporting alleged rules violations.

These procedures are permanently posted on the Athletics Department's web page. Faculty, staff and students are notified of the procedures annually via electronic newsletters. A link to the rules violations web site is embedded in the announcements to allow quick and efficient access to the site.

Academic Integrity

* Annually the FAR will review, with the Assistant Athletics Director for Student-Athlete Enhancement, all tutoring services and prepare a report for the Intercollegiate Athletics Committee (IAC) and Director of Athletics.

We recognize the institution did not begin this process in 1998-1999 immediately following the First Cycle Certification. In 2002-2003, new leadership directed the Assistant Athletics Director for Compliance and Student Services to do a review of the First Cycle Certification at which time this recommendation was brought to the attention of the current FAR who was appointed to the position during the summer of 1999. In 2004, the FAR began meeting with the Assistant Director for Compliance and Student Services to review academic assistance programs. The FAR prepares a report and subsequently shares it with the IAC at a meeting every fall semester.

Equity and Student-Athlete Well-Being

* Review the exit interview questionnaire to identify what additional information should be gathered from the

Introduction to Self-Study Report

student-athletes relating to their experience.

Following the First Cycle Certification, the IAC reviewed the student-athlete exit interview and incorporated more questions involving student-athlete welfare issues. Beginning in 2003, the FAR has taken over the administration of the student-athlete interview process. She reviews the exit interview annually with the Assistant Athletics Director for Compliance and Student Services and the members of the IAC to update the interview. For example, upon reviewing the exit interview in 2005-2006, questions regarding hazing and gambling were incorporated.

* A better mechanism for sharing the exit interview information with coaching staff members will be developed - The Athletics Director shares the results of the exit interviews with coaches and discusses ways to improve their respective sport programs.

Once the data from the student-athlete exit interviews are collected by the FAR, she summarizes the data for the Director of Athletics and the IAC. The IAC reviews this data with focus upon student-athlete welfare issues and academic issues. The Director of Athletics shares the results of the exit interviews with coaches and discusses ways to improve their respective sport programs.

* Identify needs and evaluate the feasibility of adapting an athletic insurance policy for student-athletes

Following the First Cycle Certification, the Athletics Department administrative staff met to discuss this recommendation. The administrative team felt that prior to the formation of a committee that information should be gathered and an estimated cost obtained. The Associate Athletics Director for Program Operations was asked to gather estimates on the cost of a student athlete insurance policy. In order to prepare estimates, the insurance companies required three years of complete injury information for student-athletes. After researching the training room records, the Athletics Department found that complete records did not exist for a three-year period.

In 2002-2003 the Athletics Department made a strong commitment to improve student-athlete's safety and welfare. Part of that plan involved the hiring of additional training staff to improve student-athlete safety, welfare, and record keeping. In 2004-2005, 1.5 positions were added to the Athletic Training room and complete records for two years are now on file. Since then the University has used student-athlete enhancement funds to reimburse the families of student-athlete for medical costs incurred due to an injury sustained while practicing or competing for UW-Green Bay. Requests for reimbursements are made by a student-athlete's family.

In response to the University's Interim Report in 2003, the Committee on Athletics Certification provided clear direction on those Operating Principles requiring more fully developed review in the second certification cycle. UW-Green Bay continues to be guided by the NCAA requirements for institutional plans.

Appointment & Responsibilities of the Steering Committee

The Certification process will be directed by the Steering Committee following the guidelines set forth in the NCAA Athletics Certification Handbook. The Steering Committee will review reports of the institution's first cycle self-study and its interim report to prepare to respond to specific issues within the second cycle self-study. The Steering Committee will review draft reports of the subcommittees to determine if all appropriate data has been gathered and all appropriate institutional personnel have been consulted. Guided by the NCAA Athletics Certification Self-Study Instrument, the committee will evaluate the institution's conformity with the appropriate Operating Principles. Once Chancellor Shepard approves the report, the Steering Committee will make it available to the entire UW-Green Bay campus community and the public on the University's web site. Tom Maki, Vice Chancellor for Business and Finance, has been appointed by Chancellor Shepard to chair the Steering Committee. Mr. Maki is a member of the Chancellor's Leadership Cabinet, which is composed of UW-Green Bay's senior administration. The Steering Committee has been given clear authority by the Chancellor to speak and act on behalf of the institution with regard to the self-study process.

Tom Maki, Steering Committee Chair, Vice Chancellor for Business and Finance

Chancellor Bruce Shepard

Ken Bothof, Director of Athletics

Jeanne Stangel, Assistant Athletics Director — Phoenix Fund & Senior Woman Administrator (SWA)

Donna Ritch, FAR

Linda Peacock-Landrum, Director of Career Services, former Intercollegiate Athletics Committee member

Dean Rodeheaver, Assistant Chancellor for Planning and Budget

Tim Sewall, Associate Provost for Academic Affairs

Sue Keihn, Associate Provost for Student Services

Sheryl Van Gruensven, Director of Human Resources

James Coates, Education, former IAC member

Dan Rohrer, Assistant Athletic Director for Compliance and Student Services

Introduction to Self-Study Report

Kate Meeuwsen, Chancellor's Council of Trustees
Peter Reinhart, Phoenix Fund President

Appointment & Responsibilities of the Subcommittees

Three subcommittees will review the NCAA Certification Handbook, the Self-Study Instrument and reports from the Committee on Athletics Certification related to UW-Green Bay's first cycle certification self-study and the University's interim report. Each subcommittee chair will serve as editor of the subcommittee's specific area. Members of the subcommittee will be responsible for gathering data from appropriate campus constituents. Chairs will report on the progress of subcommittees and present draft reports to the Steering Committee.

A. Governance and Commitment to Rules Compliance

Chair: Donna Ritch, FAR
Sue Hammersmith, Provost and Vice Chancellor for Academic Affairs
Melissa Jackson, Legal Counsel
Ken Bothof, Director of Athletics
Patricia Terry, Natural and Applied Sciences, IAC member
Dan Rohrer, Assistant Athletic Director of Compliance and Student Services
Debbie Kirch, Head Coach, Women's Volleyball
Peter Reinhart, Phoenix Fund President
Josh Okoampa, Student-athlete (Men's Soccer)

B. Academic Integrity

Chair: Dean Rodeheaver, Assistant Chancellor for Planning and Budget
Michael Herrity, Registrar
Fergus Hughes, Interim Dean of Liberal Arts and Sciences
Katrina Hrivnak, Assistant Registrar
Sandy Deadman, Director of Academic Advising
Mike Kline, Athletics Academic Coordinator, Men's and Women's Cross Country Coach
Kevin Collins, Communication and the Arts, Intercollegiate Athletics Committee member
Amy Meissner, Student-athlete (Women's Tennis)

C. Equity and Student-Athlete Well-Being

Chair: Sue Keihn, Associate Provost for Student Services
Ken Bothof, Director of Athletics
Dan McIver, Associate Athletic Director of Program Operations
Yarvelle Draper-King, Assistant Director for Employment and Diversity Services
Scott Furlong, Public and Environmental Affairs, Chair of the IAC
James Coates, Education, former IAC member
Linda Peacock-Landrum, Director of Career Services, former IAC member
Jeanne Stangel, Assistant Athletics Director — Phoenix Fund & SWA
Kate Meeuwsen, Chancellor's Council of Trustees
Melissa Jackson, Legal Counsel
Ryan Evanochko, Student-athlete (Men's Basketball)
Lavesa Glover, Student-athlete (Women's Basketball)

Institutional Liaison

Jeanne Stangel, Assistant Athletics Director and SWA, will serve as campus liaison responsible for fielding questions from institutional personnel and forwarding them to Mira Fronczek, NCAA liaison.

Sharon Dimmer, together with Karen Barry, will coordinate preparations for the evaluation visit, including lodging and travel for peer-review team members, scheduling interviews and organizing any work-related needs for peer reviewers.

UW-Green Bay will not involve any outside agencies in conducting this self-study. However, Stephanie Jarvis of the Horizon League office has agreed to serve as a resource throughout the certification process.

Timeline

July 17, 2006 — Self Study materials distributed to Steering and Sub-Committees

Introduction to Self-Study Report

August 23, 2006 — NCAA Certification Self Study announced publicly at Convocation

September 14, 2006 — Orientation Video Conference

September-December 2006 — Sub-committees gathering data, responding to self-study items and developing plans for improvement

October 2006 — Self-study Web page developed and announced to the campus community. To be updated regularly with reminders to visit in the campus LOG, which is the UW-Green Bay weekly electronic newsletter distributed to faculty and staff

January 2007 — Draft reports presented to the Steering Committee

February 2007 — Report presented to Chancellor Shepard

March 2007 — Report presented for campus and community response (e.g., meetings with the University Committee, Administrative Forum, Academic Staff Committee, Classified Staff Advisory Council, Chancellor's Council of Trustees, Founders Association, Student-Athlete Advisory Committee, Athletic booster clubs)

April 2007 — Report posted on the University's web site (with an announcement in the campus LOG, The Fourth Estate (student newspaper) and the Green Bay Press-Gazette)

May 2007 — Report submitted to the NCAA Committee on Athletics Certification

October 2007 — Peer Review team visit

February 2008 — Final Committee Review

5. Please provide the institution's mission, philosophy and goals statement and the athletics program's mission, philosophy and goals statement. Also, indicate the dates of formal approval for the latest versions.

The mission statement describes the general purposes and character of the UW-Green Bay. The statement is presented in three sections:

Section I: The System Mission

As an Institution of the University of Wisconsin System, UW-Green Bay shares in the purpose of the entire System.

Section II: The Core Mission

As an Institution in the University Cluster of the System, UW-Green Bay shares in the purposes of this Cluster.

Section III: The Select Mission

Purposes particular to the UW-Green Bay are stated in this section.

The select mission statement is the foundation planning document for the UW-Green Bay. However, the select mission statement does not in and of itself provide any particular unit entitlement not specifically authorized on its own merits by the Regents. The select mission statement should be regarded as a living document subject to change. When it is clear that modification in the select mission statement would support more effective service, a recommendation for such change can be brought forward for consideration and action by the Board of Regents.

I. The System Mission

The University of Wisconsin-Green Bay shares in the mission of the University of Wisconsin System. The mission of this System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

II. The Core Mission

As an Institution in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Green Bay shares the following core mission with other institutions of the Cluster:

- a. Provide associate and baccalaureate degree level and selected graduate programs within the context of its approved select mission.
- b. Provide an environment that emphasizes teaching excellence and meets the educational and personal needs of

Introduction to Self-Study Report

students through effective teaching, academic advising, and counseling, and through university-sponsored cultural, recreational and extra-curricular programs.

c. Provide a core of liberal studies that support university degrees in the arts, letters, and sciences, as well as for specialized professional/technical degrees at the associate and baccalaureate level.

d. Provide a program of preprofessional curricular offerings consistent with the university's mission to serve the needs of citizens in its service area.

e. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.

f. Promote the integration of the extension function, assist University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity appropriate to its select mission.

g. Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.

h. Serve the needs of women, minority disadvantaged, disabled and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

i. Support activities designed to promote the economic development of the state.

III. The Select Mission

The University of Wisconsin-Green Bay is committed to a distinctive academic plan characterized by strong interdisciplinary, problem-focused liberal education that integrates disciplinary and professional programs appropriate to a comprehensive institution. The University prepares students to evaluate critically and to address the complex issues of their professions and of the human experience. To this end:

a. The University maintains a distinctive academic organization of interdisciplinary units to implement its educational philosophy and meet its educational goals.

b. The University offers programs employing a problem-focused approach, including an emphasis on regional, national, and global environmental issues, and encourages innovative teaching in support of that approach.

c. The University offers interdisciplinary and disciplinary undergraduate programs in the arts, letters, and sciences.

d. The University offers undergraduate professional and preprofessional programs, especially those responsive to metropolitan and regional needs.

e. The University provides graduate education at the master's level in select areas built upon its undergraduate emphases and strengths, including programs designed to meet the needs of the region.

f. The University fosters the interchange of ideas and techniques between the University and the community, provides continuing education, and serves as an intellectual, cultural, and economic resource.

g. The University maintains a broad range of interinstitutional relationships, including those at the national and international levels, in order to provide maximum educational opportunities for its students and faculty.

h. The University expects scholarly activity, including research scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its select mission.

Approved July 1988

The Intercollegiate Athletics Department is intended to be an integral component of the educational mission of the University. The Athletics Department is managed consistent with the mission and focus of the University. The University mission offers a context for how the program prepares students to develop critical thinking and problem-solving skills, to practice learning as a life-long activity, to be engaged and contributing citizens, and to enhance the position and image of the University locally, regionally, and nationally.

The program will be administered in a manner to ensure the amateur nature of athletics by responsibly, honestly and effectively recognizing and communicating that student-athletes are, first and foremost, students who possess academic abilities and attain personal growth objectives. The student shall be accorded due respect as a person and is expected to reflect the high academic and behavioral standards of the University. Intercollegiate athletics strives for success in competition while continuing to attract and retain students who succeed academically and athletically and whose careers after graduation are a tribute to them, the UW-Green Bay and society.

The Intercollegiate Athletics Department embraces the Horizon League principles of sportsmanship and ethical conduct; is committed to the concept of equitable opportunity for all students and staff regardless of gender or ethnicity; and is administered to substantiate compliance with the University of Wisconsin System, the UW-Green Bay, the National Collegiate Athletic Association and the Horizon League rules and regulations, which ensure institutional control and integrity.

Approved Spring 2001

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide: (a) the original "corrective action", "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first cycle certification decision related to Governance and Commitment to Rules Compliance Institutional Control, Presidential Authority and Shared Responsibilities.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Recommendation No. 1 (relating to Operating Principle No. 4)

The peer review team concurs with the institution's recommendation to more clearly define the role of the FAR, including the development by its Intercollegiate Athletics Committee, in consultation with the Director of Athletics, of a revised job description. This action should be completed within six months after the institution receives its final certification decision from the NCAA Committee on Athletics Certification.

A formalized position description for the FAR was composed in Spring 2000 in consultation with the Director of Athletics, the Associate Provost of Student Affairs/Dean of Students (who at that time supervised Athletics), and the Intercollegiate Athletics Committee (IAC). Since that time the Athletics Department has moved under the supervision of the Chancellor, a new Director of Athletics has been hired, and the league has changed its name from the Midwestern Collegiate Conference to the Horizon League. The position description was reviewed and revised and approved by the Chancellor in 2005 taking into consideration the above changes. The position description of the FAR is reviewed annually in consultation with the Director of Athletics and Chancellor since the FAR reports to the Chancellor and acts as a liaison between the Chancellor and the Director of Athletics.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Recommendation No. 1 (relating to Operating Principle No.1)

The peer review team recommends that the University's Athletics mission statement be revised to include an explicit statement regarding "equitable opportunity for all staff, including women and minorities." This action should be completed within six months after the institution receives its final certification decision from the NCAA Committee on Athletics Certification.

The Athletics Department mission statement was revised in Spring 2001 to address equitable opportunities for all students and staff, including women and minorities. The IAC has reviewed it annually since that time.

Governance and Commitment to Rules Compliance

Suggestion No. 1 ((relating to Operating Principle No. 1)

The peer review team suggests that the University's Athletics mission statement receive wider dissemination throughout the institution. The statement is annually distributed to all student-athletes, but the team believes it appropriate that it be disseminated to all students through the student handbook or a similar vehicle.

The Athletics Department mission statement is located on the Athletics Department web page (<http://uwgbathletics.cstv.com/>) for easy access by all students, staff, and faculty. All faculty and staff are reminded about the mission statement once each year via an announcement in the LOG, which is the UW-Green Bay weekly electronic newsletter distributed to these groups. An announcement is also distributed at least once each year in the weekly student e-newsletter distributed by the Office of Student Life. The link to the mission statement is embedded in the announcement to allow quick and efficient access to the site.

Suggestion No. 2 (relating to Operating Principle No.5)

The peer review team suggests that the University give serious consideration to a restructuring of the Athletics Administration that would provide a separation of academic advising from rules-compliance. As presently configured, the Assistant Athletics Director for Student-Athlete Enhancement performs both duties, which may from time to time be in conflict.

During the 1998-1999 academic year, the position of Assistant Athletics Director of Student-Athlete Enhancement was split. Today two positions exist: Assistant Athletics Director for Compliance and Student Services and Athletics Academic Coordinator.

Additional Improvements

Although there were no recommendations or suggestions made in regard to the institution's IAC, it should be noted that the FAR is no longer the Chair of the IAC. With the appointment of the current FAR in 1999, the two positions were divided. The Chair of the IAC is a faculty representative elected every year by the committee members. The FAR serves as an ex-officio voting member on the committee.

The Director of Athletics reports to the Chancellor.

- 4. Describe how the institution's governing board decisions are consistent with those of other on-campus units. Based upon the institution's experience in the last three years, list the decisions (if any) related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved.**

The Board of Regents of the University of Wisconsin is the statutorily designated governing body of the University of Wisconsin System that includes the UW-Green Bay. The Board of Regents is an 18 member board, established under Chapter 36 of the Wisconsin State Statutes and appointed by the Governor of Wisconsin to serve seven-year terms, except the two student regents who are appointed to two-year terms. The Board appoints the President of the UW System and the Chancellors of each member institution including, UW-Green Bay. The Board also sets admission standards, reviews and approves university budgets, and establishes the regulatory framework within which the individual institutions operate (<http://www.uwsa.edu/bror/>).

The Board of Regents has authority and is ultimately responsible for determining the University's policies relating to its intercollegiate athletics program. At UW-Green Bay, that authority is delegated to the Chancellor who is charged with the official responsibility for directing all aspects of the Athletics Program but has delegated day-to-day operations of the program to the Director of Athletics. Certain matters still require approval from the Board of Regents such as approval to expand the Phoenix Sports Center, fund raising for the new Kress Events Center (currently the Phoenix Sports Center), certain Athletics Department salaries, auditing of coaches' contracts, and athletics budget as part of the campus budget.

- 5. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's president or chancellor has been significantly involved.**

The Chancellor is significantly involved in all policy, planning and resource issues related to athletics. Over the past three years, the Chancellor has been significantly involved in these major issues:

- * Involvement and approval of the Athletics Department Five-Year Plan, including future implementation of women's golf program in 2007-2008.
- * Determination of the institutional position (in consultation with the Director of Athletics and FAR) on all Horizon League issues and NCAA legislative matters.

Governance and Commitment to Rules Compliance

- * Led the charge in securing state funds, donor funds, and student fees to support the Kress Events Center (remodeling and expansion of the current Phoenix Sports Center).
- * Participates in all discussions involving the performance of Athletics Department personnel.
- * Establishment of the NCAA Self-Study Committee.
- * Participates in Horizon League strategic and financial planning.
- * Involved in the selection of head coaches.
- * Approved FAR job description.
- * Approved gender equity and minority plans.

6. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. In so doing, describe the role and authority of the institution's governing board, the president or chancellor, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other appropriate campus constituencies (e.g., faculty, students, institutional personnel involved in rules-compliance activities) in this process.

The Chancellor is the Chief Executive of the University and reports to the UW System President. The Board of Regents governs the system. The Board of Regents has authority and is ultimately responsible for determining the University's policies relating to its Intercollegiate Athletics Program. At UW-Green Bay, that authority is delegated to the Chancellor. The Chancellor serves on the NCAA President's Advisory Committee and as a site reviewer for the NCAA certification process. The Chancellor is the immediate supervisor of the Director of Athletics; they meet biweekly to review policy and decisions.

The Director of Athletics is responsible for the day-to-day operation of the Athletics Department. Issues and concerns identified within the Athletics Department are reviewed by the Athletics Department's administrative team. The Director of Athletics identifies major issues that require further review and asks the IAC for its review and recommendation. The Chancellor and/or Director of Athletics may also seek the advice of the Student Government Association (<http://www.uwgb.edu/studgov/>). The Chancellor makes the final decision on major planning, policy, and resource issues.

On issues involving the fiscal integrity of the program, the process begins with an analysis and development of the Athletics Department budget during the University's annual planning process. The Athletics Department budget is submitted as part of the Chancellor's area budget during the University's budget hearing process.

The IAC consists of five faculty (including the FAR), two non-instructional academic staff, one student from the Student Government Association and one community representative. The Chancellor has delegated to the Secretary of the Faculty and Academic Staff the responsibility to appoint faculty and academic staff members to this committee. The Committee on Committees and Nominations submits a panel of nominees to the Secretary for consideration. Appointments are made with an effort to assure continuity of membership from year to year. The IAC advises the Director of Athletics regarding major policy directions of the program and makes recommendations on all aspects of, and policies concerning, intercollegiate athletics. The IAC meets monthly during the academic year with the Director of Athletics and the Assistant Athletic Director for Compliance and Student Services to review such policy updates, changes, and recommendations. The IAC serves as the institutional entity outside of the Athletics Department that hears student-athlete appeals regarding transfer and academic issues under its established procedures for such appeals.

The Student-Athlete Advisory Committee (SAAC) is comprised of 30 student-athletes (two student-athletes from each of the 15 sports offered) and is directed by a student-athlete Chair, a student-athlete Co-Chair, a student-athlete Secretary, and a student-athlete Treasurer. The Assistant Athletics Director for Compliance and Student Services serves as the administrative advisor to the SAAC. One of the main purposes of the SAAC is to provide student-athletes with the opportunity to effectively communicate with the Athletics Department administration and provide suggestions to enhance the quality of the student-athlete experience. This is accomplished in two ways. First, to make student-athletes aware of Athletics Department issues, the Assistant Athletic Director for Compliance and Student Services leads discussions at each meeting on Athletics Department policies and national issues affecting student-athletes and athletics in general. Second, to make the Athletics Department aware of student-athlete issues, the Assistant Athletics Director for Compliance and Student Services reports back to the Director of Athletics and other appropriate Athletics Department staff members on the concerns, ideas, and suggestions from the SAAC representatives.

The Chancellor appoints the FAR who is chosen from the ranks of tenured faculty members at the Associate Professor level who have been employed at the University for a minimum of 5 years. The FAR is an ex-officio voting member of the IAC. In an advisory role, the FAR ensures all student-athletes academic preparation and

Governance and Commitment to Rules Compliance

performance, upholds the academic standards and expectations for student-athletes at the University, discusses academic issues and NCAA legislative proposals on which the institution will vote with the Director of Athletics and the Chancellor, and meets regularly with the Director of Athletics and other appropriate administrators to discuss issues related to academic integrity and the personal well-being of the student athlete. The FAR is available to student-athletes to assist in problems related to their academics and/or personal well being, frequently attends the meetings of the SAAC, and directs exit interviews for student-athletes who have completed their eligibility. The FAR attends Horizon League meetings and periodically attends the Faculty Athletics Representative Association (FARA) national meeting. The current FAR was appointed July 1, 1999. The FAR is currently serving on the national NCAA Post-Graduate Scholarship Committee.

The Senior Woman Administrator (SWA) reports to the Director of Athletics and is regularly involved with individual student-athletes on issues of concern to them related to the Athletics Department. The SWA serves on the Executive Council of the Horizon League.

The Assistant Athletics Director for Compliance and Student Services reports to the Director of Athletics and establishes and maintains rules-education programs and procedures for rules interpretation. The Assistant Athletics Director for Compliance and Student Services establishes all systems of accountability in the areas of eligibility certification, financial aid, recruitment, and general eligibility and develops procedures for self-reporting violations and processing eligibility issues. The Assistant Athletics Director for Compliance and Student Services has the responsibility to conduct preliminary investigation if there are any possible rules violations. Any violations and recommendations are reviewed and discussed with the Director of Athletics and reported to the NCAA and the Horizon League.

The Faculty Senate is the representative organization of the faculty of the UW-Green Bay. The Senate is composed of 29 members of the faculty from all University interdisciplinary units. The Senators serve as the principle channel of communication between faculty and administration. The Senate receives and reviews reports from all University committees and can initiate discussion and take a position on any matter of University concern. The Senate discusses and acts on academic issues affecting student-athletes, such as priority registration (<http://www.uwgb.edu/sofas/facgov/facsenate/>).

7. Please provide the composition of the athletics board or committee (including titles and positions).

The current members of the IAC (2006-2007) are:

Patricia Terry, Associate Professor of Natural and Applied Sciences
 Scott Furlong, Professor of Public and Environmental Administration
 Kevin Collins, Associate Professor of Communication and the Arts
 Tim Meyer, Professor of Communications
 Karen Swan, Director of Health Services
 Lisa Deleeuw, Director of Advancement Services and Grants
 Chuck Aslakson, Community Representative
 Paul Gazdik, Student Representative from Student Government Association
 Donna Ritch, Associate Professor Human Biology (FAR) (ex-officio voting member)
 Ken Bothof, Director of Athletics (ex-officio non-voting member)

Information to be available for review by the peer-review team, if requested:

- Minutes of athletics board or committee meetings.
- Composition of the institution's governing board (including titles and positions).
- Minutes of the institution's governing board meetings. (Please flag those that relate to the athletics program or athletics interests.)
- Published policies of the institution's governing board. (Please flag those that relate to the athletics program or athletics interests.)
- An institutional organizational chart and an athletics department organizational chart.

Governance and Commitment to Rules Compliance

Evaluation

1. Does the institution demonstrate that the institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution? **Currently Yes**
2. Does the institution demonstrate that the president or chancellor is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**
3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the president or chancellor, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first cycle certification decision related to Governance and Commitment to Rules Compliance Operating Principles for Rules Compliance.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.2 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Recommendation No. 2 (relating to Operating Principle No. 5)

The peer review team concurs with the University's recommendation to develop a process by which appropriate front-line institutional support staff is included in all rules-compliance education programs and updates. This action should be completed within six months after the institution receives its final certification decision from the NCAA certification on Athletics Certification.

Beginning Fall 1999 the front office support staff in Athletics have been included in compliance meetings and the circulation of the NCAA News.

Recommendation No. 3 (relating to Operating Principle No. 5)

The peer review team concurs with the university's recommendation that the director of athletics regularly conduct an informational meeting with all booster organizations to provide members with updates regarding rules-compliance matters. This process should be implemented within six months after the institution receives its final certification decision from the NCAA Committee on Athletics Certification.

During the fall of each year, the Athletics Department provides booster organizations and season ticket holders with educational pamphlets on the NCAA rules. Beginning in 2002-2003, the Director of Athletics or his designee meet annually with the booster groups to discuss the importance of rules-compliance matters. The Athletics Department has also consolidated the membership of all booster clubs under one umbrella organization called the Phoenix Fund. A newsletter titled Ascend is published regularly by the Athletics Department. Each issue of Ascend has a "Compliance Corner" in which the Assistant Director of Athletics for Compliance and Student Services writes an article based on rules compliance for boosters.

Recommendation No. 4 (relating to Operating Principle No. 5)

The peer review team concurs with the university's recommendation that the assistant athletics director for student-athlete enhancement communicate to all members of the university community the proper procedure for reporting alleged rules violations.

The proper procedures for reporting alleged rules violations are permanently posted on the Athletics Department web page (<http://uwgbathletics.cstv.com/>). All faculty and staff are notified about the procedures once each year via

Governance and Commitment to Rules Compliance

an announcement in the LOG, which is the UW-Green Bay weekly electronic newsletter distributed to these groups. An announcement is also distributed at least once each year in the weekly student e-newsletter distributed by the Office of Student Life. The link to the rules violations web site is embedded in the announcement to allow quick and efficient access to the site.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.2 (Rules Compliance) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

During the 2006-07 academic year the Department of Athletics worked with the Phoenix Dunkers Booster group (men's basketball) and the swimming and diving booster group to complete the recommendations provided in the Horizon League Compliance Audit.

By the end of the academic year both booster groups will deposit their revenue into a University agency account and will work with the Associate Athletic Director for Program Operations for approval on all expenditures.

4. Describe how the activities of the institution's athletics booster groups, support groups and other representatives of the institution's athletics interests are maintained under the clear control of the institution, including whether institutional personnel serve on booster-club, support group or foundation boards.

The Director of Athletics or the Assistant Athletics Director for Compliance and Student Services address the action and activities of booster organizations at the start of each academic year. A member of the Athletics Department (Assistant Athletics Director for Compliance and Student Services or SWA) is in attendance at every meeting of a booster organization. The University has established policies for its relationship with athletic booster organizations, support organizations, and fund-raising groups. The University has set parameters for appropriate activities conducted by such organizations. Educational pamphlets of booster rules and regulations are enclosed in a mailing to season ticket holders for men's and women's basketball. A newsletter titled Ascend is published regularly by the Athletics Department and sent to all Phoenix Fund members. Each issue of Ascend has a "Compliance Corner" in which the Assistant Director of Athletics for Compliance and Student Services writes an article based on rules compliance for boosters.

The proper procedures for reporting alleged rules violations are permanently posted on the Athletics Department web page (<http://uwgbathletics.cstv.com/>). All faculty and staff are notified about the procedures once each year via an announcement in the LOG, which is the UW-Green Bay weekly electronic newsletter distributed to these groups. An announcement is also distributed at least once each year in the weekly student e-newsletter distributed by the Office of Student Life. The link to the rules violations web site is embedded in the announcement to allow quick and efficient access to the site.

5. Identify how the institution has organized itself to maintain compliance with NCAA rules. Specify the individual (other than the institution's compliance officer/coordinator) who the president or chancellor designates as being responsible for the institution's rules compliance. Also, include a description of the reporting lines for and responsibilities assigned to the faculty athletics representative, director of athletics, compliance coordinator, coaches, and other key individuals inside and outside athletics (e.g., registrar, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to eligibility certification, investigation and self reporting of violations and monitoring of financial aid.

UW-Green Bay's Athletics Department is committed to following the letter and spirit of all NCAA, Horizon League, University of Wisconsin System, and Institutional rules and regulations. UW-Green Bay has established reporting lines to ensure institutional control within the Athletics Department.

The Director of Athletics is the individual designated by the Chancellor of UW-Green Bay who is responsible for the Institution's rules compliance. In addition, the Director of Athletics has overall oversight of the Athletics Department. He establishes commitment to rules compliance for the Athletics Department and creates organizational lines of authority for oversight and accountability. The Director of Athletics reports to the Chancellor of UW-Green Bay.

Governance and Commitment to Rules Compliance

The FAR is appointed by the Chancellor from the ranks of tenured Associate Professors with a minimum of 5 years at the University and has an approved job description. The FAR helps monitor certification of eligibility of all student-athletes, has general oversight of the Athletics financial aid awards, annually administers the coaches' NCAA recruiting certification exam, administers exit interviews with student-athletes, is informed of violations, and may assist in recommendation of disciplinary actions. The FAR also attends fall and spring Horizon League meetings and participates in decisions as related to academics at the League level. The FAR attends at least one SAAC meeting/semester. The FAR reports to the Chancellor of UW-Green Bay.

The Assistant Athletics Director for Compliance and Student Services establishes and maintains rules-education programs and procedures for rules interpretation, establishes all systems of accountability in the areas of eligibility certification, financial aid, recruitment and general eligibility, develops procedures for self-reporting violations and processing eligibility issues, facilitates ongoing dialogue related to compliance with institutional staff and administrators outside the Department of Athletics, and identifies responsibilities of key administrators for implementing and supervising compliance systems. The Assistant Athletics Director for Compliance and Student Services has the responsibility to conduct preliminary investigation if there are any possible rules violations. Any violations and recommendations are reviewed and discussed with the Director of Athletics and reported to the NCAA and Horizon League. The Assistant Athletics Director of Compliance and Student Services also provides assistance and oversight to 1) the Director of Financial Aid with the awarding of student-athlete financial aid, and 2) the Registrar with the certification of student-athlete initial and continuing eligibility. The Assistant Athletics Director for Compliance and Student Services reports to the Director of Athletics.

The Associate Athletics Director for Program Operations maintains the budget of the Department of Athletics. He also supervises women's softball, men's soccer, and men's golf and will supervise women's golf. The Associate Athletic Director for Program Operations reports directly to the Director of Athletics.

The SWA reports to the Director of Athletics and is regularly involved with individual student-athletes on issues of concern to them related to the athletics program. The SWA serves on the Executive Council of the Horizon League.

Each coach participates fully in rules-education programs, complies with monitoring and documentation requirements, conducts themselves with integrity and in accordance with the NCAA, Horizon League, University of Wisconsin System and University rules, and reports any rules violations. In the annual personnel evaluation of head and assistant coaches, compliance with NCAA, Horizon League, University of Wisconsin System and institutional rules is a major component of consideration. Continued employment of every employee is contingent upon compliance with NCAA regulations. All coaches report to the Director of Athletics.

The Assistant Dean for Enrollment and Academic Services supervises the Director of Admissions, Director of Financial Aid and the Registrar. The Assistant Dean can approve aid awards, determine admissibility of students, and approve certifications of continuing eligibility. In addition, the Assistant Dean hears any appeal of a decision made by the Director of Financial Aid, the Director of Admissions, or the Registrar. The Assistant Dean for Enrollment and Academic Services reports to the Associate Provost for Student Affairs/Dean of Students.

The Director and Assistant Director of Financial Aid award aid in accordance with NCAA, Horizon League and institutional rules and are responsible for updating the aid portion of the NCAA squad lists for each sport. The Director of Financial Aid reports to the Assistant Dean for Enrollment and Academic Services. The Assistant Director of Financial Aid reports to the Director of Financial Aid.

The Director of Admissions determines admissibility of all students and assures the integrity of the admission process. The Admissions Counselors assist the Director to assure the integrity of the process. The Director of Admissions reports to the Assistant Dean for Enrollment and Academic Services. The Admissions Counselors report to the Director of Admissions.

The Registrar and Associate Registrar oversee and certify all continuing and transfer eligibility in accordance with NCAA, Horizon League and institutional rules and regulations. The Registrar and Associate Registrar also certify all initial eligibility in accordance with NCAA, Horizon League and institutional rules and regulations. The Registrar reports to the Assistant Dean for Enrollment and Academic Services. The Associate Registrar reports to the Registrar.

6. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department. Specifically, the institution must provide evidence that all individuals inside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.

Governance and Commitment to Rules Compliance

The Institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletic department by:

- a. During the hiring process, the departmental search and screen committee contacts the appropriate NCAA office to determine whether any job applicant has ever been guilty of any major NCAA rules violation(s).
- b. All Athletics Department staff and relevant institutional staff are required to attend rules programs and mandatory regular (every six weeks) rules compliance meetings.
- c. The NCAA Institutional and Staff Certification of Compliance forms are completed and on file by the required date in mid-September of each year.
- d. The letters of appointment and job descriptions for all coaches and professional administrative personnel contain a clause requiring their adherence to all NCAA, Horizon League, University of Wisconsin System and UW-Green Bay rules while in the employment of the UW-Green Bay, including those related to compliance.
- e. The annual evaluation process includes an assessment of violations of all NCAA regulations. If any departmental employee has committed any minor violation, a letter is placed in his or her personnel file.

7. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities. Specifically, the institution must provide evidence that all individuals outside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.

Formal lines of communication, responsibilities, and procedures for all University staff outside the Athletics Department and involved in NCAA compliance matters are described in the Staff Compliance Manual. Each individual involved in compliance matters has the manual and understands his/her responsibilities. Persons located within Admissions, the Registrar's Office and Financial Aid have close lines of communication with the Assistant Athletic Director for Compliance and Student Services. The duties of each individual are clearly communicated.

The manual clearly communicates the following:

The NCAA Certification Officer, Michael Herrity, Registrar, is the designated academic official who will review and confirm information, certify overall eligibility of student-athletes, and verify all institutional and conference eligibility forms and applications for academic awards confirming GPA's.

The Director of Financial Aid will calculate the institution's cost of attendance each year, including the total cost of tuition and fees, room and board, books and supplies, transportation and other expenses related to attendance at the UW-Green Bay as defined under NCAA Bylaw 15.02.2.

The Director of Financial Aid will notify the Assistant Athletics Director for Compliance and Student Services when student-athletes apply and are eligible for additional financial aid.

The Registrar and Director of Financial Aid have included in their job descriptions their responsibilities in rules compliance.

8. Please indicate by clicking "yes" or "no" by the areas below, whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance.

Governance and Commitment to Rules Compliance

	Yes	No
Initial-eligibility certification.	X	
Continuing-eligibility certification.	X	
Transfer-eligibility certification.	X	
Financial aid administration.	X	
Recruiting.	X	
Camps and clinics.	X	
Investigations and self-reporting of rules violations.	X	
Rules education.	X	
Extra benefits.	X	
Playing and practice seasons.	X	
Student-athlete employment.	X	

9. Describe the institution's rules-education efforts for all individuals associated with the athletics department, including student-athletes, coaches, other athletics department staff members, other institutional staff members and representatives of the institution's athletics interests.

Each new incoming student-athlete is required to attend a Freshmen Student-Athlete Seminar organized by the Assistant Athletic Director for Compliance and Student Services and the Athletics Academic Coordinator. In addition to meeting institutional support staff such as Academic Advisors, new incoming student-athletes are given an extensive overview of the NCAA academic requirements and the institutional resources available to them to help them succeed academically.

Every student-athlete is required to attend the student-athlete orientation session at the beginning of every academic year. The Assistant Athletics Director for Compliance and Student Services reviews the compliance sections in the Student-Athlete Handbook as well as the NCAA and institutional compliance forms.

The Assistant Athletics Director for Compliance and Student Services works with the SAAC and provides NCAA and Horizon League rules legislation updates and interpretations relevant to the conduct of the student-athletes. The members of the SAAC in turn share the current issues with their teammates. The SAAC Chair and Co-Chair also attend annual student-athlete Horizon League meetings, which include compliance and legislative review sessions.

Mandatory rules compliance meetings are scheduled on a regular (every six weeks) basis with Athletics Department staff and relevant Institutional staff members (from the Admissions Office, the Registrar's Office, the Financial Aid Office, and the Academic Advising Office). During these meetings, the Assistant Athletics Director for Compliance and Student Services educates all Athletics Department staff members on changes to NCAA rules and rules interpretations, as well as distributing and discussing other NCAA rules compliance topics.

Athletics Department staff members also are required to attend annual rules education seminars held on campus by the Horizon League, as well as participate in the outside rules compliance audit conducted by the Horizon League every four years. Relevant institutional staff members also attend various workshops and seminars throughout the year at the national level in their respective areas of expertise, as well as participate in the outside rules compliance audit conducted by the Horizon League every four years.

Institutional staff relies heavily on information provided in the NCAA manual. A copy of the manual is distributed annually to key Student Services personnel in Admissions, Financial Aid, the Office of the Registrar, and Academic Advising. The Financial Aid Office also relies on information contained within the NCAA Financial Aid Guide and the UW-Green Bay Staff Compliance Manual. All institutional staff relies on the Assistant Athletics Director for Compliance and Student Services for compliance that is informal and on an as-needed basis. The Assistant Athletics Director for Compliance and Student Services is readily accessible and a key resource for information and provides ultimate oversight.

Governance and Commitment to Rules Compliance

10. Indicate the individual or individuals responsible for conducting the institution's rules-compliance evaluation. Further, describe the process used in selecting this authority outside of athletics to ensure the individual or individuals do not have day-to-day compliance responsibilities for the institution's athletics department and are knowledgeable in NCAA legislation and rules-compliance practices. Also, provide the date of the institution's most recent rules-compliance evaluation.

The Horizon League office evaluates the athletic program every four years. Stephanie Jarvis, the Associate Commissioner for Compliance and Legal Affairs, conducted an on-campus institutional compliance review on December 12-14, 2006. UW-Green Bay received the final report in March 2007.

11. The rules-compliance evaluation must consist of a review to determine that the compliance practices are engaged and functioning and must include, at minimum, specific areas. Please indicate by clicking "yes" or "no" which areas were included in the rules-compliance evaluation.

	Yes	No
Initial-eligibility certification.	X	
Continuing-eligibility certification.	X	
Transfer-eligibility certification.	X	
Financial aid administration, including individual and team limits.	X	
Recruiting (e.g., official visit, etc.).	X	
Camps and clinics.	X	
Investigations and self-reporting of rules violations.	X	
Rules education.	X	
Extra benefits.	X	
Playing and practice seasons.	X	
Student-athlete employment.	X	

12. Describe relevant corrective actions planned or implemented from the rules-compliance program evaluation(s).

The following items have been completed since the last two rules-compliance evaluations (2003 and 2007):

* The Financial Aid Director determines whether or not aid is countable, with assistance from the Assistant Athletics Director for Compliance and Student Services. This ensures institutional control in the area of Financial Aid.

* The Assistant Athletics Director for Compliance and Student Services has access to financial aid screens for student-athletes.

* The institution has developed a system for monitoring the on-campus employment earnings of student-athletes.

* The Assistant Athletics Director for Compliance and Student Services shares and discusses relevant NCAA legislative proposals with the Financial Aid Director.

* The Assistant Athletics Director for Compliance and Student Services reviews all recruiting travel expense reports.

* The Assistant Athletics Director for Compliance and Student Services reviews expense reports for team travel for all sports in order to ensure compliance with NCAA rules.

* The institution includes a section for rules education on its athletic department website.

* The Assistant Athletics Director for Compliance and Student Services talks to the booster groups periodically to further educate them regarding the NCAA dos and don'ts.

* The institution takes a more active role in the activities of the boosters and approves all spending by the booster groups.

Governance and Commitment to Rules Compliance

* The FAR attends at least one SAAC meeting a year and receives copies of SAAC minutes and agendas.

* The institution educates all coaches, student-athletes and administrative staff regarding the prohibition against hazing, and takes steps to ensure that no hazing is occurring.

The following items are recommendations from the last rules-compliance evaluation (2007) that will be implemented:

* The Assistant Athletics Director for Compliance and Student Services will review comp tickets given to coaches' friends and families.

* Special attention should be paid to education of recruiting rules prior to the administration of the NCAA Certification Exam. The Assistant Athletics Director for Compliance and Student Services should have a rules education session that focuses on recruiting rules prior to the exam.

Information to be available for review by the peer-review team, if requested:

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.
- (Rules Compliance) Policies and Procedures.

Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the president or chancellor assigns overall responsibility for the athletics program? **Currently Yes**
2. Does the institution demonstrate that in critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**
3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**

Governance and Commitment to Rules Compliance

4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**
5. Does the institution demonstrate that at least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first cycle certification decision related to Academic Integrity Academic Standards.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

No plans for improvements/recommendations were required or recommended.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.1 (Academic Standards) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

No plans for improvements/recommendations were recommended or suggested.

Additional improvements:

The Athletics Program determined in its 1998 report that a formal system will remain in place to monitor and review athletic scheduling activities to address minimal conflicts between class schedules and athletics participation. That system is based on a scheduling policy to which the peer review committee will have access upon its visit.

4. Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally. Be specific and, give careful attention to key decision points (e.g., establishment of admissions criteria, approval of, special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

The policies governing admission to the UW-Green Bay are the same for student-athletes as for non-student-athletes. All students can be admitted through general admission, admission on probation, or admission through the Phoenix Start support program. In addition, all student-athletes must be certified by the NCAA Clearinghouse.

Academic Integrity

The Phoenix Start support program replaces the Educational Opportunity Program (EOP), a very successful program that was lost when the Student Support Services (SSS) grant renewal was not funded. Phoenix Start is a part of the University's community outreach effort, and provides access to higher education primarily to local student (non-traditional as well as recent high school graduates from local/regional high schools). The program is designed to identify, admit, enroll, and support a cadre of students who demonstrate exceptional promise, despite an academic profile at the time of application that may not meet traditional entrance requirements (http://www.uwgb.edu/Admissions/freshmen/admissions_requirements.html#).

The admission process operates independently from the Athletics Department. All applicants are required to submit a completed application, application fee of \$35 (waived in cases of financial hardship), high school and college transcripts (if applicable), and official ACT or SAT scores. Other information may be requested by the Admissions Review Committee (e.g. a letter of appeal, when necessary).

The Assistant Athletics Director for Compliance and Student Services acts as a liaison between the coaching staff and the Office of Admissions. He has access to limited information regarding admission status and decisions through the Student Information System/Admissions "Inventory" Panel. He provides a list of prospective student-athletes to the Admissions Office for reference.

Admission policies and goals are overseen by the Enrollment Planning Committee, jointly chaired by the Director of Institutional Research and the Associate Provost for Student Affairs/Dean of Students. Committee membership includes broad representation from both Academic Affairs and Student Affairs.

All applicant files are reviewed by the Office of Admissions. This office is solely responsible for rendering admissions decisions. Students apply through the Admissions Office via either a paper application or an on-line UW System application. Upon receipt of credentials required for admission consideration, files are evaluated to determine if "priority admission" can be granted, or if additional review by members of the Admissions staff is required. An Admissions Review Committee meets weekly to make decisions for students requiring discretion regarding admission.

Various university and non-university personnel are able to "advocate" for students who are marginally admissible. Advocates may include high school guidance counselors or ESL personnel, minority student personnel at UW-Green Bay, professors or other university staff, the Athletics Department, adult student programs personnel, Admissions staff, and/or other people who can attest to a student's potential for success, or ensure rigorous oversight of student academic performance upon enrollment.

Students are notified of admission on a rolling basis.

Transfer and advanced standing students should have a minimum 2.0 grade point average (4.0 scale) on at least 15 credits of transferable coursework. Students may be placed on a waiting list for transfer admission if their grade point average is between 2.0 and 2.49. (University of Wisconsin Colleges students who are transferring directly after earning an associate's degree from the Colleges may be admitted with a grade point average between 2.0 and 2.49.)

Transfer students who have completed fewer than 15 transferable credits at the time of application must also meet New Freshmen admission requirements.

Students with less than a 2.0 grade point average on transferable coursework may be considered for admission or placed on a waiting list based on a review of the comprehensive academic record and consideration of a letter of appeal provided by the applicant.

Further information on admission can be located in the UW-Green Bay Undergraduate Catalog 2006-2007, pp. 138 or at <http://www.uwgb.edu/catalog/undrgrad/>

5. Compare and explain any differences in the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athlete who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I Graduation Rates Disclosure Form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts (Standardized Test Scores, by Gender, Standardized Test Scores, by Racial or Ethnic Group and GPA and Test Scores, by Sport Group) and the graduation- rates disclosure form methodology to compile these data.

Academic Integrity

All sub-groups of the UW-Green Bay student-athletes had at least a 3.00 core GPA. The differences between student-athletes and non student-athletes are not statistically significant. In instances where there are differences, the number of student-athletes represented by the average is too small to attribute significance to the difference. This is true for statistical models examining sex, race/ethnicity, and sport separately and together.

6. Please describe the process by which students may be admitted if they do not meet the institution's standard or normal entrance requirements and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures which may be utilized when students are not automatically admitted because they do not meet the institution's published entrance requirements.

The University provides a limited number of provisional admissions through a program called Phoenix Start (formerly operated as the EOP under federal TRIO funding). Students are recommended for consideration for the Phoenix Start program based on recommendation by the Admissions Review Committee (see above) or the Assistant Director of Admission. This program provides limited academic support during the first year of enrollment at the UW-Green Bay. If the Admissions Review Committee wishes to recommend admission through Phoenix Start, the coordinator of that program is asked to review the student's credentials. If the student is deemed a likely candidate for the program, the coordinator will request a personal interview, after which a final recommendation is made to the Admissions Office regarding the student's admission.

Transfer students with less than a 2.0 grade point average on transferable coursework may be considered for admission or placed on a waiting list based on a review of the comprehensive academic record and consideration of a letter of appeal provided by the applicant.

7. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 6 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates Supplemental Form. [Use the supplied chart (Special-Admissions Information to compile these data.)]

In the years of 2002, 2003, and 2004 no student-athletes were admitted under the auspices of EOP/Phoenix Start. For the general freshmen population, the percentage of students admitted through EOP/Phoenix Start was: 2002 — 1.4% (31 of 2220), 2003 — 1.5% (35 of 2228), and 2004 — 1.6% (36 of 2224).

8. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial-eligibility and transfer-eligibility for student-athletes. Provide name(s) (including title(s)) of who has ultimate responsibility in determining student-athletes' initial and transfer eligibility.

Michael Herrity, Registrar, is the institution's NCAA Certification Officer and has the final authority for certifying initial eligibility of student-athletes including review of transfer student-athlete's eligibility and acceptance of credits from other post secondary institutions.

Below is the current system for certifying student-athlete initial-eligibility and transfer-eligibility employed by the Institution. The information is contained in the UW-Green Bay Athletics Department Staff Compliance Manual. However, to streamline the eligibility certification process in the future (the 2007-08 academic year and beyond), the web-based Compliance Assistant Internet software will be used instead of the current "Freshman Eligibility Roster" and "Athletic Eligibility Roster." All other processes and individuals will remain the same.

Certification Process for Freshmen

Prior to the beginning of each playing season and at the beginning of the academic year, the Registrar meets with Daniel Rohrer, Assistant Athletics Director for Compliance and Student Services to identify all new student-athletes attending the institution and the team sport of which they will be a participant. The Registrar verifies through the NCAA Clearinghouse that each student-athlete has completed the process for initial determination of eligibility by completing Form 48C which is placed on file with the NCAA.

Academic Integrity

The Registrar then prepares a Freshmen Eligibility Roster for each sport and attaches it to the Athletic Eligibility Roster for each team sport. The Freshmen Roster verifies that each student-athlete, graduated from high school, completed the core course requirements as specified by the NCAA, earned the minimum GPA and ACT/SAT scores to be eligible to compete. Additionally, the Registrar verifies each student-athlete is enrolled as a fulltime student at the institution. These student-athletes are identified as Qualifiers. Non-qualifiers are those student-athletes who fail one or more of the NCAA requirements to participate as freshmen. They are listed on the roster and noted as a Non-qualifier.

At the end of the student-athlete's first semester, his/her progress is reviewed and s/he is moved onto the Athletic Eligibility Roster for the appropriate team. The Assistant Athletics Director for Compliance and Student Services is notified of the status of each student-athlete.

Transfer Student Eligibility

The Assistant Athletics Director for Compliance and Student Services contacts the Registrar concerning a transfer student-athlete once permission is obtained from the transfer institution to allow contact with our institution. The Assistant Athletics Director for Compliance and Student Services may forward unofficial copies of the transfer student's transcripts and other information to assist in making an early and tentative eligibility determination. Once the student is admitted, the Registrar finalizes the determination of eligibility to compete. A transfer student-athlete is evaluated for eligibility under the same regulations as our current continuing student-athletes and must meet all such requirements, specifically including GPA, declaration of major and percent of degree completion as determined by their year in school. If the transfer student-athlete is eligible, he or she is added to the appropriate team's Athletic Eligibility Roster.

- 9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Provide name(s) (including title(s)) of who has ultimate responsibility in determining student-athlete's continuing eligibility.**

The Registrar, Michael Herrity, is the institution's NCAA Certification Officer. He reviews and determines eligibility of all student-athletes several times per year and reports his determinations to Dan Rohrer, the Assistant Athletics Director for Compliance and Student Services and Donna Ritch, FAR. The NCAA Certification Officer and Assistant Athletics Director for Compliance and Student Services meet on a regular basis throughout the year to keep current as regards the status of student-athletes attending the institution.

Below is the current system for certifying student-athlete continuing eligibility employed by the Institution. However, to streamline the eligibility certification process in the future (the 2007-08 academic year and beyond), the web-based Compliance Assistant Internet software will be used instead of the current "Freshman Eligibility Roster" and "Athletic Eligibility Roster." All other processes and individuals will remain the same.

The normal cycle of review begins in August of each academic year. Initial rosters are generated in August; all student-athletes have a determination of eligibility established at that time. The first Athletic Eligibility Roster for each team is generated and sent to the Assistant Athletics Director for Compliance and Student Services at this time and contains a complete analysis of each student-athlete's eligibility based on all applicable NCAA rules.

Between the end of fall semester and beginning of spring semester all student-athletes are reviewed and a determination of their eligibility is conducted. Athletic Eligibility Rosters for all teams are updated and forwarded to the Assistant Athletics Director for Compliance and Student Services. A projection of eligibility status at the end of spring is made based on the student's spring course schedule. The Assistant Athletics Director for Compliance and Student Services is alerted to potential problems.

At the end of spring semester a year end review of each student-athlete is performed and a projection as to each student-athlete's eligibility for the next academic year is made. The NCAA Certification Officer will identify student-athletes with deficiencies and make recommendation to resolve them.

All student-athletes are flagged by the NCAA Certification Officer as student-athletes in the University Student Information System before the beginning of every semester based on a squad list provided by the Assistant Athletics Director for Compliance and Student Services. After being flagged, each student-athlete's account has a hold placed on it, which does not allow him or her to drop below full-time enrollment status.

Academic Integrity

- 10.** Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.

Graduation rates of student-athletes have exceeded those of the general student body, and that finding holds for men and women and for minority student-athletes. The six-year graduation rate for student-athletes (1997, 1998, 1999 cohorts) has averaged 62.7%; the comparable rate for the general student body in the same cohorts has been 45.6%. During this six year period, 53.8% of male student-athletes have graduated compared to 45.3% of all male students. During this six year period 68.3% of female student-athletes have graduated compared to 45.7% of females in the student body. Finally, graduation rates among minority student-athletes have averaged 57.1% (60% among men and 50% among women) compared to 23.3% among minority students in general (23.8% among men, 23% among women).

Graduation rates across sports range from 25% to 88.9%, with one team falling below the graduation rates for the student body. Of the eight members of the golf team admitted as freshmen between 1997 and 1999, only two graduated in six years or less. Analysis of the data suggests this was not typical of that team and was specific to that cohort of student-athletes in that sport.

- 11.** Identify and describe the academic standards and policies contained in the university's catalog/bulletin, athletics department manual, student-athlete handbook and/or institutional handbook for students. Describe exceptions, if any, to the institution's regular academic standards and policies applicable to the general student body (e.g., good academic standing, definition of minimum full-time status) that are available to student-athletes.

The Academic Standards and Policies can be found from pp. 142-146 of the 2006-2007 Undergraduate Catalog and at <http://www.uwgb.edu/catalog/undrgrad/> of the University's web site. These pages contain information related to credit load, academic standing, grading system and grade points, academic probation and suspension, appeals processes, grade changes, course requisites, class attendance, course adds and drops, University honors, and graduation.

All of these standards and policies apply to student-athletes without exception.

- 12.** Describe the procedures used by the institution to monitor missed class time for student-athletes.

The University recognizes the importance of class attendance by all students. When constructing athletic travel schedules, class absences, and time conflicts are taken into consideration and kept to a minimum. It is the responsibility of the student-athlete to inform instructors well in advance when classes must be missed, and to make up any assignments missed during the absence. Notice to a faculty member needs to be accompanied by a copy of a letter written by the Chair of the IAC and FAR and a complete travel schedule from the coaching staff. The following procedure must be followed in the event of class absence due to travel or competition.

- * The Athletics Academic Coordinator/coaches provide student-athletes with copies of an IAC-approved cover letter along with a complete travel/ competition schedule including departure and estimated return date and time;
 - * Each student-athlete must see each professor personally at least two weeks prior to the first competition (or as soon as possible for fall sports and second semester winter sports); and
 - * Each student-athlete is told to see each professor in advance (preferably one week or more) of competition to remind of absence, get assignments and/ or schedule make-up exams or quizzes.
- Any problems that arise pertaining to class absences should be brought to the attention of the Athletics Academic Coordinator or FAR without delay.

Academic Integrity

When participation in athletic competition does require missed class time, student-athletes are considered representatives of the University and scheduled absences from class should be treated as excused absences by the instructor. Student-athletes should be on time for all appointments, classes, tutors, advisors, etc. or have the courtesy to call in an emergency (http://www.uwgb.edu/sofas/facResources/Faculty_Handbook.pdf).

The Athletics Academic Coordinator will follow-up with a phone call or visit if any faculty/staff have any questions or concerns with the letter from the IAC and/or travel schedule.

13. Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sport(s).

The IAC has found no excessive missed class time due to athletic competition. By viewing each student-athlete's class schedule and comparing it to their team travel schedule, the Academics Coordinator and/or Assistant Athletics Director for Compliance and Student Service try to eliminate excessive missed class time. If missed class time would be too excessive, the student-athlete would be asked to try to get into a different section of the course, or take the course a different semester.

14. Describe the means by which the institution's policies and procedures regarding the scheduling of athletics competition and practices (e.g., missed class policy) are communicated to student-athletes.

The student-athletes who are/will be seniors and juniors, prior to the student-athlete priority registration period, fill out their course schedules with the courses they need for each of our team sports. These schedules are coordinated with the Director of Facilities of the Phoenix Sports Center for available practice times around the class schedules of the seniors and juniors. The freshmen and sophomores are then given the practice times and are asked to schedule the courses they need. The student-athletes wait for their priority registration time to officially schedule their courses. The priority registration is communicated from the Registrar's Office to each student-athlete through email. The student-athlete priority registration system allows freshmen and sophomore student-athletes to register when junior-standing students register. The junior and senior student-athletes register at their normal registration time and receive no benefit from the priority registration. The email the student-athlete receives from the Registrar's Office indicates the date and earliest time at which they can register for their classes.

Student-athletes are strongly encouraged to block off classes during practice times, unless the course is mandatory for their degree programs and there are no other time slot offerings. Night classes and Friday afternoon classes during their competition season are held to a minimum, except if it is a part of the major or minor. Student-athletes must not miss any class or course work due to practice, unless they are traveling for away competition. The Athletics Academic Coordinator also runs a check on any night classes (after 4:00PM) for which student-athletes are registered and compares it with their competition and travel schedule.

The missed-class policy is presented to student-athletes during pre-season team meetings and is included in the student-athlete handbook.

Information to be available for review by the peer-review team, if requested:

- A copy of the institution's most recent catalog and/or bulletin.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

Academic Integrity

Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**
2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**
3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**
5. Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13? **Currently Yes**

Academic Integrity

Operating Principle

2.2 Academic Support

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first cycle certification decision related to Academic Integrity Academic Support.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

No plans for improvements/recommendations were required or recommended.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.2 (Academic Support) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

No plans for improvements/recommendations were required or recommended.

Other Improvements:

The 1998 Self-Study Report recommended additional efforts to "ensure that the IAC become more involved in reviewing tutoring and study skills programs" including the FAR reviewing and reporting on all tutoring services and attending at least one meeting of the Athletes Seeking Assistance Program (ASAP). We recognize the institution did not begin this process in 1998-1999 immediately following the First Cycle Certification. In 2002-2003, new leadership directed the Assistant Athletics Director for Compliance and Student Services to do a review of the First Cycle Certification at which time this recommendation was brought to the attention of the current FAR who was appointed to the position during the summer of 1999. In 2004, the FAR began meeting with the Assistant Athletics Director for Compliance and Student Services and the Athletics Academic Coordinator to review academic assistance programs. The FAR prepares a report and subsequently shares it with the IAC at a meeting every fall semester.

4. Identify how the institution is organized to provide academic support and advising services to student-athletes (i.e., reporting lines and identification of who does what).

At the UW-Green Bay academic advising is a shared responsibility between faculty (Academic Affairs) and the Office of Academic Advising (Student Affairs). Faculty report to unit chairs (and executive committees composed of tenured faculty); academic advisors report to the Director of Academic Advising who reports to the Assistant Dean for Enrollment and Academic Services.

Academic Integrity

Initially, all new students including student-athletes, are assigned to a general advisor from the Academic Advising Office. Upon declaration of the major, the student is assigned to a faculty advisor from that major. Advisors have the responsibility of advising on course selection, academic planning, degree requirements and all other related academic issues and concerns.

Additionally, the Office of Academic Advising has the responsibility of reviewing suspension petitions and authorizing exceptions/waivers of suspension. The appeal of denied petitions is the authority of a faculty governance committee, the Academic Actions Committee. Also, the Academic Advising Office has the responsibility of reviewing all transfer credit evaluations to determine applicability of transfer coursework towards the General Education requirements.

Other support services (tutoring, services for students with disabilities, etc.) are provided by staff in the Student Affairs division and report to the Assistant Dean for Enrollment and Academic Services.

Student-athletes receive academic support and advising as all other students as described above. Advising and support services for student-athletes are coordinated by the Athletics Academic Coordinator, who reports to the Assistant Athletics Director for Compliance and Student Services.

5. Using the following program areas for academic support issues as examples, please describe:

- a. The specific academic support services offered to student-athletes (if any);
- b. Any policies that govern which students can use these services;
- c. The mechanisms by which student-athletes are made aware of these services;
- d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
- e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

If the institution has additional or different academic support services not included in the list of examples, please click "Add Academic Support Area."

1. **Academic Advising** Course selection, class scheduling, degree program assistance, priority registration.

a. The specific academic support services offered to student-athletes, if any.

All new freshmen receive initial advising through a formal program called First-Year Opportunities and Connections for UW-Green Bay Students (FOCUS) — Registration and Resources (R&R). Although attendance is not required, it is strongly encouraged. In June 2006, 975 freshmen attended R&R. This comprised 93% of the freshmen class (As of 8/1/06 new freshmen enrolled = 1044). The remainder of the freshmen received advising/registration support individually. R&R advising is provided by a cadre of approximately 30 faculty from across the academic units and general staff advisors. New transfer students receive advising support individually from the Academic Advising Office and/or faculty advisors, depending upon number of credits transferring to the institution and status of declared major.

Priority registration takes place over the course of two weeks. Each student is assigned an enrollment appointment - a day and time in which the student is eligible to register for classes. Seniors register first, followed by juniors, etc. Student-athletes are granted the privilege of priority registration which allows them to register on the day that junior students register, typically the 3rd day of priority registration.

b. Any policies that govern which students can use these services.

New freshmen student-athletes are expected to participate in R&R as are all new freshmen. Advising support beyond the first semester is provided to freshmen student-athletes through a collaborative effort between the Academic Advising Office and the Athletics Academic Coordinator. All freshmen student-athletes are required to sign up for an advising appointment which takes place approximately one month prior to registration. During this appointment the student-athlete meets face to face with an advisor to review course selection, timetable of classes, schedule, discuss major declaration, review their Student

Academic Integrity

Information System (SIS) account, as well as any other questions s/he may have. It is the responsibility of each student-athlete to sign-up for an advising appointment. The Athletics Academic Coordinator talks with each individual team coach to help ensure students sign-up for an advising session.

- c.** The mechanisms by which student-athletes are made aware of these services.

See above

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

All services provided by the Student Affairs Division conduct baseline assessments, yearly assessment, and are reviewed by division staff and faculty.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

All services provided by the Student Affairs Division conduct baseline assessments, yearly assessment, and are reviewed by division staff and faculty.

2. Tutoring Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

- a.** The specific academic support services offered to student-athletes, if any.

UW-Green Bay's Tutoring Services are available to all students. Tutoring Services offers free, on campus, hour long study group sessions that are led by peer leaders modeled after the supplemental instruction technique. Study groups are usually course/section specific and are most often affiliated with historically challenging courses each semester.

Paid Study Group Leaders have successfully completed the course in which they lead with a B or higher and come with faculty references and have exemplified a demeanor of patience and are highly skilled in their subject knowledge.

The Tutoring Services website (<http://www.uwgb.edu/tutoring/>) has a link to references and resources students may access with regard to study skill techniques and academic success strategies. Students can use the "contact us" portion of the website to request that a study group be considered or formed, in addition to the list of study groups that comprise a semester's offerings. Tutoring Services makes every effort to find a qualified study group leader and will facilitate the location and arrange scheduling for each verified request.

- b.** Any policies that govern which students can use these services.

All student-athletes have equal access to tutors and group study. The Athletics Academic Coordinator and/or Assistant Athletics Director for Compliance and Student Service may initiate the involvement of a tutor prior to a student-athlete's request, based on a grade check or past academic experience.

- c.** The mechanisms by which student-athletes are made aware of these services.

Student-athletes are made aware of the tutoring services as early as their unofficial and/or official visits to campus while they are still in high school. All freshmen student-athletes have a mandatory two-day workshop at the beginning of their first semester which includes tutoring and academic support. Every semester the Athletics Academics Coordinator reviews the tutoring guidelines numerous times during study table.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

Academic Integrity

All services provided by the Student Affairs Division conduct baseline assessments, yearly assessment, and are reviewed by division staff and faculty.

- e. The mechanism for periodic approval of these services by academic authorities outside athletics.

All services provided by the Student Affairs Division conduct baseline assessments, yearly assessment, and are reviewed by division staff and faculty.

3. Success skills Study skills, note and test taking, writing and grammar skills, time management skills.

- a. The specific academic support services offered to student-athletes, if any.

The Office of Academic Advising offers free academic workshops open to all students on the following topics: Time Management and Study Skills. Also the Tutoring Services website has a link with various resources for students (<http://www.uwgb.edu/tutoring/>). These services are open to all students and student-athletes are strongly encouraged to attend. The two workshops are offered at various times throughout the semester.

Workshops are broadly communicated to all students with a target audience of first year/freshmen, probation and suspension waiver students. The Athletics Academic Coordinator also makes an announcement at study table as well as informing all coaches. Posters and flyers are also posted throughout campus.

Additional support is provided through the writing lab, success group, career workshops, test taking, and note taking training.

- b. Any policies that govern which students can use these services.

These services are made available to all students and student-athletes.

- c. The mechanisms by which student-athletes are made aware of these services.

Student-athletes are notified of the services through emails, and communications from the Assistant Athletics Director for Compliance and Student Service and/or the Athletics Academic Coordinator. Workshop dates and schedules are given to coaches in advance and are part of Athletics staff meetings and rules education meetings. Reminders are provided at study table by the Athletics Academic Coordinator and prior to team practices in their sport.

- d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

All services provided by the Student Affairs Division conduct baseline assessments, yearly assessment, and are reviewed by division staff and faculty.

- e. The mechanism for periodic approval of these services by academic authorities outside athletics.

All services provided by the Student Affairs Division conduct baseline assessments, yearly assessment, and are reviewed by division staff and faculty.

4. Study hall Availability, facilities, policy for mandatory attendance.

- a. The specific academic support services offered to student-athletes, if any.

Academic Integrity

The Athletics Program provides a study table program for freshmen, at-risk and other student-athletes identified by the coaching staff. Each sport has specific guidelines for their program, which is usually based on cumulative GPA. Study table is available every Monday, Wednesday, and Thursday nights from the start of each semester through the end of finals. It runs from 6:30- 9:00PM, with a 15 minute break from 7:45- 8:00.

At the beginning of each semester each coach provides to the Athletics Academic Coordinator a list of required attendees and the sessions they will be attending. The Athletics Academic Coordinator is responsible for: monitoring check-in and check-out times, conducting spot checks in permissible out-of-room study areas and maintaining control in the study room area to ensure a conducive environment for the purpose of studying. The Athletics Academic Coordinator provides log-in sheets to each sport at the end of each week which record check-in and out activity of those student-athletes who are present. He also reports any special concerns or problems. If a team or individual is going to miss or report late to a study session (i.e. traveling, practice, etc.) the student-athlete must talk with his/her head coach, who will inform the Athletics Academic Coordinator prior to the missed or tardy session.

The Athletics Academic Coordinator uses a sign-in sheet to record check-in and check-out activity for all student-athletes. The student-athlete is only allowed to sign-in for him or herself. If the student-athlete wants to use the computer lab, library, or writing lab during study table, he or she is only dismissed if given permission by his/her coach and such permission is communicated to the Athletics Academic Coordinator prior to the study table. The Athletics Academic Coordinator runs spot checks in these areas to ensure student-athletes are utilizing the facilities.

At the end of each week the Athletics Academic Coordinator sends a report to each coach with the number of days and hours for each student-athlete.

Study table is a service through Athletics, but all students are invited to attend. Academic Advising, Disability Services, and Phoenix Start have students that participate in study table.

b. Any policies that govern which students can use these services.

Student-athletes must adhere to study table policies, and any student can attend study table as long as they abide by Athletics Program policies. Each person must sign-in and sign-out with the Athletics Academic Coordinator. Students are required to stay at study table the entire time and keep busy with academic work. The library and computer lab are available during study table hours if students are with a tutor. Only course work material and books pertaining to courses are allowed at study table.

c. The mechanisms by which student-athletes are made aware of these services.

See above.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

This was reviewed by the IAC at a meeting during fall semester 2006.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

This was approved by the IAC at a meeting during fall semester 2006.

5. Freshman/transfer orientation Availability, attendance requirements.

a. The specific academic support services offered to student-athletes, if any.

Two orientation programs are offered at the UW-Green Bay. Freshmen orientation occurs in the week preceding the start of the fall semester. It is a three day program that emphasizes developing connections with faculty and staff, making new friends, and learning about academic expectations and University resources. All freshmen students receive mailings and emails regarding the program. Attendance is not required but strongly encouraged. It is promoted as an integral component of the FOCUS program and

Academic Integrity

involves a large contingent of University faculty, staff and students. The program is administered under both Academic Affairs and Student Affairs.

Orientation for transfer students occurs as a one-day event prior to the start of each fall and spring semester. All new transfer students receive an invitation to orientation by mail and although the program is optional, attendance is strongly encouraged. This program is administered under Student Affairs.

In addition, the Athletics Department does a new student-athlete orientation at the beginning of each fall semester. It is a four hour session over two days. The first day the student-athletes are addressed by the Assistant Athletics Director for Compliance and Student Services and the Athletics Academic Coordinator. The student-athlete handbook and the "How to Get Good Grades in College" booklet are discussed. The second day includes orientation from other student affairs programs, including career services, academic advising, counseling services, health services, writing center, study group and tutoring, nutritional health; an additional presentation is held on budget management.

b. Any policies that govern which students can use these services.

All new student-athletes, which include freshmen and transfer student-athletes, are required to attend the athletic orientation.

c. The mechanisms by which student-athletes are made aware of these services.

The student-athletes are required to attend in person on both days of the Athletic orientation sessions.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

All services provided by the Student Affairs Division conduct baseline assessments, yearly assessment, and are reviewed by division staff and faculty.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

All services provided by the Student Affairs Division conduct baseline assessments, yearly assessment, and are approved by division staff and faculty.

6. Academic progress monitoring and reporting Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

a. The specific academic support services offered to student-athletes, if any.

The Athletics Department does two grade checks for each student-athlete during each semester at about the sixth and tenth week. These are done by the Athletics Academic Coordinator through email. Additional checks can be requested by the coach or Athletics Academic Coordinator. Any additional grade checks are done by email, phone, office visit, or through a form the student-athlete takes to the professor. Information requested in the grade check or progress report includes grades on quizzes, tests, exams, papers, assignments, attendance, discussion, participation, and overall grade to date. Comments on the student-athlete's performance by professors are also welcome.

b. Any policies that govern which students can use these services.

All student-athletes are included in the sixth and tenth week grade checks.

c. The mechanisms by which student-athletes are made aware of these services.

The grade check of each student-athlete is then sent to the coach as well as the Assistant Athletics Director for Compliance and Student Services and the Director of Athletics.

Academic Integrity

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

This was reviewed by the IAC at a meeting during fall semester 2006.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

This was approved by the IAC at a meeting during fall semester 2006.

7. Assistance for special academic needs Provisions for diagnosis and treatment of learning disabilities.

- a.** The specific academic support services offered to student-athletes, if any.

The Athletics Department directs all students with disabilities to the Disability Services Office to discuss accommodative services. The Coordinator of Disability Services serves as the liaison between students with disabilities and the UW-Green Bay community to ensure full access to programs and services. Appropriate classroom and campus accommodations are provided on an individual basis to students with documented disabilities.

Services that are provided include but are not limited to:

- o Accessible computers
- o Accessible desks and tables
- o Accessible residence halls and apartments
- o Advocacy and liaison with professors
- o Counseling services
- o Library and/or laboratory assistance
- o Note takers
- o Priority registration
- o Reader services/text books on audio
- o Reduced credit load recommendation
- o Sign language interpreters
- o Test taking accommodations (extended time, distraction free environment, scribe, reader, use of a computer)
- o Text telephone devices (TTD) for persons who are hearing impaired

No public or private institution may discriminate against a disability solely by reason of the disability based on Section 504 & 508 of the 1973 Rehabilitation Act and the Americans with Disability Act. The UW-Green Bay and UW System also have nondiscrimination policies for individuals with disabilities.

In accordance with our policies, incoming student-athletes who self-identify as having a disability are referred to the Coordinator of Disability Services. To qualify for services, a student must provide current, appropriate documentation of disability from a qualified health service provider (e.g. physician, licensed psychologist). Documentation should include a diagnosis and an explanation on how it impacts one or more major life activities. Recommendations for a specific accommodation can be included but are not required. The Disability Services Office works with faculty and staff to ensure that accommodations are met.

The Coordinator of Disability Services also serves as a resource for students, parents, faculty and staff seeking disability-related information (i.e. questions on federal laws and UW policies).

Upon admission to the University, all students receive information about the Disability Service Office in their admission packets. Additionally, all new students receive information about Disability Services at Orientation. The Athletics Academic Coordinator will also identify students for referral to the Disability Services Coordinator based upon information provided to him by the coaches.

- b.** Any policies that govern which students can use these services.

Academic Integrity

To be able to use Disability Services, a student must qualify with a learning disability. The student's past records from high school along with up-dated testing through private professionals determine if a student qualifies for support and services.

- c.** The mechanisms by which student-athletes are made aware of these services.

See above.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

All services provided by the Student Affairs Division conduct baseline assessments, yearly assessment, and are reviewed by division staff and faculty.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

All services provided by the Student Affairs Division conduct baseline assessments, yearly assessment, and are approved by division staff and faculty.

8. Learning assessments Provisions for testing and evaluation (e.g., placement testing).

- a.** The specific academic support services offered to student-athletes, if any.

All new students are required to submit ACT scores as a part of the application process. In addition to admission purposes, ACT English scores are used to determine English proficiency and appropriate placement in English composition courses. SAT scores may be used in lieu of ACT.

The Wisconsin Math Placement Test is required to determine math proficiency and placement. The test is required of all new students prior to their first semester of enrollment. Students are routinely notified of this requirement through campus mailings (new freshmen) and through the credit evaluation process (transfer students).

All students are required to take the General Education Assessment Test at the time the student has earned between 54 and 72 credits at the end of a given semester. Students are notified by mail when it is time to complete the assessment and there are no exceptions to testing.

Additionally, the Assessment Services Office provides testing support services for CLEP, Advanced Placement, and other forms of credit by examination.

- b.** Any policies that govern which students can use these services.

Testing and assessment services are available to all students. All students who have earned between 54 and 72 credits are required to participate in the University's General Education Assessment program.

- c.** The mechanisms by which student-athletes are made aware of these services.

All testing and assessment services are coordinated by the Office of Testing Services. Information is available to all students from that office or at the website of that program.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The University's assessment program is reviewed by a campus assessment committee.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

Academic Integrity

The University's assessment program is approved by a campus assessment committee.

9. **Mentoring** Availability of mentors; identification and assignment methods, frequency of interaction.

a. The specific academic support services offered to student-athletes, if any.

The Athletics Department has a tutor/mentor (Darrell Patterson) who works with student-athletes on their academics, time management, and balancing schedules as a student-athlete. He has experience as a teacher in English and Physical Education and was both a college student-athlete and high school coach in many sports. The mentor works closely with the Athletics Academic Coordinator and gives regular updates on progress made by student-athletes.

b. Any policies that govern which students can use these services.

The tutor/mentor is available to any student-athlete at the request of the student-athlete or coach and if a need is determined by the Athletics Academic Coordinator.

c. The mechanisms by which student-athletes are made aware of these services.

Student-athletes can meet with the tutor/mentor during study table time, or any other free time that will not interfere with courses, practice, or competition. They meet in person on campus (typically in the library, computer lab, or an empty classroom), through email, or by phone.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

There is no current review being done by academic authorities outside Athletics.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

There is no current periodic approval being completed by academic authorities outside Athletics.

10. **Assistance for at-risk students** Availability including institution-wide assistance.

a. The specific academic support services offered to student-athletes, if any.

Phoenix Start is an alternative-admission program which provides academic support to students through 30 degree credits.

Students admitted to the UW-Green Bay through Phoenix Start must agree to participate in the program and use campus services as recommended. A limited number of students are admitted each fall. Other students may request the academic support but priority is given to Phoenix Start students.

The Admissions Office refers students to Phoenix Start through the application process. Students can request the academic support or may be referred by other campus personnel.

The Athletics Department works very closely with the Assistant Director of Admissions, Academic Advising, and Disability Services when dealing with possible at-risk students. Study table, tutors, mentor, and frequent grade checks are used to keep close contact with at-risk student-athletes.

b. Any policies that govern which students can use these services.

New freshmen are determined to be possibly at-risk based on their GPA and ACT score. Other student-athletes may be considered at-risk if their GPA goes below 2.0 after their initial semester or if their cumulative GPA is below 2.25 at the end of any semester.

c. The mechanisms by which student-athletes are made aware of these services.

Academic Integrity

Any student-athlete may inquire about and utilize these services. The student-athlete meets with the Athletics Academic Coordinator. The Coordinator also meets with the student-athlete during or after study table every two weeks to follow-up, and gets additional grade check reports back.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

These services are reviewed within the Student Affairs division.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

These services are approved within the Student Affairs division and the Provost's operating area.

11. Post-eligibility programs Availability of scholarships, assistantships and academic support.

- a.** The specific academic support services offered to student-athletes, if any.

The Athletics Department offers fifth-year financial aid to student-athletes who have exhausted their eligibility, but have not completed their degrees. All support services are available under the direction of the Athletics Academic Coordinator to student-athletes who have exhausted eligibility.

- b.** Any policies that govern which students can use these services.

All academic services and support services are available to all student-athletes that are still competing and all those that have exhausted their athletic eligibility.

- c.** The mechanisms by which student-athletes are made aware of these services.

The Athletics Academic Coordinator, coaches and the Assistant Athletics Director for Compliance and Student Services make the student-athletes who have exhausted their athletic eligibility aware of all academic and support services. Not only do student-athletes use these services, but some continue to be a part of these services acting as tutors or assistants with the Athletics Program.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

This was reviewed by the IAC at a meeting during fall semester of 2006.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

This was approved by the IAC at a meeting during fall semester of 2006.

- 6.** Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report.

- 7.** Describe relevant corrective actions planned or implemented from the academic support services review.

None

Academic Integrity

Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**
2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**
3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**
4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**
5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

Academic Integrity

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2002-2003	23	336	23	19	23	641	23	30
	2003-2004	23	367	22	17	22	685	23	31
	2004-2005	23	335	22	25	23	608	22	25

Name of person completing this chart: Debbie Furlong
 Title: Director, Institutional Research

Academic Integrity

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-B: Standardized Test Scores, by Racial or Ethnic Group

		Racial or Ethnic Group - All Entering Freshman Students												
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
		2002-2003	21	8	21	30	17	6	20	10	23	916	28	7
		2003-2004	21	12	20	38	19	10	20	11	23	972	24	9
		2004-2005	21	12	20	23	21	6	22	12	23	879	24	11
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid												
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
		2002-2003		0	19	1	19	3		0	23	44	26	1
		2003-2004		0	29	1	18	2	21	2	23	42	25	1
		2004-2005		0		0	22	3	24	2	22	40	24	5

Name of person completing this chart: Debbie Furlong

Title: Director, Institutional Research

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
Academic Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2002-2003			3.04	5			3.27	3	3.32	22	3.5	4	3.25	2	3.64	30
	2003-2004			3.09	5			3.63	7	3.13	20	3.55	3	3.53	1	3.47	31
	2004-2005			3.32	6			3.09	4	3.01	27	3.51	3	3.56	3	3.35	24
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2002-2003			19	4			22	2	24	13	22	3	24	2	23	25
	2003-2004			20	3			26	2	22	12	20	3		0	23	28
	2004-2005			22	6			20	2	23	17	21	3	24	3	23	19

Name of person completing this chart: Debbie Furlong

Title: Director, Institutional Research

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID, BY YEAR

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2001-2002	1%	0%	%	%	%	%	%	%	%	%
	2002-2003	2%	0%	%	%	%	%	%	%	%	%
	2003-2004	2%	0%	%	%	%	%	%	%	%	%

Name of person completing this chart: Debbie Furlong

Title: Director, Institutional Reseach

Equity and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first cycle certification decision related to gender issues.

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) The institution has had personnel changes since the original development of the plan. [Please note: Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

Recommendation No. 1 (relating to Operating Principle No. 1)

The peer review team concurs with the institution's recommendation that the Director of Athletics appoints a committee to evaluate the array of sports currently offered and provide a report to the Athletics Administrative Team, to be completed in June 2000 and again in June 2002.

The Gender Equity Five Year Plan was reviewed in 2003 and again in 2005 by the Intercollegiate Athletics Committee (IAC) specifically for the sports array offered at UW-Green Bay. The committee provided a report to the Director of Athletics. In that report, it recommended acting on an earlier recommendation made in 2002 that women's golf be added if funding becomes available. Acting upon this recommendation, competition in women's golf will begin in 2007-2008.

Recommendation No. 2 (relating to Operating Principle No. 1)

The peer review team concurs with the institution's recommendation that the Assistant Athletics Director for Student-Athlete Enhancement develop an instrument to survey incoming female students to determine if their interest levels are being met, paying particular attention to UW-Green Bay's interscholastic sports programs. This survey should be completed in June 1999 and again in June 2002.

The IAC feels that a survey would not yield valid results as students interested in competing in Athletics at the Division I, II and III level are most likely already doing so and would not be among the general non-athlete student population surveyed. A survey would not be an accurate reflection of the female Division I interest at UW-Green Bay. This is supported nationally by interpretations from the Office of Civil Rights and clarifications from the NCAA on survey use.

Equity and Student-Athlete Well-Being

Recommendation No. 3 (relating to Operating Principle No. 1)

The peer review team concurs with the institution's recommendation that the athletics marketing and promotions director develop an annual marketing and promotions plan to help increase public awareness and increase attendance at women's athletics events. Game promotions, half-time promotions, and radio broadcast opportunities will be included in the plan and presented each year to the athletics administrative team. This should be completed by the end of June 1999, 2000, 2001, and 2002.

Since this recommendation, a Marketing and Promotions Plan has been presented to Athletic Administration annually. Each year's plan has become more inclusive and extensive with regard to season ticket packages for basketball, game break promotions, student involvement, community marketing, and promotion strategies for the three gated women's sport programs (basketball, soccer, volleyball). All women's basketball games (home and away) have been broadcast on radio. During 2005-06 all Horizon League women's basketball games were video streamed on CSTV.com. During 2006-07 all women's basketball home games were video streamed on CSTV.com. Also during the 2006-07 academic year, the institution made a decision to video stream all Horizon League volleyball matches on CSTV.com. Plans are to continue to expand opportunities to increase exposure of our women's sport program via web casting and/or audio streaming.

Recommendation No. 4 (relating to Operating Principle No. 1)

The peer review team concurs with the institution's recommendation that the Intercollegiate Athletics Committee annually review the Athletics Program's Five-Year Plan, policies and budgets to ensure on-going compliance with the programs goals for gender equity. This review should be spearheaded by the Director of Athletics and Faculty Athletics Representative and should begin by May 1999, 2000, 2001, and 2002.

The IAC regularly reviews the Athletics Department plans and policies that are applicable to student-welfare issues. They have reviewed the department's Gender Equity Plan during the 2001-02, 2002-03, and 2003-04 academic years. During the 2004-05 academic year the IAC was divided into two sub groups (one for the Gender Equity Plan and one for the Minority Plan). Their input was used in the development of the current (2006-2007) Gender Equity Plan. The IAC also reviews the following Athletics Department plans and policies: Academic, Budgeting, Long Term Program Plans and Minority Plans.

Recommendation No. 5 (relating to Operating Principle No. 1)

The peer review team concurs with the institutions' recommendation that the university's affirmative action officer be responsible for reviewing gender-equity grievances and/or Title IX concerns and for determining corrective action when necessary. Procedures for filing complaints should be included in the student-athlete handbook and reviewed with the student-athletes during fall orientation sessions. This action should be coordinated by the Assistant Athletics Director for Student-Athlete Enhancement.

A University wide process is currently in place to handle grievances. The Student-Athlete Handbook does address the process and student-athletes are made aware of the process during their fall orientation.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Suggestion No. 1 (relating to Operating Principle No. 1)

The peer review team suggests that the institution review annually the operating budget differences that exist between men's and women's sport programs and work to eliminate any difference that exist due to reasons unrelated to the competitive schedules.

Expenditures in sports programs have fluctuated over the past three years. In 2002-03, the operating expenditures for women's teams far outweighed those for men's teams (\$384,746 to \$257,538). In 2003-04, the expenditures for men's teams were greater than those for female teams (\$457,708 to \$417,459). In 2004-05, the expenditures for women's teams once again was greater than those for men's teams (\$470,992 to \$440,421), though it should be noted that male per capita expenditures was greater for this year. One reason for some of the changes in expenditures in men's programs is due to a change in reporting requirements in the Equity in Athletics Disclosure Act (EADA) report beginning in 2003-04.

There appears to be a clear commitment to the equalization of resources. In sports where there are both men's and women's teams, the amounts expended are close to the same. One exception is in basketball where rental fees and

Equity and Student-Athlete Well-Being

higher officiating fees are included in the men's basketball budget. The men's basketball team plays off-campus in a rented facility.

Suggestion No. 2 (relating to Operating Principle No.2)

The peer review team suggests that a program to enhance communication between the admission office and the athletics department regarding the direction of the university's admissions effort be developed.

The University Admissions office has identified a liaison to work with the Assistant Athletics Director for Compliance and Student Services to address any admissions concerns. The liaison and Assistant Athletics Director for Compliance and Student Services have ongoing conversations and email reports regarding the status of a student-athlete's admission.

The Athletics Department's Compliance Manual has also been re-written to include specific responsibilities of individuals in the Admissions Office and Athletics Department and procedures for determining initial eligibility requirements.

Suggestion No. 6 (relating to Operating Principle No. 1)

The peer review team suggests that the university upgrade the on-campus softball field to meet NCAA standards so that competition may be conducted on that field.

Upgrade of the women's softball facility was completed in 1998-1999 and competition has resumed on the field. Improvements included painting of dugouts, enhancement of field signage, addition of bleachers to the field, a new fence, leveling of the outfield, and an announcer trailer to call the games with a PA system.

4. Explain how the institution is organized to further its efforts related to the gender issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

In 2002, the Athletics Department developed an overall Five-Year Plan. The plan was developed with input from all coaches, staff and University Administration. One of the major components of the plan was to address any gender equity concerns. This plan along with the Gender Equity Plan has been reviewed by the Athletics Department, the IAC and the Chancellor.

The Director of Athletics reports directly to the Chancellor and has the opportunity to have ongoing discussions concerning important matters related to the Athletics Department. Included in these discussions is an annual review of the EADA report.

The Faculty Athletics Representative (FAR) conducts a yearly student-athlete exit interview. It is a web based survey that also provides and encourages an opportunity for the student-athlete to visit in person. The interview/survey asks specific gender questions of the student-athletes and responses are presented and discussed each year with the IAC. Student-athletes also have opportunities to discuss any issues with their coaches and administrative staff in the Athletics Department, including the Director of Athletics.

Student-Athlete Advisory Committee (SAAC) meetings are scheduled each month and provide an opportunity for student-athletes to share any concerns regarding their sport programs, including gender issues, with the Assistant Athletics Director for Compliance and Student Services.

The Athletics Department makes every effort to diversify the applicant pool for vacant positions, while maintaining its commitment to providing its student-athletes with the quality of coaching that they deserve and expect.

5. Using your institution's completed Equity in Athletics Disclosure Act survey form and the worksheets for the three most recent academic years for which the information is available, analyze, explain and address any discrepancies through institution's gender-equity issues plan for the future, in the data between male and female student-athletes and comment on any trends or significant changes.

There has been a slight decrease in the percent of female student-athletes from 55.1% in 2002-03 to 52.2% in 2004-05. The campus female/male ratio continues to be about 65%/35%.

There has been an increase in assistant coaches to provide more support to certain athletic teams. This has increased the number of female coaches. Salaries for head and assistant coaches of male sports programs'

Equity and Student-Athlete Well-Being

outweighed those of female sports programs, but the gap for head coaches has closed considerably on a dollars per position measure (about a \$10,000 discrepancy in 2003-04 compared to about \$650 in 2004-05). There has been a consistent gap in the salaries of assistant coaches where coaches for male sports programs are making about \$11,000 more per position. This gap is partially explained by the gap between salaries for men's and women's basketball assistant coaches.

Expenditures in sports programs have fluctuated. In 2002-03, the operating expenditures for women's teams far outweighed those for men's teams (\$384,746 to \$257,538). In 2003-04, the expenditures for men's teams were greater than those for female teams (\$457,708 to \$417,459). In 2004-05, the expenditures for women's teams once again was greater than those for men's teams (\$470,992 to \$440,421), though it should be noted that male per capita expenditures was greater for this year. The reason for some of the changes in expenditures in men's programs is due to a change in reporting requirements in the EADA report beginning in 2003-04.

There appears to be a clear commitment to the equalization of resources. In sports where there are both men's and women's teams, the amounts expended are close to the same. One exception is in basketball where rental fees and higher officiating fees are included in the men's basketball budget. The men's basketball team plays off-campus in a rented facility.

6. Using the 13 program areas for gender issues, please:

- a. Describe how the institution has ensured a complete study of each of the 13 areas;
- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas;
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future; and
- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to Item No. 9 of the program area checklist.]

1. Athletics Scholarships. Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.

a. Describe how the institution has ensured a complete study of this program area.

The subcommittee interviewed the Director of Athletics and the Associate Athletics Director for Programs Operations. The subcommittee gathered and reviewed data on department scholarship information for the academic years of 2002-03, 2003-04, and 2004-05. The EADA report is also reviewed on an annual basis.

Each coach of a women's sports program is provided a scholarship budget and during his/her annual evaluation, he/she is evaluated as to whether the scholarships are utilized as expected.

Athletics Administration annually reviews and discusses the EADA.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

The data confirms that the University is demonstrating a strong commitment to its student-athletes by providing equitable scholarships across each of the areas. The peer review team, once it arrives on campus, will be provided with a spreadsheet summarizing information regarding athletic scholarships.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Equity and Student-Athlete Well-Being

No deficiencies have been identified in this area.

d. Explain how the institution's future plan for gender issues addresses this program area.

UW-Green Bay will continue to demonstrate a commitment to women's athletics by adding women's golf to its roster of Division I sports with competition beginning in 2007-08. The Athletics Department will provide funding for scholarships at the full equivalency allowed by the NCAA regulations.

2. Accommodation of Interests and Abilities. Participation proportionate to enrollment; history and continuing practice of program expansion for underrepresented sex; and/or, fully and effectively accommodate underrepresented sex; equivalent levels of competition. Please note, when presenting gender-equity plans for the future, institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities.

a. Describe how the institution has ensured a complete study of this program area.

The EADA report is completed annually and provides statistical data to identify deficiencies.

Each year the Senior Woman Administrator (SWA) completes an evaluation of the participation of student-athletes and reviews the percentage of female student-athletes to the percentage of females in the general student body. This evaluation is shared annually with the IAC; trends are reviewed and discussed.

In 1999-2000 the Athletics Department formed a Sports Sponsorship Committee to review the feasibility of adding a women's sports program and which sports program was best to add.

It should be noted that UW-Green Bay has a higher than national average of female students. According to the Office of Institutional Research at UW-Green Bay, approximately 57% of all undergraduate students attending degree-granting institutions are women compared to the 65% at UW-Green Bay.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

The Athletics Department states in its mission that it is committed to gender equity. This mission statement is on the Athletics Department web page (<http://uwgbathletics.cstv.com/sports/c-off/missionstatement.html>).

Beginning in 2002, the Athletics Department made a commitment to increase budgets for women's sports programs. Over a two year period, all women's sports programs saw a budget increase. The range of increase was from 16.6% for women's basketball to 93.6% for women's volleyball.

Staffing changes and additions have also taken place. These include:

- * A full-time assistant coach was added in women's soccer.
- * A part-time assistant coach in women's volleyball was moved to full-time.
- * A part-time assistant coach in swimming was moved to full-time.
- * A part-time third assistant coach in women's basketball was moved to full-time.
- * A part-time administrative assistant was added to women's basketball.
- * Additional training staff was added so that each sport has an athletic trainer assigned to a team.
- * A full-time Strength and Conditioning coach was added as well and all sport programs have equal access to the Strength and Conditioning coach.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Annually the SWA reviews and monitors the percentage of female student-athletes in proportion to the percentage of females in the general student body. The Sports Sponsorship Committee of the IAC and the IAC reviewed trends in the most recent EADA report which identified a decline in the percentage of female

Equity and Student-Athlete Well-Being

student-athletes. In order to offset this male/female ratio imbalance, it was recommended to the Director of Athletics to add women's golf. A women's golf team will be added beginning in 2007-2008.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

Besides the addition of women's golf, the Athletics Department asked the IAC to review squad size for the other 15 sports programs. Upon completion of the review, the IAC was asked to develop a future strategy to ensure compliance.

3. Equipment and Supplies. Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.

- a.** Describe how the institution has ensured a complete study of this program area.

The subcommittee conferred with the Director of Athletics, the Associate Athletics Director for Program Operations, and with head coaches to collect this information. In addition to the subcommittee's review, the Athletics Department is provided a comparison report of all Horizon League institutions on a yearly basis. The Director of Athletics and the Associate Athletics Director for Program Operations review this report to determine substantial deficiencies in operating budgets (equipment and supplies) in comparison to other league schools.

The Athletics Administration also relies on the coaches to provide feedback to determine the best use of budgeted dollars. Flexibility in reallocating dollars is possible with program supervisors' approval.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Coaches are provided an annual purchasing budget that allows them to obtain appropriate equipment and supplies to ensure that they are able to compete. The Athletics Administration ensures that the budgets are flexible and allow the coaches discretion as to the equipment and supplies they wish to purchase.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies have been identified in this area. Many of the coaches feel that the budget for equipment and supplies is adequate and they appreciate the flexibility they are given for purchasing equipment and supplies.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

The Athletics Department's Gender Equity Plan addresses equipment and supplies as one of the program areas to be reviewed each year. The IAC also reviews the department's Gender Equity Plan to assess how well the Athletics Department is meeting the equipment and supply needs of the women's programs.

4. Scheduling of Games and Practice Time. Number of games; number, length, and time of day of practices; time of day of games; preseason and postseason opportunities.

- a.** Describe how the institution has ensured a complete study of this program area.

The subcommittee interviewed the Director of Athletics, Associate Athletics Director for Program Operations and Director of Facilities to compile this information.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Equity and Student-Athlete Well-Being

Number of Games — Male sports: men's basketball participates in the maximum number of games each year; all other male sports are allowed to participate up to the maximum number of contests, based on budget and missed class time.

Number of Games — Female sports: women's basketball participates in the maximum number of games each year; all other female sports are allowed to participate up to the maximum number of contests, based on budget and missed class time.

Game times are determined by the coach and Director of Athletics and/or Sport Supervisor. Game times are set to maximize potential for attendance, exposure and working personnel, as well as limit the class time missed by student-athletes. When there are multiple events on a single day the Associate Athletics Director for Program Operations and/or the Director of Athletics works with the coaches to adjust game times to maximize potential for attendance and exposure at each event. For weekday double headers in basketball, women's games are scheduled prior to the men's game and played at the men's basketball off-campus competition facility.

Practice time requests are submitted to the Phoenix Sports Center Director of Facilities by each sport. Current facilities are shared by Athletics and student intramurals/recreation programs, which has created challenges for some sports to obtain the best practice times. Class schedules also lead to scheduling challenges for practices. Scheduling conflicts are resolved among the coaches, Director of Facilities, Associate Athletics Director for Program Operations and/or the Director of Athletics.

Postseason and Preseason opportunities: All men's and women's sport programs are allowed the same opportunity to participate in preseason events as well as NCAA postseason championships.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

Since current facilities are shared by Athletics and student intramurals/recreation programs, scheduling conflicts with practice times for some sports. Some sport programs, both male and female, have had to schedule early morning or night practices (after 8:00 pm) in order to accommodate all users of the building.

- d. Explain how the institution's future plan for gender issues addresses this program area.**

With the construction of the Kress Events Center additional practice facilities will be available and should alleviate a majority of the practice scheduling issues currently experienced by the athletics sports programs.

5. Travel and Per Diem Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem.

- a. Describe how the institution has ensured a complete study of this program area.**

The subcommittee interviewed the Director of Athletics and Associate Athletics Director for Program Operations, as well as reviewed information from EADA reports.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.**

Travel team expenses are as follows. Men's sports programs expended \$165,879 during 2002-2003, \$211,001 during 2003-2004, and \$197,467 during 2004-2005. Women's sports programs expended \$299,785 during 2002-2003, \$305,310 during 2003-2004, and \$352,925 during 2004-2005.

The Athletics Department increased travel budgets in 2002-03 and 2003-04 to address student-athlete safety and welfare issues. One goal of the department was to significantly reduce the use of 12 and 15 passenger vans. The Department developed a Team Travel policy that established permissible drivers of cars and vans and set a limit on the number of miles and/or hours a person is allowed to drive. The policy was most recently revised and approved at Athletics Administration in March 2007. A majority of sport

Equity and Student-Athlete Well-Being

programs utilize coach bus and air travel for transportation. The modes of transportation are equitable between male and female sport programs.

Although the Athletics Department has established per diems for each sport, meal selections and expenditures are at the discretion of the head coach of each sport. The Associate Athletics Director for Program Operations and/or Sport Supervisor monitor travel expense reports to assure each sport program actual expenditures are within reason of established per diems. Per diems are equitable between male and female sport programs.

Lodging selections are at the discretion of the head coach of each sport. The Associate Athletics Director for Program Operations and/or Sport Supervisor monitor travel expense reports to assure lodging accommodations are equitable between male and female sport programs.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

The data indicates that the Athletics Department has made a strong commitment to provide adequate resources for team travel. The Department will need to continue to review the amounts allocated on an annual basis to assure the appropriate resources are being provided to sport programs.

- d. Explain how the institution's future plan for gender issues addresses this program area.**

The Director of Athletics, Associate Athletics Director for Program Operations and Sport Supervisor will annually review travel expenditures to ensure sports programs are being treated on an equitable basis.

- 6. Tutors. Availability - procedures and criteria for obtaining assistance; Assignment - qualifications, training, experience, etc.; Compensation - rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.**

- a. Describe how the institution has ensured a complete study of this program area.**

The Assistant Dean for Enrollment and Academic Services, the Coordinator of Tutoring, and the Athletics Academic Coordinator provided the 2005-06 Annual Summary Report on Tutoring Services, and the Spring 2006 Program Evaluation Summary. The web site was also reviewed at <http://www.uwgb.edu/tutoring/>. Student-athlete exit interviews also have questions regarding tutoring services and their effectiveness. The responses to these were also examined.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.**

Tutoring Services are offered by the Division of Student Affairs free to all students. The Tutoring Services consist of one hour long study groups facilitated by a Peer Group Leader. The availability and extent of courses available are determined by student request. Many of the group tutoring sessions are available for introductory classes with large enrollments. The group sessions are limited to 15 students. Tutoring Services use a study group model to better serve students with on demand online requests and online Peer Group Leader applications. Study group sessions are held at various locations and times that meet student needs. All student-athletes have the opportunity to access the University study groups via online services.

Paid Study Group Leaders are available to student-athletes. Credentials for Study Group Leaders require a B or higher in the completed course he/she will tutor, a faculty reference, a demeanor of patience and a high skill level in the subject knowledge. Currently the budget for tutoring is \$23,684. In 2005-06, Tutoring Services served 488 students, 42 group leaders and 36 courses. The 2005-06 payroll for the 42 Study Group Leaders was \$8,870.00.

The Athletics Academic Coordinator coordinates tutoring of student-athletes. If a group session is not available, the coordinator contacts the professor to see if he/she can provide a tutor. If a tutor is used that is not referred by our faculty or staff, there is an evaluation form for the perspective tutor to fill out. The

Equity and Student-Athlete Well-Being

Athletics Department reimburses the cost for an individual tutor. The Athletics Department budgeted \$3500 for tutors in 2002-2003 and utilized \$415.14; \$2395 was budgeted in 2003-2004 with \$158.63 used; and in 2004-2005 \$1373 was budgeted and \$502.15 was used.

The Athletics Academic Coordinator also supervises and monitors the student-athlete study tables which are held 3 nights per week for 2.5 hours each night. Mandatory study time is determined by each head coach.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies have been identified in this area.

d. Explain how the institution's future plan for gender issues addresses this program area.

Services are available to all student-athletes on an equal basis.

7. Coaches. Availability - full time, part time, assistant, and graduate assistants; Assignment - training, experience, professional standing, and other professional qualifications; Compensation - rate of compensation, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.

a. Describe how the institution has ensured a complete study of this program area.

Each head coach meets with his/her supervisor annually and discusses all aspects of the sport program, including coaching needs. Every head coach is evaluated annually by his/her supervisor. Every head coach has pre-established, objective criteria that is used in the evaluation. The criteria are comparable with revenue sports and Olympic sports and are not based on gender.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

The University works to achieve a balance of educational experience and coaching experience in all of its hires. Full-time coaching positions are posted with a minimum requirement of a Bachelor's degree and a Master's Degree preferred. Previous collegiate coaching experience is preferred.

Four programs, two men's and two women's, currently have head coaches with long term contracts. In the area of coaching staff, there has been a slight increase in the hiring of assistant coaches to provide more support to certain athletic teams. This has increased the number of female coaches.

Information gathered from the EADA report:

Head coaches in the 7 men's programs during 2002-2003, 2003-2004, and 2004-2005 were at 3.23 FTE which includes 2 full-time and 5 part-time coaches during each of those years. Total salaries in 2002-2003 began at \$184,231 and increased to \$238,276 during 2003-2004 and increased again in 2004-2005 to \$278,055.

Assistant coaches in the men's programs had 3.90 FTE (3 Full-time, 3 Part-time) with \$141,957 in salary dollars in 2002-2003, 4.52 FTE (4 Full-time, 3 Part-time) with \$216,504 in salary dollars in 2003-2004, and 4.43 FTE (4 Full-time, 3 Part-time) with \$255,092 in salary dollars in 2004-2005.

Head coaches in the 8 women's programs during 2002-2003, 2003-2004, and 2004-2005 were at 4.23 FTE which includes 3 full-time and 5 part-time coaches during each of those years. Total salaries in 2002-2003 began at \$199,452 and increased to \$297,772 during 2003-2004 and increased again in 2004-2005 to \$313,549.

Assistant coaches in the women's programs had 5.51 FTE (5 Full-time, 7 Part-time) with \$158,499 in

Equity and Student-Athlete Well-Being

salary dollars in 2002-2003, had 6.07 FTE (5 Full-time, 7 Part-time) with \$235,104 in salary dollars in 2003-2004, and had 6.13 FTE (5 Full-time, 7 Part-time) with \$277,640 in salary dollars in 2004-2005.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Salaries for head and assistant coaches of men's sports programs exceeded those of coaches of women's sports programs, but the gap for head coaches has closed considerably on a dollars per position measure (about a \$10,000 discrepancy in 2002-03 compared to about \$650 in 2004-05). There has been a consistent gap in the salaries of assistant coaches where coaches for men's sports programs are making about \$11,000 per position more than those for women's sports programs.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

The UW-System and UW-Green Bay have hiring policies that guide the hiring process, including Athletics. In addition, the Athletics Department's Gender Equity Plan provides for a review of coaching staff FTE and gender distribution. The Gender Equity Plan is reviewed on an annual basis by the IAC and if necessary is revised.

The University will continue its efforts to provide the number of coaching positions and salaries necessary to hire the most qualified coaches and provide a successful positive experience for our student-athletes.

The Athletics Department will continue to monitor the salary gap between men's and women's assistant coaches.

8. Locker Rooms, Practice and Competitive Facilities. Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

- a.** Describe how the institution has ensured a complete study of this program area.

Information was collected through a physical review of the facilities and consultation with the Associate Athletic Director for Program Operations, student-athlete exit surveys and construction plans for the new Kress Events Center.

The plans for the new Kress Events Center were developed through a committee that included faculty/staff, students, University leadership, and the community. They were charged with developing plans that would meet the recreational needs of students, faculty/staff and community and the needs of the Athletics Department and its student-athletes, coaches and staff. Equity concerns over locker rooms were identified at that time.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

The men's and women's basketball team, men's soccer team, and the women's volleyball team have their own locker/team rooms in the Phoenix Sports Center. All other teams use a shared space. All teams share the same shower room and restroom facilities within the men's and women's locker rooms.

The University has struggled over the years with its aging facilities and this has affected all sports (male and female). Men's basketball, women's basketball, and volleyball share two gymnasiums during their seasons along with the general student body, faculty, staff, and community members. Men's and women's soccer share a competition field and two practice fields. Women's softball now plays its games on campus after upgrades to its field.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Equity and Student-Athlete Well-Being

The current facilities in the Phoenix Sports Center are generally inadequate. This will change in fall 2007 with the completion of the Kress Events Center.

d. Explain how the institution's future plan for gender issues addresses this program area.

The goal of the University and Athletics Program is to provide equitable locker rooms and practice/competition facilities for men's and women's sport programs.

With the completion of the Kress Events Center, the following upgrades will occur:

- * Men's and women's basketball, men's and women's soccer, and women's volleyball will each have their own locker/team rooms.
- * A new practice facility and competition court in the Kress Events Center will provide additional practice facilities. These facilities will continue to be scheduled per the current scheduling policy to ensure fairness.
- * The Kress Events Center main court will also provide women's basketball and women's volleyball with a new expanded practice and competition facility.
- * Other sport programs in need of locker rooms will benefit by gaining locker room space vacated by sports moving into new space.
- * A new turf facility will be part of the Kress Events Center.
- * The Kress Events Center will also include a fitness area.

The Athletics Program will continue to monitor facility issues.

9. Medical and Training Facilities and Services. Availability of medical personnel; availability and quality of weight training, and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage.

a. Describe how the institution has ensured a complete study of this program area.

The committee referenced the NCAA Sports Medicine Handbook item 7, Equitable Medical Care of Guideline 1a Sports Medicine Administration to assess provisions of athletic services and medical coverage for all sports teams and student-athletes to ensure that they are fair and equitable. The committee interviewed the Head Athletic Trainer and the Assistant Athletic Trainer regarding coverage of athletic related activities, medical personnel and medical insurance for student-athletes. The committee also interviewed the Strength and Conditioning coach.

Exit interview questionnaires are conducted with student-athletes exhausting eligibility each academic year to gather feedback regarding their experiences related to these issues. One area the questionnaire focuses on is medical and training facilities and services and asks student-athletes to rate their overall experience at UW-Green Bay with respect to athletic training staff and strength and conditioning. The results of these surveys are tabulated by the FAR and shared with the Director of Athletics and IAC. Any issues requiring improvements or areas of concern are addressed to ensure equitable, safe and fair medical practices are provided for all student-athletes.

In the Athletics Department overall Five-Year Plan, the department identified several needs to address concerning Athletic Training resources and facilities. The report outlined a plan to allocate resources for a new position for a Strength and Conditioning coach and to pursue plans for facility improvements at the Phoenix Sports Center. A full-time Strength and Conditioning coach was added in 2004.

Groundbreaking for a 126,000 square foot expansion of the existing sports center took place in November of 2005. The new Kress Events Center is scheduled to open in the fall of 2007 and provides additional space for student-athlete sports medicine, weight training and locker room facilities.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

The University employs one head Athletic Trainer and has contractual agreements with other local healthcare providers for three additional Certified Athletic Trainers. The Head Athletic Trainer is responsible for establishing coverage and schedules for the contracted Certified Athletic Trainers (ATC). The standard athletic training room hours are Monday through Friday, 8 am — Noon and 1 pm — 6 pm. Other open hours are available as dictated by sports coverage including weekends. Flexible hours are offered during

Equity and Student-Athlete Well-Being

final exams and holiday breaks. All hours are posted in the training room and communicated to coaching staff.

Athletic training room policies are also posted in the Athletic Training Room. The Head Athletic Trainer meets with each team during fall orientation team meetings to review policies, expectations, and the role of the Sports Medicine Staff. The Head Athletic Trainer also has detailed policy records on file identifying sports medicine practices, guidelines, and programs for student-athletes. New policies and procedures to address weight management issues have been approved in Fall 2006. To our knowledge, UW-Green Bay is the first institution in the Horizon League to institute such a policy, and hopes it will be used as a model by other member institutions. The policy will be provided to the peer review team upon their visit.

Since 1996, coverage for a full-time Strength and Conditioning coach has expanded. Strength and conditioning services were only offered on a part-time basis and mainly for men's and women's basketball. Off season coverage was provided for women's volleyball and men's and women's soccer. For all other sports - men's and women's swimming, softball, men's and women's cross country, men's and women's tennis, men's golf, and men's and women's Nordic skiing - the part-time Strength and Conditioning coach worked with the head coaches to develop strength and conditioning programs for their athletes. The Strength and Conditioning coach did not work directly with these student-athletes on a daily basis, but rather created programs for them and tested them occasionally to monitor the progress of each student-athlete.

In 2004, the UW-Green Bay Athletics Department contracted with a local health care provider to expand this position to a full-time Strength and Conditioning coach. Currently, the Strength and Conditioning coach is a full-time employee of a local healthcare provider contracted to the University and is available to all student-athletes on a full-time basis. The Strength and Conditioning coach works with each head coach individually to develop a sport specific program designed to increase the success of the student-athlete within their sport. Each program is sport specific and focuses on injury prevention, resistance training, conditioning and agility work. The Strength and Conditioning coach contacts each head coach at the beginning of each semester to arrange schedules. Most sessions are coordinated during practice times, but priority is given to sports that are in season and have the largest number of student-athletes. Services offered for both men and women are comparable and include nutrition counseling, body composition and performance enhancement. It is each coach's choice on whether to utilize this service or conduct his/her own strength and conditioning program.

The Strength and Conditioning coach works on-site with student-athletes and utilizes the sports center's weight training rooms, equipment and athletic training room facilities. Weight training facilities and equipment are available to all student-athletes.

With the opening of the Kress Events Center in 2007, additional strength and conditioning areas will be made available to student-athletes allowing for more coverage and space since previous facilities were shared with the general student body.

Adding a dedicated Strength and Conditioning coach who has the experience and education in the field and expanding the wellness and Athletics facility has significantly improved the Athletics Program's overall strength and conditioning program. Not only does the student-athlete benefit from the expertise of the Strength and Conditioning coach, but also this freed up time for coaches and allowed them to focus on coaching and improving their student-athletes' performance on the field, court or course. Therefore, the overall student-athlete experience has been significantly enhanced.

A designated team physician is available to respond to the medical needs of all student-athletes. The team physician attends all home Athletic competitions for men's and women's basketball and men's and women's soccer and is available 24/7 for all teams in the event of a medical emergency. If the team physician is not available, an alternate on-call physician is available. In addition to our main team physician, medical personnel representing each of the three local healthcare providers are also available to treat non-emergency related injuries or conditions. The Head Athletic Trainer refers student-athletes to the appropriate provider based on their health insurance coverage.

For dental or eye emergency/special care, the Head Athletic Trainer works with an identified local eye doctor and dentist and refers student-athletes as necessary. These are all off-site office visits to the appropriate care provider. In addition, a chiropractor and a massage therapist visit the campus once or twice a week during the academic year to treat student-athletes. All student-athletes can access these services by signing up with the Head Athletic Trainer who maintains their weekly schedules. If additional massage or chiropractic services are needed on a more regular basis, the Head Athletic Trainer will also arrange for off-site office visits.

Equity and Student-Athlete Well-Being

Health, accident and injury insurance coverage is offered for all students through Health and Counseling Services on campus. The Athletics Department does not provide separate insurance coverage options for student-athletes. However, selected medical coverage and financial assistance is available to those student-athletes who do not have local insurance coverage to help decrease the financial burden on the student-athlete who would be paying for medical services at out-of-network prices. It is primarily dependent upon insurance network coverage in Northeast Wisconsin.

Proof of insurance is collected by the Head Athletic Trainer and the Assistant Athletics Trainer at the beginning of every academic year for all student-athletes prior to sports participation. An information packet containing a checklist for required insurance documentation is prepared, distributed and collected from all student-athletes. Completed documentation is stored in each student-athlete's medical file in the athletic training room office.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

The Committee did not identify any deficiencies in this area.

- d. Explain how the institution's future plan for gender issues addresses this program area.**

Resources, facilities and services provided for all student-athletes are fair and equitable. The Athletics Department overall Five-Year Plan clearly identifies areas of inefficiencies and based on this plan for implementation, the Athletics Administration has made a visible effort to improve student-athlete welfare, provide fair and equitable experiences and respond to areas concerning the safety of all student-athletes.

As funds become available, the Athletics Administration will continue to provide services and resources to enhance student-athlete welfare.

10. Housing and Dining Facilities and Services. Housing provided; special services as part of housing; dining arrangements.

- a. Describe how the institution has ensured a complete study of this program area.**

The subcommittee interviewed various Athletics Department personnel, including the Athletics Director, Associate Athletics Director for Program Operations and the Administrative Assistant (Athletics Department Liaison with Residence Life) to compile this information.

Student-athletes, by University and NCAA policy, are housed and fed in the same manner as the general student population. Feedback about housing and dining facilities is obtained via student-athlete exit interviews. They also have the opportunity to voice any feedback at monthly SAAC meetings.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.**

There is no specific Athletics housing at UW-Green Bay. The Athletics Department coordinates on-campus housing for incoming freshmen with the Office of Residence Life. Returning student-athletes secure housing through the normal renewal process for on-campus housing.

There is not a specific Athletics dining hall nor are there training table meals. Coaches will occasionally coordinate individual team meals with on-campus dining throughout the year or with off-campus vendors when on-campus dining is unavailable. Student-athletes that receive dining points as part of their scholarship can use them in all of the different dining areas (i.e. Cloud Commons, Phoenix Club, Garden Cafe) as well as the Corner Store (on-campus grocery store).

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

Equity and Student-Athlete Well-Being

There are no deficiencies in this area.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

The Athletics Department will continue to meet the needs of all student-athletes, regardless of gender. The Athletics Department will annually review housing and dining facilities and will address any issues that arise with the Office of Residence Life and Dining Services.

11. Publicity. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.

- a.** Describe how the institution has ensured a complete study of this program area.

The subcommittee reviewed staffing information for the Sports Information Office and publicity provided each sport program.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

The Athletics Department's Sports Information Office is staffed by a Sports Information Director and one assistant. Funding is also provided for student help throughout the year.

2002-03, 2003-04, and 2004-05

Director of Sports Information

Assistant Director of Sports Information

Student Support

* Media Guides for men's basketball, women's basketball, men's soccer, women's soccer, and women's volleyball.

* Press Releases for all 15 sport programs

* Work with University on Web Site Updates and Upgrades

* Provide statistical information for all 15 sport programs

* Coverage of home athletic events

Director of Marketing and Promotions

* Sponsorships

* Development of Marketing and promotions plans of men's basketball, women's basketball, soccer and volleyball

* Advertising of sport programs on radio and television

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

There are no deficiencies.

- d.** Explain how the institution's future plan for gender issues addresses this program area.

The Athletics Department will continue to provide equal media exposure for men's and women's sports programs.

The Athletics Department will continue to work with the Horizon League to expand its opportunities to provide video streaming of its athletic events. During the 2005-06 academic year all women's Horizon League basketball games were video streamed via CSTV.com. During the 2006-07 academic year non-league and league games for women's basketball were video streamed. During the 2006-07 academic year UW-Green Bay was the only Horizon League institution to video stream its home volleyball matches.

12. Support Services. Administrative, secretarial, and clerical support; office space.

- a.** Describe how the institution has ensured a complete study of this program area.

Equity and Student-Athlete Well-Being

The subcommittee interviewed the Associate Athletic Director for Program Operations to obtain this information.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

The institution has been challenged throughout the years to provide enough administrative support for the Athletics Department. It currently supports one full time administrative assistant that is available to the Director of Athletics, senior staff, and all coaches.

During the 2002-03 academic year a full-time coaching position was provided to the men's and women's basketball programs. This allowed for the addition of a part-time administrative assistant by utilizing the funding from the previous part-time third coaching assistant position.

The Athletics Department is located in temporary office space until the construction of the Kress Events Center is completed in November 2007. Office space is limited in the current location. However, upon completion, the Kress Events Center will provide appropriate and adequate office space for each sport and administrative personnel.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Coaches and staff have expressed concerns for the lack of clerical and administrative support staff. In some instances, student help is utilized. An increase in the administrative support staff is included in the Athletics Department overall Five-Year Plan.

d. Explain how the institution's future plan for gender issues addresses this program area.

Increasing the administrative support staff within the Athletics Department will continue to be a priority in the Athletics Department overall Five-Year Plan.

13. Recruitment of Student-Athletes. Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities, and treatment of prospective athletes.

a. Describe how the institution has ensured a complete study of this program area.

The subcommittee reviewed the EADA report, interviewed the Director of Athletics, the Associate Athletics Director for Program Operations and asked for feedback from the various sports programs.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this program area.

Recruiting Opportunities:

Each head coach is responsible for overseeing the recruiting for his/her program area. Each coach, actively involved in recruiting, takes the NCAA Coaches exam annually. This exam is administered by the FAR.

Financial Resources for Recruiting:

UW-Green Bay is proud of its commitment to equal opportunities within its sport programs.

The Athletic Department continues to provide financial aid opportunities to female student-athletes. In 2003, 55.6% of all financial aid provided to student-athletes was provided to female student-athletes; 57% in 2004, and 57% in 2005.

Recruiting expenses for men's programs have decreased from \$57,991 in 2002-03, \$58,405 in 2003-04 to \$55,888 in 2004-05. Recruiting expenses for our women's programs have increased from \$45,858 in 2002-03, \$47,646 in 2003-04 to \$48,857 in 2004-05.

Equity and Student-Athlete Well-Being

Benefits, opportunities and treatment of prospective student-athletes:

Recruiting of student-athletes is closely monitored and specific institutional and departmental procedures are followed. NCAA rules and regulations are also followed during all on and off-campus recruiting visits.

Procedures for scheduling official visits and University and departmental policies are clearly outlined in the Athletics Department Staff Compliance Manual.

In addition to the NCAA Standard Student Host visit form, the institution also requires the student hosts to sign an alcohol free statement during the official visit.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

On average the recruiting dollars spent for women's sport programs are less than those spent on men's programs.

Recruiting dollars for women's sport programs have increased slightly but still lag behind the men's programs.

d. Explain how the institution's future plan for gender issues addresses this program area.

The Athletics Department will review recruiting budgets and continue to monitor and make comparisons with Horizon League recruiting budgets and how the Athletics Department at UW-Green Bay compares with other comparable institutions. The Director of Athletics will continue to discuss recruiting resources with coaches to determine the most effective methods to utilize the current recruiting resources. The Director will also continue to distribute additional resources for recruitment if they become available to areas which show deficiencies.

7. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

See the Gender Equity Plan for 2007-2012.

8. Describe the institution's efforts to ensure the plan for addressing gender-equity issues for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

The current Gender Equity Plan was developed during the 2006-07 academic year and will be reviewed and approved by the IAC, reviewed by the Chancellor's Advisory Committee on Equality for Women, reviewed by the Chancellor's Cabinet, and reviewed and approved by the Chancellor.

Information to be available for review by the peer-review team, if requested:

- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).

Equity and Student-Athlete Well-Being

- Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity and Student-Athlete Well-Being

Plan Date Range: 2006-07 thru 2011-12

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletics Scholarships.	No deficiencies in this area; the institution will continue to look for opportunities to increase scholarships for women's sports programs.	Increase the athletics scholarships for women's sports.	Start women's golf in 2007-2008. Secure funding to meet NCAA scholarship equivalencies for women's golf.	Director of Athletics; Associate Athletics Director for Program Operations	Start women's golf program in 2007-2008; explore opportunities annually through 2012.
Accommodation of Interests and Abilities.	Trend towards an increase in the percentage of male student-athletes creating a larger gap between this percentage and the percentage of female student-athletes.	Add women's golf in 2007-2008 based upon recommendation of subcommittee of IAC.	Implementation of women's golf will begin in 2006-07 with hiring of head coach. Team will commence competition in 2007-08. Financial aid provided for full equivalency in women's golf. IAC will review the management of squad sizes to assist with the development of a strategy to ensure compliance.	Director of Athletics; IAC	Annually through 2012.
Equipment and Supplies.	No deficiencies have been identified in this area.	Continue to look for ways to increase the equipment budget for women's sports programs.	The Director of Athletics will continue to monitor the equipment budgets and discuss equipment purchases with head coaches.	Director of Athletics	Annually through 2012.
Scheduling of Games and Practice Time.	Continue to monitor scheduled games and practice times.	Provide equivalent opportunities for men's and women's teams in all aspects of competition and practice times including: number of contests, practice opportunities and time of day for each and pre-season and post-season competition.	Request practice schedules to be developed and submitted by all coaches in accordance with established policies to facilitate review by the Director of Facilities; adjust as determined by annual review.	Director of Athletics; Head Coaches; Facility Director Schedules approved by IAC Post-season competition approved by IAC	Annually through 2012.

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Travel and Per Diem Allowance.	Maintain current travel and per diem allowance.	Annually review equitable modes of transportation and housing during travel, length of stay before and after.	Continue to monitor and modify policies, procedures, and criteria for travel arrangements and per diem allowances.	Director of Athletics; SWA; Associate Athletics Director for Program Operations	Annually through 2012.
Tutors.	No deficiencies in this area.	Ensure equity in access to tutors.	Continue to monitor tutoring services to be certain that this service is offered equally to all student-athletes.	Director of Athletics; SWA; Assistant Athletics Director for Compliance and Student Services; Athletics Academic Coordinator	Annually through 2012.
Coaches.	Pay equity for assistant coaches.	When an opportunity arises, advance equity between assistant coaches in men's and women's sports programs.	Perform a pay equity review of all assistant coaches' salaries. Continue to evaluate equity in all hires.	Director of Athletics will share salary information with IAC; Associate Athletics Director for Program Operations; Human Resources	Ongoing.
Locker Rooms, Practice and Competitive Facilities.	Facilities in the Phoenix Sports Center are currently deficient for women's programs.	Ensure equitable locker rooms and practice facilities are addressed in new facility.	Provide new team rooms and locker rooms for women's basketball, women's soccer, and women's volleyball in new facility.	Director of Athletics; Assistant Chancellor for Planning and Budget.	Building started March 2006. Date of completion scheduled for November 2007.
Medical and Training Facilities and Services.	No deficiencies in this area.	Ensure equal availability of new training room areas in Kress Events Center.	Director of Athletics will review training schedule of all athletic department teams to ensure equal access to training room areas.	Director of Athletics; Head Athletics Trainer; Strength and Conditioning Coach.	Annually through 2012.
Housing and Dining Facilities and Services.	No deficiencies in this area.	Provide equivalent meal plan for all student-athletes receiving full scholarships when additional funding becomes available.	Continue to monitor housing and dining options for student-athletes on scholarship.	Assistant Director of Athletics/SWA; Associate Athletics Director for Program Operations; Head Athletic Trainer; and Director of Athletics.	Annually through 2012.

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Publicity.	No deficiencies identified in this area.	Continue to work with the Horizon League to develop opportunities to increase exposure for League sponsored women's sports programs.	<p>Look for opportunities to expand League videostreaming to sports other than women's basketball.</p> <p>Look for new opportunities to televise women's sports programs.</p>	Director of Athletics; SWA; Sports Information Director	Annually through 2012.
Support Services.	Lack of clerical and administrative support.	When the opportunity arises, hire additional support staff.	<p>Review information about Horizon League clerical support in survey.</p> <p>Review current institutional clerical support of programs.</p> <p>Interview coaches to determine level of satisfaction with support staff.</p>	Director of Athletics; Associate Athletics Director for Program Operation	Annually through 2012.
Recruitment of Student-Athletes.	On average, recruiting dollars spent for women's sports programs is less than those spent on men's sports programs.	Distribute additional resources to women's programs when they become available to areas which show deficiencies.	The Athletics Department will annually review recruiting budgets, monitor budgets, and compare them with recruiting budgets of other institutions within the Horizon League.	Director of Athletics; SWA; Associate Athletics Director for Program Operations	Annually through 2012.

Equity and Student-Athlete Well-Being

Operating Principle

3.2 Minority Issues

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first cycle certification decision related to Equity and Student-Athlete Well-Being Student-Athlete Minority Issues.

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) The institution has had personnel changes since the original development of the plan. [Please note: Within minority issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible nonnumeric hiring goals.]

Recommendation No. 6 (relating to Operating Principle No. 2)

The peer review team concurs with the institution's recommendation that the Athletics Program actively participate with the campus community on identifying minority needs and enhancing the university's effort to provide more career, social, and personal support for minorities throughout the campus. In addition, the Athletics Program will work with the campus community to help formulate the University's response to Plan 2008. This action should be coordinated by the Director of Athletics and should be initiated immediately.

The Athletics Department implemented an Athletics Program Minority Plan. This plan was developed to ensure and foster the participation of minorities in the ongoing involvement of the Athletics Program, as well as working in conjunction with the UW-Green Bay Chancellor's Advisory Council on Diversity, 1997-1998 Faculty Recruitment Plan, the 1998-1999 Admissions' Multicultural Student Recruitment Plan, and the 1998-1999 Campus Diversity Plan 2008.

The Athletics Department developed a new Minority Plan 2007-2012 that addresses all eight program areas. The Plan was developed utilizing input from the NCAA Athletics Certification Program Equity and Student-Athlete Well-Being Subcommittee. It was approved by the IAC and the Chancellor. It was also reviewed by the Chancellor's Advisory Council on Diversity.

During the initial certification it was recommended that the IAC annually review the Minority Plan, policies, and budget to ensure on-going compliance with the programs goals for minority-enhancement equity. This action was coordinated by the Director of Athletics and the FAR. The Minority Plan is reviewed by the IAC annually and the IAC has found the Athletics Department to be in substantial conformity with the original plan. During the 2004-05

Equity and Student-Athlete Well-Being

academic year, the IAC was divided into two sub groups (one for the Gender Equity Plan and one for the Minority Plan). Their input was used in the development of the new Minority Plan for the 2006-07 academic year.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Recommendation No. 8 (relating to Operating Principle No. 2)

The peer review team concurs with the institution's recommendation that the Director of Athletics designate an individual or individuals who will serve as the athletics program liaison(s) on diversity. The Athletics Program will seek out appropriate diversity training seminars and, in conjunction with the University, will sponsor and fund training for the liaison. This should be initiated in July 1998 and annually, thereafter.

The Athletics Department first appointed a professionally trained diversity specialist in 1998. Professor Jim Coates was named the Staff Liaison for Diversity during the 2004-2005 and serves in that capacity.

Recommendation No. 9 (relating to Operating Principle No. 2)

The peer review team concurs with the institution's recommendation that the Athletics Program fund and sponsor Athletics Program staff diversity-training seminars. The Director of Athletics will arrange yearly diversity-training education sessions. The focus will be to provide coaches and staff with information needed to successfully recruit and retain minority student-athletes. This action should be initiated in September 1998 and annually, thereafter.

Each year the Athletics Department has sponsored diversity training for its coaches and staff. The seminars have included:

- * 2001 - Team Building/Motivation by NCAA speaker Joel Fish
- * 2003 - Sexual Orientation Sensitivity and Diversity — NCAA speaker Dave Pallone
- * 2004 - Diversity Education, Understanding Diversity and Creating Community — NCAA speaker/facilitator Stan Johnson
- * 2005 - Diversity Education, Race Issues in Intercollegiate Athletics — NCAA speakers Rodney Patterson and David Hunt
- * 2006 - Diversity Training & Group Exercises - Dr. James Coates and Juliet Cole, UW-Green Bay faculty and staff

Recommendation No. 10 (relating to Operating Principles No. 2)

The peer review team concurs with the institution's recommendation that the athletes seeking assistance program committee work with the Diversity Liaison on designing and providing diversity programs for student-athletes. The focus will be to provide student-athletes with a better understanding of diversity issues and how to appropriately respond to such issues. This action should be coordinated by the Athletes Seeking Assistance Program (ASAP) chair and initiated by September 1998 and annually, thereafter.

The Athletics Department has provided or co-sponsored the following programs for student-athletes:

- * 2001 - Diversity and Risky Student Behavior — NCAA speaker Joel Fish
- * 2003 Sexual Orientation Sensitivity and Diversity — NCAA speaker Dave Pallone
- * 2005 - Diversity Education, Race Issues in Intercollegiate Athletics — NCAA speakers Rodney Patterson and David Hunt

Recommendation No. 11 (relating to Operating Principle No. 2)

The peer review team concurs with the institution's recommendation that coaches be encouraged to seek out qualified minorities, actively recruit them, and, whenever, possible offer athletics aid to minority students. The Athletics Program will continue to commit to recruit a minimum of 5% (12 at current ratio) of its student-athlete population with minorities. In addition, the Athletics Program will commit to find a minimum of six full athletics scholarships for qualified minority candidates. The Athletics Administrative team will designate scholarship dollars to head coaches for minority recruitment. Head coaches will be held accountable for attaining these minority recruitment goals and will be evaluated on their progress annually. This action will be coordinated by the Athletics Administrative Team and head coaches and should be initiated by September 1999 through 2002.

The Athletics Department continually makes every effort to establish and maintain a diverse student-athlete population. Each year the Department has several full athletic scholarships available to assist in the recruitment of qualified minority student-athletes. Minority numbers have increased over the past five years.

Equity and Student-Athlete Well-Being

Recommendation No. 12 (relating to Operating Principles No. 2)

The peer review team concurs with the institution's recommendation that the athletics program support each student-athlete by providing academic counseling, tutoring, and study-table opportunities for all student-athletes. Minority student-athletes will be informed of campus organizations that provide academic, health and counseling, community, and social support. Minority student-athletes will continue to be assisted by the ASAP mentoring program through personal mentoring. The assistant athletics director for student-athlete enhancement will assist coaching staff members and ASAP members in selecting and monitoring student-athlete mentors. This action should be initiated immediately and be on-going.

The Athletics Academic Coordinator is responsible for arranging the following services for student-athletes:

- * Study table and group study sessions. Mandatory study table is required for all freshmen and other student-athletes who do not meet a specific team grade point average as determined by individual head coaches.

- * Grade checks

- * Tutors if needed

- * Assistance by Academic Advising, Career Services, and Disability Services. The Coordinator of Disability Services review all documentation provided by student-athletes that request disability services each semester.

- * A CHAMPS/Life Skills program, a program for the development of student-athletes sponsored by the NCAA, is offered.

Recommendation No. 14 (relating to Operating Principle No. 2)

The peer review team concurs with the institution's recommendation that continued efforts be made to recruit qualified minority candidates for all coaching staff and athletics leadership positions. The athletics program will work with the university's affirmative action office to identify avenues for the recruitment of qualified minority candidates. This action should be initiated immediately and be on-going.

The Athletics Department continues to work with the University's Office of Human Resources to identify avenues for the recruitment of qualified minority candidates.

4. Explain how the institution is organized to further its efforts related to the minority-issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

The IAC regularly reviews issues related to minority student-athletes and staff. The Committee places annual reports completed at the end of each academic year on file with the Secretary of the Faculty and Academic Staff and the Director of Athletics. The campus actively participates in the UW System Minority/ Disadvantaged (M/D) initiatives with a campus liaison as M/D Coordinator. The University has a ten year minority plan entitled Campus Diversity Plan 2008 and has recently completed an Equity Analysis in the areas of access, retention, excellence and institutional receptivity.

The Director of Athletics reports directly to the Chancellor and has the opportunity to have ongoing discussions concerning important matters related to the Athletics Department. This provides an opportunity for the Athletics Department to be involved in institutional decisions and actions related to institutional minority plans. This has led to an Athletics Department representative being placed on the Chancellor's Advisory Council on Diversity beginning in 2005-06.

The IAC does a yearly review of the Athletics Department's Minority Plan. A new Minority Plan was developed during the 2006-07 academic year that addresses measurable goals for each area, the steps necessary to achieve these goals, and a timetable for evaluation.

The Director of Athletics makes every effort to hire minority coaches and encourages head coaches to identify possible minority candidates and communicates that University Affirmative Action policies must be followed.

Equity and Student-Athlete Well-Being

5. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

A chart reflecting the data for the three year period of 2002-2003, 2003-2004, and 2004-2005 is included in this report.

6. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

A chart reflecting the data for the three year period of 2002-2003, 2003-2004, and 2004-2005 is included in this report.

7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Graduation-Rates Disclosure Form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

A chart reflecting the data for the three year period of 2002-2003, 2003-2004, and 2004-2005 is included in this report.

8. Using the eight program areas for minority issues please:

- a. Describe how the institution has ensured a complete study of each of the eight areas;
- b. Provide data demonstrating the institution's commitment across each of the eight areas;
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future; and
- d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

1. Institutional and Athletics Department Commitment. Development and maintenance of written statements that address the issues of diversity.

- a. Describe how the institution has ensured a complete study of this program area.

The Campus Diversity Plan 2008 resulted from a campus-wide strategic planning exercise conducted in 1998. It attempted to set forth, in clear and comprehensive fashion, innovative and common-sense strategies for achieving a more diverse University community. The Campus Diversity Plan 2008 had three unifying and complementary themes: 1) the University was challenged to establish student recruitment and faculty/staff hiring goals that would change the face of the University; 2) increase the representation of

Equity and Student-Athlete Well-Being

African Americans, American Indians, Southeast Asians and Hispanics/Latinos in its student body and its workforce. Action was taken to assure diversity in the student experience by improving student retention and financial support, enhancing the institutional climate, and diversifying the curriculum; and 3) the State of Wisconsin, the UW System, and the local communities of color will be urged to join UW-Green Bay in an effort to build partnerships for a multicultural community that will broaden the educational pipeline, raise student achievement, and prepare more students of color for participation in higher education. (<http://www.uwgb.edu/provost/diversity2008/executive.htm>).

Within the Athletics Department's mission statement is the following statement that also shows a commitment to address issues of diversity:

"The Intercollegiate Athletics Program embraces the Horizon League principles of sportsmanship and ethical conduct; is committed to the concept of equitable opportunity for all students and staff regardless of gender or ethnicity; and is administered to substantiate compliance with the University of Wisconsin System, the UW-Green Bay, the National Collegiate Athletic Association and the Horizon League rules and regulations, which ensure institutional control and integrity."

b. Provide data demonstrating the institution's commitment across this program area.

The Director of Athletics, FAR and the IAC annually review the Athletic Program's Minority Plan, policies and budgets to ensure compliance with program goals related to minority enhancement equity. The Director of Athletics has designated an individual to serve as the Program's liaison on diversity and through this position has sought out and funded diversity training for all staff.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

In preparation for the Higher Learning Commission (HLC) reaccreditation report and the NCAA Division I Certification, the HLC Steering Committee proposed the University's Select Mission be critically reviewed. The University operates under the University of Wisconsin System Mission, the University Cluster Mission and individually with its own Select Mission statement. The University Select Mission statement was last revised in 1987.

d. Explain how the institution's future plan for minority issues address this program area.

The University's and Athletics Department's statements and plans clearly express the direction for diversity. Campus-wide review, Faculty Senate approval and Board of Regents approval in 2007 will produce a revised University Select Mission that updated the University's commitment to diversity. UW-Green Bay has recently been one of the first UW campuses to complete the Equity Analysis modeled after the University of Southern California Equity Scorecard model (<http://www.uwgb.edu/provost/diversity2008/PhaseTwo/UWGBgoal7.htm>).

2. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

a. Describe how the institution has ensured a complete study of this program area.

The following documents were reviewed: the Athletic Department's Minority Plan, the IAC review of the sports program, data gathered from the UW-Green Bay's Office of Institutional Research, minutes from the IAC and the charge for the IAC. A meeting was also held with the Director of Athletics.

b. Provide data demonstrating the institution's commitment across this program area.

The IAC conducts periodic reviews of the Athletic Department's activities for consistency among goals and objectives set forth in their mission statement. The Director of Athletics reports on progress made each year to the IAC and the Chancellor. The Athletics Department is committed to assuring opportunities for

Equity and Student-Athlete Well-Being

minorities in all sports. The annual review of participation rates for minorities in all sports is tracked and documented by UW-Green Bay's Office of Institutional Research and the Athletics Department.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The Committee finds no deficiencies in this evaluation area.

- d. Explain how the institution's future plan for minority issues address this program area.

The IAC continues to monitor the Minority Plan of the Athletics Department and will continue to conduct an annual review of the Plan. The data and findings will be provided to coaches, the IAC, the Director of Athletics, and the Chancellor to ensure institutional commitment.

3. Organization and Structure. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

- a. Describe how the institution has ensured a complete study of this program area.

The committee interviewed the Director of Athletics, reviewed materials in the Student-Athlete Handbook, the Athletics Department's Minority Plan, activities and policies as well as minutes of the IAC.

- b. Provide data demonstrating the institution's commitment across this program area.

Activities to help enhance understanding diversity issues are introduced through the CHAMPS/Life Skills Coordinator, the Diversity Liaison, and include a number of diversity programs relating to minority issues.

Within the Athletic Department's mission is the following statement that shows a commitment to address issues of diversity:

"The Intercollegiate Athletics Program embraces the Horizon League principles of sportsmanship and ethical conduct; is committed to the concept of equitable opportunity for all students and staff regardless of gender or ethnicity; and is administered to substantiate compliance with the University of Wisconsin System, the UW-Green Bay, the National Collegiate Athletic Association and the Horizon League rules and regulations, which ensure institutional control and integrity."

The American Intercultural Center (AIC) is highlighted in the Student-Athlete Handbook. This handbook is reviewed each fall with each sport program. The Handbook includes the following section:

The AIC provides services and activities that promote the academic success, personal growth and development of multicultural students. The AIC also conducts educational programs that enhance learning, promote respect and appreciation for racial and ethnic diversity. AIC supports the academic mission of UW-Green Bay and contributes to the development of a campus community dedicated to diversity of thought and experience.

The Athletics Department, through the initiative of the IAC, and the support of the Chancellor, has an ex-officio Athletics Department staff member serve on the Chancellor's Advisory Council on Diversity. This individual attends meetings and serves as a representative of the Athletics Department in discussion of minority improvements on campus.

Programs to promote diversity continue to grow in number at the University. A Campus Life Diversity Task force coordinates campus diversity programming (<http://www.uwgb.edu/stulife/growyourmind/diversity.asp>) and has also received grant money from the UW System Institute for Race and Ethnicity. Since an individual within the department has been identified to address CHAMPS/Life Skills activities, coordination between Athletics and Campus Life and communication of University programs available to student-athletes has improved greatly.

Equity and Student-Athlete Well-Being

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

While there are a number of coordinated approaches and departmental efforts to increase diversity awareness for all students, there is a need for a more systematic approach to diversity awareness within the Athletics Department.

- d.** Explain how the institution's future plan for minority issues address this program area.

While there are a number of coordinated approaches and departmental efforts to increase diversity awareness for all students, there is a need for a more systematic approach to diversity awareness within the Athletics Department.

4. Enrollment. Goals of the institution for enrollment of minority students and minority student-athletes.

- a.** Describe how the institution has ensured a complete study of this program area.

University Admissions and Athletic policies were reviewed. Meetings were conducted with the Director of Admissions and Athletics Director. Data was gathered from the Director of Institutional Research.

- b.** Provide data demonstrating the institution's commitment across this program area.

The UW-Green Bay is committed to enrolling a qualified, diverse student body that will enhance the educational experience of the campus community. Since our last NCAA review, UW-Green Bay has undertaken four specific administrative actions that illustrate our commitment: the Campus Diversity Plan 2008, the Chancellor's Advisory Council on Diversity, a revised Admission Process, and an Equity Analysis.

The Campus Diversity Plan 2008 resulted from a campus-wide strategic planning exercise conducted in 1998. It attempts to set forth, in clear and comprehensive fashion, innovative and common-sense strategies for achieving a more diverse University community. The Campus Diversity Plan 2008 has three unifying and complementary themes: 1) the University was challenged to establish student recruitment and faculty/staff hiring goals that would change the face of the University; 2) increase the representation of African Americans, American Indians, Southeast Asians and Hispanics/Latinos in its student body and its workforce. Action was taken to assure diversity in the student experience by improving student retention and financial support, enhancing the institutional climate, and diversifying the curriculum; and 3) the State of Wisconsin, the UW System, and the local communities of color will be urged to join UW-Green Bay in an effort to build partnerships for a multicultural community that will broaden the educational pipeline, raise student achievement, and prepare more students of color for participation in higher education. (<http://www.uwgb.edu/provost/diversity2008/executive.htm>).

On May 1, 2002, Chancellor Bruce Shepard announced his appointments to the Chancellor's Community Council on Diversity. The Council serves as the formal link between UW-Green Bay and Northeastern Wisconsin's communities of color, and is dedicated to assisting the University in efforts to define and achieve the University's commitments to diversity. The Council has remained active since its inception, and typically meets four times a year. (<http://www.uwgb.edu/chancellor/diversity/index.htm>).

In the late 1990s, admissions and research staff began exploring an admission process that would move away from reliance on a single indicator (high school rank) in admission decisions. The University admitted its first class using the revised admission standards in Fall 2004. The new process incorporates information about GPA, rigor of the high school curriculum (AP and honors courses, foreign language courses), ACT scores, and extracurricular activities. Although not specifically designed as a racial/ethnic diversity initiative because the new admission standards provide a structured way to evaluate all applicants across a diverse range of academic and non-academic attributes, they enhance UW-Green Bay's ability to identify students who will bring a diversity of perspectives into our classrooms.

In 2005-06, the University initiated a project modeled after the Equity Scorecard approach developed at the Center for Urban Education at the University of Southern California. UW-Green Bay's initial Equity

Equity and Student-Athlete Well-Being

Analysis identified a set of quantitative indicators that measure gaps between white students and students of color in such areas as course grades, selection of majors, and University recognition, and between white and minority staff in areas, such as hiring and retention. The next phase of the project will involve the design and implementation of programs specifically targeted to reducing those gaps.

In addition to the enrollment numbers, the Athletics Department supports all student-athletes by providing academic counseling, tutoring, and study table opportunities.

Student-athletes generally outperformed the campus cohort in regards to six year graduation rates. This is also the case when only examining minority student-athletes (note that this was based on a small number of minority student-athletes in these cohorts). UW-Green Bay student-athletes also outperformed the national NCAA rates.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.**

During the past few years there has been a marked increase in the number of minority student-athletes. While there has been a general upward trend in all minority students at the institution, there has been a much larger increase with student-athletes. The four year average percent participation for minority student-athletes has gone from 5.3% in 1995-98 to 17.9% in 2002-05 (compared to a change of 5.6% to 6.8% for the general student body). While there has been a sizable increase in minority student-athletes, most of this increase has occurred within the male population. The female minority student-athlete population continues to be less than the female minority student population.

- d. Explain how the institution's future plan for minority issues address this program area.**

The campus continues to increase minority enrollments. There is a Recruitment Plan for local students of color (who are increasing in the high school population). It is expected to have a positive impact on the recruitment of all student-athletes. Within the Athletics Department, coaches are encouraged to seek out qualified minorities, actively recruit them, and when possible, offer athletic aid. In conjunction with the community, the University has an award winning Phuture Phoenix program for students in grades 5-12 and several pre-college programs which are helping to build the pipeline for minority students to go on to post-secondary education. The purpose of the Phuture Phoenix program is to encourage students by providing the support and tools necessary to them to graduate high school and to pursue higher education. UW-Green Bay students serve as role models to the students involved in this program.

5. Comparison of Populations. Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

- a. Describe how the institution has ensured a complete study of this program area.**

Data examining student populations in all sports programs as well as at the individual team level was collected and analyzed by the Director of Institutional Research. The Athletics Department uses the data to monitor the recruitment of student-athletes and speaks with coaches regarding qualified minority student-athletes.

- b. Provide data demonstrating the institution's commitment across this program area.**

The University examines the student-athlete population of minorities in all sports each year and maintains this information over a period of years to determine trends. This is done through both the Athletics Department and Institutional Research.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.**

Equity and Student-Athlete Well-Being

The committee identified a deficiency in the lack of minority female student-athletes. Two sports, men's basketball and men's soccer, contain the majority of minority student-athletes.

d. Explain how the institution's future plan for minority issues address this program area.

The University's Campus Diversity Plan 2008 addresses minority issues. In addition, the University and the Athletics Department will continue to monitor the information provided to ensure non-discrimination in the recruitment process.

6. Participation in Governance and Decision-Making. Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

a. Describe how the institution has ensured a complete study of this program area.

A review of the SAAC charge and activities, the governance structure, particularly Student Government and the Segregated University Fee Allocation Committee (SUFAC), and University Committees and Task Forces was conducted.

b. Provide data demonstrating the institution's commitment across this program area.

The SAAC is a representative body of every varsity sport at UW-Green Bay. SAAC is comprised of two representatives in each of the 15 sports programs. The student-athlete group works with the Assistant Athletics Director for Compliance and Student Services to ensure that student-athlete needs are met. SAAC responsibilities include:

- Discuss and address the concerns of student-athletes.
- Communicate and work with the UW-Green Bay administration,
- Provide input of NCAA, Horizon League and University Policies,
- Update student-athletes on any changes that affect the University's athletics program.

Minority student-athlete representation in SAAC has been minimal given the low number of minority student-athletes in general. Since 2000-2001 at least one member of SAAC has been a minority student-athlete (1 of 30 or 3.3% of SAAC members are minority student-athletes). Recently minority student-athlete representation on SAAC has risen to include 4 minority student athletes (4 of 30 or 13.3%).

Minority student-athletes currently sit on the NCAA Athletics Certification Self Study Subcommittees. An Athletics Department staff member and student-athlete sits on the Chancellor's Advisory Council on Diversity which is a university-wide committee.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The Committee identified no deficiency in minority student-athlete participation in governance. The Committee did recommend more opportunities for internships and leadership opportunities for minority student-athletes.

d. Explain how the institution's future plan for minority issues address this program area.

The Director of Athletics will strongly recommend to coaches of sport programs with minority student-athletes on the roster that one of the two SAAC representatives from the sport program should be a minority student-athlete. The Assistant Athletics Director for Compliance and Student Services will ensure that there is minority representation annually on the SAAC.

Equity and Student-Athlete Well-Being

7. Employment Opportunities. Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

a. Describe how the institution has ensured a complete study of this program area.

A review was conducted of the data in chart PART A: Athletics and Selected Institutional Personnel and the Campus Diversity Plan 2008. A meeting with the Athletics Director and the Affirmative Action Officer was also held.

b. Provide data demonstrating the institution's commitment across this program area.

The Athletics Department consults with Human Resources to develop strategies to successfully identify and recruit applicants from diverse and under-represented groups. Affirmative Action and hiring policies and procedures as required by the UW System are adhered to. Open positions are advertised in publications that reach diverse populations, such as the Black Coaches Association web site. Diversity education is provided to the staff throughout the academic year. The minority population of coaches and staff in the Athletics Department is below the general minority population of institutional employees. In 2003 and 2004 the Athletics Department made progress in increasing its minority population of coaches and staff. However, the Department experienced a marked decline in 2005 and there was no representation of minority women.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The subcommittee identified a deficiency in minority coaches and staff.

d. Explain how the institution's future plan for minority issues address this program area.

The Athletics Department will continue to work with the Affirmative Action Officer to develop strategies to successfully identify and recruit applicants from diverse and under-represented groups.

8. Programs and Activities. Establishment of programs that address the needs and issues affecting minority student-athletes.

a. Describe how the institution has ensured a complete study of this program area.

The Director of Athletics and Director of Student Life provided information on current initiatives and past programming. The Student Life diversity web site was also reviewed at <http://www.uwgb.edu/stulife/growyourmind/diversity.asp>. Summary reports regarding the Campus Life Diversity Task Force and Programming for 2005-06 were made available.

b. Provide data demonstrating the institution's commitment across this program area.

The campus is trying to create a more inclusive community with pro-active diversity programming. Athletics is represented on the Program Coordination Team that meets twice a month. Programs are open to all students and include speakers and interactive programs. Examples of programs related to diversity and athletics in which student-athletes were especially interested (with one co-sponsored with Athletics) included: Taekwondo Olympian Juan Moreno, Dave Pallone, gay umpire for professional baseball, and Jane Curry as Sammy Kay Knight, an English teacher and veteran of the All-American Red Heads professional basketball team, in "Nice Girls Don't Sweat."

An Athletics Department representative sits on the Chancellor's Advisory Council on Diversity as an ex-officio member.

The AIC does programming for students and advises minority student organizations. It also provides

Equity and Student-Athlete Well-Being

physical space that is welcoming and supportive. The International Education Office offers transition services, an inviting physical space, programs, study abroad, exchange and travel courses.

The Athletics Department provides the Champs/Life Skills program.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The federally funded Student Support Services Program (Educational Opportunities Program) lost grant funding in 2005. The University now supports a Phoenix Start program that provides support services to at-risk, conditionally admitted students. Student-athletes have limited awareness of minority programs offered to minority students sponsored by the institution.

- d.** Explain how the institution's future plan for minority issues address this program area.

The Athletics Department will continue to encourage student-athletes to use and participate in programs in the AIC and the International Education Office.

The Associate Provost for Student Affairs/Dean of Students and Director of Public Safety co-chair a team that has initiated a Bias Incident Reporting mechanism with twice a year team follow-up to assess the student climate and to help maintain a positive, learning, living, and working environment.

The Athletics Department will continue to work with the Provost/Vice Chancellor for Academic Affairs, Academic Deans and coaches to provide minority student-athletes with feedback and focus group opportunities to express their personal experiences in the classroom.

The percentage of minority undergraduates is increasing as is the percentage of minority student-athletes. The percentage of new freshmen minority students was at an all time high in Fall 2006 (See http://www.uwgb.edu/iresearch/factbook/t3b4_2006.htm).

In conjunction with the community the University has an award winning Phuture Phoenix program for students in grades 5-12 and several pre-college programs which are helping to build the pipeline for minority students to go on to post-secondary education. These programs involve hundreds of UW-Green Bay students including many student-athletes as mentors and group leaders for the middle and high school students.

- 9.** Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see the Web site for an example format outlining all required elements of a plan.]

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

- 10.** Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

Equity and Student-Athlete Well-Being

The Minority Plan was developed by the Athletics Department in consultation with Human Resources and a subcommittee of the IAC. It was then reviewed and approved by the IAC and reviewed by the Chancellor's Advisory Council on Diversity. The Plan was forwarded to the Chancellor's Cabinet for review and subsequently approved by the Chancellor.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity and Student-Athlete Well-Being

Plan Date Range: 2006-07 thru 2011-12

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Institutional and Athletics Department Commitment.	A need to seek continued improvement in diversification of athletics (student-athletes, coaches, staff).	Maintain a commitment to diversity.	Review of written department policies on diversity by the Intercollegiate Athletics Committee; participate in review and revision of the University mission statement.	Director of Athletics Director; Chancellor; FAR	Annually through 2012.
Evaluation.	No deficiencies in this area.	Monitor the Athletics Department activities for consistency with the developed goals and objectives set forth in the Institution and Athletics Department's written commitments to diversity.	<p>Include written goals and objectives as part of the strategic planning process for the Athletics Department.</p> <p>The Director of Institutional Research will collect data to assess the progress toward achieving the Athletics Department's written goals and objectives that support the department's commitment to diversity.</p>	Director of Athletics; Assistant Athletics Director for Compliance and Student Services	Annually through 2012.
Organization and Structure.	Provide a more systematic approach to diversity awareness in Athletics Department.	Develop stronger relationships with other campus officers to assist with the retention and recruitment of minority coaches, staff, and student-athletes.	<p>Monitor and review the organizational plan for promoting diversity in athletics. Align the organizational plan with that of the Institution.</p> <p>Review of organizational plan for promotion of equity and diversity by the IAC.</p>	Director of Athletics; Assistant Athletics Director for Compliance and Student Services; Diversity Liaison.	Annually through 2012.

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Enrollment.	Female student-athlete minority population is below the general female minority student population.	<p>Increase female student-athlete minority population.</p> <p>Ensure male minority student-athlete population remains equal to male minority student population.</p>	<p>Work with Admissions to determine annual enrollment numbers for minority students.</p> <p>Coaches will continue attempts to aggressively recruit eligible minority student-athletes as part of their annual recruitment efforts.</p> <p>The Athletics Department shall encourage and solicit minority student-athletes to apply for departmental internships and professional development programs.</p> <p>Continue to assess the male student-athlete minority population to ensure that it remains equal to the general male minority student population.</p>	Coaches; Director of Athletics; Assistant Athletics Director of Compliance and Student Services; Admissions.	Annually through 2012.
Comparison of Populations.	There is a deficiency in minority female student-athletes. Two sports contain the majority of minority athletes.	Increase minority representation, particularly in sports programs in which minorities are not represented.	Encourage head coaches of each of these programs to aggressively recruit minorities as part of their annual recruitment efforts.	Director of Athletics; supervisors of sports programs.	Annually through 2012.

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Participation in Governance and Decision-Making.	<p>No deficiencies in minority student-athlete participation in governance.</p> <p>Provide more internships and leadership opportunities for minority student-athletes.</p>	Make a priority of selecting diverse representation on the SAAC.	Target minority student-athletes on each team to generate interest in serving on SAAC.	Director of Athletics; Assistant Athletics Director for Compliance and Student Services.	Annually through 2012.
Employment Opportunities.	Deficiency in minority coaches and staff in the Athletics Department.	Increase the number of minority coaches and staff members within the Athletics Department.	<p>Consult with Human Resources to develop strategies to successfully identify and recruit applicants from diverse and under-represented groups.</p> <p>Adhere to affirmative action hiring policies and procedures as required by UW-System.</p> <p>Advertise open positions in publications that reach diverse populations, such as the Black Coaches Association web site.</p> <p>Provide diversity education to staff throughout the academic year.</p>	Director of Athletics; Human Resources	Annually through 2012.

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Programs and Activities.	Student-athletes have limited awareness of minority programs offered to minority students sponsored by the institution.	<p>Communicate current programs available to all minority student-athletes.</p> <p>Encourage minority student-athletes to utilize AIC and Office of International Education.</p> <p>Request feedback from minority student-athletes on the types of issues affecting them.</p>	<p>Annually survey all minority student-athletes through exit interviews to provide feedback to the Athletics Department regarding the needs and issues affecting minority student-athletes.</p> <p>A representative from the University will address minority programs available to all student-athletes at a preseason meeting.</p> <p>A minority student-athlete will serve on the Chancellor's Advisory Council on Diversity</p>	Assistant Athletics Director of Compliance and Student Services; M/D Coordinator	Annually through 2012.

Equity and Student-Athlete Well-Being

Operating Principle

3.3 Student-Athlete Well-Being

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions, conditions for certification or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification in its first cycle certification decision related to Equity and Student-Athlete Well-Being Student-Athlete Welfare Issues.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

From the First Cycle Certification:

The First Cycle Certification process revealed a need to improve the exit interview process. The exit interview questionnaire will be reviewed to identify what additional information should be gathered from the student-athletes relating to their experience. During the 1998-99 academic year, the IAC and Athletics Administrative Team will determine what revisions should be made. A revised questionnaire will be administered to student-athletes graduating in spring 1999.

Following the first cycle certification, the IAC reviewed the student-athlete exit interview form and incorporated more questions involving student-athlete welfare issues. Beginning in 2003, the FAR has taken over the administration of the student-athlete interview process. She reviews the exit interview annually with the Assistant Athletics Director for Compliance and Student Services and the members of the IAC to update the interview. For example, upon reviewing the exit interview in 2005-2006, questions regarding hazing and gambling were incorporated.

From the First Cycle Certification:

A better mechanism for sharing the exit interview information with coaching staff members will also be developed. The Director of Intercollegiate Athletics will address the issue with the Athletics Advisory Council and develop a process to more effectively communicate the results with the coaches during the 1998-1999 academic year.

Once the data from the student-athlete exit interviews are collected by the FAR, she summarizes the data for the Director of Athletics and the IAC. The IAC reviews this data with focus upon student-athlete welfare issues and academic issues. The Director of Athletics shares the results of the exit interviews with coaches and discusses ways to improve their respective sport programs.

From the First Cycle Certification:

The Athletics Administrative Team will appoint a committee during the 1998-99 academic year to identify needs and evaluate the feasibility of adapting an athletic insurance policy for student-athletes. The committee will forward a recommendation to the Director of Intercollegiate Athletics by the end of the spring 1999 semester.

Equity and Student-Athlete Well-Being

Following the first cycle certification, the Athletics Department administrative staff met to discuss this recommendation. The administrative team felt that prior to the formation of a committee that information should be gathered and an estimated cost obtained. The Associate Athletics Director for Program Operations was asked to gather estimates on the cost of a student-athlete insurance policy. In order to prepare estimates, the insurance companies required three years of complete injury information for student-athletes. After researching the training room records, the Athletics Department found that complete records did not exist for a three-year period.

In 2002-2003 the Athletics Department made a strong commitment to improve student-athlete's safety and welfare. Part of that plan involved the hiring of additional training staff to improve student athlete safety, welfare, and record keeping. In 2004-2005, 1.5 positions were added to the athletic training room and complete records for two years are now on file. Since then the University has used student-athlete opportunity funds to reimburse the families of student-athletes for medical costs incurred due to an injury sustained while practicing or competing for UW-Green Bay. Requests for reimbursements are made by a student-athlete's family.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Well-Being) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Suggestion No. 3 (relating to Operating Principle No. 3)

The peer review team suggests that the University carefully evaluate the Athletics Administrative Staff size to insure that the critical components of the management of its Division I programs are assigned to individuals who have adequate time to perform those duties.

The Athletics Department has reorganized several administrative positions to better serve and respond to student-athlete welfare issues. In 1999, the Assistant Athletics Director for Student-Athlete Enhancement Services position was divided into two separate positions - an Assistant Athletics Director for Compliance and Student Services who is responsible for compliance and student-welfare issues (full-time position) and an Athletics Academic Coordinator who is responsible for academic services (part-time position).

In 2001-02, direct supervision of coaching and Athletics staff was divided among the Director of Athletics and two Associate Athletics Directors. Prior to 2001, the Director of Athletics had direct supervisory responsibilities of all Athletic coaching, administration and staff. The division of supervisory responsibilities provided an opportunity for multiple Athletic Leadership administrators to cover, observe and evaluate student-athlete welfare issues and address concerns in a more timely and efficient manner.

In 2002, the Director of Athletics Marketing position was divided into two, separate full-time positions - Director of Marketing and Assistant Athletics Director for Development. The primary focus of the Marketing position is to market University sports programs. The Assistant Athletics Director for Development position was established in an effort to move forward the organization of the Phoenix Fund which is the main fundraising organization for student-athlete scholarships.

Suggestion No. 4 (relating to Operating Principle No. 3)

The peer review team suggests that the university hire an assistant swimming coach or another head swimming coach. The ratio of student-athletes to coaches in that program (60:1) far exceeds the ratio in other sports and may prevent the participants from having the kind of athletics experience discussed in the department mission.

In 2000-01 a new 50% coaching position at 9 months was added to swimming. This position increased to 75% in 2001-02 and to 100% in 2002-03. In 2004-05, the position was converted from 9 months to 12 months.

Suggestion No. 5 (relating to Operating Principle No. 3)

Given the degree of concern expressed by student-athletes, the peer review team suggests that the University review the adequacy of its practice and competitive facilities to determine whether they allow the Athletics Department to succeed at a level consistent with institutional expectations while allowing an acceptable level of access to the general University community.

Over the past ten years the University explored the possibility of adding a campus events center to respond to the students' growing needs for health, wellness and student-athlete practice and competition facilities. This plan has come to fruition with a combined financial commitment from students, state and community support. The existing Phoenix Sports Center is in the process of renovation and expansion and will be renamed the Kress Events Center with a targeted grand opening date of November 2007. The design of the new facility responds to students' and student-athletes' concerns for additional recreational and wellness programming and competitive playing venues on

Equity and Student-Athlete Well-Being

campus. In addition, this facility will be made available for entertainment programming for the entire campus community.

4. Explain how the institution is organized to further its efforts related to the student-athlete well-being operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

A wide variety of resources, organizations and support groups on the University campus provide student-athletes with the opportunity to receive guidance and support and express their concerns or grievances on issues related to welfare and life skills. Key leadership and administrators, including the Chancellor, Director of Athletics, SWA, FAR, Director of Career Services, Academic Support Services and Academic Advising coordinators, Assistant Athletics Director for Student Services and Compliance, and Athletic Training personnel are readily available to student-athletes on a daily basis.

Each fall, the Assistant Athletics Director for Compliance and Student Services conducts a mandatory orientation session with each individual sports team. At this orientation, each student-athlete receives his/her own copy of the Student-Athlete Handbook and an open discussion among the student-athletes and the Assistant Athletics Director for Compliance and Student Services guides them through its contents. Key campus advisors, counselors and staff members are also invited to this session and introduced to student-athletes. This gives everyone the opportunity to personally meet one another and for student-athletes to become more familiar and comfortable with the resources available to them to express their apprehensions and concerns. Referral processes are reviewed with student-athletes to ensure their understanding that additional campus resources are available for assistance including the Associate Provost for Student Affairs/Dean of Students, Director of Residence Life, Health and Counseling Services, Students with Disability Services, and Academic Advising.

For incoming freshmen, an additional two-day, mandatory Frosh Workshop is provided by the Assistant Athletics Director for Compliance and Student Services and the Athletics Academic Coordinator. This session, once again, carefully reviews the Student-Athlete Handbook and reviews an academic handbook prepared by Woodburn Press titled "How to Get Good Grades in College". This workshop focuses on academic preparation, life skills and available services.

Presenters on the agenda include Counseling Services, Health Services, Career Services, Writing Center, Tutor and Study Group Lab, Academic Advising, Nutritional Health and Budget Management. An agenda from the Frosh 2005 Workshop is available for review. This session provides student-athletes with a broad-based, fully encompassing view of athletic, academic and student welfare issues that help them lead a balanced, successful collegiate lifestyle.

In addition, student-athletes, coaches and administrative staff interact on a daily basis creating an open, welcoming and positive atmosphere. The committee finds that any need for action or response is channeled through the appropriate University administrator most familiar and prepared to handle the situation.

Many opportunities exist for evaluating and assessing student-athlete welfare issues. The following are examples of programs, resources and assessment tools offered.

Committees/Staffing

* The IAC is a group comprised of faculty, academic staff, student and community representatives. The committee is advisory to the Director of Athletics and serves as a strong faculty voice in determining major policy directions of the Athletics Program. The committee represents the faculty in making recommendations on all aspects of, and policies concerning intercollegiate athletics. (see the IAC Purpose Statement).

* The SAAC is a committee of student-athletes that represent each of the 15 NCAA Division I sports teams offered by the University (2 representatives per team). The SAAC provides student-athletes with direct communication to Athletics Administration, an opportunity to receive information on department-wide issues and events and leadership in the areas of NCAA legislation feedback, Horizon League issues and the organization of community outreach efforts. The group meets regularly during the academic year to discuss and review student-athlete welfare issues. The Assistant Athletics Director for Compliance and Student Services serves as the administrative liaison for the group and attends meetings as well. Representatives also serve at the Horizon League conference meetings when appropriate (see SAAC committee documents).

* The Assistant Athletics Director for Development serves as the University's SWA to address and respond to issues related to Title IX, gender equity and student-athlete welfare.

Equity and Student-Athlete Well-Being

Assessment Tools/Resources

* Athletic Training Staff — A certified professional staff is available to all student-athletes on a 24/7 basis. Policies and activities are in place to provide student-athletes with the opportunity to express welfare concerns. The staff is trained to evaluate, respond and provide recommended courses of action (see Policy attachment — see #9, 10, 11).

* Student-Athlete Exit Interviews — The University's FAR provides the opportunity for all student-athletes exhausting eligibility to participate in the exit interview process. This is discussed in further detail under response #6.

* Campus Surveys — Random and routine surveys (e.g. annual new freshmen and senior surveys) are conducted campus-wide to solicit feedback from all students to assess services provided and needed and evaluate the students' campus life experience. Topics include, but are not limited to, academic, student-services, safety, health and wellness, programming, technology, and library services. Individual academic departments may also conduct their own assessments related to individual programs and curriculum offered.

5. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

Educational enhancement programs and non-academic life skills programs are provided for all students within the area of the Associate Provost for Student Affairs/Dean of Students and the Athletics Department. These include Career Services, the Counseling and Health Center, Residence Life, Student and Campus Life, Student Governance, American Intercultural Center, Intramurals, Recreation and Wellness. Individual academic units also offer non-academic program offerings through clubs, organizations, associations and internship programs. Student-athletes are introduced to programs through new student orientation, workshops and advising programs. FOCUS is a series of programs that provide tools for achieving academic success and opportunities to meet people, develop friendships and help make a smooth transition for those entering their first year of college. Faculty, staff and returning students participate as group facilitators to assist with class registration, review campus services and resources and lead small group activities and campus life discussions (<http://www.uwgb.edu/focus/>).

FOCUS begins with Registration and Resources (R&R), freshmen advising and class registration and is followed by Summer Connections made via letters, e-mail, phone and the web to incoming freshmen to help prepare them for the fall. Three days before classes start, students come to campus and are placed in an orientation group that helps get them connected to UW-Green Bay as they begin the process of meeting new people and making new friends. Social activities are also offered to encourage students to interact and share their talents.

As mentioned previously, student-athletes are also required to participate in fall orientation sessions that review student-athlete issues, University and Athletics Department policies, NCAA rules and eligibility concerns, and team and practice requirements. Freshmen workshops are also mandatory for newcomers and offer topics on time management, test taking, note taking and study techniques. Presenters on the agenda include staff leaders from Counseling Services, Health Services, Career Services, Writing Center, Tutor and Study Group Lab, Academic Advising, and Nutritional Health as well as a professional financial advisor who discusses budget management. This workshop gives student-athletes the opportunity to personally meet and talk with professionals from each of these areas (see example agenda).

An informal Welcome Back student-athlete function is offered in the fall as a social event to encourage interaction among student-athletes, coaches, administrative staff, and the FAR. This is another avenue in which student-athletes have the opportunity to connect and meet key staff members and administrators who are available as resources in each of their pertinent areas of expertise.

The Life Skills program is coordinated by the Assistant Athletics Director for Compliance and Student Services and offers student-athletes an opportunity to attend workshops focusing on career services, nutrition and wellness, drug and alcohol awareness, diversity and community outreach. The Student-Athlete Advisory Committee along with the Athletics Academic Coordinator recommends topics of interest based on student-athlete feedback. Presentations are broad-based and include staff, outside experts and student-athletes as part of the agenda and panel discussions. Recent workshops included: Alcohol Insanity Tour, Selecting a Major, Minor and Career Path, Gaining Experience in Your Chosen Field and Internships, Financial Management, and Community Outreach.

Equity and Student-Athlete Well-Being

The University also takes advantage of NCAA Diversity Education grants to help pay for professional speakers fees and programs for coaches, staff and student-athletes. The following programs were partially funded with grants:

- * 2001 Team Building/Motivation — NCAA Joel Fish speaker (coaches and staff)
- * 2001 Diversity and Risky Student Behavior — NCAA Joel Fish speaker (student-athletes)
- * 2003 Sexual Orientation Sensitivity and Diversity — NCAA Dave Pallone speaker (coaches, staff and student-athletes)
- * 2004 Diversity Education, Understanding Diversity and Creating Community" — NCAA Stan Johnson presenter/facilitator (coaches and staff)
- * 2005 Diversity Education, Race Issues in Intercollegiate Athletics — NCAA Rodney Patterson and David Hunt (coaches, staff and student-athletes)
- * 2006 Diversity Training & Group Exercises - Dr. James Coates and Juliet Cole, UW-Green Bay faculty and staff (coaches and staff)

The Athletics Training Staff also offers professional services, plans and materials that advise student-athletes on issues related to weight management, proper nutrition, dietary needs, and eating disorders.

The Student-Athlete Handbook clearly outlines alcohol and drug education rules, expectations and policies for student-athletes. Drug testing programs, procedures, sanctions and appeals are reviewed with student-athletes during orientation and throughout the year. Presentations and educational seminars are offered throughout the campus year encouraging students to make the correct choices regarding alcohol consumption and drug use. Professional and confidential counseling services are available to student-athletes through the Health and Counseling office as well as through the Athletic Training staff.

The committee reviewed the guidelines concerning Drug Education Programs in the NCAA Sports Medicine Handbook under Guideline No. 1-G and 1-H (formerly 1-E) and determined the University is compliant with these guidelines.

As stated in the Student-Athlete Handbook, the UW-Green Bay Intercollegiate Athletics Program embraces the Horizon League principles of sportsmanship and ethical conduct and clearly outlines the expectations of a student-athlete's code of conduct and representation of the institution. Student-athletes are expected to adhere to University policies and are subject to the University's normal disciplinary procedures administered by the Office of the Dean of Students. Substance abuse will not be tolerated and every proactive effort is designed to ensure that student-athletes receive proper drug and alcohol education that encourages them to make appropriate and healthy choices. Confidential and professional resources are readily available on a 24/7 basis, and student-athletes needing assistance with a substance abuse issue can seek help through their coach, Athletic Trainer, Life Skills coordinator, or Health and Counseling office.

The Student-Athlete Handbook also includes a list of banned-drug classes pursuant to NCAA Division I Bylaw 31.2.3.1., advisory guidelines for use of nutritional supplements, and alcohol policies and disciplinary actions.

6. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

The IAC requests all student-athletes to partake in an exit interview after their eligibility has expired. The interview consists of questions regarding the value of the student's experience that enables evaluation of various programs and each athlete's experience in both athletics and academics. An explanation of the purpose and expectation to participate in the exit interview process is outlined in the Student-Athlete Handbook and covered during orientation.

The FAR requests a list of student-athletes completing eligibility from the Athletics Academic Coordinator each spring. The FAR sends an e-mail to those student-athletes asking them to complete an online survey or to make an appointment with the FAR to complete the survey in person. Participation in a confidential, anonymous (if desired) response has dramatically increased the participation rate with responses ranging from 54% to 87% over the past four years. With such a high response rate, it is extremely helpful to Athletics administration to obtain a fair and clear view of student-athletes' feedback. The information is gathered in a database and summarized by the FAR. The survey tracks respondents by gender and sport and asks student-athletes for their feedback on the following topics:

- * Rate their overall experience on a scale of below average, average, good, very good, excellent, or n/a with respect to:
 - o Recruitment
 - o Athletic Training staff
 - o Strength and conditioning

Equity and Student-Athlete Well-Being

- o Facilities
- o Scheduling of facilities
- o Academic support services
- o Life Skills program
- o Community service opportunities
- o Counseling and support
- o Academic advising
- o Career Services
- o Course selection
- o Financial aid
- o Interaction with other students not participating in athletics
- o Registrar's office
- o Residence Life

* Closed ended questions related to:

- o Coaching techniques, physical, verbal mental abuse
- o Hours/week spent on athletic activities during the season and off season
- o Eligibility and NCAA rules and regulations
- o Institutional rules related to academic, financial aid, alcohol/drug policies and appeals
- o Hazing
- o Gender equity
- o Diversity and multicultural opportunities
- o Missed class time

Opportunities to include open comments on all topics are provided as well.

Once the results are compiled, the FAR shares the data collected with the Director of Athletics and Assistant Athletics Director for Compliance and Student Services. The final results are then presented to the IAC and discussions and suggestions for improvement and the future development of the program are considered.

Other avenues for input from student-athletes include an open-door policy with the Director of Athletics, SWA, FAR, Athletics Academic Coordinator, Assistant Athletics Director for Compliance and Student Services, and Athletic Training Staff. In addition, the student-athletes participate and maintain access with the SAAC, IAC, student governance and NCAA Self-study Sub-committees.

7. Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/ or appeals procedures are communicated to student athletes and staff.

The Student-Athlete Handbook is provided and reviewed with all student-athletes during an orientation meeting at the beginning of each academic year. It includes University academic policies, Financial Aid policies and application procedures, Athletics Department rules, regulations and policies, and NCAA Rules and Eligibility education. Appeal processes for drug sanctions, financial aid, transfers, housing, academic probation and suspension, and misconduct are also covered during orientation and in the Student-Athlete Handbook. The University's policies and procedures for handling student complaints and grievances with contact information are also available on the University's website (http://www.uwgb.edu/deanofstudents/policies_procedures/students/complaints_grievances.html)

The Athletics Department includes policies on Athletic scholarships explained in the Student-Athlete Handbook as mandated by NCAA regulations. Athletic scholarships are offered to student-athletes at the discretion of each head coach, with the consent and approval of the Director of Athletics, and final approval of the Director of Financial Aid within the guidelines prescribed by the NCAA. The Assistant Athletics Director for Compliance and Student Services is also available to address student-athlete complaints and grievances and advise them of the appropriate appeal processes for athletic scholarships. The IAC serves as the institutional entity outside of the Athletics Department that hears student-athlete appeals regarding transfer and academic issues under its established procedures for such appeals.

Equity and Student-Athlete Well-Being

In other areas such as harassment, hazing, abusive behavior and personal relationships, the University's Counseling and Health Center coordinators and counselors are introduced to student-athletes during orientation and at Freshmen Workshop seminars. Professional staff members present the service and resource options that are available and explain how to access them. The Counseling and Health Center website also provides information on sexual assault, harassment, and wellness (<http://www.uwgb.edu/counselinghealth/>). The University's Public Safety website provides information, policies and procedures regarding safety, violence and threats, crime prevention and reporting and emergency procedures (<http://www.uwgb.edu/publicsafety/>).

8. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

The University's Counseling and Health Center has a professionally trained counselor who specifically handles issues on sexual orientation. Various support groups and services are provided to all UW-Green Bay students and are mentioned below.

The Dean of Students office has a process in place to encourage the reporting of bias based incidents. As Student Affairs staff is alerted to an incident that may be motivated by bias, immediate response and action take place. In addition, staff members fill out an incident form to document the event and a meeting chaired by the Dean of Students is called. During these meetings, staff members review the incident reports and evaluate the response to the incident, note any trends, and determine if additional action or any changes are appropriate.

The Straight and Gay Alliance (SAGA) is an active student organization whose mission states: "Our mission is to educate the campus on issues affecting lesbian, gay, bisexual, transgender, and questioning persons, as well as our straight allies; and to provide a safe place for students to socialize and educate themselves about these issues." This organization is open to all students and helps organize speakers, support groups and sessions dealing with issues of sexual orientation.

The Supportive and Friendly Environment (SAFE) Ally Program creates a network of allies for lesbian, gay, bisexual, and transgender (LGBT) students, and by doing so, makes the University community a safer and more supportive place. The SAFE Ally program is a symbol of the University's efforts to increase awareness and acceptance of the LGBT community. SAFE Ally training workshops are publicly posted and open to faculty and staff.

The UW-System has a system-wide program called the UW-System Inclusivity Initiative on LGBT issues. Brian Stahlkopf, a counselor from the University's Health and Counseling Office, serves as the campus "point person" for this group which is made up of UW System faculty, staff and administrators who explore these issues on a campus and system level.

On the campus level, the Faculty and Staff LGBT Issues Forum is an informal group of faculty and staff members who get together to discuss these issues at UW-Green Bay.

The Dean of Student's web page posts the following campus non-discrimination policy for the campus:

"Discrimination and harassment have no place on our campus. The intent of harassment is to create a hostile or demeaning environment through inappropriate actions. Harassment can be verbal or physical in nature. Annoyances, threats, demands for favors or constant calling or e-mailing are just some ways individuals can be harassed. If a student feels he or she is being harassed in a general or sexual manner, they should contact the Dean of Students office at (920) 465-2152.

Discrimination on the basis of race, color, sex, religion, national origin, age, disability or sexual orientation is not acceptable behavior at UW-Green Bay. Our campus works hard to foster acceptance and understanding of all those who bring the many different forms of diversity to our campus. If you observe or are the target of any form of discrimination, please contact the Dean of Students office at (920) 465-2152 for assistance in resolving the matter."

The Campus also publishes on its website the following Civility and Tolerance Statement:

"The University of Wisconsin-Green Bay is a multicultural community of people from diverse racial, ethnic, and class backgrounds, national origins, religious and political beliefs, sexual orientations, and physical abilities. Campus activities, programs, classes, lectures, etc. and everyday interactions are enriched by our acceptance of one another as we strive to learn from each other in an atmosphere of positive engagement and mutual respect.

As adults, we are responsible for our behavior and are fully accountable for our actions. We each must take responsibility for our awareness of racism, sexism, ageism, xenophobia, homophobia, and other forms of oppression. Bigotry will not go unchallenged on this campus.

Equity and Student-Athlete Well-Being

No one has the right to denigrate another human being on the basis of race, sex, sexual orientation, national origin, etc. Verbal or written abuse, threats, harassment, intimidation, or violence against person or property will not be tolerated. In this context, alcohol or substance abuse will not be accepted as an excuse, reason, or rationale for such abuse, harassment, intimidation, or violence. Ignorance or "it was just a joke" is also not an excuse for such behaviors. Discriminatory, harassing or intimidating behaviors will be subject to the University's disciplinary processes.

All who work, live, study, and teach in the UW-Green Bay community are here by choice and as part of that choice should be committed to these principles of civility and tolerance which are an integral part of UW-Green Bay's Mission."

As mentioned earlier, NCAA grants are also utilized to help fund educational programs for student-athletes, coaches and staff on sexual orientation. The Athletic Training staff is also prepared to handle such issues and make necessary referrals to professional counselors when appropriate. The Athletic Training staff is available on a 24/7 basis for all student-athletes.

9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

Issues related to student-athlete travel for competition and practice were addressed in the Athletics Department overall Five-Year Plan. At the time the plan was written, student-athletes were allowed to drive University fleet vehicles for team transportation to off-site competitions. This raised concerns for student-athlete safety due to long trips and fatigue. As a result, student-athletes are no longer allowed to drive to off-site competitions; the only exception would be that student-athletes are allowed to drive to local practice sites using their personal vehicle or University fleet vehicles provided that they meet the stated criteria for state drivers (see attachment regarding fleet travel). The Athletics Department overall Five-Year Plan also recommended increases in allocations to be used to guarantee each program has adequate money to travel safely, provide proper meals and rest for student-athletes (see tables in Plan document for travel budget allocations). Departmental policies, including team travel, has been updated during the 2006-07 academic year.

Health and safety awareness is addressed on a campus-wide basis as well as a main topic of discussion with student-athletes during orientation. All levels of administration are involved including the Chancellor who participates in an annual safety walk across campus with students to identify areas that need safety improvements such as lighting, emergency phone access, cleared walkways, etc. Public Safety, Residence Life and Student Life provide information on their websites regarding policies, crime prevention, safety precautions and campus security alerts.

Other campus programs, including FOCUS, introduce students to resources, policies and procedures related to health, safety and welfare. Residence Life and Resident Assistants review emergency procedures, safety concerns and resources with all tenants.

Student-athlete orientation sessions and Freshmen Workshops offered by the Assistant Athletics Director for Compliance and Student Services discuss health, nutrition, safety and welfare concerns, introduce campus resources from the Counseling and Health Center, Dean of Students office, Residence Life, Athletic Training, and review drug and alcohol policies and code of conduct expectations in the Student-Athlete Handbook.

In Summer 2006, the Athletic Training staff drafted new policies and procedures to address weight management issues (reference attached policy). The policy received final approval by the Director of Athletics and the Athletics Staff in Fall 2006. To our knowledge, UW-Green Bay was the first institution in the Horizon League conference to institute such a policy, and hopes it will be used as a model by other member institutions.

The Director of Athletics is responsible for overall management and review of all student-athlete safety and welfare issues. The Athletic Training staff meets every two weeks during the academic year to review student-athlete health, safety and welfare issues that impact both individual and group needs.

The Athletic Training staff posts policies and procedures and training room hours throughout the training room so all student-athletes are made aware. The Athletic Trainer meets with each team individually prior to in-season practice to review training room policies and procedures (see Training Room Policies document and Training Room Hours).

Equity and Student-Athlete Well-Being

These policies and procedures are reviewed with the Associate Athletics Director for Program Operations who has authority to make appropriate improvements and changes.

Safety guidelines regarding use of Athletic Training equipment and modalities are posted in the training room. Medical equipment and devices which may cause harm if misused by an unauthorized user are secured in a lockbox which is only accessible to trained Athletic staff.

10. Describe the institution's written emergency medical plan for practices and games. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The Athletic Training staff in cooperation with the University's Department of Public Safety works closely to ensure the safety needs are met and that plans are communicated to all students, employees and visitors. The University's Emergency Action Plan defines an emergency as a situation that is endangering the health of, or life threatening to, the student-athlete. The Head Athletic Trainer and the Director of Public Safety meet to review and compare Athletic and University Emergency Action Plans. In the event of an emergency, Public Safety is contacted in addition to 911 emergency services. Public Safety controls traffic and emergency response routes. Public Safety posts University emergency plans at the exits of classrooms and office suites (see EMERGENCY DIAL 9-911 document). Open sessions explaining emergency plans and procedures are held throughout the academic year for students, faculty and staff by Public Safety. Brochures on "Helpful Hints to Stay Safe", "Surviving Sexual Assault" and Annual Security Reports are published and distributed campus-wide by Public Safety (reference brochures).

The Sports Medicine Emergency Action Plan is in compliance with NCAA Sports Medicine guidelines and addresses response and action requirements for each team's practice and competition sight or venue. The Emergency Action Plan identifies the appropriate medical personnel chain of command. A copy of the emergency response document is posted on the athletic training room walls, by each set of phones in the training room, is carried in medical kits at all times, and at the main check-in desk at the on campus sports facility. A copy of the emergency plan is also shared with the visiting Athletics Training staff during competitions.

Access to defibrillators is available throughout campus. One defibrillator is located in the hallway of the Phoenix Sports Center outside of the Athletic Training Room and is clearly identified for emergency use; one unit is portable and used by the Athletic Training staff at all game and practice events; all Public Safety vehicles carry a defibrillator unit; and one unit is located in the Public Safety office. Athletics Training staff carry two-way radios and travel on motorized carts so they can communicate among multiple practice sites if a unit is needed.

The Athletic Training staff follows the NCAA Sports Medicine - Lightning Safety guidelines. The sports medicine staff uses the recommended 30/30 rule for lightning safety as well as carries a lightning detector to all outdoor events. The Athletic Trainer has the authority to cancel any practice if lightning is detected within an unsafe range as dictated by the 30/30 rule or by the lightning detector. During a game, a joint decision to cancel the competition must be made among the Athletic Trainer, Director of Athletics and referees with the referee having the ultimate authority to cancel or postpone the competition. The Lightning Safety Policy also dictates safe areas for student-athletes, coaches, event staff, and spectators to report to in the event of lightning in the area.

11. Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The University Athletic Training staff in conjunction with Campus Public Safety has written emergency plans as mentioned earlier. The Coverage of Athletics Activity policy outlines categories developed by the National Athletic Trainer Association (NATA) recommending coverage guidelines for all NCAA sports (reference document).

Category A pertains to and represents all personnel associated with the medical coverage of an athlete. These people include Certified Athletic Trainers (ATC) and coaches who are minimally qualified to perform CPR, basic first aid and prevention of disease transmission as outlined by OSHA guidelines. The Athletic Training office keeps current CPR cards on file for each coach qualified to perform CPR. All qualified coaches are trained and familiar with emergency response procedures, inclement weather procedures and ways to contact and/or communicate with an ATC.

Equity and Student-Athlete Well-Being

Category B pertains to all low risk sports and states that all sport related activities including strength and conditioning and individual skill sessions must be covered by, at minimum, a coach who meets the criteria of Category A.

Category C pertains to moderate risk sports and states that all sport related activities including strength and conditioning and individual skill sessions must be physically covered by a coach who meets the criteria of Category A or an ATC. If an ATC is not physically present, one must be available to respond to the venue within four minutes.

Category D pertains to increased risk sports and states that all sport related activities including strength and conditioning and individual skill sessions must be physically covered by a coach who meets the criteria of Category A and an ATC on-site. An ATC is required to be physically present for all in-season practices, home and away games, and strength and conditioning sessions.

An ATC is required to travel to all traditional season, away athletic related events for men's and women's basketball, men's and women's soccer and women's volleyball. These sports may request to travel without an ATC, but that request must be approved by the Head Athletic Trainer and the Associate Athletics Director for Program Operations. A formal request must be brought to the Head Athletic Trainer and the Associate Athletics Director for Program Operations at least 48 hours before their team's departure. If the request is granted, the Head Athletic Trainer files the proper documentation in the Athletic Training Room files.

Based on precedent and Athletics Department trends, it is highly recommended that softball travel with an ATC. If the softball head coach chooses not to travel with an ATC, the head coach must communicate this wish with the Head Athletic Trainer and the ATC designated to their team at least 48 hours before their team's departure.

All other teams not mentioned above (men's and women's cross country, men's golf, men's and women's swimming and diving, men's and women's tennis, and men's and women's Nordic skiing) may request that an ATC travel with their team for selected or all away athletic events. These requests must be brought to the Head Athletic Trainer at least 48 hours before their team's departure. Travel of a certified/licensed trainer is dependent upon availability.

12. Using the four program areas for student-athlete well-being issues please:

- a. Describe how the institution has ensured a complete study of each of the four areas;
- b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

a. Describe how the institution has ensured a complete study of this program area.

The Student-Athlete Handbook and Athletics Department policies are reflective of the University's commitment to student-athlete welfare. The Athletics Department is committed to student-athlete welfare through the sponsorship and support of the SAAC, Life Skills program, Athletic Training policies, student-athlete orientation sessions, Freshmen Workshops and various educational and motivational programs offered throughout the year.

The Athletics Department overall Five-Year Plan also clearly and concisely outlines plans and allocation of resources based on student-athlete safety, student-athlete welfare, gender equity and opportunities for success.

Annual coaches' performance evaluations, review of student-athlete exit interviews, and Athletics Administration open door policies are elements that offer the opportunity to evaluate the effectiveness of coaches, staff, facilities and programs as related to the health, safety and well-being of student-athletes.

Equity and Student-Athlete Well-Being

The health, safety and general student-athlete welfare are all issues routinely covered at team meetings, staff meetings, senior staff meetings, and IAC meetings. Coaches, staff, faculty, and administrators are all encouraged to participate in open, round table discussions and assess the overall student-athlete experience at UW-Green Bay.

The Director of Athletics reports directly to the Chancellor and meets on a regular basis to discuss athletic department issues including the safety, well-being and welfare of our student-athletes.

The student-athletes themselves are provided a multitude of opportunities to express feedback and share input with resources campus-wide. First of all, key campus contacts from the Dean of Students, the Counseling and Health Center, Career Services, Academic Advising, Residence Life, Public Safety and Tutoring Services are actively involved and participate on a regular basis in orientation sessions, social gatherings, team events, and educational seminars giving student-athletes the opportunity to meet and interact with these valuable resources. Secondly, all student-athletes have two representatives from each sports team serving on the SAAC. Concerns or recommendations are regularly discussed by this group and brought forward through the Assistant Athletics Director for Compliance and Student Services. Third, exit interviews give student-athletes the opportunity to confidentially express their concerns through an online survey. Results are tabulated by the FAR who then shares the results with the Director of Athletics and IAC. Fourth, the IAC meets regularly to review Athletics Department issues, policies and concerns which include an in-depth and continual assessment of the Athletics Program. Lastly, are the contacts who deal directly with the student-athletes on a regular basis within the athletics program including coaches, Athletic Training staff, the Director of Athletics, the Assistant Athletics Director for Compliance and Student Services, the Athletics Academic Coordinator, the SWA and the FAR. Student-athletes are welcomed and encouraged to come directly to anyone within the Athletics Department to express concerns.

In combination, these five opportunities provide a wide array of methods for the institution to gain insight and valuable feedback from student-athletes on issues related to their health, safety and welfare.

b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

The Athletic Training staff took the initiative to write and draft a weight management policy relevant to student-athlete performance and well-being. Upon hearing growing concerns from student-athletes within the Horizon League and highlighting national trends, the athletic training staff took immediate action to put a plan in place for addressing this issue.

As outlined in the Student-Athlete Handbook and reviewed at every orientation session, student-athletes are required to have the appropriate medical evaluation and clearance from a physician prior to participating in their respective sport. The Athletic Training staff maintains all records and approves student-athletes for clearance. The Athletic Training staff prepares a packet for all student-athletes and a checklist of documents that must be returned to the UW-Green Bay sports medicine staff including first year student-athlete medical information form, pre-participation examination form, insurance form, copy of their insurance card, HMO guest membership form and a signed student-athlete authorization for disclosure of information in education and medical records.

ATCs daily monitor practice and competition events. Athletic Trainers communicate with coaches throughout the season to report on illnesses, injuries and make recommendations for student-athlete clearance to practice and/or compete. ATCs are available on a 24/7 basis. The ATCs also monitor weather conditions for sports that compete and practice outdoors or in the pools. Guidelines and procedures are clearly identified as to when inclement weather may delay, cancel or postpone athletic practices and contests.

The Strength and Conditioning Coach closely monitors weight lifting, conditioning and agility practices along with supervising the use of weights and machines to ensure proper technique and equipment performance. The team physician along with an eye doctor, dentist, massage therapist and chiropractor provide a broad based array of services to meet all the medical and health needs of student-athletes.

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

As indicated in the Athletics Department overall Five-Year Plan, a plan is in place that identifies the staffing, financial and resource allocations necessary to move the Athletics Program forward and respond

Equity and Student-Athlete Well-Being

to issues of student-athlete safety, welfare and gender equity. The Athletic administration is committed to continually identifying resources for funding to support the needs of a robust Division I Athletics Program and carry out the recommendations within the plan.

Monthly staff meetings, SAAC, IAC, FAR and exit interview process are all key avenues for student-athletes, coaches and staff to voice their concerns on issues of student-athlete welfare. Information from all these resources ultimately makes it to key leadership including the Director of Athletics and Chancellor who have the authority to respond, direct and implement the changes necessary to improve student-athlete welfare.

2. Organization and Structure. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

a. Describe how the institution has ensured a complete study of this program area.

Several individuals and offices serve as program advisors and facilitators who work directly with student-athletes and address activities related to student-athlete welfare. The Athletics Academic Coordinator and Assistant Athletics Director for Compliance and Student Services work closely with student-athletes and the SAAC to identify programming needs. Freshmen Workshops, orientation sessions and Life Skills seminars are all coordinated by these individuals and enhance the student-athlete experience at UW-Green Bay.

The Assistant Athletics Director for Compliance and Student Services also serves as the liaison to the SAAC so monthly feedback is gathered directly from the student-athlete representatives. The Assistant Athletics Director for Compliance and Student Services is a representative on the Athletics senior staff, so direct feedback to all administrators is shared on a timely basis when senior staff meets weekly.

The Athletics Academic Coordinator works closely with the Registrar, Academic Advising, Admissions and Career Services offices to provide proper academic, career and tutoring services as necessary.

The FAR works closely with those mentioned above to review academic, retention and graduation rate performance of student-athletes. The FAR meets on a regular basis with the Director of Athletics to review this performance data and study trends that may exist on issues related to student-athlete academic preparedness. The FAR also has the opportunity to meet directly with the Chancellor when the need arises.

The Head Athletic Trainer and training staff work closely with student-athletes on matters of medical needs, injury, illness, nutrition, wellness and conditioning. This department works directly with the team physician, eye doctor, chiropractor, massage therapist and dentist to coordinate all the medical needs of student-athletes.

b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

Three additional contracted Athletic Trainers were added to the Athletics Program to help meet the growing medical and athletic training needs of the student-athletes. In 2004, a full-time Strength and Conditioning Coach was added as well. The additional staff responded directly to the need for offering more complete and readily available resources for student-athletes.

The Athletic Training staff updated training room policies and implemented procedures to better inform and communicate with student-athletes. Training room policies are clearly posted in the Athletic Training Room as well as reviewed during orientation sessions. The newly drafted Weight Management Policy is another indicator that the institution is committed to responding to new and developing student-athlete welfare issues.

New departmental policies regarding team travel were completed as a result of a recommendation within the Department's overall Five-Year Plan for student-athlete safety. Student-athletes are no longer allowed to drive vans to long distance competitions. Another mode of transportation, or a licensed driver or the opportunity to spend a restful night in a hotel is required before a team can begin their trip home on long road trips.

Equity and Student-Athlete Well-Being

- c.** Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The Athletics Department is currently in the process of updating the Athletics Policy and Procedure Manual as well as developing a training manual for team and individual travel. Once completed, all coaches and staff will receive a copy along with formal training. All coaches will be expected to cover any pertinent team travel procedures with their respective student-athletes to ensure their safety.

The Athletics Program will continue to solicit and gather feedback from student-athletes through the channels indicated earlier. The University will continue to rely on feedback from the FAR, IAC, SAAC, the Assistant Athletics Director for Compliance and Student Services, the Athletics Academic Coordinator, the Senior Woman Administrator and the Head Athletic Trainer as well as key campus contacts within the Dean of Students area (e.g. monthly meetings between the Dean of Students and the Director of Athletics) to facilitate discussions and review recommendations for improving student-athlete welfare.

- 3. Participation in Governance and Decision-Making.** Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

- a.** Describe how the institution has ensured a complete study of this program area.

The Assistant Athletics Director for Compliance and Student Services serves as the liaison to the SAAC and is part of senior staff. The senior staff meets on a weekly basis to review all Athletic programming issues including student-athlete welfare. This provides a direct link to senior staff Athletic administration so immediate action can be taken.

SAAC representatives also select a campus representative to serve at the Horizon League level. This gives student-athletes the opportunity to share ideas, offer input and gather ideas from member institutions on issues related to student-athlete welfare at the conference level.

Student-athletes were also heavily involved in committee work for the Campus Life for the 21st Century plan. This plan studied health, recreation, athletic, wellness and fitness needs of UW-Green Bay students and student-athletes and was ultimately used as a springboard to launch the Kress Events Center project. The Kress Events Center, opening in the fall of 2007, will offer significant facility improvements including expanded space for athletic training, locker rooms, weight rooms, gyms and sports medicine.

- b.** Provide data demonstrating the institution's commitment to this program area for all student-athletes.

Throughout the planning stages for the Kress Events Center, student-athletes were involved in planning, focus groups, community presentations and facility tours. Student-athletes also participated in groundbreaking ceremonies for the Kress Events Center in November of 2005. Student-athletes served on focus groups and provided input on facility use, needs and programming space to best meet their needs for athletic training, sports medicine, weight training, locker room space, practice and competition courts and surfaces.

Members of SAAC are often involved in planning social activities, community outreach programs like collecting food or clothes for the Salvation Army, and offering ideas for educational programming. SAAC representatives work closely with the Assistant Athletics Director for Compliance and Student Services who serves as their administrative liaison as well as providing input for the Life Skills program.

Student-athletes participated in the reporting process of the University's NCAA Division I Athletics Certification Interim Report completed in December 2003.

- c.** Explain how the institution will address this topic in the future for the well-being of all student-athletes.

Under the current organizational structure, UW-Green Bay will continue to rely upon the SAAC to share feedback on issues impacting health, safety and welfare. Student-athletes will continue to be involved in sharing feedback on scheduling needs and event activities in the new Kress Events Center. Through

Equity and Student-Athlete Well-Being

contacts with the FAR and IAC, student-athletes also have a structured system and process in place to express needs and concerns on student-athlete welfare. Exit interviews will continue to be a key resource in gathering data and researching trends or issues as shared by the student-athletes.

4. Programs and Activities. Establishment of programs that address the needs and issues affecting student-athletes.

a. Describe how the institution has ensured a complete study of this program area.

Because of the daily interaction with student-athletes and effective processes in place to engage student-athlete feedback, the Athletic Training staff was alerted to an increasing number of cases related to weight management. In 2005, the Athletic Training staff began gathering data and collecting information on the topic to build the foundation for a formal policy. In Summer 2006, the Athletic Training staff drafted new policies and procedures to address weight management issues. The policy received final approval in Fall 2006. To our knowledge, UW-Green Bay was the first institution in the Horizon League conference to institute such a policy, and hopes it will be used as a model by other member institutions.

Coaches and student-athletes expressed the need for a professional strength and conditioning program. The Strength and Conditioning coach hired in 2004 now meets with coaches to develop specific programs for each sport and evaluates the needs of each student-athlete. These personal evaluations help the Strength and Conditioning coach identify the nutritional, weight training, strength building, and agility training needed to enhance their athletic performance.

The Assistant Athletics Director for Compliance and Student Services and the Athletics Academic Coordinator work closely with student-athletes and SAAC to identify topic areas for freshmen workshops, Life Skills programming and needs for academic tutoring, monitoring and study table. FOCUS orientation also provides incoming freshmen with the opportunity to participate in programs which assist in class registration, academic preparedness, campus life and the overall transition into college life. The Assistant Athletics Director for Compliance and Student Services works directly with the student-athletes in setting up sessions through the NCAA grant program on topics impacting the lives of student-athletes.

A Welcome Back social for all student-athletes is held every fall to provide the opportunity for student-athletes to meet and interact with their peers, coaches, staff and campus contacts. It is a great way for student-athletes to connect with their peers and an avenue for coaches and Athletic administrators to informally learn from the student-athletes on what they feel are issues and concerns for the upcoming year.

In the spring of every year, a Senior Recognition breakfast is held to recognize and thank senior student-athletes who have exhausted their eligibility. The event is organized by the Athletics Academic Coordinator and gives student-athletes the opportunity to share feedback on their experiences at UW-Green Bay with Athletic administrators, Career Services, FAR, IAC members, academic advisors and other key campus contacts. The Athletics Academic Coordinator meets with student-athletes to evaluate the effectiveness of the event and offer ideas for improvement.

b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

A new weight management policy is in place to best respond to the physical, mental and psychological needs of student-athletes on issues related to this topic.

A new full-time position for a Strength and Conditioning Coach was added for the 2004-05 academic year. Prior to this addition, only men's and women's basketball had access to a Strength and Conditioning Coach. This new full-time position provides better support and a more positive experience for all student-athletes who have not had this available in the past.

The Life Skills program offered the following training sessions for coaches, staff and student-athletes:

- * 2001 Team Building/Motivation — NCAA Joel Fish speaker (coaches and staff)
- * 2001 Diversity and Risky Student Behavior — NCAA Joel Fish speaker (student-athletes)
- * 2003 Sexual Orientation Sensitivity and Diversity — NCAA Dave Pallone speaker (coaches, staff and student-athletes)
- * 2004 Diversity Education, Understanding Diversity and Creating Community" — NCAA Stan Johnson

Equity and Student-Athlete Well-Being

presenter/facilitator (coaches and staff)

* 2005 Diversity Education, Race Issues in Intercollegiate Athletics — NCAA Rodney Patterson and David Hunt (coaches, staff and student-athletes)

* 2006 Diversity Training & Group Exercises - Dr. James Coates and Juliet Cole, UW-Green Bay faculty and staff (coaches and staff)

Other Life Skills programs have also featured student-athletes as guest speakers on topics related to career planning, resume writing, and time management.

Freshmen Orientation agendas include topics recommended by student-athletes including:

* Budget Management

* Study techniques

* Test preparation/note taking

* Counseling services

* Tutoring/academic services

* Career planning

* Time management

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The Athletic Training staff, coaches, Athletic Administrators, the Athletics Academic Coordinator, and campus program coordinators will continue to serve as outlets for student-athletes to share their ideas on program, events and activities that benefit their welfare. The SAAC and Assistant Athletics Director for Compliance and Student Services and Athletics Academic Coordinator will work directly with student-athletes to assess the needs and areas of emphasis in order to provide the best campus life learning experience for student-athletes. Student-athletes will continue to be involved in planning and coordinating special events and social gatherings. Campus resources from Career Services, the Counseling and Health Center, Residence Life, Public Safety, Academic and Tutoring Services and the Dean of Students office will continue to evaluate the effectiveness of current programming and assess the need for new and creative programs for the future.

Evaluation

1. Does the institution provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

Equity and Student-Athlete Well-Being

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F									1				4	5	4			
Other Professional Athletics Dept. Staff	F													11.74	11.74	9.74			
	P													1	1	1			
Head Coaches	F													6.26	6.26	6.26			
	P													5	5	5			
Assistant Coaches	F							1	1	2				9	9	8			
	P													4	5	5			
Totals (for Athletics Dept. Personnel)	F							1	1	3				31	32	28			
	P							0						10	11	11			
Faculty-Based Athletics Board or Committee Members									1	1				9	8	8			
Other Advisory or Policy-Making Group Members																			

Name of person completing this chart: Dan McIver
 Title: Associate Athletics Director for Program Operation

Equity and Student-Athlete Well-Being

RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	44	55	57	110	126	123	32	35	41	36	42	51	4152	4184	4158	58	52	53
Student-Athletes	0	0	0	3	4	3	6	6	9	0	2	3	180	196	168	8	6	7

Name of person completing this chart: Debbie Furlong

Title: Director, Institutional Research

Equity and Student-Athlete Well-Being

RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports Year		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball																			
Men's Basketball								4	4	5				5	5	6	3	3	1
Football																			
Men's Track / Cross Country													9	13	11	4	2	4	
Men's Other Sports and Mixed Sports					2	2	1	2	2	3		1	2	58	66	51	1	1	
Women's Basketball					1	1	1			1			12	14	11				
Women's Track / Cross Country													10	11	12				
Women's Other Sports						1						1	1	86	87	77			2
Total		0	0	0	3	4	2	6	6	9	0	2	3	180	196	168	8	6	7

Name of person completing this chart: Debbie Furlong

Title: Director, Institutional Research