

2007-2008
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: 1969
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 22161
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 2475
7. Highest level of academic degree offered: PhD
8. Institution's governing entity: The Trustees of Indiana University
9. a. Regional accreditation agency: Higher Learning Commission of North Central Assoc.
9. b. Date of most recent regional accreditation self-study: 2001-02
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2008): Division I (without football)
2. Conference affiliation(s) or independent status (Academic Year 2008):

Men's Basketball	The Summit League
Men's Cross Country	The Summit League
Men's Golf	The Summit League
Men's Soccer	The Summit League
Men's Swimming	The Summit League
Men's Tennis	The Summit League
Softball	The Summit League
Women's Basketball	The Summit League
Women's Cross Country	The Summit League
Women's Golf	The Summit League
Women's Soccer	The Summit League
Women's Swimming	The Summit League
Women's Tennis	The Summit League
Women's Volleyball	The Summit 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. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

None

5. Other significant events (with dates) in the history of intercollegiate athletics program since previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

Women's Golf added (2000)

Men's Soccer becomes the first IUPUI team to participate in NCAA Championships (2000)

Baseball discontinued (2001)

IUPUI received the NCAA USA Today Academic Achievement Awards in 2002 and 2003.

Men's Golf participated in NCAA Championships (2002 and 2005)

Men's Basketball participated in NCAA Championships (2003)

Women's Basketball student-athlete Tiffany Kyser named NCAA Woman of the Year finalist (2003)

Women's Tennis participated in NCAA Championships (2003 and 2004).

Intercollegiate athletics reporting line changed from vice chancellor for external affairs to vice chancellor for administration and finance (2004)

Previous Certification Self-Study

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

Orientation visit: February 3, 1998

Evaluation visit: March 30 - April 2, 1999

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

Fully certified October 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. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

Introduction to Self-Study Report

2007: Michael A. McRobbie becomes president of Indiana University.

2007: Roger W. Schmenner, the chancellor's chief of staff assumes responsibility for intercollegiate athletics.

2005: Robert E. Martin, vice chancellor for administration and finance assumes responsibility for athletics, succeeding Cheryl G. Sullivan, who resigned as vice chancellor for external affairs.

2003- 2007: Adam W. Herbert serves as president of Indiana University, succeeding Myles Brand.

2003: Charles R. Bantz, becomes chancellor of IUPUI, succeeding Gerald L. Bepko.

- 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. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.**

Women's Golf was added as the 15th varsity sport in 2000.

Baseball was discontinued in 2001.

Intercollegiate athletics reporting lines were changed from external affairs to administration and finance in 2004.

Admissions requirements were raised - Over the past ten years, IUPUI has continued to increase its admission standards for freshmen. Since that time, students who are not admissible are referred to a community college to obtain academic preparation or are offered conditional admission. The current process requires that a committee of faculty and staff annually review the current admission standards and recommend changes depending upon institutional goals.

Certification Self-Study Information

1. Steering Committee Chair: Trudy W. Banta
2. Chief report writer/editor of self-study report: Linda S. Durr
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.

On September 28, 2007 a news release describing the year-long process was sent to Indianapolis media and included in the local campus online publication entitled Inside IUPUI.

Committees were intentionally broad-based and consisted of faculty, staff, students, and the Indianapolis community. These groups first gathered and analyzed data and brought recommendations to the steering committee. The first draft was made available to the public and internal constituents via the campus Web site and the process for comment was communicated via press releases and campus communication sources. The following were notified: JagNews, IUPUI News Center, Events at IUPUI, Inside IUPUI, IUPUI Homepage, Athletics Department Homepage.

Specific committees, units, or groups notified included:

1. Student Athletes
2. Student Government (both undergraduate and graduate)
3. Student-Athlete Advisory Committee
4. Staff Council
5. Faculty Council
6. IUPUI Athletics Committee
7. Jaguars Athletic Club
8. Council of Deans
9. IUPUI Dialogue Group

Introduction to Self-Study Report

10. IUPUI Alumni Council
11. IUPUI Board of Advisors
12. Office for Women
13. Black Faculty/Staff Council

After comments were received, the draft self-study was revised. The final version was submitted via the NCAA Web site.

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

Plan for Conducting Self-Study for IUPUI
August 24, 2007

A. Objectives Related to the Self-Study

1. Goals

- a. Strengthen connections between the mission of IUPUI's athletics program and the campus mission, aspirations, and goals.
- b. Educate our campus and university communities, the Indianapolis area, and the state concerning our aspirations for and expectations of our Division I athletics program.
- c. Identify the existing and potential strengths and weaknesses of our athletics program and the means for correcting the weaknesses.
- d. Establish meaningful and realistic standards and benchmarks for future development with careful attention directed toward:
 1. the facilities needed by an urban university's Division I program;
 2. the gender balance and diversity expected and required from our campus community;
 3. the expectations we have for ensuring the academic and personal growth of our student-athletes.
- e. Ensure that we have an organization that will carry out IUPUI's vision for intercollegiate athletics.

We believe that our goals for self-study are consistent with the overall goals of certification.

2. First cycle institutional plans for improvement

- a. There were no required actions in the first cycle beyond implementing our plans for improvement identified in the self-study. Those plans will guide the development of the self-study. (Attachment A will be available on site)
- b. IUPUI will identify all plans from the first cycle self-study, including all appropriate supplemental materials related to currently legislated operating principles.

B. Major Components of the Self-Study

1. Appointment of steering committee chair

- a. Chancellor Charles Bantz has appointed as the steering committee chair Trudy W. Banta, professor and senior advisor to the chancellor for academic planning and evaluation.
- b. The chair is senior advisor to the chancellor and is considered a member of his senior management team, meeting regularly with the chancellor on an individual basis and taking part in all meetings of the chancellor's immediate staff.

2. Appointment of steering committee and subcommittees

- a. The names and titles of all steering committee and subcommittee members are listed in Attachment B which will be available on site.
- b. The steering committee includes all the required individuals, including the chancellor, the faculty athletics representative, the director of athletics, and the senior woman administrator.

3. Appropriate composition of steering committee and subcommittees

- a. The number of steering committee members is adequate to perform the duties and responsibilities in connection with the self-study. Participation includes representatives of faculty, staff, students, and the community (a representative from the IUPUI community Board of Advisors). There is a good balance between individuals who are

Introduction to Self-Study Report

inside and outside athletics. Steering committee members have access to all the information they need to perform their duties and they have the time to devote to the self-study. No athletics department staff member chairs a subcommittee and the subcommittee chairs are members of the steering committee.

4. Responsibilities of steering committee and subcommittees

a. The steering committee and subcommittee responsibilities are to:

- Collect and organize data
- Provide opportunities for input from appropriate campus groups, including student athletes
- Review draft and final reports
- Communicate regularly through meetings and reports
- Maintain a written record of dates of steering committee and subcommittee meetings and individuals in attendance and the individuals responsible for writing the subcommittee reports.

5. Institution liaisons

a. The campus liaisons are:

Karen E. Black, Director of Program Review
Michele A. Trent, Program Review Coordinator

b. Karen Black and Michele Trent will field questions from institutional personnel regarding the process, schedule meetings, collect information as requested by subcommittees, and see that records of all meetings are kept appropriately. All logistics for the visiting team will be handled by Black and Trent. Prior to the arrival of the visiting team in 2008, Michele Trent will make hotel reservations and travel arrangements for the team members.

6. Conference assistance/use of outside individuals or agencies

a. IUPUI representatives have contacted the Summit League office and we anticipate asking the league staff to review the self-study report.

b. IUPUI does not anticipate hiring an outside consultant in connection with the self-study.

7. Outline and schedule

a. A timetable for the self-study is included as Attachment C, which will be available on site.

b. Dates of steering and subcommittee meetings are not yet set, but the frequency of these meetings is clearly indicated in the timetable. Also included is information about the following:

- Gathering data for subcommittees and the steering committee
- Responding to self-study items
- Providing opportunities for campus groups to review the reports
- Evaluating responses against operating principles
- Developing IUPUI's plan for improvement
- Providing opportunities for steering committee members to review drafts of subcommittee reports
- Preparing the final report and submitting to NCAA by the established deadline
- Conducting the peer review team visit
- Communicating work of the steering committee to the internal community through electronic and print media

8. Self-Study report

a. Linda S. Durr, senior administrative assistant, and Shirley J. Yorger, senior administrative secretary, have been designated the chief report writers for the IUPUI self-study.

b. All of the following are available for the report writers: computer and internet access, secretarial assistance, facilities for copying.

c. The office of the vice chancellor for external affairs will develop plans for communicating the work of the steering committee to the IUPUI community, both in electronic and print forms. The general public will be informed as appropriate.

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.

Introduction to Self-Study Report

IUPUI Mission Statement (Trustee Approved - November 2005)

Indiana University-Purdue University Indianapolis (IUPUI), a partnership between Indiana and Purdue Universities, is Indiana's urban research and academic health sciences campus. IUPUI's mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.

(Trustee-Approved - June 2002)

The VISION of IUPUI is to be one of the best urban universities, recognized locally, nationally, and internationally for its achievements.

In pursuing its mission and vision, IUPUI provides for its constituents excellence in

- Teaching and Learning
 - Research, Scholarship, and Creative Activity
 - Civic Engagement, Locally, Nationally, and Globally
- with each of these core activities characterized by

- Collaboration within and across disciplines and with the community,
- A commitment to ensuring diversity, and
- Pursuit of best practices

Goals for Implementing IUPUI's Mission

Excellence in Teaching and Learning

- I. Attract and support a better prepared and a more diverse student population
- II. Support and enhance effective teaching
- III. Enhance undergraduate student learning and success
- IV. Provide effective professional and graduate programs and support for graduate students and postdoctoral fellows

Excellence in Research, Scholarship, and Creative Activity

- I. Conduct world-class research, scholarship, and creative activity relevant to Indianapolis, the state, and beyond
- II. Provide support to increase scholarly activity and external funding
- III. Enhance infrastructure for scholarly activity

Excellence in Civic Engagement, Locally, Nationally, and Globally

- I. Enhance capacity for civic engagement
- II. Enhance civic activities, partnerships, and patient and client services
- III. Intensify commitment and accountability to Indianapolis, Central Indiana, and the state

IUPUI Intercollegiate Athletics Mission Statement Approved Fall 1998 by the IUPUI Athletic Affairs Committee

The mission of intercollegiate athletics at IUPUI is to provide athletics programs that contribute in an effective and meaningful manner to the achievement of the broader goals of the university. The athletics programs should aspire to enhance the total educational experience of students, promote the matriculation and retention of students, advance the reputation of IUPUI, and cultivate pride, spirit, loyalty and support of students, alumni and the community at large.

The specific goals of intercollegiate athletics include:

- To assist the campus in student recruitment directly and indirectly.
- To help in promoting the image and identity of the campus within the university and into the community.
- To provide access to higher education through athletics scholarships for students who otherwise might not be able to afford it.
- To facilitate the integration of the intercollegiate athletics department and student-athletes into the university community.

Introduction to Self-Study Report

- To play each sport at a competitive level.
- To maintain well rounded, balanced programs that ensure gender and racial equity and that respond to student interests
- To comply fully with governing athletics associations.
- To operate fiscally sound and prudent athletics programs.
- To maintain programs that serve as models for leadership, on which the university community and the state of Indiana may look with pride.
- To emphasize that academics are the priority of the student-athlete's college experience and ensure that all student-athlete progress each year toward graduation, culminating with the awarding of a bachelor's degree.
- To provide excellence in learning experiences for student-athletes, including leadership, team building, and community service, and to provide laboratory experiences for student athletics trainers, managers and others.
- To provide, through partnerships, role models and mentors for other students and young people in the community who might not otherwise aspire to attend a college or university.
- To help create understanding of the campus mission through interinstitutional competition with urban universities.
- To serve as a rallying point for involving alumni and the community with the campus.

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.

In its first-cycle of certification, IUPUI was found to be in substantial conformity with NCAA operating principle 1.1. Thus, no "corrective actions," "conditions for certification" or "strategies for improvement" were imposed.

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) 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.

Not applicable.

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.

2007: Michael A. McRobbie becomes president of Indiana University.

2007: Roger W. Schmenner, the chancellor's chief of staff assumes responsibility for intercollegiate athletics.

2005: Robert E. Martin, vice chancellor for administration and finance assumes responsibility for athletics, succeeding Cheryl G. Sullivan, who resigned as vice chancellor for external affairs.

2003- 2007: Adam W. Herbert serves as president of Indiana University, succeeding Myles Brand.

2003: Charles R. Bantz, becomes chancellor of IUPUI, succeeding Gerald L. Bepko.

Since the first-cycle certification decision in 1999, responsibilities for decisions affecting the athletics programs at IUPUI have been modified for improvement and numerous personnel changes have occurred. The Indiana University Board of Trustees continues to be the final authority on all matters affecting the university, including IUPUI. On matters affecting Indiana University as a whole, the chief executive officer of the university is currently President Michael A. McRobbie. He became president in 2007, succeeding Adam W. Herbert, who served from 2003 -2007. Herbert was preceded by Myles Brand, who had served since the last certification. With respect to matters affecting IUPUI in general and its athletics program in particular, the chief executive officer is the chancellor of IUPUI, Charles R. Bantz, who became chancellor in June 2003, succeeding Chancellor Gerald L. Bepko, who had served since the last certification. The chancellor reports to the president of Indiana University.

Governance and Commitment to Rules Compliance

The IUPUI director of athletics continues to have direct responsibility for intercollegiate athletics on the IUPUI campus. In the first cycle of certification and beginning in 1997, the director of athletics, Michael R. Moore, reported to the vice chancellor for external affairs, Cheryl G. Sullivan, who represented the chancellor in matters involving intercollegiate athletics. Sullivan served in that capacity until April 2005. Shortly thereafter, the responsibility for intercollegiate athletics was moved from the office of external affairs to the office of the vice chancellor for administration and finance, Robert E. Martin, who served from 2005 through Fall 2007.

Although athletics technically was not part of Vice Chancellor Martin's responsibilities before he assumed leadership in 2005, he was already quite familiar with athletics operations through his involvement with athletics department budgeting and financial matters. In addition, he had served on the IUPUI Faculty Council Athletic Affairs Committee, which provided faculty input into athletics policies. According to the chair of that committee, William Kulsrud, Vice Chancellor Martin actively participated and showed an understanding of most of the issues confronting athletics. Vice Chancellor Martin reported directly to Chancellor Bantz, with whom he met formally every two weeks; developments in athletics were a regular agenda item. Similarly, Vice Chancellor Martin met quarterly with Athletics Director Michael Moore to discuss athletics.

One of the most significant developments related to institutional control of athletics since the last certification was the development and approval of an Indiana University Intercollegiate Athletics Programs Policy (<http://www.indiana.edu/~ufc/docs/policies/athprog.htm>). In 1997, President Myles Brand convened a committee consisting of representatives from all eight campuses of the university. The committee's charge was to develop comprehensive policies concerning the conduct of intercollegiate athletics at all eight Indiana University campuses. Prior to this initiative, there had been little or no coordination of athletics among the different campuses. After meeting weekly for over two months, the committee issued a document, Indiana University Intercollegiate Athletics Programs Policy, for review by the president and trustees. On May 8, 1998, the Board of Trustees of Indiana University approved the policy. The document sets forth the missions, goals, and principles of authority and governance for intercollegiate athletics.

As set forth in the document, the mission statement provides the following:

I. Mission and Goals:

The mission of intercollegiate athletics at Indiana University is to provide athletics programs committed to integrity, fairness, and competitiveness that enhance student life and that contribute in an effective and meaningful manner to the achievement of the broader goals of the University. The objective of intercollegiate athletics is to promote the matriculation, retention, and graduation of students and to develop pride, loyalty, and support among students, faculty, staff, alumni, and the community at large.

The document also establishes principles of authority and responsibility for governance decisions.

II. Principles of Authority and Responsibility:

A. While final authority over all units of the university rests with the president and the trustees, governance decisions regarding intercollegiate athletics shall be made with the advice of the appropriate campus athletics committee(s).

B. Generally, authority and responsibility for intercollegiate athletics programs shall be delegated to the campuses. Because of historical tradition and the size of the program, the athletics program at the Bloomington campus shall be called the "University Athletics Program," and be governed by the president, the university athletics director, and the Bloomington campus athletics committee. The president shall govern the athletics programs on the other campuses as well, except that each campus's chancellor would normally represent the president. Governance on each of the campuses shall also include the campus athletics director and the campus Athletic Affairs Committee.

C. The university athletics director shall have operational authority for the University Athletics Program (based at Bloomington) and oversight responsibility for all campus intercollegiate athletics programs.

D. The Athletics Coordinating Council shall serve to ensure consistency, resolve conflicts, and foster communication among the intercollegiate athletics programs of Indiana University.

As is clear from the policies set forth above, the president of Indiana University ultimately governs the athletics programs, not only on the Bloomington campus, but also on the other campuses, including IUPUI. However, the responsibility is shared in that the chancellor of IUPUI normally represents the president in matters of athletics. In addition, governance on each campus includes the campus athletics director and the campus Athletic Affairs Committee. The policy document also sets forth the functions of the campus Athletic Affairs Committee.

Governance and Commitment to Rules Compliance

The Intercollegiate Athletics Programs Policy also provides for the creation of an athletics coordinating council. The purpose of the athletics coordinating council is to ensure consistency in norms and principles of NCAA Division I athletics programs at Indiana University and to serve as a forum to resolve intercampus conflicts. It is to consist of representatives from the Bloomington, IUPUI and selected other Indiana University campuses and to meet at least annually. Notwithstanding the mandate to form such a group, the president of the university, who is required to select a chair, has never done so, and the group has never been convened. Thus, if issues do arise regarding IUPUI and the other campuses, such matters are dealt with directly rather than through a formal committee.

Shortly after the approval of the policy by the trustees in May 1998, the Athletic Affairs Committee at IUPUI reviewed the policy and, using it as a guide, developed its own statement on the structure, function and responsibilities of the IUPUI Athletic Affairs Committee. This statement, "IUPUI Athletic Affairs Committee Guidelines," (document available on site) was endorsed by the IUPUI Faculty Council Executive Committee and was presented to the IUPUI Faculty Council at its monthly meeting in September 1999 for comment. No further action was taken and, since that time, the principles in the revised document have served as the operating guidelines for the Athletic Affairs Committee.

The Athletic Affairs Committee is currently a standing committee of the IUPUI Faculty Council. The Faculty Council Constitution provides the following description:

Athletic Affairs. This committee participates in the development of general athletics policies related to academic matters, team competition, and practice schedules within the scope of athletics conference and association rules. The committee participates in the approval of plans for addition/elimination of sports and plans for significant modification of athletics facilities. The chancellor shall appoint the IUPUI Athletic Affairs Committee on the recommendation of the IUPUI Faculty Council Executive Committee. The committee shall consist of 27 voting members. The committee's voting membership shall have a majority of faculty.

Other important changes in the governance of athletics were initiated by Vice Chancellor Martin when athletics became his responsibility in 2005. Primary among the changes were those involving the functions of compliance and academic support for student-athletes (e.g., academic advising). Since the athletics program's move to Division I in 1997 (concurrent with the last certification), academic advising of student-athletes and compliance had been the sole responsibilities of one person, Bret Shambaugh. This position reported, not to the athletics department, but to then-Registrar Mark Grove and the dean of University College, Scott Evenbeck. In addition, although Shambaugh's office worked closely with student-athletes, coaches and other members of the athletics department to carry out its duties, the office was physically separated from the athletics department.

Although the academic support and compliance functions were not within the purview of the athletics director, Shambaugh's office worked closely with student-athletes, coaches and other members of the athletics' administration to carry out his duties. In 2005, Vice Chancellor Martin decided that the growth and maturity of the athletics program demanded a division of Shambaugh's responsibilities. As a result, he separated the functions of academic advising from those of compliance, assigning Shambaugh to academic advising and creating a new position, assistant athletics director for compliance. Lauren Geiger was hired as the new assistant athletics director for compliance in September 2006 and continues to serve. As assistant athletics director for compliance, Geiger initially reported to Vice Chancellor Martin.

In order to strengthen institutional control, another major modification was made by Chancellor Bantz and Vice Chancellor Martin. This change resulted in more direct oversight of athletics by the chancellor's office. Upon replacing Chancellor Bepko in June, 2003, Chancellor Bantz decided that his office should be more involved in athletics. As a result, in 2007, after consultation with Vice Chancellor Martin, Chancellor Bantz created the position of chief of staff to assist him in numerous matters, including athletics. Roger Schmenner, former dean of the Kelley School of Business, was appointed to this position, which provides direct oversight of athletics by the chancellor's office. This change has given the chancellor greater oversight of athletics. Athletics now reports directly to the chancellor, who has delegated daily supervision to his chief of staff. The assistant athletics director for compliance is not a part of the athletics department, but also reports directly to the chancellor through the chief of staff. Similarly, the faculty athletics representative (FAR) reports directly to the chief of staff. Matters of the highest importance are referred by the chief of staff to the chancellor and, if necessary, to the president.

A third significant change in academic support for student-athletes was the creation of the position of associate athletics director for academic support in Fall 2007. Denise O'Grady was appointed to this position and continues to serve. Numerous improvements in academic support have since been made; these are discussed in the Academic Integrity section of this self-study.

Governance and Commitment to Rules Compliance

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 Trustees takes an active role in all major capital, financial, and academic issues affecting the university. Athletics matters come to the Board of Trustees through the same protocol as any others. There is no standing or ad hoc committee for athletics. Normally, the chancellor briefs the board on significant issues involving athletics. A review of the minutes from Board of Trustees meetings since the last certification identified only a limited number of entries related to athletics at IUPUI.

- December 08, 2000: Significance of intercollegiate athletics at IUPUI. Report by Nicholis David Mutton, president, IUPUI student government, noting the importance of athletics at IUPUI as it moves to a more traditional campus.

- May 6, 2005: Student activity fees for intercollegiate athletics. Discussions, including comments by Chancellor Bantz, concerning the student activity fees imposed by the various campuses that were devoted to intercollegiate athletics.

The minutes also show involvement by the Board of Trustees in actions concerning the athletics program at the Bloomington campus.

- February 27, 2004: Discussion of NCAA Self-Study of IU-Bloomington Athletics.

- June 11, 2004: Amendment of Indiana University Intercollegiate Athletics Programs Policy.

- December 3, 2004: Discussion of NCAA Self-Study of IU-Bloomington Athletics.

The Board of Trustees has not been involved directly in any decisions related to intercollegiate athletics at IUPUI. However, the board does approve IUPUI's annual budget, which includes expenditures for athletics.

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 has been the force behind major changes in the administration of athletics during the last several years. In 2005, the chancellor reassigned responsibility for athletics from the vice chancellor for external affairs to the vice chancellor for administration and finance, Robert Martin. Under this structure, Vice Chancellor Martin met regularly with the director of athletics and weekly with the chancellor. Athletics was a standing item on the agenda of these weekly meetings. In addition, Vice Chancellor Martin and the athletics director jointly met with the chancellor each quarter.

- In 2007, wishing to establish clearer reporting lines, the chancellor reorganized athletics administration within his office, establishing the position of chief of staff, reporting directly to him, with responsibility for daily supervision of athletics. The chancellor meets regularly with the chief of staff, who in turn meets regularly with the director of athletics, assistant athletics director for compliance and associate athletics director for academics.

- The chancellor authorized the division of compliance duties from academics, creating two new positions outside athletics. Devoted solely to compliance, the assistant athletics director for compliance reports directly to the chancellor through the chief of staff. The associate athletics director for academics, responsible for academic support for student-athletes, similarly reports directly to the chancellor through the chief of staff.

- The chancellor has become more deeply involved in the NCAA: Since 2005, he has served on the Division I Presidential Advisory Group as the representative of the Summit League (Mid-Con).

Since 2007, he has served on the Division I Board of Directors as the Summit League representative.

He is on the NCAA Finance Committee.

- The chancellor serves on the Summit League President's Council.

- The chancellor serves on the Summit League Membership and Ways and Means Committees.

- The chancellor was involved in and ultimately approved the move of the athletics offices.

Governance and Commitment to Rules Compliance

- The chancellor participated in contract negotiations for the hiring/contract extensions for the men's and women's basketball head coaches. He was directly involved when the head men's basketball coach, Ron Hunter, was considering a move to Ball State University.
- The chancellor appoints faculty members to the Athletic Affairs Committee.
- The chancellor is consulted on all athletics issues that might affect the campus (e.g., potential major violations).
- The chancellor receives an annual report of all violations of NCAA rules and regulations.
- The chancellor receives annual outside financial audit reports.

Chancellor Bantz has elicited input from a number of different groups to achieve the goals of athletics. He sought input regarding changes in the administrative structure of athletics from the president of the University of Illinois, James Stukel, and former president of Washington State University Sam Smith. He convenes the IUPUI Board of Advisors (a select group of community leaders) regularly, seeking their input on various university issues. Athletics and facilities are often topics of discussion.

The chancellor has informal breakfasts with community members every six weeks. Conversations often concern facilities and athletics.

- 6. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. If the institution has different processes for making various major decisions regarding intercollegiate athletics, describe the process for making each major decision. For each process, 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 the process.**

Athletics matters reach the Board of Trustees through the same protocol as matters from any other university division. Since the last certification, no decisions about IUPUI athletics have been brought before the Board of Trustees other than approval of the IUPUI budget. The only major athletics decision ever brought before the Board of Trustees was the move to Division I.

Most issues involving athletics are first brought by the director of athletics to the chief of staff. The chief of staff reports the issue to the chancellor, who makes any necessary decisions. Depending on the issue, the director of athletics may also consult the Athletic Affairs Committee for its review and input. When appropriate, the Athletic Affairs Committee determines whether or not to endorse policies or decisions. For example, obtaining priority registration for athletes was a major policy change for the university. The director of athletics brought the issue to the Athletic Affairs Committee, which endorsed the policy, and then brought it before the various school academic councils to obtain their approval.

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

The Athletic Affairs Committee includes 28 members, representing faculty, staff, students, alumni and the community. To ensure faculty governance and control, faculty comprise a majority of the members.

Faculty Members, Titles:

Kevin Gebke, Assistant Clinical Professor, Dept of Family Medicine
 Eyas Hattab, Assistant Professor, Pathology and Laboratory Medicine
 Nicole Keith, Assistant Professor, Physical Education and Tourism Management
 Bill Kulsrud, Associate Professor of Accounting
 Debomoy Lahiri, Professor, Laboratory of Molecular Neurogenics
 Alan Mikesky, Professor, Department of Physical Education
 Tod Perry, Associate Professor of Finance
 Gary Roberts, FAR, Dean and Gerald L. Bepko Professor, Law
 Bernadette Rodak, Professor, Pathology and Laboratory Medicine
 Ron Sandwina, Assistant Professor, Communication Studies
 Robert Sandy, Chair, Professor, Economics
 Roger Schmenner, Professor, Operations Mgmt, Kelley School of Business

Governance and Commitment to Rules Compliance

Julie Settles, Professor, Department of Family Health
 Cynthia Stone, Associate Professor, Dept. of Public Health, School of Medicine
 Patrick Sullivan, Professor, Social Work

In addition 13 staff, alumni, and student members are appointed by virtue of positions they hold. These appointments are reviewed and renewed annually. The student representative is expected to be appointed soon.

Ed Brizendine, M.D., IU School of Medicine, Alumni Representative
 Chris Foley, Director of Admissions, Admissions Representative
 Lauren Geiger, Academic Advisor for Athletes, Assist A.D. for Compliance
 Julie McKenney, Natatorium Director
 Michael Moore, Director of Athletics
 Denise O'Grady, Associate Athletics Director for Academics
 Khalilah Payne, Assistant Director of Student Scholarships-Financial Aid
 Dawn Rhodes, Vice Chancellor, Administration and Finance
 Matt Rota-Autry, Director, Intramural & Recreational Sports, Intramurals
 Terri Talbert-Hatch, Assistant Dean for Student Services, Alumni Rep.
 Angie Torain, Associate Athletics Director and Senior Woman Administrator
 Victoria Wheeler, SAAC Rep.
 Greg Wright, Jaguars Athletics Club
 To-be-named, Student Representative

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.

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

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Edit element to input the issue.				

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.

No "corrective actions," "conditions for certification" or "strategies for improvement" relating to Operating Principle 1.2 were imposed as a result of the first-cycle certification decision.

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.

Not applicable.

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.

As noted above, a number of changes relating to compliance were initiated by Vice Chancellor Martin when athletics became his responsibility in 2005. Foremost among these were changes to the functions of compliance and academic support for student-athletes. The separation of these functions into two positions is described above under Self-Study Item #3.

Upon assuming her new position, the new assistant athletics director for compliance reviewed all of the compliance systems that were currently in place. Major changes to the certification of eligibility procedures were implemented as a result. The "Academic Eligibility Certification Procedures," as revised, are as follows:

1. In order to diversify responsibilities and to ensure multiple people are involved in the certification process, the athletics academic advisor will be responsible for sending degree audit forms listing each student-athlete's classes to the recorder of each school.
2. The sign-off by the recorders will be a check and balance to ensure that all classes have been correctly listed and to verify that the student-athlete is still in the same degree program.
3. The forms should be returned to the associate athletics director so follow-up can occur with any that are not returned. The associate athletics director will forward the completed forms to the assistant athletics director for compliance, who will coordinate the Eligibility Committee meeting.
4. All incoming transfer students' eligibility will be reviewed by the IUPUI director of admissions.
5. All incoming freshman eligibility will be determined by the NCAA Eligibility Center.

Governance and Commitment to Rules Compliance

6. The Eligibility Committee will then meet to do the formal certification. The committee will consist of assistant athletics director for compliance, associate athletics director, associate athletics director for academics and the registrar. The registrar will act as the certifying officer and will sign off on all certifications.

The compliance systems are subject to review periodically. The conference performed the evaluations in 1999 and again in 2003. From August through December 2003, the internal audit group of Indiana University performed its own compliance audit as a supplement to these reviews. Although the internal audit staff usually focuses on audits of financial operations, it carries out many compliance audits as well (e.g., of medical research procedures). The audits by this group are quite rigorous, in order to meet the standards of external groups. The purpose of the compliance audit was to determine whether processes and controls were adequate to ensure compliance with NCAA rules and regulations. Its report, issued on February 13, 2004 (document available on site), concluded that the controls in place were appropriate, but also identified areas where corrective action was needed.

Specifically, the report found that monitoring was lacking in the following areas: (1) camps and clinics; (2) certain recruiting materials; and (3) activities of representatives (boosters) of the program, such as members of the Jaguar Athletics Club. The report also noted that while the rules education program was adequate, it could be improved by adding coverage of other topics and including additional groups (e.g., non-athletics department university employees involved in booster activities and decisions with compliance ramifications). All recommendations were approved by the chancellor and have been addressed. For example, several evening all-staff rules education meetings were added for the 2007-2008 academic year. These will continue to be scheduled so that part-time coaches will be able to attend.

Over the last several years, several recommendations for improvement have been suggested by the Summit League as well by as internal sources. One of the Summit League's recommendations proposed changes in the functions of the faculty athletics representative (FAR). Historically, the FAR served as the chair of the university's Faculty Council Athletic Affairs Committee and the representative to the NCAA. The job of the FAR was to represent the faculty in matters concerning not only intercollegiate athletics but also campus wellness. For example, the FAR and the Athletic Affairs Committee considered such issues as the governance of athletics, priority registration of student-athletes, student activity fees for athletics, academic conduct, drug testing, fifth-year financial aid, visual identity (i.e., the change from the Metros to the Jaguars), retired jersey policy, and elimination of baseball. In addition, from time to time, the Athletic Affairs Committee considered issues outside intercollegiate athletics activities, such as intramurals and an all-purpose fitness facility for the general student population.

The proposed recommendations directly concern the FAR's involvement with compliance. Historically, the FAR's involvement in compliance activities has been limited, because this function was viewed as the responsibility of the compliance officer. Moreover, the FAR was not provided with support staff needed for anything beyond cursory involvement, although the FAR had responsibility for administering the coach's certification test, reviewing eligibility of transfer students, and serving on the Eligibility Committee. The Eligibility Committee membership was comprised of assistant athletics director, compliance officer, registrar, director of financial aid, director of admissions, and FAR. Responsibilities concerning eligibility were restricted principally to hearing appeals relating to loss of financial aid or fifth year financial aid and violations. This committee also reviewed the process of creating the eligibility reports prepared by the compliance officer, but did not determine or test the eligibility of individual student-athletes. The FAR also was a member of the Personnel Committee, which reviewed problems that arose with athletics personnel, both coaches and staff. The FAR has had little or no direct involvement at the conference or NCAA level. While the FARs have not had face-to-face meetings in the past, they did meet in March 2008 and will continue to meet annually from now on. Prior to the reorganization of the NCAA, the FAR attended conventions, but since that time has not gone to these meetings or those of Faculty Athletics Representatives Association (FARA).

Over the last several years, the presidents of the Summit League schools have suggested that FARs become more involved in the various athletics programs. These suggestions require a modification and expansion of the current duties of the FAR. IUPUI is now considering such changes, which would require that the responsibilities and duties of the FAR be defined with greater specificity. A job description that clearly defines the expectations of the position would need to be created. The FAR's duties and their gravity would have to be conveyed to the person appointed as the FAR by the chancellor, the director of athletics, the assistant director of athletics for compliance and the associate director of athletics for academics.

The following are recommendations concerning the role of the FAR that are currently being evaluated and implemented as approved.

FAR and Compliance

- The FAR should become more involved in the compliance function as well as rules education. Specifically, the FAR should spot-check determinations of eligibility and test other internal controls designed to ensure the integrity of all parts of the compliance system. The manner of testing should be a matter of written policy.

Governance and Commitment to Rules Compliance

- The FAR should participate in the investigation and reporting of possible violations of NCAA, conference and institutional policies and rules.
- The FAR should attend all compliance education meetings conducted by the associate athletics director for compliance.
- The FAR should work cooperatively with and support the work of the associate athletics director for compliance.

FAR and Academic Support

- The FAR should become involved in academic support activities for student-athletes such as student-athlete orientation, attendance at meetings of the Student-Athlete Advisory Committee and active involvement with its officers, pre-season meetings with coaches and student-athletes, appearances at study tables, mentoring and similar activities.
- The FAR should work closely with the athletics director and the associate athletics director for academics to review and evaluate academic and general support services for student-athletes.
- The FAR should chair a committee responsible for assessing the academic support program once every three years.
- The FAR should continue to serve on the faculty of University College to provide the view of the athletics department on matters important to freshman and sophomore student-athletes.
- The FAR should take steps to be known by all student-athletes and serve as the student-athletes' faculty contact.
- The FAR should participate in and further the nomination process for all academic awards and scholarships available through the conference, the NCAA and other organizations.
- The FAR should review an athlete's academic information to ensure that the student-athlete can and does thrive academically.

FAR AND OTHER RESPONSIBILITIES

- The FAR and the chair of the Athletic Affairs Committee should be known throughout the university (administration, faculty, admissions, registration, financial aid, booster groups and alumni) as the persons outside of the athletics department that should be consulted on all matters regarding athletics.
- The FAR should maintain an interest in student-athlete well-being through observation and report periodically on these matters.
- The FAR should attend at least one contest for all sports annually and have sufficient involvement at that contest that both coaches and student-athletes can appreciate the role of the FAR.
- The FAR or the FAR's staff or representative should serve and participate in university committees in which athletics should be represented.
- The FAR should know the APR of the various sports as well as the graduation rates of student-athletes and understand their calculation.
- The FAR should conduct exit interviews of all student-athletes terminating athletics activity and report annually on the experiences of such athletes.
- The FAR should participate in activities involving conference FARs.
- The FAR should attend FARA meetings and NCAA conventions. Moreover, the FAR should demonstrate active involvement in these associations.
- The FAR should know enrollment figures, the number of student-athletes, the number of varsity sport programs, and the percentage of student-athletes.
- The FAR should review all written reports of infractions, waivers or appeals.
- The FAR should participate in investigations in which major or minor rules violations may have been committed.
- The FAR should meet regularly with the athletics director, coaches, senior woman administrator, assistant athletics director of compliance and associate athletics director of academic support to discuss issues regarding athletics and student-athletes that required faculty perspective.
- Similarly, the FAR should meet regularly with the other members of the administrative staff of athletics.
- The FAR should have the responsibility to inform the athletics department of faculty concerns, and conversely, inform faculty of developments in athletics, and be active in the development of athletics policy.
- The FAR or chair of the Athletic Affairs Committee should report to Faculty Council annually.
- The FAR should provide advice to the chancellor that reflects the traditional values of the faculty and which are founded on the academic ethic of the university. In this regard and to ensure institutional control, the chancellor (and not his representative(s)) should have standing meetings with the FAR to facilitate open discussions of athletics issues.
- The FAR should prepare an annual report of his or her activities for the chancellor and have a formal review annually by the chancellor.

In light of the changing role of the FAR, the possibility of greater support is being considered. If the FAR's duties are expanded, appropriate financial resources and staffing should be budgeted so that the duties of the position can be carried out effectively. The work expectations of the FAR and allocation of time among academics, administration,

Governance and Commitment to Rules Compliance

and compliance will also need to be determined. The possibility of limiting the term of the FAR will be considered to balance needs for proper internal controls with continuity of service.

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 Jaguar Athletics Club is the only IUPUI athletics booster organization and operates as a part of the Indiana University Foundation. In April 1982, The Athletics Club adopted its charter. The purposes of the Jaguar Athletics Club are to encourage support for IUPUI intercollegiate athletics, to encourage enrollment of outstanding student-athletes, and to provide financial support to the IUPUI intercollegiate athletics program through the Scholarship for IUPUI Student-Athletes Fund, maintained by the Indiana University Foundation.

Membership of the club includes faculty, staff members, alumni, and friends of IUPUI who make the appropriate dues payment. Included on the board of directors are the following representatives of IUPUI or their designees: the IUPUI director of athletics and the chair of the IUPUI Athletic Affairs Committee, both of whom have voting rights.

As a further means of maintaining institutional control, all funds received by the Jaguar Athletics Club are deposited with the Indiana University Foundation and are to be expended "for the benefit of the IUPUI Intercollegiate Athletics Program as determined to be in the best interest of the program by" the chancellor. All funds of the Jaguar Athletics Club are controlled solely by the Indiana University Foundation and are subject to an annual internal audit by the Foundation, like all other Foundation funds.

To aid in compliance, monthly compliance newsletters are sent to all club members. In addition, rules education items are included on the club Web 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.

As recently revised, the person outside athletics charged with rules compliance responsibilities by the chancellor is the assistant athletics director for compliance, who reports directly to the chancellor through his chief of staff. Also charged with rules compliance responsibilities by the chancellor is the FAR, who reports directly to the chancellor through his chief of staff. The FAR is not a member of the athletics department. The chief of staff also meets regularly with the director of athletics and the associate athletics director for academics. The athletics organizational chart can be found at http://www.iupuijags.com/sports/2008/1/3/GEN_0103084436.aspx. Prior to these revisions, compliance was under the sole purview of the compliance officer. Others, including the FAR and the Eligibility Committee, relied on the compliance officer to ensure that athletics was properly following conference and NCAA rules and regulations.

The chancellor and his chief of staff (to whom athletics reports) actively oversee the athletics program. The chief of staff meets regularly with the director of athletics and with the chancellor to discuss policy, administration, budgets, personnel programs, and other athletics matters.

The chancellor is involved in reviewing annual financial audits and athletics-related income by coaches, certifying the institution's compliance with NCAA legislation, and examining data on graduation rates.

The athletics department's employee manual includes a written procedure for investigating, reviewing, and reporting secondary violations and major infractions. The chancellor, vice chancellor, and FAR are copied on all violations reports.

Rules compliance is reinforced through written documentation in the following ways:

- Letters of appointment and coaches' contracts reference compliance with NCAA rules (Bylaw 10.1 & 11.2.1 &

Governance and Commitment to Rules Compliance

11.2.2).

- There is an athletics policy and procedure manual and a student-athlete handbook (available on the Web).
- Mission Statement located in both the athletics policy and procedure manual and the student-athlete handbook.

As noted above, a number of changes relating to compliance were initiated by Vice Chancellor Martin when athletics became his responsibility in 2005. Please see Self-Study Item #3 for a summary of these changes.

As discussed above, the role of the FAR in compliance has been expanded and further clarifications of the FAR's role are expected. The current job description includes the following:

1. Chair the IUPUI Faculty Athletic Affairs Committee.
2. Administer the coaches' recruiting certification test.
3. Attend Summit League and NCAA meetings as necessary.
4. Meet regularly with the assistant athletics director for compliance and associate athletics director for academics to monitor academic progress and rules compliance.
5. Chair the Academic Support Review Committee. This committee is charged with conducting an outside review of athletics academic support systems once every three years.
6. Participate in investigation of suspected rules violations and serve on the enforcement committee.
7. Review student-athlete exit interviews.
8. Attend rules education sessions.
9. Participate in student-athlete orientation(s).
10. Participate in team meetings at the beginning of the year.
11. Be available for student-athletes to discuss issues related to their well-being.
12. Report knowledge of any potential rules violation to the appropriate authority.

The assistant athletics director for compliance has direct responsibility for ensuring compliance with all rules and regulations specified by the conference and the NCAA. Assistant Athletics Director for Compliance Lauren Geiger acknowledges that discharging this responsibility requires in-depth knowledge of current rules and procedures. She maintains this knowledge in a variety of ways: (1) review of daily updates from the NCAA and the conference; (2) study of new developments, including reviewing material on the NCAA Web site targeted specifically for compliance officers; (3) and attendance at formal training offered by the NCAA and the National Association of Collegiate Directors of Athletics (NACDA). If questions arise, she contacts the conference, the NCAA interpretation line, or fellow compliance officers for an interpretation. Although it is not required, she has completed the coaches' certification test. She is a key member of the Eligibility Certification Committee. She also is involved in financial aid matters. Finally, she conducts compliance rules review sessions for staff, develops and implements continuing education for outside groups, and implements and monitors educational programs for student-athletes.

All non-athletics staff members with compliance responsibilities receive a memo from the chancellor's chief of staff and the athletics director describing their responsibilities. In addition, all athletics staff members receive an annual letter of appointment that identifies their compliance responsibilities and their duty to report information on violations. (Documents available on site.)

- 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.**

All athletics staff members receive annual letters of appointment specifying that they are required to attend regularly scheduled rules education meetings. Additionally, annual performance evaluations of coaching staff members include a section completed by both the sports supervisor and the assistant AD for compliance. (Documents available on site.)

- 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.**

Governance and Commitment to Rules Compliance

All non-athletics staff members with compliance responsibilities (Khalilah Payne, Mary Beth Myers, Chris Foley, FAR, A-Team members, and academic advisors) are sent memos by the director of athletics and the chief of staff stating the importance of rules compliance. (Documents available on site.)

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.

	Yes	No
Initial-eligibility.	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.

The assistant athletics director for compliance is responsible for the rules education program and issues all rules interpretations. Consistent with this policy, rules education sessions, conducted by the assistant athletics director for compliance, are held monthly. All athletics and coaching staff members are required to attend and attendance is taken. Failure to attend is documented on the coach's performance review so absences are normally made up.

Non-athletics staff members who have compliance responsibilities also are invited to these meetings. Discussion with the assistant athletics director for compliance indicated that athletics staff attend on a regular basis, but those outside athletics (FAR, financial aid representative, registrar and admissions officer) do not attend regularly, if at all. In addition to the meetings, monthly compliance newsletters are sent to all staff members (inside and outside athletics).

New student-athletes are constantly learning about the importance of compliance. Their first exposure begins during the summer orientation prior to the beginning of the academic year. The orientation includes a rules education section. Orientation is followed by a monthly newsletter, with special newsletter supplements sent as needed (e.g., for March Madness). Student-athletes also obtain compliance information from the Student-Athlete Handbook (document available on site). The handbook includes frequent references to compliance with NCAA rules on such matters as maintenance of eligibility and contact with agents. A detailed summary of NCAA regulations, prepared by the NCAA, appears at the end of the handbook. The handbook's references to NCAA rules and regulations are discussed with the staff and student-athletes at the beginning of each season.

An important part of rules education occurs at the beginning of each academic year when each team meets with the assistant athletics director for compliance. Students who join the team after that meeting must meet with the assistant athletics director for compliance before they are permitted to practice or compete. Additional team meetings are set up as needed (e.g., on rules violation issues). Conversations with student-athletes suggest that they had little interest in or knowledge about compliance, notwithstanding their exposure to rules education, and were at risk. Student-athletes reported that most information on compliance came from their coaches. Previously, when the compliance officer was also the academic advisor, students asked more questions and reported more issues related to compliance, since they often saw that person. Student-athletes interviewed confirmed their knowledge of this process. If they recognized an issue concerning compliance, they were comfortable in reporting it. Coaches were asked whether they believed student-athletes understood the compliance chain-of-command. They

Governance and Commitment to Rules Compliance

believed that student-athletes first looked to upperclassmen and captains for guidance and then to the coach. However, they agreed that student-athletes know that the assistant athletics director for compliance and the director of athletics are available. In addition, they remarked that student-athletes seem to be more cognizant of compliance concerns since the assistant athletics director for compliance has begun sending them monthly compliance newsletters.

In interviews, coaches indicated that their main source of information about compliance is the monthly rules education meeting held by the assistant athletics director for compliance and that they contact this person for information when they have a particular question. Coaches reported that the assistant athletics director for compliance was readily available and open to challenges, as well as to questions. Coaches generally felt confident in the answers they received. If the assistant athletics director for compliance was unavailable, coaches indicated that they contacted other coaches or colleagues for information. However, they clearly understood that the assistant athletics director for compliance was the final authority. If coaches identified a compliance issue, they reported it to the assistant athletics director for compliance. All in all, coaches believed that the current environment was healthy, but were concerned that the resources allocated to compliance might not be sufficient to address the growing number of rules and regulations and that they might ultimately suffer from inaccurate advice.

The assistant athletics director for compliance provides feedback to the athletics director on coaches' commitment to compliance and receptiveness to NCAA initiatives. This feedback is part of the job performance evaluation process.

A copy of the NCAA Manual is provided to the Eligibility Committee and made available to everyone else who needs it.

- 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 rules education program was evaluated by Myndee Larson from The Summit League office in Summer 2007. This evaluation was part of the compliance review. Recommendations on rules education often come from the conference office or Athletics Director, Michael Moore. (Document available on site.)

- 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).

Governance and Commitment to Rules Compliance

Summit League Evaluation: The institution has a comprehensive rules education program in place for its coaches. As stated earlier, this effort could be extended to campus liaisons and, furthermore, to athletics department staff members.

Suggestion: Invite athletics department staff members to rules education meetings and develop department-wide topics (complimentary admissions, extra benefits, promotional/marketing issues, etc).

Corrective Action: Athletics department staff are invited to rules education meetings.

Summit League Evaluation: The monthly meetings held by the assistant athletics director are the main opportunity for face-to-face interaction and discussion of legislation and education that can prevent future rules violations. Interviews indicated that attendance at these meetings is not always a high priority among coaching staffs.

Suggestion: Since head coaches are ultimately responsible for all aspects of their programs, make compliance meetings mandatory for them. If head coaches are unable to attend, require them to send an assistant or other designee to ensure that all sports at least have a representative present who will be responsible for presenting information to absent staff members. Include participation in compliance meetings as part of job performance evaluations.

Corrective Action: Attendance is mandatory. Failure to attend is noted on the coach's performance review.

Summit League Evaluation: The student-athlete interviewed indicated that after the opening meeting each year, there are no other comprehensive rules education efforts targeted to student-athletes. However, he felt that his coaching staff does a good job of addressing issues as they arise.

Suggestion: Due to the time demands currently placed on student-athletes, it is not always realistic to try to hold regular rules education meetings with every student-athlete. Incorporate a rules education session into all SAAC meetings to at least keep student-athlete representatives involved in the compliance efforts.

Corrective Action: No action taken.

Coaches and staff members interviewed indicated that, upon being hired by the institution, they were not provided with an orientation to NCAA rules compliance.

Suggestion: Develop a formal rule-orientation and education program for new athletics department staff members.

Corrective Action: Assistant athletics director for compliance has met with new coaches on several occasions to cover rules and regulations.

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.

Governance and Commitment to Rules Compliance

- 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**
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.

None

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.

None

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.

None

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.

Student-athletes at IUPUI are admitted via the same process used for all students. All undergraduate applications are processed by the office of undergraduate admissions, located in the newly opened Campus Center. For beginning freshmen, the high school record, including courses, grades, and standardized test scores (SAT or ACT), is examined. Indiana high school graduates are expected to complete all Core 40 courses (Indiana's required high school curriculum effective Fall 2007). Students who have not completed Core 40 must have taken a designated set of alternative courses. GED students must provide GED scores. Home schooled students must provide an official transcript.

Students who have earned a Core 40 with Academic Honors diploma are fully qualified for admission, but must provide test scores. The general guidelines used in making admission decisions for all others include completion of

Academic Integrity

the designated courses with C grades or higher and an SAT score of 900 or higher or an ACT composite of 19 or higher. GED score must be 53 (530 on new scale) or higher. New students over the age of 21 may have work, military, or other experience that demonstrates responsibility; these factors are taken into consideration by the admission committee.

Students who are not offered admission are provided with information on options, including transferring to IUPUI after successfully completing a suggested set of courses at a two-year college.

Transfer students are admitted if they have a cumulative grade point average of 2.0 on a 4.0 scale and are eligible to return to their previous college. If they do not meet these requirements, they are required to sit out one regular semester, excluding summer sessions.

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.

The average SAT test scores for 2004, 2005 and 2006 are used for all comparisons. The average test score for all male entering freshmen was 1022 and for male student-athletes 1013. The average for female freshmen was 975 and for female student-athletes 979. There are no significant differences between the admissions profiles of entering freshmen campus-wide and freshman student-athletes. The average SAT score for all entering African-American freshmen was 880 and for African-American athletes 870. For all Hispanic-American freshmen, the average score was 967 and for Hispanic-American student-athletes 1073. For all white freshmen, the average score was 1007, while for white student-athletes it was 1006. The average SAT for the category of "other" racial group for all freshmen was 1003 and for student-athletes it was 970. (Only two athletes were in this category during these 3 years.) There are no significant variations between campus-wide and student-athlete admissions profiles by race or ethnic groups.

The average SAT test scores by sport group were as follows:

Men's basketball - 892
 Men's track/cross-country - 1040
 Men's other sports - 1026
 Women's basketball - 907
 Women's track/cross-country - 1043
 and women's other sports - 991.

The average SAT scores for men and women basketball players were somewhat lower than the average for all men and women students, but still within an acceptable range for admission. The average scores for other sport groups were above the averages for other freshman students. The differences in average SAT scores among sport groups are difficult to interpret, because they are relatively minor and are based on a small number of student-athletes.

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 that may be used when students are not automatically admitted because they do not meet the institution's published entrance requirements.

Students who are denied admission to the University may appeal this decision by writing a letter to the associate director of admissions explaining why they would like to be reconsidered. They are asked to include all pertinent information in this letter, including medical issues, as well as personal circumstances, that may have contributed to poor academic performance. They are also asked to provide any evidence they can that they are now able to succeed academically. Most students appealing admissions decisions are also invited to a personal interview with the associate director of admissions to discuss the appeal.

Academic Integrity

A student who has been denied admission to the University may also be conditionally admitted as a beginning freshman if a full-time tenure-track faculty member agrees to sponsor the student. This sponsorship is available only in exceptional circumstances, as determined by the faculty member, and carries a number of stipulations. One of these stipulations limits students admitted under these circumstances to no more than 11 credit hours. Since eligibility to compete in Division One is restricted by NCAA to students enrolled for at least 12 hours, no IUPUI student-athletes are enrolled in this manner.

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.)]

The published minimum freshman admissions guidelines set by the Indiana University Board of Trustees for all Indiana University campuses include class rank in the top half of the class, at least 14 college preparatory courses, and SAT or ACT scores at or above the average for college-bound students from Indiana. Individual Indiana University campuses may interpret these requirements to fit the needs of their service regions. IUPUI's service region is Marion County and the surrounding eight counties. Students admitted to IUPUI must have completed the Core 40 high school curriculum (or the equivalent for out-of-state students) and have no more than 5 Ds or Fs on their transcript. Students with low test scores are admitted as conditional admits. Applicants with strong high school records are admitted as fully qualified admits. Applicants with weak high school transcripts are denied or referred to the community college system. Applicants with low test scores or marginal high school records are admitted as conditional admits. Student-athletes are evaluated using the same criteria. IUPUI has no special admission category for freshmen, although a student who is denied admission can appeal using the appeal process described in the previous question. For all students during 2004-2006, 38% were admitted conditionally, and for student-athletes, 24% were admitted conditionally. Student-athletes are not given special admission consideration. The three-year data for all entering students and for entering student-athletes are provided below.

All Freshman Students

2006-2007 = 34% (969 out of 2842) admitted conditionally
 2005-2006 = 38% (1060 out of 2823) admitted conditionally
 2004-2005 = 41% (1132 out of 2766) admitted conditionally

Freshman Student-Athletes

2006-2007 = 16% (7 out of 43) admitted conditionally
 2005-2006 = 26% (11 out of 43) admitted conditionally
 2004-2005 = 28% (13 out of 46) admitted conditionally

Two conclusions can be drawn from these data. The first is that the percentage of all freshmen and freshman student-athletes who are admitted conditionally has decreased each year for the past three years. The second is that the percentage of student-athletes who are conditionally admitted has been considerably lower than for all freshmen during the past three years.

For each of the past three years, an average of 1% of all freshman students admitted to IUPUI has been admitted on the basis of an appeal to the associate director of admissions as described above under Self-Study Item #6. These data are below.

All Freshman Students

2006-2007 = 1% (28 successful appeals out of 2,814 totally enrolled)
 2005-2006 = 1.4% (38 successful appeals out of 2,785 totally enrolled)
 2004-2005 = 0.8% (23 successful appeals out of 2,743 totally enrolled)

Freshman student-athletes have been admitted through this appeal process at the following rates during the same years.

Freshman Student-Athletes

2006-2007 = 0% (0 successful appeals out of 43 totally enrolled)
 2005-2006 = 9.3% (4 successful appeals out of 43 totally enrolled)
 2004-2005 = 2.2% (1 successful appeal out of 45 totally enrolled)

Academic Integrity

Other than for 2005-2006, the percentage of freshman student-athletes admitted through the appeal process is the same (mean = 1%) as for all admitted freshmen. This percentage is considerably higher for 2005-2006, but this does not appear to be a trend because the rate dropped to 0% the following year. A case-by-case examination of student-athletes admitted through the appeal process during 2005-2006 yielded the following reasons for granting their appeals.

Student #1: At first it appeared that this student did not graduate from high school and was denied admission. However, the student submitted proof of graduation later.

Student #2: This student was denied admission, was referred to and enrolled in community college, and was subsequently admitted after completing the necessary courses.

Student #3: This student was denied admission based on not having passed the GQE, the state-wide test required for high school graduation. The student retook the GQE and passed it.

Student #4: No documentation is available.

The reasons for granting three of these four appeals appear to reflect either a rectified error (#1) or the subsequent attainment of initially unfulfilled admissions requirements (#2 and #3). Therefore, these students should not be classified as specially admitted students. The case in which no documentation is available should be treated as a special admit (i.e., admitted through the appeal process) because a specific reason (such as given in #1, #2, or #3) cannot be provided. When this information is used to reinterpret the comparison of student-athletes vs. general students who are admitted via the appeal process (i.e., as special admits) during the 2004-2005, 2005-2006, and 2006-2007 school years, both of these groups show the same approximate 1% admitted-through-the-appeal-process rate.

- 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.**

Certifying Initial Eligibility

A prospective student-athlete (PSA) is placed on the NCAA Eligibility Center institutional request list (IRL) by Lauren Geiger, assistant athletics director for compliance, when a PSA alert form is received. The prospect stays on the IRL if he or she is on the tentative roster submitted to the compliance office in the spring. The Eligibility Center posts an eligibility decision (Qualifier/Nonqualifier) and an amateurism decision sometime during the summer. That information is brought to the Eligibility Certification Committee meeting in August. The committee reviews the Eligibility Center reports; it also reviews the enrollment report. If the PSA has been deemed a qualifier and an amateur by the Eligibility Center and is enrolled at IUPUI full time, the committee certifies him or her as eligible and Mary Beth Myers, IUPUI registrar, approves the certification file.

Certifying a 4-Year College Transfer Student

For a 4-year college transfer, an eligibility verification form (release) is sent to the previous school. The previous school indicates whether the student-athlete would have been eligible if he or she had remained at that school. Students who would have been ineligible are ineligible at IUPUI. The number of transfer credit hours accepted by IUPUI is verified and signed off on by Chris Foley, IUPUI director of admissions. The recorder from the school the student-athlete is enrolled in verifies the number of credit hours that apply to the degree and that the student meets the 40/60/80 percent requirement. Lastly, Lauren Geiger, assistant athletics director for compliance, determines whether the student passed 18/24 credit hours in the previous academic year and at least 6 credit hours the previous semester. Additionally, Lauren Geiger certifies which transfer exception (if any) the student-athlete is certified under and whether or not the student is subject to the requirement of a year in residence. All of the above information is taken to the Eligibility Committee meeting in August. If the committee agrees that the student-athlete meets all requirements, he or she is certified as eligible and Mary Beth Myers, the IUPUI registrar, approves the certification file.

Certifying a 2-Year College Transfer Student

For a 2-year college transfer student, the coaches provide the compliance office with a transcript and a prospective student-athlete alert form. Once these are received, the PSA's name is added to the Eligibility Center IRL. The PSA's qualifier/nonqualifier status determines which regulations must be met in order for the student to be eligible. The compliance office reviews transcripts for number of credit hours passed, GPA, and semesters attended. Chris Foley, IUPUI director of admissions, certifies the number of transfer credits accepted by IUPUI and AA degree (if earned). The recorder from the school the student-athlete is enrolled in verifies the number of credit hours that apply to the degree program and that the student meets the 40/60/80 percent requirement. All of the above information is taken to the Eligibility Committee meeting in August. If the committee agrees that the SA meets all requirements, he or she is certified as eligible and Mary Beth Myers, the IUPUI registrar, approves the certification file.

Academic Integrity

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.

At the conclusion of each semester, Denise O'Grady, associate athletics director for academics, sends Credit Hour Verification Forms to the recorder for each of the schools where student-athletes are enrolled. The recorder provides the following information on the form: verification that student-athletes are enrolled in the indicated degree program, number of credits that student-athletes earned that semester toward their degree program, total number of credits these students have earned toward their degrees, total number of credits required for these degrees, and the GPA required to graduate from the degree program. Completed forms are returned to the associate athletics director for academics.

The associate athletics director for academics provides information about the number of credit hours passed and GPA for student-athletes who are in their first or second year of enrollment and are in University College (i.e., not yet enrolled in a degree program).

Lauren Geiger, assistant athletics director for compliance, schedules a meeting of the Eligibility Committee, which includes the registrar, the associate athletics director for academics, and the assistant athletics director for compliance. The associate athletics director for academics and assistant athletics director for compliance report to the chief of staff in the chancellor's office and are therefore outside the athletics department.

The Eligibility Committee reviews the Credit Hour Verification Form for each continuing student-athlete to determine eligibility for the following semester. Mary Beth Myers, the IUPUI registrar, is the certifying officer for eligibility and signs the eligibility forms.

10. Review the six-year 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 the six-year 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 six-year 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 for student-athletes by ethnicity and sport indicate that student-athletes graduate at rates comparable to those of the general student body. Men's baseball players in 2005 are the only recent exception to this general trend. Among all students, white male students graduated at a 23% rate, while among white male baseball players, only 10% graduated that year. This difference may have resulted from the discontinuation of the baseball program in 2001; many of the more academically qualified baseball players transferred.

Trends in graduation for student-athletes in comparison to the general student body are as follows:

1. In general, graduation rates for student-athletes in 2004, 2005 and 2006 were two or three times better than overall graduation rates. For example, in 2004 the overall graduation rate was 23%, while student-athletes' rate was 61%.
2. Student-athletes on each athletics team graduate at rates equal to or higher than students overall.
3. Graduation rates for student-athletes by gender are two or three times higher than the graduation rates for all students. For example, in 2004, 22% of all male students graduated, while 66% of male athletes graduated.
4. Graduation rates for student-athletes by ethnicity also surpass campus-wide rates in the ethnic groups that include student-athletes. For example, in 2005, 13% of black students graduated, while 100% of black student-athletes graduated.
5. Graduation rates for student-athletes by ethnicity and sport show that student-athletes graduate at the same or higher rates than students overall. Male baseball players in 2005 are the only exception, as explained at the beginning of this self-study item.

Academic Integrity

- 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.**

Student-athletes are held to the same admissions standards as non-athletes. Refer to the admissions standards published on the admission center Web site and those published on the athletics department Web site.

For freshmen <http://enroll.iupui.edu/admissions/undergraduate/freshmen/admission.shtml>

For transfer (non-ITCC and non-Purdue) <http://enroll.iupui.edu/admissions/undergraduate/transfer/requirements.html>

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

The following policy was adopted by the Athletic Affairs Committee on April 29, 1998:

Missed Class Time Policy

It is the policy of the IUPUI department of intercollegiate athletics that no student-athlete may miss class due to team meetings, strength and conditioning or practice. Excused absences, at the discretion of the individual class instructor, are allowed for travel to and from away contests or to compete in home contests.

Coaches are encouraged to schedule in such a manner that the team as a whole will not miss a total of more than 10 class days and individual student-athletes will not miss more than 4 sessions of the same class. Exceptions may be granted in the case of Conference or NCAA required competitions that cause the limits to be exceeded. These exceptions must be initiated by the academic advisor and presented by the athletics director to the Athletic Affairs Committee for approval.

No contests, except for Conference or NCAA contests, may be scheduled during final exam periods. Exceptions must be requested by the director of athletics and forwarded to the Athletic Affairs Committee for approval.

Calculation of class time missed is to be done as follows:

A. Classes beginning after 7:00 AM and ending prior to 5:30 PM:

(1) Reporting time (not starting time) for a home contest or departure for an away contest on a day when classes are in session:

Reporting or Departure Time: Before 12:00 noon; Days Missed: 1

Reporting or Departure Time: After 12:00 noon and before 3:00 PM; Days Missed: one-fourth

Reporting or Departure Time: After 3:00 PM; Days Missed: 0

(2) Return times from multi-day trips when the day of return is a day when classes are in session:

Return Time: Before 8:00 AM; Days Missed: 0

Return Time: 8:00 AM to 12:00 noon; Days Missed: three-fourths

Return Time: After 12:00 noon; Days Missed: 1

A completed schedule form is to be submitted annually in accord with specific dates to the director of athletics. All planned contests and championship events must be included. Dates of post-season championships must also be identified, e.g., NCAA championships, if that information is available at the time of submission.

Each head coach must submit a Schedule Approval Form to the assistant athletics director for compliance. The Schedule Approval Form provides the opponent, date, time and location (home or away) of every competition, as well as the date/time when the team will leave campus for each away competition and when the team will arrive back on campus. The coach must also list the number of class days the student-athletes will miss for each competition, based on the formula outlined above.

The assistant athletics director for compliance reviews the Schedule Approval Form to verify that the schedule meets NCAA requirements. The Schedule Approval Form is then reviewed by the associate athletics director for academics to verify that the schedule meets the requirements of the Missed Class Policy. Once the schedule has been reviewed by both the assistant athletics director for compliance and the associate athletics director for academics, it is presented to the Athletic Affairs Committee for consideration and approval.

Academic Integrity

If a team's schedule exceeds the number of missed class days permitted by this policy, the Athletic Affairs Committee can discuss and approve an exception to the policy. A team's schedule is not final until it has been approved by the Athletic Affairs Committee.

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 Athletic Affairs Committee reviews every team's schedule to determine whether missed class time will be excessive for the entire team or individual student-athletes on the team. The committee examines classes that will be missed to determine whether students will miss the same class an excessive number of times (e.g., the team will be gone on the same days of the week). At the current time, missed class time for every team is within the parameters of the missed class policy.

There have been instances in men's and women's golf where an individual student-athlete would have missed the same class more than 4 times during a semester. In those instances, the coach has adjusted the squad to ensure that each individual student-athlete's missed class time has complied with the policy.

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, athletics department staff members and institutional staff members.

The Missed Class Policy is posted in the Athletics Department Employee Handbook (http://www.iupuijags.com/sports/2008/1/3/GEN_0103084436.aspx) and the Student-Athlete Handbook (document available on site). The policy is also outlined on the Schedule Approval Form, which is in the Employee Handbook, and which is part of the documentation submitted to the Athletic Affairs Committee.

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 institutions 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.

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**

Academic Integrity

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.

None

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.

Plan: Separate compliance coordinator/academic advisor role into two positions.

Action: New position of assistant athletics director for compliance was created in July 2006.

Plan: Establish Athletics Academic Support Program.

Action: The Athletics Academic Support Program was established within University College in July 2006 when the compliance coordinator/academic advisor became a full-time academic advisor for student-athletes. There are currently two part-time positions in the program.

In September 2007, the Athletics Academic Support Program was shifted from University College to the chancellor's office. The two part-time positions were retained.

Plan: Grant priority registration for student-athletes.

Action: Priority registration was approved for student-athletes in Spring 2006. Student-athletes are now permitted to register on the day before registration for all other students begins.

Plan: Develop new methods to recognize and reward the academic achievement of student-athletes.

Action: Student-athletes who receive a 3.0 GPA in a given semester are recognized through the athletics Web site and awarded a T-shirt. Student-athletes are also recognized for academic achievements at an annual senior brunch.

Plan: Utilize new on-campus housing to address the academic needs of student-athletes.

Action: Men's and women's basketball players have been housed on campus since the 2005-06 academic year. Coaches of other sports have discretion to award on-campus aid that provides an athletics discount rate for on-campus housing.

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.

Academic Integrity

In April of 2006, the IUPUI Intercollegiate Athletics Gap Analysis Committee was formed by Director of Athletics Michael Moore. This committee was charged with identifying resource "gaps" between IUPUI and Mid-Continent Conference (now Summit League) rivals. The analysis (document available on site) focused on four key areas: academic support, financial aid and recruiting, revenues and expenses, and facilities. The committee was comprised of faculty, staff, coaches, athletics administrators and student-athletes.

Eight recommendations were developed by the Gap Committee to improve academic support.

Recommendation:

That all incoming student-athletes participate in an orientation that is independent of any university or school-specific process. This orientation will focus on several areas but will primarily describe the various support systems that are in place on campus to help student-athletes thrive in and out of the classroom and on and off the playing field.

Status:

A summer orientation for new incoming student-athletes was implemented in June 2007.

Recommendation:

That a faculty advisor who is educated about next requirements be recruited from each school. This advisor will communicate regularly with the compliance officer and athletics academic advisors and help student-athletes in their quests for degrees.

Status:

The Academic "A Team," consisting of an advisor in each IUPUI school designated to advise student-athletes, was developed in 2006.

Recommendation:

All student-athletes should be flagged in the student information system. Classes can be added and dropped by student-athletes only after permission of their advisor and/or the athletics director has been obtained.

Status:

All student-athletes are coded in the student information system by the assistant AD for compliance. An eligibility hold is also placed on every student-athlete's account in order to prevent student-athletes from dropping or adding a course without the permission of the athletics academic support office. The hold is removed only after student-athletes wishing to drop a class get a "Class Withdrawal Form" signed by their coach and advisor.

Recommendation:

The addition of three learning communities for freshman student-athletes in liberal arts, science, and engineering & technology and one learning community for transfer student-athletes.

Status:

Currently, there is only one learning community for student-athletes. The athletics academic support office is working with University College to open a second UCOL learning community for student-athletes.

Recommendation:

Creation of a full-time academic advisor position for student-athletes.

Status:

The position of compliance coordinator/academic advisor was split into two separate full-time positions in July 2006. The director of academic advising position was moved from University College to the chancellor's office in September 2007 and retitled associate athletics director for academics.

Recommendation:

Creation of a part-time academic advisor position for student-athletes.

Status:

A part-time academic advising position was created in Summer 2006.

Recommendation:

That a summer aid program be implemented starting with the high-risk sports of men's and women's basketball.

Status:

Summer aid for men's and women's basketball student-athletes has been funded.

Recommendation:

Academic Integrity

That IUPUI continue the practice of providing fifth-year aid to students who have a reasonable expectation of graduating during their fifth year.

Status:

Fifth-year aid program has continued.

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).

The athletics academic support office reports to the office of the chancellor. The associate athletics director for academics reports directly to the chancellor's chief of staff, who oversees the day-to-day operation of the department of athletics and the athletics compliance office, as well as the athletics academic support office. The associate athletics director for academics also has a dotted line reporting relationship with the director of athletics.

The associate athletics director for academics supervises two part-time staff members: an academic advisor and the study table coordinator. The associate athletics director for academics and the part-time academic advisor provide advising to all student-athletes who are in University College (i.e., undeclared). During student-athletes' freshman year, the athletics advisor guides them through the process of selecting a major and obtaining admission to a school.

Once a student-athlete is admitted to a school, a member of IUPUI's Academic "A Team" becomes the student's advisor. The "A Team" includes a designated advisor in each IUPUI school. Coordinated by the associate athletics director for academics, "A Team" advisors receive special training about NCAA eligibility rules and requirements and meet at least twice a year for NCAA rules education and discussion of issues related to the academic status of student-athletes. "A Team" advisors and athletics academics support personnel work together to ensure that student-athletes are progressing toward their degrees and meeting all NCAA eligibility rules. Student-athletes who have been admitted to schools continue to receive assistance from their athletics advisor in such areas as study skills, tutoring, study tables, dropping/adding classes, and so on.

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).

Student-athletes who are enrolled in University College are advised by an athletics academic advisor. Athletics advisors assist student-athletes with course selection, degree program options, referral to campus resources (e.g., the Career Center, tutoring, etc.), and study skills. Once a student-athlete is admitted to an IUPUI school, the student is advised by that school's A Team member.

Student-athletes who are undecided on a major are referred to the Career Center for counseling. Once athletes have determined their career direction, they are assisted with selecting a major by an athletics academic advisor and directed to the appropriate school for admission.

IUPUI student-athletes have access to priority registration. They are permitted to register one day prior to the beginning of registration for all other students.

Academic Integrity

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

Any policies that govern which students can use these services;

Every student-athlete on a team roster has access to advising services through the athletics academic support office.

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

Academic advising services are communicated to student-athletes via the student-athlete handbook, e-mail messages from the athletics academic support office, and written materials from the athletics academic support office distributed via coaches. Student-athletes also receive information and updates from the head coach of their team.

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

A review of the athletics support services was conducted by a subcommittee of the IUPUI Athletic Affairs Committee in January 2008. A plan has been created to ensure a review of these services will be conducted in the future at least once every three years.

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

Academic advising of student-athletes and the academic support programs associated with it report directly to the office of the chancellor. They are actively overseen by the chancellor and by the chief of staff to the chancellor, who is a chaired professor and former dean.

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).

The Bepko Learning Center offers free academic mentoring to help students in various courses. Information on free departmental tutoring and paid tutors in a variety of courses is also available. The Bepko Learning Center's programs are based on the philosophy that highly successful students can play an integral role in the academic development of their peers. Collaborative learning, role modeling, peer interaction and peer support are all components of the mentoring process.

Academic mentoring involves a facilitative learning style in which students are encouraged to work collaboratively to answer each other's questions and learn to empower themselves in their academic endeavors. Since the inception of this program, students who have actively participated in mentoring have consistently improved their overall academic performance. Those students who attend academic mentoring regularly show an average increase of up to 1 full letter grade difference over students who do not attend. In addition to improving the student's GPA, mentoring provides an overall enhancement of the academic experience by helping students create networks that will last throughout their college careers.

The Bepko Learning Center concentrates on the following initiatives:

- Free Departmental Tutoring

Departments across the campus have developed their own tutoring services that are free to IUPUI students. The Bepko Learning Center maintains an up-to-date list of these services. Student-athletes are referred to these services as needed by the faculty and their attendance is monitored by a "tracking sheet," which has to be signed by the tutor.

- Private Tutoring

The University College Bepko Learning Center Tutoring Program maintains a database with the names and contact information of eligible tutors for a variety of courses at IUPUI. Eligible tutors must maintain a cumulative GPA of 3.0, have achieved an A in the course they are tutoring, and have completed an online

Academic Integrity

training program. The program acts as a referral system students in need of tutorial assistance can call or stop by to obtain tutor contact information. Students are then responsible for contacting that tutor and setting up a public place to meet and payment method that works best for both parties.

The Mathematics Assistance Center (MAC) is a service of the department of mathematical sciences and University College at IUPUI. MAC offers live online tutoring and face-to-face tutoring free to any mathematics student.

The University Writing Centers (UWC) are available to all students, providing experienced readers to assist with writing assignments and fostering productive discussion between students and their classroom instructors. All UWC services are free to IUPUI undergraduate and graduate students, faculty, and staff.

- Structured Learning Assistance

Structured Learning Assistance (SLA) is a unique IUPUI program that combines assistance with "what to learn" with "how to learn" through weekly sessions led by fellow students who have demonstrated the ability to perform academically. SLA starts with mandatory one-hour-per-week directed study and practice sessions that are attached to a high-risk-for-failure "Gateway" course. SLA sessions are course-content-centered. Study and learning skills are applied to the specific content a student is learning. SLA also provides background enhancement. Students are given content-specific background information to assist them in mastering class material. Finally, SLA is a mechanism for teaching students how to form study teams and work collaboratively. Structured Learning Assistance is available for classes in the following departments and schools: biology, computer science, physical education, nursing, philosophy, psychology, and public and environmental affairs.

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

All students can use these services, including student-athletes.

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

Student-athletes are made aware of these services in a variety of ways: their coaches describe the services during recruitment visits; athletics academic advisors discuss them with students; instructors inform students about them; new student-athlete orientations include information on them; they are discussed during team meetings; and the student-athlete handbook describes them.

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

The Bepko Learning Center, the MAC, and the UWCs are administered separately. The Bepko Learning Center is associated with University College and is reviewed bi-annually via online surveys completed by tutors and students who have used the services during the current semester. In addition to this bi-annual review, the Bepko Learning Center was reviewed in 2005 according to the campus academic program review process. The Writing Centers and the MAC are associated with the English department within the School of Liberal Arts and the mathematical sciences department within the School of Science respectively. These services are reviewed during the course of the academic program reviews of the English and mathematical sciences departments. English was last reviewed in October 2005 and mathematical sciences in April 2005.

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

Since the tutoring services are provided to the general student population and not just student-athletes, athletics does not participate in seeking approval for these services. As described above, the Bepko Learning Center, the MAC, and the UWC are directed, staffed, and reviewed by personnel outside the IUPUI Athletics Department.

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).

Academic Integrity

All first-time, full-time IUPUI students are enrolled in a first-year student success seminar. Some are required to enroll in major-specific seminars (e.g., business) and others choose seminars based on their interests (e.g., diversity) or needs (e.g., career exploration). UCOL 110: Student-Athlete Learning Community (SALC) has been offered each fall since 2000 and has enrolled first-year student-athletes not enrolled in one of the other seminars. The first page of the syllabus for this class prominently displays the following quote from Myles Brand: "Success as a student as well as an athlete is the only acceptable standard for the future of college sports." SALC is designed to acknowledge and meet the challenge of this statement. It does so by enabling first-semester IUPUI student-athletes to form social bonds with one another and its instructional team and helping them acquire the knowledge, skills, and attitudes that will enable them to adapt, both academically and athletically, to IUPUI. The advantages and student learning outcomes of SALC, taken directly from the course syllabus, are as follows:

Advantages of Participation in a Learning Community and a Learning Block

- Getting to know a group of your fellow student-athletes (not just your teammates) quickly
- Learning to study together and support one another in your linked classes
- Becoming familiar with a small group of faculty and staff who are very supportive of first-year student-athletes
- Learning how to get the most from your college experience by becoming aware of IUPUI's resources and opportunities

Student Learning Outcomes: The successful completion of the IUPUI Student-Athlete Learning Community will enable its students to:

- Become aware of the differences between high school and college and the impact these changes can have on student-athletes
- Develop a supportive community of staff, faculty, and fellow students
- Identify and appreciate the diverse nature of your classmates and instructional team
- Develop crucial academic skills such as time management, study skills, and the ability to follow written and oral instructions
- Become familiar with the physical layout of the campus (e.g., buildings and offices)
- Practice and strengthen the communication skills of writing, speaking, reading, and listening
- Understand and use critical thinking skills in the context of the university environment
- Learn IUPUI's code of academic honesty and become aware of the advantages of acting in an honest manner
- Use campus information technology resources to support academic work and campus connections
- Identify and utilize resources and services of the university that can support student learning
- Become familiar with the physical layout and electronic resources of the library
- Begin to develop realistic career plans and become familiar with the resources of the Career Center
- Learn university procedures and regulations
- Develop or strengthen educational planning and organizational skills
- Use feedback to improve academic performance
- Succeed as a student and as a Division One athlete at IUPUI

The primary purpose of SALC is to increase the probability that student-athletes will return to IUPUI for their sophomore year and continue to participate in their sports. The SALC instructional team (a faculty instructor, an academic advisor, a student mentor, a librarian, and a representative from the Career Center) has been carefully chosen to provide a multifaceted approach to enable student-athletes to succeed. During the eight-year period from 2000 to 2007, the average freshman-to-sophomore-year retention rate for student-athletes enrolled in SALC has been 14% higher than for all IUPUI first-time, full-time freshmen.

In addition to benefiting from the support provided by SALC, student-athletes meet weekly with athletics academic support staff, who identify study skill deficiencies and needs, which are also addressed via study tables and progress reports. When a deficiency or need is identified, athletics academic support staff provide training or refer the student-athlete to other campus resources (e.g., the Bepko Learning Center, Counseling and Psychological Services).

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

These services are available to any student-athlete.

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

Academic Integrity

At summer orientation, via meetings with academic advisors, coaches and the student-athlete handbook.

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

A review of the athletics support services was conducted by a subcommittee of the IUPUI Athletic Affairs Committee in January 2008. A plan has been created to ensure a review of these services will be conducted in the future at least once every three years.

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

Since Learning Communities are provided to the general student population and not just student-athletes, athletics does not participate in seeking approval for these services. As described above, the Learning Communities are directed, staffed, and reviewed by personnel outside the IUPUI athletics department.

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

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

All freshman student-athletes are required to attend a minimum of four hours of study hall/mentoring per week. Study hall/mentoring is supervised by the mentoring coordinator on Sunday through Thursday nights from 7:30 to 9:30 p.m. Head coaches select the two nights that freshmen on their team will attend.

Freshman student-athletes who achieve a 3.00 GPA at the end of the fall semester are excused from attending study hall in the spring semester unless required to continue attending by their head coach.

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

All freshman student-athletes whose GPAs are below 3.0 are required to continue attending study hall after the fall semester.

Head coaches and athletics advisors may require transfer and continuing student-athletes to attend study hall at their discretion.

Any student-athlete who wishes to attend study hall/mentoring may do so.

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

Student-athletes learn about these services at summer orientation and via athletics academic advisors, coaches, and the student-athlete handbook.

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

A review of the athletics support services was conducted by a subcommittee of the IUPUI Athletic Affairs Committee in January 2008. A plan has been created to ensure a review of these services will be conducted in the future at least once every three years.

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

Academic advising for student-athletes and the academic support programs associated with it report directly to the office of the chancellor. They are actively overseen by the chancellor and by the chief of staff to the chancellor, who is a chaired professor and former dean.

5. Freshman/transfer orientation Availability, attendance requirements.

Academic Integrity

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

A summer orientation program is conducted in June of each year for incoming freshman and transfer student-athletes. The program provides information about athletics policies, NCAA rules, and campus resources. Student-athletes also attend a regular IUPUI orientation, are advised by an athletics advisor, and register for classes.

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

Attendance at athletics summer orientation is mandatory for all new incoming freshman and transfer student-athletes who are receiving athletics aid. Walk-on student-athletes attend the regular IUPUI summer orientation, but are advised by an athletics advisor.

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

Registration information is mailed to prospective student-athletes who have signed an athletics grant-in-aid.

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

A review of the athletics support services was conducted by a subcommittee of the IUPUI Athletic Affairs Committee in January 2008. A plan has been created to ensure a review of these services will be conducted in the future at least once every three years.

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

Since orientation is provided to the general student population and not just student-athletes, athletics does not participate in seeking approval for these services. As described above, the orientation program is directed, staffed, and reviewed by personnel outside the IUPUI athletics department.

The campus orientation program was reviewed in 2004 according to the campus program review process.

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).

Progress reports are submitted by all faculty teaching student-athletes three times per semester. Copies of the completed reports are distributed to the student-athlete's athletics advisor and head coach. Progress reports include information on class attendance, areas for improvement, and current grade.

Information from progress reports is used to identify needs for tutoring, study skill improvement or other assistance.

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

Progress reports are processed for all student-athletes.

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

The progress report procedure is outlined in the student-athlete handbook.

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

Academic Integrity

A review of the athletics support services was conducted by a subcommittee of the IUPUI Athletic Affairs Committee in January 2008. A plan has been created to ensure a review of these services will be conducted in the future at least once every three years.

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

Academic advising for student-athletes and the academic support programs associated with it report directly to the office of the chancellor. They are actively overseen by the chancellor and by the chief of staff to the chancellor, who is a chaired professor and former dean.

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).

A student-athlete with a documented learning disability can receive services from the Adaptive Educational Services office (AES). AES coordinates support services and academic accommodations for all students with documented disabilities.

If an athletics academic advisor or coach suspects that a student-athlete has a learning disability, the advisor first discusses it with the student. If the student-athlete has not been tested or does not have current documentation of a learning disability, the student is referred to Counseling and Psychological Services (CAPS) for testing. The athletics academic support office pays for the test on a case-by-case basis.

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

Any student with a documented learning disability can use the services of the Adaptive Educational Services office. CAPS services are available to all IUPUI students.

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

Presentations by AES and CAPS are included in summer orientation for new student-athletes. Information about the services provided by each office is included in the student-athlete handbook.

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

A review of the athletics support services was conducted by a subcommittee of the IUPUI Athletic Affairs Committee in January 2008. A plan has been created to ensure a review of these services will be conducted in the future at least once every three years.

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

Since CAPS and AES services are provided to the general student population and not just student-athletes, athletics does not participate in seeking approval for these services. As described above, CAPS and AES is directed, staffed, and reviewed by personnel outside the IUPUI athletics department.

CAPS was reviewed in 2004 using the campus program review process.

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

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

When student-athletes are admitted to IUPUI, they are required, like all other newly admitted students, to make an orientation appointment, where they are instructed to take placement tests in English and

Academic Integrity

mathematics. They may also opt to take other placement tests in such areas as foreign language and chemistry. Participation in additional tests depends on requirements of students' intended majors.

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

All students enrolled in the university have access to these services.

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

Students are made aware of these services when they receive the acceptance letter/packet from the university and during orientation.

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

A review of the athletics support services was conducted by a subcommittee of the IUPUI Athletic Affairs Committee in January 2008. A plan has been created to ensure a review of these services will be conducted in the future at least once every three years.

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

Since placement testing is required of the general student population and not just student-athletes, athletics does not participate in seeking approval for these services. As described above, placement testing is directed, staffed, and reviewed by personnel outside the IUPUI athletics department.

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

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

(1) Student Support Services (SSS) is a program provided by University College to add an extra layer of support and guidance throughout college for first-generation students (i.e., when neither parent has graduated from a 4-year college). Students become a part of SSS for their entire time at IUPUI and can get free tutoring, academic and personal advising, and help with financial aid. SSS also provides a home base on campus where students can find mentors, develop friendships, and participate in social events.

(2) The STAR program (Students Taking Academic Responsibility) is a free mentoring program designed to help University College students who are on academic probation or are newly reinstated to reach their academic potential. Students who sign up for the program learn new academic skills and receive career advising. University College student-athletes on academic probation are required to participate in this program.

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

(1) Available to all first-generation students.

(2) Available to all University College students on academic probation.

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

(1) Student-athletes learn about these services through the athletics academic support office and the University College Web site.

(2) Student-athletes learn about these services through University College and the athletics academic support office.

Academic Integrity

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

A review of the athletics support services was conducted by a subcommittee of the IUPUI Athletic Affairs Committee in January 2008. A plan has been created to ensure a review of these services will be conducted in the future at least once every three years.

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

Since the SSS and STAR are provided to the general student population and not just student-athletes, athletics does not participate in seeking approval for these services. As described above, SSS and STAR are directed, staffed, and reviewed by personnel outside the IUPUI athletics department.

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

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

(1) Student Support Services (SSS), as described in the Mentoring section above.

(2) The STAR program, as described in the Mentoring section above.

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

(1) As described in the Mentoring section above.

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

(1) As described in the Mentoring section above.

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

A review of the athletics support services was conducted by a subcommittee of the IUPUI Athletic Affairs Committee in January 2008. A plan has been created to ensure a review of these services will be conducted in the future at least once every three years.

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

Since the SSS and STAR are provided to the general student population and not just student-athletes, athletics does not participate in seeking approval for these services. As described above, SSS and STAR are directed, staffed, and reviewed by personnel outside the IUPUI athletics department.

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

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

The IUPUI intercollegiate athletics program provides funding each academic year to assist student-athletes who have exhausted their eligibility to complete requirements for their degree. Funding is limited for this program; therefore, the department has established criteria for receiving post-eligibility aid.

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

The criteria are:

Academic Integrity

1. The student-athlete's head coach must recommend the student-athlete to receive fifth-year aid.
2. Students can receive only 10 semesters of financial aid within a 6-year period from the time they initially enroll in college as a full-time student.
3. Students must have completed a minimum of 75% of their degree program.
4. Students must have achieved at least 95% of the minimum GPA required for graduation in their degree program.
5. Students must meet NCAA satisfactory progress rules during their final year of athletics eligibility. If a student does not meet NCAA continuing eligibility standards for the fall semester, fifth-year aid for the spring semester will be canceled.
6. Students must have received athletics aid from IUPUI during their last two seasons of athletics eligibility.
7. Students must submit an approved degree audit from the appropriate academic official within their school or college.
8. Students are required to work for the department of intercollegiate athletics during the period of the award. The student's work assignment will be at the discretion of the director of athletics.
9. Failure to fulfill any work assignment will result in the termination of all fifth-year aid.

The awarding of fifth-year aid is at the discretion of the director of athletics. The amount of the student's fifth-year aid award will be based on the amount of funding that is available. Some student-athletes who meet the criteria may not receive fifth-year aid due to lack of sufficient funds.

The continuation of aid is determined on a semester-by-semester basis and may not be continued after a student has received 10 semesters of financial assistance.

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

Fifth-year aid policies are included in the student-athlete handbook. Coaches also inform eligible student-athletes about the availability of this aid.

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

A review of the athletics support services was conducted by a subcommittee of the IUPUI Athletic Affairs Committee in January 2008. A plan has been created to ensure a review of these services will be conducted in the future at least once every three years.

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

Post-eligibility programs for student-athletes report directly to the office of the chancellor. They are actively overseen by the chancellor and by the chief of staff to the chancellor, who is a chaired professor and former dean.

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. [Please use the file upload link contained within this question on the athletics certification system (ACS) database to submit a copy of your most recent academic support services review.]

Review of academic support services is attached.

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

The following recommendations and corrective actions from the Assessment of IUPUI Academic Support Services for Student-Athletes are in progress:

Academic Integrity

Recommendation: The Student-Athlete Handbook should be revised to reflect current policies.

Action: The Student-Athlete Handbook is undergoing a complete revision. The updated version, which will be available by the beginning of the Fall 2008 semester, will include all the changes to the Athletics Academic Support Program.

Recommendation: Include FAR on the panel discussion at the New Student-Athlete Summer Orientation.

Action: The FAR has been invited to participate on the panel.

Recommendation: Develop formal job descriptions for the academic advisor and study table coordinator positions.

Action: Job descriptions for these positions will be developed prior to the Fall 2008 semester.

Recommendation: Change the name of the "mentoring program" to reflect its purpose or function.

Action: The program is now called "study tables."

Recommendation: A better location for study tables should be secured.

Action: A large study lounge with carrels and tables is located on the lower level of the library. The lounge is available during library hours for use by any IUPUI student. Permission has been obtained for use of the room by the athletics academic support office for study tables and it will be used beginning Fall 2008. This room will accommodate greater numbers of student-athletes during scheduled study table times.

In order to expand official study table times, additional staff will be required.

Recommendation: Take the steps necessary to preserve priority registration for student-athletes. In addition, Athletics should have verifiable evidence available to demonstrate that priority registration is in fact being used.

Action: The registrar's office runs a report the day following priority registration and on each of several days thereafter stating the number of student-athletes who have registered. In addition, the athletics academic support office maintains a list of student-athletes who registered or did not register during priority registration, and documents the reasons for noncompliance. Priority registration is included in the Athletics Academic Policy and noncompliance is reported to the head coach and director of athletics.

The athletics academic support office communicates with student-athletes regarding priority registration multiple times, using varied methods in the weeks leading up to the date. Coaches also communicate to their athletes the importance of registering on that day. The importance of priority registration is strongly emphasized by the department.

Seventy-four percent of student-athletes (132 out of 177) signed up for Fall 2008 classes during priority registration on March 17, 2008. The vast majority of student-athletes take advantage of this privilege and student-athletes are becoming more aware of its importance. The goal is to raise the percentage of student-athletes utilizing priority registration to 85% or above each semester.

Recommendation: Post all information about the academic support services on a Web site dedicated to the athletic academic support system.

Action: The athletics department is currently developing a new athletics Web site. An academic advising and support section, listing policies and services pertaining to this area, will be included on the new site.

Recommendation: Create a second Student-Athlete Learning Community.

Action: A second section of UCOL-110 (First-Year Seminar) for student-athletes has been approved by University College for Fall 2008. University College has agreed to work with the athletics academic support office to create a second Themed Learning Community (a block of three classes plus UCOL-110) for student-athletes for Fall 2009.

The remaining recommendations have been taken under consideration and will be reviewed in the coming months for feasibility.

Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**

Academic Integrity

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

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
The academic support services for student-athletes have not been reviewed and approved periodically by academic authorities outside the department.	Academic authorities outside the athletics department will review and approve the athletics academic support services at least once every three years.	First review completed Spring 2008. Conduct a review in Spring 2011, 2014, and 2017.	Chair, Athletic Affairs Committee	Spring 2008 and every three years thereafter
There are no resources in the Athletics Academic Support office to provide private tutoring for student-athletes. The only tutoring services currently available for student-athletes are those that are free for all students on campus. In some cases, this tutoring does not meet the needs of student-athletes who have learning disabilities or are in upper-level courses.	Make tutoring available to 100% of student-athletes who need it.	Provide a budget of \$5000 per year to the Athletics Academic Support office for private tutoring for student-athletes when free tutoring is not available or adequate.	Chancellor's office; Associate Athletics Director for Academics	During the 2008-09 academic year
Career advising services for student-athletes are available through the IUPUI Career Center; however, the fee that is charged for assessments and testing is prohibitive for some student-athletes. There are no resources in the Athletics Academic Support office to pay the cost of career assessment for student-athletes.	Provide career advising services for all student-athletes in need of it at no charge to the students.	Provide a budget of \$2000 per year, drawn from the Opportunity/Assistance Fund, to the Athletics Academic Support office for career advising for student-athletes when needed.	Chancellor's office; Associate Athletics Director for Academics	During the 2008-09 academic year
There are no resources in the Athletics Academic Support office to pay the cost of learning disability testing for student-athletes. Testing is available in Counseling and Psychological Services, but costs \$200-300, which is prohibitive for some student-athletes.	Cover the cost of learning disability testing for any student-athlete in need of this service.	Provide a budget of \$600, drawn from the Opportunity/Assistance Fund, to the Athletics Academic Support office for learning disability testing for student-athletes at CAPS when needed.	Chancellor's office; Associate Athletics Director for Academics	During the 2008-09 academic year
Currently the Athletics Academic Support office distributes progress reports to faculty via hard copy which decreases the return rate. Between 60 and 70% of progress reports are returned. An academic software program would permit electronic distribution of progress reports and provide other tracking functions for the academic support program.	Increase the progress report return rate to 90%. This will enhance the information received about student-athlete academic performance.	Investigate CRM software as part of the campus initiative sponsored by Enrollment Services.	Chancellor's office; Associate Athletics Director for Academics	During the 2008-09 academic year

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Currently the Athletics Academic Support office has one part-time employee to supervise study tables for student-athletes. There is a need to increase staff resources for supervising student-athlete study time.	Increase opportunities for team study halls and monitored individual study time in the University Library for student-athletes.	Assign two student-athletes receiving 5th year aid to monitor study tables.	Director of Athletics	During the 2008-09 academic year and thereafter
Currently there are only two academic advisors in the Athletics Academic Support office and one of the advisors is the associate athletics director. A need exists for an additional full-time advisor.	Decrease the number of student-athletes per athletics academic advisor and increase the amount of time the advisors can spend with each student-athlete.	Hire another full-time academic advisor to bring the Athletics Academic Support staff to 3.5 FTE.	Chancellor's office; Associate Athletics Director for Academics	2010-11 academic year

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	
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	Academic Year								
	2006-2007	1020	923	1019	14	978	1529	1007	27
	2005-2006	1023	966	1044	14	974	1403	964	26
	2004-2005	1023	920	975	19	974	1347	967	21

Name of person completing this chart: Kathy Burton

Title: Director, IMIR

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	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007	973	13	982	90	889	206	944	86	1008	1969	988	88
	2005-2006	967	8	984	65	869	244	978	71	1010	1893	1019	88
	2004-2005	860	7	960	59	883	203	980	63	1008	1863	1002	72
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007	0	0	0	0	865	5	1050	1	1039	34	740	1
	2005-2006	0	0	0	0	860	4	0	0	1007	36	0	0
	2004-2005	0	0	0	0	885	6	1095	2	972	31	1200	1

Name of person completing this chart: Kathy Burton

Title: Director, IMIR

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	2006-2007			2.809	9			3.281	8	3.31	47	2.932	8	3.51	6	3.302	60	
	2005-2006			2.825	8			2.861	10	3.258	56	3.363	12	3.266	5	3.405	67	
	2004-2005			2.846	8			3.111	12	3.273	63	3.413	15	3.017	9	3.345	64	
		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	2006-2007		0	0	805	2	0	0	1115	2	1042	10	949	4	1068	3	1010	20
	2005-2006		0	0	1000	1	0	0	1070	2	1043	11	860	4	1200	2	961	20
	2004-2005		0	0	870	2	0	0	935	2	994	15	912	5	860	2	1001	14

Name of person completing this chart: Kathy Burton

Title: Director, IMIR

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	2006-2007	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	2005-2006	1%	9%	0%	0%	0%	0%	0%	0%	0%	0%
	2004-2005	1%	2%	0%	0%	0%	0%	0%	0%	0%	0%

Name of person completing this chart: Kathy Burton

Title: Director, IMIR

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.

None

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.]

The 1999 IUPUI Gender Equity Plan identified the following 4 areas of emphasis:

A. Increasing Women's Participation at Leadership and Staffing Levels

Recommendations

1. Recruit and appoint qualified women to head coach positions

Since the last self-study, openings have occurred in women's basketball, women's soccer, softball (twice), and women's tennis (twice). The positions were advertised nationally and diverse candidate pools were obtained. Except for women's soccer, each opening was filled with a female.

2. Hire Full-Time female athletics trainer. Appoint female physician.

The athletics training staff has been increased to 3.5 full-time equivalents from .5. At various times since the last self-study, there have been as many as 2 female trainers; however, there is only one female trainer currently on staff. We have advertised for the vacancies in the NCAA News, as well as on the NATA Web site. We have interviewed females each time an opening has occurred and have made several offers to female candidates that have been rejected. The department of family medicine, which has included female physicians through the Fellows Program, provides medical coverage for the athletics department. Female athletes have access to female physicians if they request one.

3. Hire additional females at all levels of the athletics staff.

Openings that have occurred in intercollegiate athletics include assistant athletics director for compliance, associate

Equity and Student-Athlete Well-Being

athletics director for academics, associate athletics director and senior woman administrator, and associate athletics director for external affairs. Three of the four positions are currently held by females.

4. Enhance the understanding and sensitivity of coaches and staff to sexual harassment issues through training

The athletics department has worked with the affirmative action office and human resources to provide training to the athletics staff. This training has included both sexual harassment and diversity issues. Also, the athletics staff has participated in campus programming related to these issues.

B. Expanding Opportunities for Female Student-Athletes

Recommendations

1. Increase the number of females participating in athletics

Women's Golf was added as a varsity sport in 2000, increasing the number of women's programs to 8. The female student-athlete population has increased from 81 in 1997-98 to 125 who are currently in the program.

2. Increase the grants-in-aid to female athletes.

The number of grants-in-aid for females is in direct proportion to female participation in the program. The grants were expanded when Women's Golf was added. Since then, female grants-in-aid have been increased in proportion to the increase in men's grants-in-aid. For example, there were 34 grants-in-aid in 1997-98 and presently there are almost 50.

3. Expand the athletics program by increasing the number of teams.

Women's Golf was added as a varsity sport in 2000, increasing the number of women's programs to 8.

C. Targeting Allocation of Resources

Recommendations

1. Identify and allocate funding for new women's programs

The Women's Golf program was brought on line with an operating equivalent to the Men's Golf operating budget. Two in-state scholarships were budgeted for the program.

2. Develop plan to earmark funds targeted for all sports

Men's and women's programs have equal access to all facilities including the training room, locker rooms, etc. In addition, practice times are equitable for men's and women's teams.

D. Continue to Publicize and Promote Opportunities for Women's Participation in Athletics at IUPUI

Recommendations

1. Provide camps and clinics at IUPUI focused on women's sports for schools and sports programs.

The IUPUI Sports Complex offers summer camps and clinics in Soccer, Tennis and Swimming. IUPUI coaches and student-athletes work at the camps as counselors.

2. Continue to publicize and promote interest in women's athletics.

All athletics marketing and publicity is equally dedicated to men's and women's sports. Both Men's and Women's Basketball have media guides and game programs, and all conference games are Web cast over the Internet. Men's and Women's Basketball also share a combined Tip-Off Luncheon in the fall, along with weekly coaches' lunch during the season. We produce online media guides and schedule posters and cards for all athletics programs.

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.

The athletics staff has been organized in such a way that varsity programs report to sport supervisors. The selection of supervisors is gender-neutral in that supervisors are responsible for both male and female programs.

The athletics department has incorporated university policies on hazing, sexual harassment, workplace violence and civility into its employee handbook. All staff members are encouraged to read the handbook at the start of each year.

Equity and Student-Athlete Well-Being

The Athletic Affairs Committee participates in all personnel searches. The committee is kept abreast of departmental compliance with gender and diversity issues through updates at regularly scheduled meetings.

The Athletic Affairs Committee and other campus constituencies (student-athletes, coaches, administrators, and faculty) participated in a "Gap Analysis" (document available on site) designed to determine where IUPUI athletics stood in relation to Summit League rivals. The areas examined included academics, facilities, operating expenses, and recruiting and scholarships. The result of the Gap Analysis guided the athletics administration staff as they wrote the Summit Plan (document available on site) that was subsequently approved by the chancellor. The Summit Plan is designed to address deficiencies in various categories, including personnel, scholarships, academics and facilities. The first phase of the Plan will be implemented in Fall 2008.

A long-range facilities plan has been developed to meet the growing needs in intercollegiate athletics. Men's and Women's Basketball have been assigned locker rooms in the Natatorium. While in season, volleyball has exclusive use of a locker room. Visitors' locker rooms have been developed on the west side of the Natatorium locker rooms. Men's and Women's Soccer contests and most practices have been moved to Kuntz Stadium, which offers 2,000 seats for spectators, four-team locker rooms and concessions.

The athletics staff is also being relocated to new offices. The move will allow each staff member his or her own office. The athletics training room is being relocated to a new space that complies with NATA standards.

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.

The policies of the Indiana University Board of Trustees, Indiana University, and IUPUI are designed to ensure equity throughout all university programs and activities. IUPUI was created in 1969 as an urban institution from a merger of Indiana University and Purdue University academic programs. IUPUI has grown rapidly, with student enrollment increasing from 13,000 students in 1969 to over 29,000 in 2007, making it the third largest campus in Indiana. Throughout its history, IUPUI has carefully incorporated strategies to ensure equitable opportunities for all, irrespective of race or gender.

The IUPUI chancellor develops an annual publication called the "State of Diversity at IUPUI." See: http://www.iupui.edu/administration/chancellorsnews/state_of_diversity_08.pdf. The publication highlights the university's commitment to diversity and actions taken to reach campus diversity objectives.

The chancellor meets monthly with his Diversity Cabinet, comprised of a diverse group of administrators and campus and community leaders, to address diversity issues and develop strategies for greater inclusion and success of minorities. Performance indicators have been established to benchmark and measure progress. In addition to reviewing information gleaned from climate surveys, the Cabinet discusses ways to improve the campus climate and increase the effectiveness of academic and support units. Each academic unit is also required to establish a Diversity Council and to submit an annual diversity report to the chancellor.

The affirmative action office develops an annual Affirmative Action Plan that analyzes the university's workforce and sets goals for the attainment of minorities and women. Annual goal-setting meetings are held with campus administrators and deans to reinforce the goals for campus diversity.

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.

The subcommittee on Equity and Student-Athlete Well-Being has analyzed and evaluated the Equity in Athletics Disclosure Act survey form and work sheets for the years 2004-2005, 2005-2006, and 2006-2007. During the years analyzed, IUPUI has offered 8 women's sports and 6 men's sports.

Population of Women Undergraduate Students

2004-05: 17,272 (57.7%) (see note below)

2005-06: 7,473 (59.5%)

2006-07: 7,698 (59.2%)

Note: 2004-2005 numbers reported on EADA forms reflected the total enrollment (both undergraduate and graduate

Equity and Student-Athlete Well-Being

students). The correct number and percentage of full-time baccalaureate-seeking women students in 2004-2005 is 7,301 (60.2%).

Women's Athletics Participation numbers

2004-05: 111 (52.9%)
 2005-06: 123 (52.3%)
 2006-07: 117 (55.2%)

Operating Expenses for Women's Sports

2004-05: \$328,336 (55.0%)
 2005-06: \$430,628 (50.7%)
 2006-07: \$535,411 (51.4%)

Athletics Student Aid to Women

2004-05: \$728,744 (56.0%)
 2005-06: \$748,271 (58.2%)
 2006-07: \$737,858 (57.0%)

Women's Recruiting Expenses

2004-05: \$19,318 (63.4%)
 2005-06: \$25,805 (62.1%)
 2006-07: \$41,124 (72.7%)

Women's Total Expenses

2004-05: \$1,611,520 (54.8%)
 2005-06: \$1,732,752 (54.8%)
 2006-07: \$1,816,480 (54.4%)

Women's Teams Head Coaching Salary Averages

2004-05: \$38,622 (8 Head coaches) \$61,795 (5 FTEs)
 2005-06: \$40,153 (8 Head coaches) \$64,245 (5 FTEs)
 2006-07: \$41,683 (8 Head coaches) \$66,693 (5 FTEs)

Women's Teams Assistant Coaching Salary Averages (see note below)

2004-05: \$12,023 (12 Asst coaches) \$72,138 (2 FTEs)
 2005-06: \$ 9,361 (14 Asst coaches) \$65,527 (2 FTEs)
 2006-07: \$11,047 (15 Asst coaches) \$82,853 (2 FTEs)

Note: The salary averages are affected by the inability to allocate fractional FTE across assistant coaches. For example, the 2006-2007 NCAA Financial Disclosure Form reports 8.5 FTE for Assistant Coaches of women's team.

Population of Men Undergraduate Students

2004-05: 12,681 (42.3%) (see note below)
 2005-06: 5,084 (40.5%)
 2006-07: 5,298 (40.8%)

Note: 2004-2005 numbers reported on EADA forms reflected the total enrollment (both undergraduate and graduate students). The correct number and percentage of full-time baccalaureate seeking men students in 2004-2005 is 4,823 (39.8%).

Men's Athletics Participation numbers

2004-05: 99 (47.1%)
 2005-06: 112 (47.7%)
 2006-07: 95 (44.8%)

Operating Expenses for Men's Sports

2004-05: \$268,929 (45.0%)
 2005-06: \$418,514 (49.3%)
 2006-07: \$507,170 (48.6%)

Athletics Student Aid to Men

2004-05: \$570,366 (44.0%)
 2005-06: \$537,966 (41.8%)
 2006-07: \$556,068 (43.0%)

Men's Recruiting Expenses

2004-05: \$11,157 (36.6%)

Equity and Student-Athlete Well-Being

2005-06: \$15,792 (37.9%)
2006-07: \$15,448 (27.3%)

Men's Total Expenses

2004-05: \$1,327,653 (45.2%)
2005-06: \$1,431,441 (45.2%)
2006-07: \$1,525,758 (45.6%)

Men's Teams Head Coaching Salary Averages

2004-05: \$46,135 (6 Head coaches) \$ 92,270 (3 FTEs)
2005-06: \$49,496 (6 Head coaches) \$ 98,992 (3 FTEs)
2006-07: \$51,456 (6 Head coaches) \$102,912 (3 FTEs)

Men's Teams Assistant Coaching Salary Averages (see note below)

2004-05: \$12,801 (9 Asst coaches) \$57,604 (2 FTEs)
2005-06: \$10,455 (10 Asst coaches) \$52,275 (2 FTEs)
2006-07: \$12,122 (11 Asst coaches) \$66,671 (2 FTEs)

Note: The average numbers are affected by the inability to allocate fractional FTE across assistant coaches. For example, the 2006-2007 NCAA Financial Disclosure Form reports 6.5 FTE for Assistant Coaches of men's teams.

The subcommittee on Equity and Student-Athlete Well-Being has analyzed and evaluated the Equity in Athletics Disclosure Act survey form and work sheets for the years 2004-2005, 2005-2006, and 2006-2007 and found the following trends:

- Funding for men's and women's programs has increased proportionally each year. Discrepancies such as the recruiting expenditures are due to individual coaches employing differing strategies. For example, women's basketball employs a more national focus on recruiting while men's basketball recruits primarily in-state and regionally.

- Men's Scholarships seem to be awarded at a rate lower than the corresponding participant rate. This is due, in part, to the phenomenon of males being more likely to walk on without scholarship support.

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 specifically during the time frame of the self-study process;
- 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 written, stand-alone 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 each of the 13 areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Subcommittee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- A review of institutional data and selected records from department of athletics, including the Equity in Athletics Disclosure Act for the most recent three years;

Equity and Student-Athlete Well-Being

- Online survey of student-athletes (document available on-site);
- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The athletics director, associate athletics director/SWA, assistant athletics director for compliance, and director of financial aid all monitor and review the distribution of athletics scholarships annually.

Total athletics financial assistance awarded in 2004-05 was \$1,299,110.

Male student-athletes represented 47.1% of the participants and received 43.9% of the aid given. Female student-athletes represented 52.9% of the participants and received 56.1% percent of the aid given.

Total athletics financial assistance awarded in 2005-06 was \$1,286,237.

Male student-athletes represented 47.7% of the participants and received 41.8% of the aid given. Female student-athletes represented 52.3% of the participants and received 58.2% percent of the aid given.

Total athletics financial assistance awarded in 2006-07 was \$1,293,926.

Male student-athletes represented 44.8% of the participants and received 43% of the aid given. Female student-athletes represented 55.2% of the participants and received 57% percent of the aid given.

To view procedures for awarding and monitoring financial aid, see the Web site below:

Procedure for Awarding and Monitoring Athletics Financial Aid - http://www.iupuijags.com/sports/2008/1/3/GEN_0103084436.aspx

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.

Male scholarship totals are lower than the proportion of male athletes. However, the awarding of all aid has remained constant in terms of proportionality.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The athletics director will continue to encourage coaches of men's sports to award all of their available aid and will restrict unawarded aid from use in other areas of the budget.

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 each of the 13 areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- A review of institutional data and selected records from the department of athletics, including the Equity in Athletics Disclosure Act for the most recent three years;
- Tours of the athletics facilities by the members of the subcommittee;
- Survey responses from student-athletes (document available on site);

Equity and Student-Athlete Well-Being

- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The following information will show the commitment to resource allocation and the financial actions taken by the department to ensure proportionality with regard to athletics-related aid:

Women's Undergraduate Student Population

2004-05: 17,272 (57.7)

2005-06: 7,473 (59.5%)

2006-07: 7,698 (59.2%)

Women's Athletics Participation numbers

2004-05: 111 (52.9%)

2005-06: 123 (52.3%)

2006-07: 117 (55.2%)

Athletics Student Aid to Women

2004-05: \$728,744 (56.0%)

2005-06: \$748,271 (58.2%)

2006-07: \$737,858 (57.0%)

Women's Golf was added in 2000.

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 first trend shows that over the past three years the percentage of athletics-related aid for participants in women's sports has remained constant.

- The second trend shows that the percentage of women participants has increased over the past three years.

Based upon an analysis of the data, the Committee on Equity and Student-Athlete Well-Being does not find any deficiencies.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Continued monitoring of participation numbers for both men's and women's teams will allow the athletics department to continue its practice of providing opportunities for both men's and women's teams in proportion to the undergraduate population.

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 each of the 13 areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- A review of institutional data and selected records from department of athletics, including the Equity in Athletics Disclosure Act for the most recent three years;

- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.

Equity and Student-Athlete Well-Being

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

- Data on participants and expenditures disaggregated by men's and women's sports from NCAA Financial Disclosure Form Line 26

- Policies and Procedures- from Fiscal Affairs Document http://www.iupuijags.com/sports/2008/1/3/GEN_0103084436.aspx

ATHLETICS EQUIPMENT

Coaches will maintain their own athletics equipment and uniform inventory. Coaches are also responsible for equipment issuance and collection from student-athletes. Coaches are expected to order items such as uniforms on a two-year replacement cycle (i.e. order set of away uniforms in year one and a set of home uniforms in year two. Entire sets of home and away uniforms should not be ordered in the same year.)

Coaches should submit a final equipment inventory to the athletics business manager by June 1 of each year. No new equipment will be ordered without submission of the year-end inventory.

See: http://www.iupuijags.com/sports/2008/1/3/GEN_0103084436.aspx for information about the policies for apparel and equipment:

Player Package Policies and Procedures—supplemental apparel and equipment purchased by student-athletes. See: http://www.iupuijags.com/sports/2008/1/3/GEN_0103084436.aspx

Women's Equipment, Uniforms, and Supplies Expenses

2004-05: \$52,891 (55.7%)

2005-06: \$58,001 (51.2%)

2006-07: \$62,891 (50.8%)

Men's Equipment, Uniforms, and Supplies Expenses

2004-05: \$42,108 (44.3%)

2005-06: \$55,217 (48.8%)

2006-07: \$61,022 (49.2%)

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.

Equipment and supplies are purchased and handled in an equitable manner. Based upon an analysis of the data, the Committee on Equity and Student-Athlete Well-Being does not find any deficiencies.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The gender equity issues plan calls for an annual review of the equipment policies and procedures to ensure that equipment, supplies, and apparel continue to be provided equally to both men's and women's teams.

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 each of the 13 areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- A review of institutional data and selected records from department of athletics, including the Equity in Athletics Disclosure Act for the most recent three years;

- Tours of the athletics facilities by the members of the subcommittee;

Equity and Student-Athlete Well-Being

- Group meetings with coaches, student-athletes, training room staff, and the Student-Athlete Advisory Committee to gather information;
- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Scheduling procedures: Each coach is responsible for preparing the schedule for his or her team while complying with the Scheduling Procedures outlined in the Athletics Department Manual of Policies and Procedures. See: http://www.iupuijags.com/sports/2008/1/3/GEN_0103084436.aspx. Scheduling is to be done within the budget established by the director of athletics, and must comply with NCAA rules specifying minimum and maximum numbers of contests allowable. All IUPUI sports schedule the maximum allowable number of contests.

Once a schedule is finalized, the coach must submit it to the compliance coordinator and Athletic Affairs Committee for approval. The compliance coordinator reviews the schedule for NCAA minimum/maximum requirements and missed class time. After reviewing and approving the schedule, the compliance coordinator submits the schedule to the director of athletics. Schedules are then reviewed by the athletics business manager and the director of athletics (or designee) for missed class time, cost and transportation. After reviewing and approving the schedule, the director of athletics submits the schedule to the chair of the Athletic Affairs Committee for final approval.

Conference role in scheduling: The Summit League assigns all conference games for men's and women's basketball, men's and women's soccer, volleyball and softball. All other contests for these sports are scheduled by the coaching staff. For sports that do not have a conference-mandated schedule, all contests are scheduled by the coaching staff. All schedules must be approved by each team's sports administrator and then according to the procedures outlined above.

Pre- and postseason games: Preseason and postseason opportunities are available for Men's and Women's Basketball. Preseason and postseason opportunities are available for the other sports programs depending on funding.

Practice scheduling policies: Practices are scheduled through the associate director of athletics/SWA and the director of intramural & recreational sports associate faculty. Priority is given to in-season teams and academic course schedules. Length of practice is scheduled within the NCAA rules.

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 on Equity and Student-Athlete Well-Being finds no deficiencies.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The gender equity plan calls for monitoring and coordinating the scheduling of practice and contests times through the coach, sport administrator and director of intramural & recreational sports associate faculty. The plan also calls for adjustment of practice schedules upon review as needed for equitable opportunities.

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 each of the 13 areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

Equity and Student-Athlete Well-Being

- A review of institutional data and selected records from department of athletics, including the Equity in Athletics Disclosure Act for the most recent three years;
- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

See http://www.iupuijags.com/sports/2008/1/3/GEN_0103084436.aspx for further information on the following travel procedures:

- Travel Information - information related to hotel, airfare, and misc.
- Out-of-State Travel Policy - reimbursement procedures
- Team Travel Policy

TEAM TRAVEL POLICIES

Student-athletes must depart and return with the team during all official team travel to away-from-home competitions. The only exception that permits a student-athlete to travel separately from the team is a situation in which a parent or guardian requests that the student-athlete travel back to campus with them following the competition. The coach will determine if such travel is permissible and an official waiver must be signed by a parent or guardian in advance of the trip.

All transportation for team travel to competitions outside the local Indianapolis area must occur in commercial vehicles that have been procured by IUPUI (e.g. vans, buses, airplanes). Bloomington and West Lafayette are considered outside the local Indianapolis area. Under no circumstances may team travel outside the local Indianapolis area occur in personal vehicles, including student-athletes' or parents' vehicles. Student-athletes are permitted to drive personal vehicles to competition within the local Indianapolis area (e.g., Butler University, Marian College, and University of Indianapolis). Student-athletes are also permitted to drive personal vehicles to practice sites which are located off-campus but are within the local Indianapolis area. It is the policy of IUPUI athletics that seat belts must be worn at all times during team travel.

- Data on Expenditures broken down by men's and women's sports from NCAA Financial Disclosure Form Line 25

Women's Travel Expenses
 2004-05: \$237,957 (55.8%)
 2005-06: \$238,066 (52.0%)
 2006-07: \$275,046 (55.0%)

Men's Travel Expenses
 2004-05: \$188,399 (44.2%)
 2005-06: \$220,058 (48.0%)
 2006-07: \$225,439 (45.0%)

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.

Based upon an analysis of the data, the Committee on Equity and Student-Athlete Well-Being does not find any deficiencies.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The gender equity plan includes an annual review of the travel policies to ensure equitable treatment in travel arrangements. Further, the establishment of a formal per diem policy will help continue equitable treatment of all sports.

Equity and Student-Athlete Well-Being

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 each of the 13 areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Since the first-cycle review, athletics academic staff positions have been redefined as separate from the compliance coordinator position. The athletics academic staff now includes an associate director of athletics for academics, a mentor coordinator and an academic support intern. Further, the athletics academic staff has been moved to the University Library, where student-athletes have access to several study rooms with computers that they can reserve. The goal of the athletics academic staff is to provide a quiet learning environment with available support for all student-athletes.

The athletics department does not have tutors specifically for student-athletes. Student-athletes use the same tutoring services that are available free to the general student population (e.g., Math Assistance Center, University Writing Centers, and Speaker's Lab). If a student-athlete needs tutoring beyond the free tutoring available on campus, the athletics department pays for the tutor only if the coach is willing to pay out of the sport's budget. Presently, women's basketball pays for tutoring for its student-athletes. Tutoring is addressed in detail in the Academic Integrity Report.

Tutoring is equally available to men and women student-athletes.

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.

Based upon an analysis of the data, the Committee on Equity and Student-Athlete Well-Being does not find any deficiencies.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The gender equity plan includes actions taken to continue to maintain equitable academic support for male and female student-athletes.

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 each of the 13 areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

Equity and Student-Athlete Well-Being

- A review of institutional data and selected records from the department of athletics, including the Equity in Athletics Disclosure Act for the most recent three years;
- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

For 2006-2007, number of full-time, part-time, assistant and graduate assistant coaches

Men's Team Head Coaches: 3 FT Male, 3 PT Male, Total 6

Women's Team Head Coaches: 3 FT Male, 2 PT Male, 2 FT Female, 1 PT Female, Total 8

Men's Team Assistant Coaches: 2 FT Male, 7 PT Male, 2 PT Female, Total 11

Women's Team Asst Coaches: 6 PT Male, 2 FT Female, 7 PT Female, Total 15

Women's Teams Head Coaching Salary Averages

2004-05: \$38,622 (8 Head coaches)

2005-06: \$40,153 (8 Head coaches)

2006-07: \$41,683 (8 Head coaches)

Women's Teams Assistant Coaching Salary Averages

2004-05: \$12,023 (12 Asst coaches)

2005-06: \$ 9,361 (14 Asst coaches)

2006-07: \$11,047 (15 Asst coaches)

Women's Teams Head Coaching Salaries Total

2004-05: \$298,976

2005-06: \$328,392

2006-07: \$333,461

Women's Teams Asst. Coaching Salaries Total

2004-05: \$138,827

2005-06: \$136,409

2006-07: \$166,596

Men's Teams Head Coaching Salary Averages

2004-05: \$46,135 (6 Head coaches)

2005-06: \$49,496 (6 Head coaches)

2006-07: \$51,456 (6 Head coaches)

Men's Teams Assistant Coaching Salary Averages

2004-05: \$12,801 (9 Asst coaches)

2005-06: \$10,455 (10 Asst coaches)

2006-07: \$12,122 (11 Asst coaches)

Men's Teams Head Coaching Salaries Total

2004-05: \$276,811

2005-06: \$305,373

2006-07: \$308,734

Men's Teams Asst. Coaching Salaries Total

2004-05: \$113,432

2005-06: \$106,695

2006-07: \$133,338

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 roster of coaches is equitable along gender lines. Coaches' pay is equitable. Differences in pay between coaches of men's and women's sports are due to length of employment at the institution. A plan has been developed to provide full-time assistants to team sports other than basketball. Based upon an

Equity and Student-Athlete Well-Being

analysis of the data, the Committee on Equity and Student-Athlete Well-Being does not find any deficiencies.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The gender equity plan will address maintaining equitable coaching compensation by monitoring and reviewing coaching salaries relative to the Summit League.

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 each of the 13 areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- Tours of the athletics facilities by the members of the subcommittee;
- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Facilities, including locker rooms: Men's and Women's Basketball have been assigned locker rooms in the Natatorium. Volleyball has exclusive use of a locker room in season. Men's and Women's Soccer contests and most practices have been moved to Kuntz Stadium, which offers 2,000 seats for spectators, four team locker rooms and concessions. The sports of cross country and golf have dedicated practice and competition facilities located off our main campus and maintained by private entities. Men's and Women's Basketball and Volleyball all practice and compete on campus in the Natatorium and share the facility with the PE department. Men's and Women's Soccer practice on campus, as well as at Kuntz stadium, and share the facilities. Softball practices and competes on campus and has its own facility. Men's and Women's Tennis share the Indianapolis Tennis Center, which is maintained by private entities.

- 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.

Based upon an analysis of the data, the Committee on Equity and Student-Athlete Well-Being does not find any deficiencies.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Through the gender equity plan, the athletics staff will continue to provide equitable locker rooms and facilities while working to improve the facilities for both men's and women's teams.

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 each of the 13 areas.

Equity and Student-Athlete Well-Being

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- A review of institutional data and selected records from department of athletics, including the Equity in Athletics Disclosure Act for the most recent three years;
- Tours of the athletics facilities by the members of the subcommittee;
- Requests for data from the department of athletics, senior administrators, coaches, training staff, and other staff during the information-gathering process.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

See http://www.iupuijags.com/sports/2008/1/3/GEN_0103084436.aspx for additional information about the following:

- Medical Policy - describes sports medicine program, athletics training room, team physicians, etc.
- Strength and Conditioning Program at the National Institute for Fitness and Sport
- Insurance Coverage
- Secondary Insurance Coverage

All IUPUI athletes are required to have an exit interview with an IUPUI team physician prior to completion of eligibility or discontinuing intercollegiate athletics participation. At this time the athlete must report any current injuries that have been sustained as a result of intercollegiate athletics participation and for which he/she is receiving ongoing treatment. IUPUI will provide secondary insurance coverage for all such injuries reported to the team physician at the exit interview for up to one year after the completion of eligibility or discontinuing intercollegiate athletics participation. Appointments for exit interviews should be made through the head athletics trainer. An athlete has one month after completion of eligibility or discontinuing intercollegiate athletics participation to make arrangements with the head athletics trainer for the exit interview. If an athlete does not complete the exit interview, the athlete waives the right to secondary insurance coverage from IUPUI.

At least one certified trainer travels with all team sports.

A female doctor is available upon request by a student-athlete.

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.

Male and female student-athletes are treated in an equitable manner.

Based upon an analysis of the data, the Committee on Equity and Student-Athlete Well-Being does not find any deficiencies.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The athletics department will continue to monitor medical and training facilities

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 each of the 13 areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

Equity and Student-Athlete Well-Being

- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

- All student-athletes who receive athletics-related aid for campus housing live in the university housing facilities, which also house non-student-athletes. To gain access to campus housing, student-athletes follow the same procedures for housing applications as the general student population. Reservation of rooms for student-athletes is handled by the associate athletics director/SWA, who is the liaison with housing. Student-athletes receiving an off-campus housing stipend are responsible for all aspects of their housing contracts and rental payments.

- There are no special services provided for student-athletes in dining facilities on campus. The dining services provided are the same for all students, regardless of gender or athletics participation.

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.

Men's and women's programs are treated in an equitable manner. Based upon an analysis of the data, the Committee on Equity and Student-Athlete Well-Being does not find any deficiencies.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The gender plan addresses the issue of equitable housing for student-athletes through annual review of housing options.

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 each of the 13 areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The Web site below provides information on personnel (sports information director and sports information specialist) and outlines their responsibilities for publications, press releases, the Web site, etc.
Sports Information Department http://www.iupuijags.com/sports/2008/1/3/GEN_0103084436.aspx

The Communications Department includes two full-time, salaried employees with full benefits.

The sports information directors are responsible for the publication of all sports press guides, game management, statistics, and Web site maintenance. One sports information director is responsible for Men's Basketball, Men's and Women's Soccer, Men's and Women's Cross Country, Men's and Women's Golf, and Softball. The other sports information director is responsible for Women's Basketball, Volleyball, Men's and Women's Tennis and Men's and Women's Swimming.

Publications are set up on a tier basis. Tier One includes Men's and Women's Basketball. These sports receive media guides, schedule cards, schedule posters, game programs and promotional materials. Media guides and programs contain equal amounts of pages and both have color covers. Tier Two sports

Equity and Student-Athlete Well-Being

include Men's and Women's Soccer, Volleyball, and Softball. These sports have schedule cards and schedule posters. The same amount of material is produced for men's and women's teams in each sport. Tier Three includes Men's and Women's Tennis, Men's and Women's Golf, and Men's and Women's Cross Country. A minimum number of schedule cards is printed for these sports and media guides are available in PDF format. All sports receive game stories.

- 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.

Based upon an analysis of the data, the Committee on Equity and Student-Athlete Well-Being does not find any deficiencies.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The gender equity plan show the athletics department plans to maintain equitable marketing and publicity opportunities for all sports by an annual review of exposure opportunities for all sports.

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

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The department of intercollegiate athletes employs one administrative assistant who reports to the director of athletics. Coaches and staff members are responsible for their own clerical work. The athletics staff is being relocated to new offices. The move allows all staff members and head coaches to have private offices. The athletics training room is also being relocated to a new space that complies with NATA standards.

- 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.

Head coaches, except for Men's Soccer and Men's and Women's Basketball, are located in open-space offices. The athletics training room is insufficient to meet NATA standards. A plan is in place to meet this need.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The gender equity plan will take action to maintain equitable and quality academic support services for men's and women's sports.

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.

Equity and Student-Athlete Well-Being

a. Describe how the institution has ensured a complete study of each of the 13 areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- A review of institutional data and selected records from the department of athletics, including the Equity in Athletics Disclosure Act for the most recent three years;
- Student-Athlete Survey (document available on site);
- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The data below presents the recruiting expenditures for men's and women's teams for 2004-2005, 2005-2006, and 2006-2007 reported on the EADA forms.

Women's Teams Total Recruiting Expenditures (% of total recruiting expenditures)

2004-05: \$19,318 (63.4%)

2005-06: \$25,805 (62.1%)

2006-07: \$41,124 (72.7%)

Men's Teams Total Recruiting Expenditures (% of total recruiting expenditures)

2004-05: \$11,157 (36.6%)

2005-06: \$15,792 (37.9%)

2006-07: \$15,448 (27.3%)

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 recruiting budgets are equitable; however, due to different recruiting philosophies, coaches chose to spend their monies differently. For example, Men's Basketball recruits locally whereas women's basketball recruits nationally.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The gender equity plan will take action to ensure that equitable recruiting budgets are maintained.

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.

The Gender Equity Plan was prepared by the Committee on Equity and Student-Athlete Well-Being, following an

Equity and Student-Athlete Well-Being

analysis of the 13 program areas for gender issues. The Gender Equity Plan was reviewed by the Steering Committee to verify that the plan properly addresses each concern.

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 Gender Equity Plan was prepared by the Committee on Equity and Student-Athlete Well-Being, following an analysis of the 13 program areas for gender issues. The plan received institutional approval.

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 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

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 issue identified within program area evaluation.	Continue to provide funding to increase athletics scholarships proportionally for men's and women's programs each year.	Monitor the levels of aid granted to student athletes; increase the number of scholarships awarded to women's soccer; encourage coaches of men's teams to award all of the budgeted athletics scholarships.	Director of athletics, associate director of athletics and senior woman administrator, sport supervisors and head coaches	2008-2009 and ongoing thereafter
Accommodation of Interests and Abilities.	No issue identified within program area evaluation.	Continue to provide opportunities for both men's and women's teams in proportions close to the overall undergraduate population.	Annually monitor participation numbers on men's and women's teams and set goals for roster size for each sport.	Director of athletics, associate director of athletics and senior woman administrator	2008-2009 and ongoing thereafter
Equipment and supplies.	No issue identified within program area evaluation.	Continue to provide equivalent equipment, supplies, and apparel for men's and women's teams housing and dining facilities for all student athletes receiving meal stipends with their scholarship.	Athletics department will annually review the equipment policies and procedures for the teams to monitor the quality and amount of equipment and apparel.	Director of athletics, associate director of athletics and senior woman administrator, and athletics business manager	2008-2009 and ongoing thereafter
Scheduling of Games and Practice Time.	No issue identified within program area evaluation.	Provide equivalent opportunities for men's and women's teams in all aspects of competition and practice times.	Request practice schedules to be submitted by all coaches to the associate athletics director with sport oversight responsibilities and director of intramural & recreational sports associate faculty. Adjust practice schedules upon review as needed for equitable opportunities	Director of athletics, associate director of athletics and senior woman administrator, head coaches, director of intramural & recreational sports associate faculty	2008-2009 and ongoing thereafter
Travel and Per Diem Allowance.	No issue identified within program area evaluation.	Continue to follow the departmental travel policy as provided in The IUPUI Athletics Department Employee Handbook to provide equitable modes of transportation and housing during travel, length of stay before and after competitions, dining and per diem allowances.	Annual review by the director of athletics and associate athletics director and senior woman administrator of the policies and procedures in place to ensure equitable treatment in travel arrangements and per diem allowances. Establish a formal per diem policy.	Director of athletics, associate director of athletics and senior woman administrator, and business manager	2008-2009 and ongoing thereafter

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
Tutors.	No issue identified within program area evaluation	Provide equitable academic support for male and female student athletes in the area of tutorial support.	Continued oversight by the department and specifically the associate director of athletics for academics to ensure equitable treatment for all student-athletes.	Director of athletics and associate director of athletics for academics	2008-2009 and ongoing thereafter
Coaches.	No issue identified within program area evaluation.	Continue to provide coaching salaries and staffing at equivalent levels for men's and women's teams.	Monitor and review coaches salaries relative to the Summit League.	Director of athletics, associate director of athletics and senior woman administrator	2008-2009 and ongoing thereafter
Locker Rooms, Practice and Competitive Facilities.	No issue identified within program area evaluation.	Continue to provide equivalent locker rooms and facilities to men and women athletes while improving the facilities for both genders.	Monitor locker rooms, practice and competitive fields annually to ensure that student-athletes have equal access to the facilities.	Director of athletics, associate director of athletics and senior woman administrator	2008-2009 and ongoing thereafter
Medical and Training Facilities and Services.	No issue identified within program area evaluation.	Continue to provide high quality service to all student athletes in the area of medical services and strength and conditioning.	Monitor medical and training facilities annually and make sure that student-athletes have full access to gender-specific medical services.	Director of athletics, associate director of athletics and senior woman administrator, and head team physician	2008-2009 and ongoing thereafter
Housing and Dining Facilities and Services.	No issue identified within program area evaluation.	Continue to provide equivalent housing for all student athletes receiving housing stipends.	Continue to monitor housing options for student-athletes on scholarship.	Director of athletics, associate director of athletics and senior woman administrator	2008-2009 and ongoing thereafter
Publicity.	No issue identified within program area evaluation.	Continue to provide equivalent marketing and publicity opportunities for men's and women's sports.	Annual review of publicity opportunities by athletics department staff to verify equal opportunities and exposure for both men's and women's programs based on tier system.	Director of athletics, associate director of athletics and senior woman administrator, and sports information directors	2008-2009 and ongoing thereafter
Support Services.	No issue identified within program area evaluation.	Provide equivalent support services for men's and women's sports and continue to monitor the quality of these support services annually.	Continue to monitor and review support services provided to men's and women's sports on an annual basis.	Director of athletics, associate director of athletics and senior woman administrator	2008-2009 and ongoing thereafter

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
Recruitment of Student-Athletes.	No issue identified within program area evaluation.	Continue to provide equal opportunities to recruit student athletes among men's and women's sports.	Continue to monitor the opportunities of coaches and other personnel to recruit including whether the resources are adequate for men's and women's programs.	Athletics department staff with sport oversight responsibilities and the athletics business manager	2008-2009 and ongoing thereafter

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.

None

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 non-numeric hiring goals.]

The 1999 IUPUI Minorities Issues Plan identified the following areas of emphasis:

A. Promoting athletics and coaching opportunities at IUPUI.

Recommendations:

1. Annually issue a letter to IUPUI coaches/recruiters to encourage opportunities for area minorities.

Since the first-cycle certification, the director of athletics has sent letters to all head coaches reminding them of the athletics department's commitment to diversity and encouraging them to make every effort to ensure that all in-state prospective student-athletes with Division I potential are contacted about their interest in attending IUPUI.

2. Annually issue letter to high school athletics departments. Particular focus directed to school corporations with concentrations of minority athletes as well as selected prep schools.

This recommendation has not been completed. Instead, the director of athletics has chosen to focus on encouraging coaches to recruit in diverse areas for qualified Division I student-athletes.

3. Integrate intercollegiate athletics opportunities statement and photographs of minority student-athletes into recruitment materials.

The athletics department provides materials to prospective students through media developed by the office of communications & marketing (OCM) and the community relations office. The sports information director also works with the IUPUI community relations office, the School of Science, the School of Public and Environmental Affairs, the Kelley School of Business, and the School of Physical Education and Tourism Management, providing them with recruitment materials. The university's office of admissions and the athletics department have included photos of minority student-athletes in recruitment materials on the Web. The admissions office has highlighted athletics via

Equity and Student-Athlete Well-Being

photographs that have included minority student-athletes. Minority student-athletes have been invited to serve as panelists at various events, and minority student-athletes have served as tour guides for prospective students and their families.

4. Integrate IUPUI intercollegiate athletics opportunity materials into general admissions recruitment efforts, including direct mail, newsletters, special events, and campus visitation programs.

Athletics opportunities have been integrated into general admissions recruitment efforts. The athletics department regularly participates in "Campus Days" and other university activities designed to recruit students to the university. The department provides materials to prospective students through OCM and the community relations office. IUPUI athletics has had a major presence at such events as Baseball in Education Days at Victory Field, home of the Indianapolis Indians, as well as periodic events on campus. The sports information director works with the IUPUI community relations office, the School of Science, the School of Public and Environmental Affairs, the Kelley School of Business, and the School of Physical Education and Tourism Management, providing them with recruitment materials. The office of admissions highlights IUPUI as a Division I university in brochures, letters and e-mails, as well in the campus visitation programs. Publications include photographs of student-athletes. Student-athletes have served as campus ambassadors, and as a result, they have had opportunities to share their experiences with prospective students.

5. Continue IUPUI student-athlete public service projects in minority community, focusing on schools and community centers.

Since the last self-study, the athletics department has participated in numerous community service events in the minority community. Individual teams generally have handled their own community service projects. For example, the Men's and Women's Tennis teams participated in community service with children from Indianapolis Public School 46. Cross Country team members served as tutors for high school football players at Tech High School here in Indianapolis. Athletics staff members relay information on service opportunities at schools and community centers to the coaches.

6. Continue to develop summer on-campus programs at IUPUI. Invitations targeted to schools and centers which serve minority communities.

The majority of summer on-campus programs at IUPUI are handled through the Summer Sports Camps program sponsored by the Natatorium. The core summer day camps serve children 5-12 years old and five sport-specific camps serve children ages roughly 7-16 in swimming, diving, tennis, soccer, and synchronized swimming. Track and Field activities and events have also occurred. The camps are promoted broadly across the city of Indianapolis and in the suburbs. Such groups as the Boys and Girls Clubs and Girls, Inc. are provided certificates upon request, since scholarship funds are not available. Several coaches have served as clinicians at the Summer Day Camps. Additionally, coaches have hosted off-campus camps throughout the summer. For instance, the head men's basketball coach has hosted a number of camps at the Jewish Community Center and at Attucks Middle School, among other venues. The men's soccer coach and the Softball coach typically host camps throughout the summer, while the head volleyball coach hosts clinics at local clubs.

7. Continue to use IUPUI athletic facilities for high school sports events that could attract high school minority participants and spectators.

Since the last self-study, the Michael A. Carroll Stadium has been used throughout the year as one of the premier venues for track events in Indianapolis. For example, track and field championships for the Indianapolis Public Schools and the Indiana High School State Athletics Association's track & field championships have been held at the Michael A. Carroll Stadium. The Natatorium and Indianapolis Tennis Center are also used for events that highlight the best and brightest swimmers, divers and tennis players from across the state and region.

8. Annually, contact urban community and youth sports programs coordinators to promote possibilities for involvement with IUPUI athletics.

The athletics department hosts pre-game soccer clinics for community youth groups. Athletes participate in the National Youth Service Day and Literacy Appreciation Day. Softball clinics have been held at Indy Parks. Men's soccer team members have participated in the Urban Youth Soccer Showcase Clinic. Sports programs also participate in activities with Big Brothers and Big Sisters.

9. Enhance program of hosting youth sports teams from urban areas at IUPUI athletics events.

The athletics staff and coaches accommodate all requests from youth sports teams in Indianapolis to attend athletics events. The athletics staff continues to discuss developing more targeted strategies for working with youth sports teams invited to participate in athletics events.

Equity and Student-Athlete Well-Being

10. Enhance methods used to promote the quality of IUPUI academics and intercollegiate athletics; i.e., web page, publications.

The sports information department continues to make a concerted effort to promote the quality of academics and athletics in everything it publishes (the Web site, media guides, press releases, etc.). The department publicizes students' academic all-conference achievements and university academic achievements. Coaches also are instructed to emphasize academics when talking to media members, prospects, or colleagues within the profession. With the recent addition of the Web stream for basketball and the updated Web site, the athletics department has been able to enhance efforts to publicize successes on and off the fields. Coaches also invite IUPUI faculty to meet with prospective student-athletes and their parents to discuss the quality of IUPUI academics.

11. Widely distribute IUPUI Athletics Mission Statement to promote intercollegiate athletics and minority opportunities.

The athletics department's mission statement can be found on the IUPUI athletics Web site, in the employee handbook, and in the student-athlete handbook.

B. Identifying prospective minority recruits and student-athletes.

Recommendations:

1. Utilize national student search listings to identify prospective minority students with interest in intercollegiate athletics. Follow-up to include specialized mailing and list distribution to IUPUI coaches/recruiters to facilitate initial contacts.

Coaches are provided with recruiting information from national services and are encouraged to contact minority students who have Division I potential.

2. Annual contact with IUPUI minority student-athletes to identify names of potential minority recruits. Follow-up letters to identified athletes.

Although coaches have not contacted IUPUI minority student-athletes to identify potential minority recruits, they regularly recruit at tournaments, in high schools, and in areas with diverse groups of students likely to succeed academically at IUPUI.

3. Annually contact recognized IUPUI minority student groups, organizations and officers regarding athletics opportunities to identify prospective student-athletes.

IUPUI student groups, organizations, and officers have not been used by most coaches to identify prospective student-athletes. Instead, they have relied on leads from the Offices of Admissions and International Affairs.

4. In accordance with NCAA and Mid-Continent Conference guidelines, visit high schools.

In accordance with NCAA and Summit League guidelines, the IUPUI athletics coaching staff visits high schools to recruit, targeting Central Indiana high schools, including Indianapolis Public Schools.

5. In accordance with NCAA and Mid-Continent Conference guidelines, invite prospects to IUPUI.

In accordance with NCAA and Summit League guidelines, prospective student-athletes are invited to visit IUPUI on both official and unofficial visits.

C. Providing Support to Minorities in Athletics.

Recommendations:

1. Solicit and dedicate additional scholarship funding for intercollegiate sports, not at sport limit, to improve minority recruitment.

Since the first-cycle review, the athletics department has increased scholarship funds for all sports. The increase provides coaches with additional funding to recruit both in-state and out-of-state minority students. The director of athletics has the discretion to augment funding within NCAA limits to assist coaches with recruiting minority students.

2. Develop materials highlighting quality of IUPUI academics and support services for use by coaches and academic advisors during the recruitment process, academic advisement, and the collegiate experience.

Coaches use publications developed by the office of admissions when recruiting. Further, coaches invite recruits to meet with faculty in the schools and departments in which prospective student-athletes may be interested, providing

Equity and Student-Athlete Well-Being

prospective student-athletes with opportunities to learn about academics at IUPUI. Coaches send prospects letters and other NCAA- approved materials that highlight the athletics program, academics, and the collegiate experience.

D. Assessing and Improving the Campus Environment for Minorities in Athletics.

Recommendations:

1. Annually convene directors of athletics, admissions, student financial aid, and multicultural outreach to review opportunities for minority enrollment and intercollegiate participation.

2. Conduct focus groups, on a periodic basis, with minority students and student-athletes on recruitment and enrollment issues.

Over the past fifteen years, several student climate studies have been conducted by the office of planning and institutional improvement. Student climate studies focusing on diversity issues were conducted in 2003, 2005, and 2007. In addition, faculty climate studies were conducted in 2002 and 2005, and staff climate studies were conducted in 2003 and 2006. The results of the studies are used to develop new strategies for creating a more inviting climate for all students. (Results of these surveys are available at: <http://planning.iupui.edu/95.html>).

3. Incorporate questions regarding the climate for minorities on campus and in athletics in exit interviews.

The athletics department includes questions about the campus and athletics climate for minorities in exit interviews. Specifically, student-athletes are asked whether they feel that students of diverse backgrounds (e.g., racial, ethnic, sexual orientation, socio-economic) are treated with respect within the IUPUI athletics program and to explain their answers.

4. Enhance the understanding and sensitivity of coaches and administrative staff to issues and strategies for achieving diversity through training initiatives.

The director of athletics requires coaches and administrative staff members to participate in diversity training at least once every other year. Past diversity training programs have included such topics as crucial conversations, sexual harassment, and diversity in the workplace.

E. Ensuring Compliance with IUPUI, NCAA, and Indiana University Standards.

Recommendations:

1. Annually review IUPUI minority intercollegiate athletics opportunity plan for programmatic effectiveness with modifications, as appropriate.

While an annual review of the IUPUI minority intercollegiate athletics opportunity plan has not occurred, IUPUI remains committed to equitable treatment of minorities.

2. Report the status of minority student recruitment and the participation of minority student-athletes through an annual report to the chancellor.

The chancellor receives an annual report from the faculty athletics representative on the overall status of the athletics program. Demographic data on the student-athlete population are included in the report.

3. Annually provide NCAA recruiting guidelines to selected administrators/faculty/staff and representatives of athletics interest.

The athletics department provides recruiting guidelines to selected administrators, faculty, staff and representatives of athletics interest. Recruiting guidelines are included in the athletics compliance newsletter, "Jaguar Weekly", and the athletics Web site.

4. Promote awareness of the university's commitment to equal opportunity, non-discrimination, affirmative action through review of university policies. Promote understanding of the Department of Athletics' obligations for campus goals determined by the annual IUPUI Affirmative Action Plan.

The athletics department's diversity statement is included in the athletics employee handbook, which is also on the Athletics Web site (see: http://www.iupuijags.com/sports/2008/1/3/GEN_0103084436.aspx.) Equal opportunity, nondiscrimination, and affirmative action policies can be found on the IUPUI campus Web site (see: <http://www.iupui.edu/>.) All new employees attend new employee orientation, where these items are thoroughly discussed, and receive a copy of the employee handbook. The director of athletics promotes the goals of the IUPUI Affirmative Action Plan by ensuring that he follows the university and affirmative action hiring procedures and policies.

Equity and Student-Athlete Well-Being

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.

The athletics department works closely with affirmative action and human resources administration to advertise positions broadly. It has advertised in "NCAA News", in the publications of the Black Colleges Coaches Association and NACWAA, and in other sport specific publications.

The IUPUI chancellor develops an annual publication called the "State of Diversity at IUPUI" http://www.iupui.edu/administration/chancellorsnews/state_of_diversity_08.pdf. The publication highlights the university's commitment to diversity and actions taken to reach campus diversity objectives.

The chancellor meets monthly with his Diversity Cabinet, comprised of a diverse group of administrators and campus and community leaders, to address diversity issues and develop strategies for greater inclusion and success of minorities. Performance indicators have been established to benchmark and measure progress. In addition to reviewing information gleaned from climate surveys, the Cabinet discusses ways to improve the campus climate and increase the effectiveness of academic and support units. Each academic unit is also required to establish a Diversity Council and to submit an annual diversity report to the chancellor.

The affirmative action office develops an annual Affirmative Action Plan that analyzes the university's workforce and sets goals for the attainment of minorities and women. Annual goal-setting meetings are held with campus administrators and deans to reinforce the goals for campus diversity.

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 athletics department works closely with the human resources administration and the affirmative action office in all matters related to minority hires. The department has appointed the associate athletics director for internal operations/senior woman administrator (SWA) to be responsible for assuring that gender equity and minority opportunities meet all guidelines set forth by the NCAA and University.

The business manager is responsible for completing the annual Equity and Disclosure Act Report (EADA), which is reviewed by the director of athletics, assistant athletics director for compliance and the senior woman administrator prior to submission.

The Student-Athlete Advisory Committee's membership is open to any interested varsity athletics program. The committee meets monthly to discuss athletics and university policies.

The director of athletics, senior woman administrator, associate athletics director for external operations and sports information director serve as liaisons for women's teams in matters of gender equity and all teams in matters concerning minority issues. As issues arise, these administrators are the first line of communication among coaches, student-athletes and university administration. In addition, the associate athletics director for academics administers exit interviews and reports the findings to the director of athletics.

The university's commitment to gender and minority issues begins with its institutional policies. The university has a section on its Web site dedicated to diversity and creates publications that report on performance indicators and measures developed to determine institutional effectiveness in achieving diversity goals and objectives.

IUPUI Diversity Vision states:

The vision for diversity is a clear statement, an inspiring word picture of where we would like IUPUI to be in 2-3 years.

We envision a world-renowned urban campus animated by the spirit of pluralism—the quest to appreciate difference, to seek understanding across social and cultural barriers, to risk transformation through interaction with others, and to empower populations underrepresented in American higher education.

IUPUI Diversity Mission

The Diversity Mission lists our organization's primary purpose in advancing diversity. The campus community will pursue the following goals and objectives in order to realize our campus mission's strong commitment to diversity by:

Using education to develop the potential of all students, faculty and staff for their personal, social, and professional

Equity and Student-Athlete Well-Being

advancement;

Developing an inclusive community where differences can be understood, respected, and valued and;

Preparing our graduates to shape and influence our city, state, and global society.

IUPUI Diversity Values

To advance diversity we believe in

- Accountability
- Civility
- Collaboration
- Engagement
- Equity
- Ideas
- Inclusion
- Integrity
- Openness
- Respect
- Trust

The athletics diversity statement says:

The IUPUI intercollegiate athletics program is committed to providing equal opportunity and an educational and work environment for its student-athletes, coaches and staff free from any discrimination based on gender, race, ethnicity, national origin, religion, sexual orientation, age, marital status, physical or mental disability, or veteran status. To thrive as an athletics program, we believe we must foster a learning and working environment that encourages multiple perspectives and the free exchange of ideas in an unbiased and non-prejudicial way. Diversity in the student-athlete body and staff is an important component in providing a quality athletics and academic experience. Diversity enriches the department by encouraging dialogues between people with different experiences, beliefs and perspectives. In order to foster a climate that has a place for each person, the department of intercollegiate athletics provides diversity training for all coaches and staff on an annual basis.

The Indiana University Equal Opportunity statement says:

Indiana University pledges to continue its commitment to the achievement of equal opportunity within the university and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and Vietnam veterans.

IUPUI Affirmative Action Office Discrimination and Complaint Procedures:

Consistent with the IUPUI Equal Opportunity Policy, and federal and state nondiscrimination legislation, the following guidelines and procedures have been established to address complaints of unlawful discrimination. Within a reasonable time, faculty, staff and students, visitors, prospective employees or other individuals having complaints on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or Vietnam era veteran's status should contact:

Affirmative Action Officer
IUPUI Affirmative Action Office
Administration Building
355 N. Lansing Street, AO 127
Indianapolis, IN 46202
(317) 274-2306

Within fourteen days of receipt of a formal written complaint, the affirmative action officer shall proceed with conducting an investigation of the complaint for the purpose of effecting a resolution. The processing of complaints by the IUPUI affirmative action office will adhere to the following principles and guidelines:

- A direct personal interview will be held with the complainant or victim for the purposes of completing a "Formal Complaint Form," and to gather specific information detailing the nature of the allegations.
- Efforts will be made to restrict information regarding complaints to the complainant, the accused party, and those persons directly involved in the resolution of the matter.

Equity and Student-Athlete Well-Being

- All records, memoranda, correspondence, and other information/materials related to complaint investigations conducted by the IUPUI affirmative action office shall be retained for a period of no less than three years.
- Complaint investigations will be conducted as promptly as possible, and the results will be reported in writing to the complainant and those persons party to the resolution of the matter.
- If a complaint is found to be valid, action will be taken through appropriate channels of the University to rectify the situation and to reasonably ensure that such incidents do not occur in the future. University complaint channels for appeal will be opened to either the complainant or the accused party.
- University policy prohibits retaliation against an individual because of the filing of a complaint, or cooperating with a complaint investigation. Such incidents will be considered seriously and action will be taken expeditiously to prevent such conduct.

Student-athletes follow the same procedures as other students and faculty for filing complaints of discrimination.

- 5.** For the three most recent academic years, provide the racial or ethnic composition for (a) full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); (b) 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); (c) full- and part-time head coaches; (d) full- and part-time assistant coaches (including graduate assistant and volunteer coaches); (e) faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and (f) 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.]

Over the three most recent years no openings occurred at the senior staff level. Openings in head and assistant coach, as well as, athletics staff positions were filled when possible with minority candidates. In every case, the more qualified individual was offered employment.

- 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 on Page 34) to compile the data requested in this self-study item.]

The data is found in the attached charts.

- 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 on Page 35) to compile the data requested in this self-study item.]

The data is found in the attached charts.

- 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 specifically during the time frame of the self-study process;
- 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

Equity and Student-Athlete Well-Being

- d. Explain how the institution's written, stand-alone 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 each of the eight areas.

IUPUI has conducted a complete study of this item through a broad-based campus-wide review by the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies related to minority issues. The broad-based review included the following actions:

- The athletics department's records and institutional data, including Equity in Athletics Disclosure Act reports, were reviewed for the three most recent years;
- Requests for data were made to coaches, the sports information director, affirmative action, the director of athletics, the director of admissions and other institutional staff during the information-gathering process;
- University and departmental publications were reviewed for inclusion of statements noting the university's commitment to minority issues.
- Human resources administration personnel and the affirmative action office and affirmative action personnel were consulted and university policies and procedures reviewed.
- Equity and Student-Athlete Well-Being Self-Study Items Nos. 5, 6 and 7 were reviewed.

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

The IUPUI Athletics Employee Handbook is distributed to all staff members annually to educate them about departmental and university affirmative action policies.

Diversity and minority issues are monitored and evaluated by the athletics department, Athletic Affairs Committee, and IUPUI administration and finance senior staff.

The grievance procedure for student-athletes provides a venue for students to express their concerns related to topics such as diversity, gender and Student-Athlete Well-Being. Student-athletes are also informed at fall orientation, team meetings, and through SAAC that the athletics director has an "open door" policy to discuss any issues that may adversely affect their experiences.

The numbers of minority student-athletes and staff have increased, as evidenced in the review of items number 5, 6, and 7. IUPUI Athletics meets or exceeds campus-wide results in these areas.

The university has hired an assistant chancellor for diversity.

The affirmative action office develops an annual Affirmative Action Plan that analyzes the university's workforce and sets goals for the attainment of minorities and women. Annual goal-setting meetings are held with campus administrators and deans to reinforce the goals for campus diversity.

- 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 department of intercollegiate athletics has not included a statement of inclusion in departmental written and Web-based communications pieces. Intercollegiate athletics also does not have a formal standing advocacy group to hear and act on diversity issues and concerns.

Equity and Student-Athlete Well-Being

d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

Review publications and Web site annually to ensure written communication stating commitment to diversity.

Continue to review commitment to diversity at staff and coaches' meetings, as well as at student orientation and annual team meetings at the beginning of the academic year and during subsequent monthly meetings.

Create a diversity advocacy group to monitor diversity plans and hear/raise concerns of student-athletes and staff.

Continue to recruit women and minorities aggressively when openings occur.

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 each of the eight areas.

IUPUI has conducted a complete study of this item through a broad-based campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies as related to minority issues. The broad-based review included the following actions:

- The athletics department's records and institutional data, including the Equity in Athletics Disclosure Act reports, were reviewed for the three most recent years;

- Requests for data were made to coaches, the sports information director, affirmative action, the director of athletics, the director of admissions and other institution and staff during the information-gathering process;

- University and departmental publications were reviewed for inclusion of statements noting the university's commitment to minority issues.

- Human resources personnel and affirmative action personnel were consulted and university policies and procedures reviewed.

b. Provide data demonstrating the institution's commitment across each of the eight areas.

Diversity and minority issues are addressed by the director of athletics, senior woman administrator, with the assistance of student affairs and affirmative action when needed.

The assistant athletics director for compliance is charged with ensuring departmental compliance with all applicable NCAA and Summit League rules and regulations. The compliance office reports monthly at staff and coaches' meetings on any compliance or legislative material of concern.

The Athletic Affairs Committee, an appointed faculty committee, meets to review policy and procedures within the athletics department to ensure academic integrity, review gender and minority issues, and determine whether scheduling, compliance and university policies are being followed.

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.

There is a need for written annual summaries to be shared with the director of athletics, Athletic Affairs Committee and chancellor concerning minority issues. The report is to be prepared by the diversity advocacy group.

Equity and Student-Athlete Well-Being

d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

The diversity advocacy group, with the assistance of the athletics business manager, will annually provide to the athletics director a review of current gender and minority issues within the department, including:

An annual review of student-athlete population, including recruitment data.

Written summary of an annual meeting with the office of affirmative action to conduct a periodic review of hiring and retention practices within the athletics department.

A compilation of data from the exit interviews and end-of-year reviews analyzed by gender and ethnicity.

Analysis of a survey of student-athletes focused on diversity issues and conducted by an individual outside athletics.

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 each of the eight areas.

IUPUI has conducted a complete study of this item through a broad-based campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies as related to minority issues. The broad-based review included the following actions:

- The athletics department's records and institutional data, including the Equity in Athletics Disclosure Act reports, were reviewed for the three most recent years;

- Requests for data were made to the coaches, sports information director, affirmative action, director of athletics, the director of admission and other institution and staff during the information-gathering process;

- University and departmental publications were reviewed for inclusion of statements noting the University's commitment to minority issues.

- Human resources personnel and affirmative action personnel were consulted and University policies and procedures reviewed.

b. Provide data demonstrating the institution's commitment across each of the eight areas.

Minority issues related to student-athletes are addressed in the same way as for the general student population. The campus provides general services to enhance the minority student-athlete's experience. With the structure in place, the athletics department follows the policies on diversity outlined on the university's Web site.

Since the last cycle, athletics staff and student-athletes have attended workshops on diversity. Further, the athletics department has arranged through Champs Life Skills for speakers to provide workshops on diversity to student-athletes.

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.

Continue to educate our student-athletes through orientation and written policy about the university's and department's commitment to diversity.

d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

Equity and Student-Athlete Well-Being

Future plans include the following:

Continue to recruit minority student-athletes to sports in which minorities are under-represented.

Continue to recruit females and minorities for open staff positions.

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 each of the eight areas.

IUPUI has conducted a complete study of this item through a broad-based campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies as related to minority issues. The broad-based review included the following actions:

- The athletics department's records and institutional data were reviewed including the Equity in Athletics Disclosure Act reports for the three most recent years;
- Requests for data were made to the coaches, sports information director, affirmative action, director of athletics, the director of admission and other institution and staff during the information-gathering process;
- University and departmental publications were reviewed for inclusion of statements noting the University's commitment to minority issues.
- Human resources personnel and affirmative action personnel were consulted and University policies and procedures reviewed.

b. Provide data demonstrating the institution's commitment across each of the eight areas.

IUPUI is committed to enrolling a qualified, diverse student body that will enhance the educational experience of the campus community. Since our last NCAA review, IUPUI has demonstrated its commitment to diversity through the work of the chancellor's Diversity Cabinet established in 2000. Since 2004 our doubling diversity efforts have focused on strengthening campus-wide commitment and leadership. Best practices are disseminated via annual campus conferences on diversity and a "Good Works" resource Web site (http://www.iupui.edu/diversity/docs/Achieving_Diversity_4_15_2006.pdf).

Overall minority student representation at IUPUI has remained stable in recent years. African-American students remain the largest minority group at IUPUI, although the number of Hispanic-American students has almost doubled over the past decade.

Each year as a part of the campus performance report (<http://iport.iupui.edu/pr/>) the Diversity Cabinet evaluates campus progress on each of the diversity performance indicators and makes its findings available on the campus Web site. IUPUI's diversity performance indicators include Recruitment of a Racially Diverse Student Population. The campus aspires to make the incoming undergraduate class more diverse than the population of college-going high school graduates in the state of Indiana and our eight-county region. While the campus aspiration embraces multiple dimensions of diversity, the performance indicator focuses on incoming underrepresented minority freshman, transfer, and graduate/professional students. The percentage of underrepresented minority students in the fall 2007 incoming undergraduate class was slightly higher than the percentage of underrepresented minority college-going high school graduates in Indiana.

When compared to the student population, the percentage of minority student-athletes is equal to and/or exceeds the general student population.

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.

Although, the university has not reached its diversity goal, it continues to evaluate and work to increase

Equity and Student-Athlete Well-Being

minority enrollment and to graduate minority students. The Committee on Equity and Student-Athlete Well-Being found no deficiencies.

- d.** Explain how the institution's future plan for minority issues addresses each of the eight areas.

Continue to work to increase minority enrollment.

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 each of the eight areas.

IUPUI has conducted a complete study of the this item through a broad-based campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies as related to minority issues. The broad-based review included the following actions:

- The athletics department's records and institutional data were reviewed including the Equity in Athletics Disclosure Act reports for the three most recent years;
- Requests for data were made to the coaches, sports information director, affirmative action, director of athletics, the director of admission and other institution and staff during the information-gathering process;
- University and departmental publications were reviewed for inclusion of statements noting the University's commitment to minority issues.
- Human resources personnel and affirmative action personnel were consulted and University policies and procedures reviewed.

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

The athletics department maintains data that provide comparisons of student-athlete populations by sport and ethnicity (i.e., EADA, graduation and NCAA reports).

Coaches are encouraged to recruit all minority candidates that are of Division I caliber.

When compared to the student body population, the percentage of minority student-athletes is equal to and/or exceeds the general student population.

- 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 a lack of minority female student-athletes in women's cross country. The Committee on Equity and Student-Athlete Well-Being believes this deficiency reflects a pattern that occurs across the country.

- d.** Explain how the institution's future plan for minority issues addresses each of the eight areas.

The "IUPUI State of Diversity 2008" addresses minority issues. See: http://www.iupui.edu/administration/chancellorsnews/state_of_diversity_08.pdf. In addition, the University and the Athletics Department will continue to monitor the information provided to ensure non-discrimination in the recruitment process.

Equity and Student-Athlete Well-Being

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 each of the eight areas.

IUPUI has conducted a complete study of this item through a broad-based campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies as related to minority issues. The broad-based review included the following actions:

- The athletics department's records and institutional data, including the Equity in Athletics Disclosure Act reports, were reviewed for the three most recent years;
- Requests for data were made to the coaches, sports information director, affirmative action, director of athletics, the director of admission and other institution and staff during the information-gathering process;
- University and departmental publications were reviewed for inclusion of statements noting the University's commitment to minority issues.
- Human resources personnel and affirmative action personnel were consulted and University policies and procedures reviewed.

b. Provide data demonstrating the institution's commitment across each of the eight areas.

All student-athletes, including minority student-athletes, have a variety of opportunities to participate in governance and decision making within the athletics department. The Student-Athlete Advisory Committee is comprised of student-athletes who choose to be involved. This committee promotes open communication among student-athletes, coaches, and senior administration.

Two minority student-athletes are nominated to participate in the annual NCAA Leadership Conference during the summer.

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 on Equity and Student-Athlete Well-being found no deficiencies.

d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

The institution will continue to encourage involvement in the SAAC and nominate qualified student-athletes to participate in NCAA opportunities.

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 each of the eight areas.

IUPUI has conducted a complete study of this item through a broad-based campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies as related to minority issues. The broad-based review included the following actions:

Equity and Student-Athlete Well-Being

- The athletics department's records and institutional data were reviewed including the Equity in Athletics Disclosure Act reports for the three most recent years;
- Requests for data were made to the coaches, sports information director, affirmative action, director of athletics, the director of admission and other institution and staff during the information-gathering process;
- University and departmental publications were reviewed for inclusion of statements noting the University's commitment to minority issues.
- Human resources personnel and affirmative action personnel were consulted and University policies and procedures reviewed.

b. Provide data demonstrating the institution's commitment across each of the eight areas.

Data reviewed show that representation of minorities on the athletics department staff meets or exceeds that of the campus.

Over the three most recent years no openings occurred at the senior staff level. Openings in head and assistant coach, as well as, athletics staff positions were filled when possible with minority candidates. In every case, the more qualified individual was offered employment.

The IUPUI department of athletics posts all openings in professional publications.

Candidates for all openings must submit a letter of application through the HR office. This office screens the applicants for minimum qualifications and refers all those that pass the screening to the associate AD/SWA. Once the department arrives at a pool to interview, the names are submitted to the affirmative action office for approval. The successful candidate is also approved by the affirmative action office prior to tender of a formal offer.

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 on Equity and Student-Athlete Well-Being found no deficiencies.

d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

The athletics department will continue to follow departmental and institutional policies for all hires. Monitor departmental hiring for adherence to established university policies.

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 each of the eight areas.

IUPUI has conducted a complete study of this item through a broad-based campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies related to minority issues. The broad-based review included the following actions:

- The athletics department's records and institutional data, including the Equity in Athletics Disclosure Act reports for the three most recent years, were reviewed;
- Requests for data were made to coaches, the sports information director, affirmative action, the director of athletics, the director of admissions and other institution and staff during the information-gathering process;
- University and departmental publications were reviewed for inclusion of statements noting the university's commitment to minority issues;

Equity and Student-Athlete Well-Being

- Human resources personnel and affirmative action personnel were consulted and university policies and procedures reviewed.

b. Provide data demonstrating the institution's commitment across each of the eight areas.

Each incoming freshman student-athlete is required to participate in a learning community. Learning communities assist new students to make the transition to college. The learning community syllabus includes diversity education.

Incoming student-athletes also participate in a formal summer orientation that focuses on the transition to Division I athletics, as well as to college. A panel discussion during the program answers questions that student-athletes and their parents may have about IUPUI's campus climate, academics, and other issues. The panel is made up of a racially and ethnically diverse group of people representing all sectors of the university.

Minority student-athletes have access to all formal university resources through the IUPUI office of student life.

Incoming men's and women's basketball student-athletes are required to attend summer school.

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 on Equity and Student-Athlete Well-Being found no deficiencies.

d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

The department of intercollegiate athletics, through its Diversity Advocacy Group, will continue to monitor programming and recommend revisions or additions as needed.

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.

The Minority Issues Plan was prepared by the Committee on Equity and Student-Athlete Well-Being, following an analysis of the 8 program areas for gender issues. The Minority Issues Plan was reviewed by the Steering Committee to verify that it properly addressed each concern.

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.

Following an analysis of the 8 program areas for minority issues, the Minority Issues Plan prepared by the Committee on Equity and Student-Athlete Well-Being received institutional approval.

Equity and Student-Athlete Well-Being

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

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.	Departmental publications and Web-based communications pieces do not refer to Inclusion. 2. There is not a formal standing diversity advocacy group.	1. Include statement in all communications pieces. 2. Create a standing committee - Diversity Advocacy Group.	1. Direct Sports Information Office to comply with requirement. 2. Form committee and charge them with creating a welcoming atmosphere for minority student-athletes.	Sports Information Office and Director of Athletics, Associate AD/SWA	Fall 2008-2013 and ongoing
Evaluation.	An annual written report to be shared with the Chancellor, Athletic Affairs Committee and Director of Athletics on the state of diversity has not been prepared.	Provide annual report to Chancellor, Athletic Affairs Committee and Director of Athletics.	Charge Diversity Advocacy Group with preparing and disseminating the report.	Chancellor, Director of Athletics, Associate AD/SWA	Fall 2008-2013 and ongoing
Organization and Structure.	No issue identified in evaluation of program area.	Continue to educate student-athletes through orientation and written policies in the student-athlete handbook.	Annual review of student-athlete policies to verify accuracy.	Director of Athletics, Associate AD/SWA	2008-2009 and ongoing thereafter
Enrollment.	No issue identified in program area evaluation.	Continue to work to increase minority enrollment.	Annually review enrollment data.	Director of Admissions, VC for Academic Affairs	2008-2009 and ongoing thereafter
Comparison of Populations.	Lack of minority student-athletes in women's cross country.	Increase efforts to enroll minority student-athletes in women's cross country.	Ensure that minority prospective student athletes (PSAs) are aware of opportunities at IUPUI.	Associate AD/SWA, Head Cross Country Coach	2008-2009 and ongoing thereafter
Participation in Governance and Decision-Making.	No issue identified in program area evaluation.	Continue to encourage participation in institutional and N C A A leadership opportunities.	Diversity Advocacy Group to provide annual report on student-athlete participation.	Director of Athletics, Associate AD/SWA	2008-2009 and ongoing thereafter
Employment Opportunities.	No issue identified in program area evaluation.	Continue to follow departmental and institutional policies. Monitor departmental hiring for adherence with established policies.	Annually review policies and procedures.	Director of Athletics, Associate AD/SWA, Athletic Affairs Committee Personnel Sub-Committee	2008-2009 and ongoing thereafter

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.	No issue identified in program area evaluation.	Continue to monitor array of programs.	Utilize Diversity Advocacy Group to identify potential problems and solutions.	Associate AD/SWA, Athletic Affairs Committee	2008-2009 and ongoing thereafter

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.

None

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.

Recommendation: Increase size of athletics training staff
 Actions Taken: Full-time trainer hired.
 Date: Fall 2000
 Result: Fully Implemented

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.

The athletics training room is non-compliant with NATA standards for square footage per student-athlete. The room is moving in May 2008 to a location that meets NATA standards.

Individual team locker room space has been assigned to indoor sports (M & W Basketball, VB).

Individual study space has been allocated in the library as part of the academic support program.

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.

The IUPUI Athletic Affairs Committee, which is appointed by the chancellor, is comprised of faculty members, the Faculty Athletics Representative (FAR), and athletics staff members. The committee is charged with monitoring student-athlete well-being issues. The Student-Athlete Advisory Committee is responsible for bringing issues that affect student-athlete well-being to the Athletic Affairs Committee's attention. To facilitate this, the SAAC president sits on the Athletic Affairs Committee as a voting member.

The FAR has an office in the University Library in order to be available to student-athletes.

Equity and Student-Athlete Well-Being

The IUPUI student advocate representative meets with student-athletes at the beginning of the academic year and is available to hear and address concerns of all students.

All athletics administrators have an open-door policy. Student-athletes can meet with the Director of athletics or any other administrator at any time to raise a concern, provide input or obtain information. Student-athletes also have the opportunity to provide input via the Student-Athlete Advisory Committee and through a representative on the Athletic Affairs Committee.

The athletics department completed the IUPUI Intercollegiate Athletics Resource Gap Analysis Report in 2006-07 (Gap Study available on site.) The purpose of the study was to evaluate four areas and identify any "gaps" in resources and/or services provided to student-athletes. The four areas were academic support, operating budgets, recruiting, and scholarships and facilities. The study has been the impetus for the addition of new academic programs and initiatives for future facility planning.

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 programming for student-athletes in non-academic areas such as alcohol and drugs, hazing, gambling, stress management, career counseling, and money management primarily occurs through the Jaguars Jump-Off program. The Jaguars Jump-Off is held on the day before the opening day of classes in the fall semester. All student-athletes are required to attend the program, which features speakers on various topics. A separate component of Jaguars Jump-Off for freshman student-athletes addresses academic honesty (e.g., plagiarism, cheating).

Educational programming for new incoming student-athletes (i.e., freshmen and transfers) is provided during New Student-Athlete Summer Orientation. Presentations focus on services provided by Counseling & Psychological Services, the Career Center, Adaptive Educational Services, the athletics training room, and the NCAA (nutritional supplements). All incoming student-athletes receiving athletics aid are required to attend New Student-Athlete Summer Orientation.

Career counseling assistance is provided by the athletics academic support office. Academic advisors assist student-athletes with career options and also refer them to the Career Center. Any student-athlete can access these services.

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 associate athletics director/SWA has responsibility for initiating the student-athlete exit interview process. In the past a written exit questionnaire was mailed to student-athletes who had exhausted eligibility at the end of each sport season by the associate AD/SWA. A letter accompanying the written questionnaire explained the purpose of the questionnaire and informed student-athletes that they were required to complete it and return it to the associate AD. The athletics department now utilizes an electronic survey that is e-mailed to each student-athlete. Use of the electronic survey will allow the department to track and maintain statistics regarding the responses. Student-athletes are given a deadline for completion of the written questionnaire. If they fail to meet the deadline, a hold is placed on their student records so they cannot drop or add classes, obtain a transcript, etc. Upon completion of the questionnaire, the hold is removed.

Student-athletes are also invited to an in-person meeting with the administrator of their sport to discuss their experiences as IUPUI student-athletes. Completion of the written survey is mandatory but the in-person meeting is voluntary.

An electronic survey is also e-mailed to every student-athlete who quits a team. Completion of the questionnaire is voluntary and the response rate for these students is low.

All exit questionnaires are reviewed thoroughly by the sport administrator and information obtained from the

Equity and Student-Athlete Well-Being

student-athlete exit interview process is used by the sport administrator or Director of athletics to address any issues or areas of concern.

Following the 2005 softball season, the athletics department received several comments about a possible hazing incident during the teams' spring break trip. Mike Moore and Denise O'Grady convened a meeting with the team and also discussed the comments with the coach in separate meetings. The conclusion was that there was no substantiation for the comments.

In addition, a few years ago, allegations of another hazing-related incident were brought up in some exit questionnaires by men's soccer players. Again, Mike and Denise met with several players as well as the coach and the athletic trainer to investigate.

- 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 athletics department staff members.**

The following grievance procedure is available to IUPUI student-athletes:

IUPUI Student-Athlete Grievance Procedures

1. Student-Athlete Responsibilities

Participation in the IUPUI athletics program is a privilege and each student-athlete is expected to behave according to the rules of his or her sport and of the University. In addition, the conduct of all student-athletes shall reflect the fact that by virtue of their participation in student athletics programs sponsored by IUPUI, student-athletes are expected to exhibit a higher standard of behavior than might be expected of other students and to avoid conduct that is likely to appear improper.

2. Student-Athlete Rights

Each student-athlete at IUPUI has the right to be treated with fairness and respect. Student athletics programs are first and foremost an educational experience and the safety, good health and well-being of the student-athlete is a top priority of the IUPUI athletics program.

3. Student-Athlete Grievance Procedure

a. When a student-athlete believes that any of his or her rights, as defined in Part 2 of this document, have been violated by a member of the athletics department staff, the student should ordinarily attempt to resolve the matter by making an informal complaint to the person involved.

b. If the problem is not resolved to the student-athlete's satisfaction by contacting the person involved or if the student-athlete does not feel comfortable addressing the concern with the person involved, one of the following individuals can be consulted about options for resolution of the problem:

Director of Athletics
Associate Director of Athletics/SWA
Assistant Athletics Director for Compliance
Associate Athletics Director for Academics
Athletics Trainer
Faculty Athletics Representative

c. Note: Issues regarding playing time, position on team, etc. are not grievable under this policy.

Grievance procedures are administered by the director of athletics and the associate athletics director/SWA. They are communicated to student-athletes via the student-athlete handbook and to staff via the employee handbook.

- 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.**

IUPUI and the athletics department strive to be communities of respect. As a result the university's student code of rights highlights our commitment to ensuring respect and safety of our student-athletes.

Equity and Student-Athlete Well-Being

The following provisions are part of the student code, as stated in the preamble of the Student Code of Student Rights, Responsibilities and Conduct:

The purposes of Indiana University include the advancement of knowledge, the pursuit of truth, the development of students, and the promotion of the general well-being of society. As a community, we share a dedication to maintaining an environment that supports trust, respect, honesty, civility, free inquiry, creativity, and an open exchange of ideas.

There is always a need for continuous improvement and growth in diversity awareness. Therefore, students, student groups, and/or faculty have access to the office for multicultural faculty development, the office of women, human resources and a variety of groups where they can find opportunities for both training and personal consultation.

The university's office of campus and community life sponsors Cultural Celebrations: GLBT History Month. During the month of October, the university community celebrates gay, lesbian, bisexual, and transgender culture and history. GLBT History Month is a time to embrace the diversity that exists around us every day. All campus programs are free and open to IUPUI students, faculty, staff, and the community.

The student advocate provides objective, impartial and confidential assistance to students, faculty and parents in situations involving students. Anyone who has a student related question, complaint, conflict or general concern may contact the student advocate office as an initial, neutral, and confidential first step toward resolution.

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964. Indiana University does not tolerate sexual harassment. The university investigates and responds promptly to every complaint. When a complaint is found to be valid, corrective action to stop the harassment, up to and including discharge, will be taken through the appropriate channels of the university.

Employees and students have the right to raise the issue of sexual harassment. Complainants and anyone who participates in an investigation of a complaint are protected from retaliation.

The sexual harassment policy and reporting procedures are located in the IUPUI Staff Handbook as well as the IUPUI Athletics Employee Handbook.

- 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.**

The care and well-being of IUPUI's student-athletes is of the utmost importance. The athletics department is fortunate to have access to the services of a highly trained sports medicine team, including three full-time Certified/Licensed Athletics Trainers, Team Orthopedist Surgeons, and Team Sports Medicine Physicians. The Head Team Physician oversees the sports medicine programs and policies and the Sports Medicine Team has the final word on student-athletes' medical situations.

The athletics training room is the main source of medical care, daily treatments, taping and rehabilitation for the athletes at IUPUI.

The student health service is a source of medical care for full-time and part-time students during the school year. It provides out-patient medical care, a psychiatric clinic, and environmental health and preventive medicine programs.

To prevent health problems among student-athletes and protect IUPUI from liability, student-athletes may not participate in intercollegiate sports at IUPUI until they have files with the athletics training staff that include the following: an approved physical examination form signed by one of the IUPUI team physicians, consent to release information form, and insurance forms. Physical examinations are conducted by team physicians at the beginning of each school year.

For most sports, a member of the athletics training staff will be present for practices, contests, and will accompany the team on road trips. In the unlikely event that an athletics trainer does not accompany the team, a Staff Certified/Licensed Athletics Trainer will make arrangements with the host school to provide normal athletics training needs.

The athletics department carries a secondary insurance policy on each athlete for IUPUI intercollegiate sports-related injuries. The department's policy is a supplemental policy to the athlete's personal or family insurance

Equity and Student-Athlete Well-Being

coverage. Any bills received for medical services related to a covered sports injury must first be filed with the athlete's personal or family insurance policy.

The head physician annually reviews the policy with the athletics training staff.

The following travel policies are in the IUPUI Athletics Department New Employee Orientation Handbook (document available on site). The policies are reviewed periodically by the director of athletics and the business manager.

Student-athletes must depart and return with the team during all official team travel to away-from-home competitions. The only exception that permits a student-athlete to travel separately from the team is a situation in which a parents or guardians request that the student-athlete travel back to campus with them following the competition. The coach will determine if such travel is permissible and an official waiver must be signed by a parent or guardian in advance of the trip.

All transportation for team travel to competitions outside the local Indianapolis area must occur in commercial vehicles which have been procured by IUPUI (e.g. vans, buses, airplanes). Bloomington and West Lafayette are considered outside the local Indianapolis area. Under no circumstances may team travel outside the local Indianapolis area occur in personal vehicles including student-athletes' or parents' vehicles. Student-athletes are permitted to drive personal vehicles to competition within the local Indianapolis area (e.g. Butler University, Marian College, and University of Indianapolis). Student-athletes are also permitted to drive personal vehicles to practice sites which are located off-campus but are within the local Indianapolis area.

- 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.**

Implementation of an emergency medical plan for all the athletics teams requires the involvement of the entire athletics staff. It is the responsibility of the university to provide a safe environment for all student-athletes. The IUPUI emergency management plan is a set of protocols, which are to be followed in the event of a serious, or life threatening injury or situation. The exact protocol can be found in the medical policy for athletics training.

- 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.**

Implementation of an emergency medical plan for all the athletics teams requires the involvement of the entire athletics staff. It is the responsibility of the institution to provide a safe environment for all student-athletes. An emergency management plan is a set of protocols, which are to be followed in the event of a serious, or life threatening injury or situation. The athletics staff follows the same medical plan for out-of-season workouts, strength training and skills session that it follows for practice and game management. The exact protocol can be found in the medical policy for athletics training.

- 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.

Equity and Student-Athlete Well-Being

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 each of the four areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- A review of institutional data and selected records from the department of athletics, including the Equity in Athletics Disclosure Act for the most recent three years;
- Tours of the athletics facilities by the members of the subcommittee;
- Group meetings with coaches, student-athletes, training room staff, and the Student-Athlete Advisory Committee to gather information;
- Requests for data from to the department of athletics, senior administrators, coaches, and other staff during the information-gathering process.
- Review of the student-athlete survey responses (document available on site).

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

Athletic Affairs Committee meeting minutes recount discussions on issues that affect student-athlete well-being. Exit interviews also detail information gathered on student-athlete concerns. SAAC members have the ability, collectively and individually, to bring issues to the attention of both the athletics administration and the Athletic Affairs Committee. Finally, student-athletes who have exhausted eligibility and work as sports administration interns sit in on athletics administration staff meetings on a regular basis and provide input to the athletics staff.

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

IUPUI will continue to monitor student-athlete well-being and address issues as they arise. Monitoring will include annual surveys of the student-athlete population, exit interviews, SAAC meetings, and focus groups convened when necessary. An open-door policy will remain in effect to allow student-athletes access to the director of athletics and other athletics staff charged with ensuring their well-being.

The director of athletics is working with the athletics staff to identify other avenues for gathering feedback from student-athletes on well-being issues. Ideas include brown bag lunches and an online suggestion box.

2. Organization and Structure. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete well-being.

a. Describe how the institution has ensured a complete study of each of the four areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- A review of institutional data and selected records from the department of athletics, including the Equity in Athletics Disclosure Act for the most recent three years;
- Tours of the athletics facilities by the members of the subcommittee;

Equity and Student-Athlete Well-Being

- Group meetings with coaches, student-athletes, training room staff, and the Student-Athlete Advisory Committee to gather information;
- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process;
- Review of the student-athlete survey responses (document available on site).

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

The IUPUI Athletic Affairs Committee, which is appointed by the chancellor, is comprised of faculty members, the Faculty Athletics Representative (FAR), and athletics staff members. The committee is charged with monitoring student-athlete well-being issues. The Student-Athlete Advisory Committee is charged with bringing issues that affect student-athlete well-being to the Athletic Affairs Committee's attention. This process is facilitated by inclusion of the SAAC president as a voting member of the Athletic Affairs Committee.

The FAR maintains an office in the University Library in order to be available to student-athletes.

The IUPUI student advocate representative meets with student-athletes at the beginning of the academic year and is available throughout the year to hear and address concerns of all students.

All athletics administrators have an open-door policy. Student-athletes can meet with the director of athletics or any other administrator at any time to raise a concern, provide input or obtain information. Student-athletes also have the opportunity to provide input via the Student-Athlete Advisory Committee and through a representative on the Athletic Affairs Committee.

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

IUPUI will continue to monitor student-athlete well-being and address issues as they arise. Monitoring will include annual surveys of the student-athlete population, exit interviews, SAAC meetings, and focus groups convened when necessary. An open-door policy will remain in effect to allow student-athletes access to the director of athletics and other athletics staff charged with ensuring their well-being.

The director of athletics is working with the athletics staff to identify other avenues for gathering feedback from student-athletes on well-being issues. Ideas include brown bag lunches and an online suggestion box.

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 each of the four areas.

IUPUI has provided a complete study of this item through a broad-based, campus-wide review, with the Committee on Equity and Student-Athlete Well-Being assuming primary responsibility for the assessment of programs and policies. The broad-based review included the following actions:

- A review of institutional data and selected records from the department of athletics, including the Equity in Athletics Disclosure Act for the most recent three years;
- Tours of the athletics facilities by the members of the subcommittee;
- Group meetings with coaches, student-athletes, training room staff, and the Student-Athlete Advisory Committee to gather information;
- Requests for data from the department of athletics, senior administrators, coaches, and other staff during the information-gathering process;

Equity and Student-Athlete Well-Being

- Review of student-athlete survey responses (document available on site).

- b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.**

The IUPUI Athletic Affairs Committee, which is appointed by the chancellor, is comprised of faculty members, the Faculty Athletics Representative (FAR), and athletics staff members. The committee is charged with monitoring student-athlete well-being issues. The Student-Athlete Advisory Committee is also charged with bringing issues that affect student-athlete well-being to the committee's attention. This is evidenced by the fact that the SAAC president sits on the committee as a voting member.

The FAR has an office in the University Library in order to be available to student-athletes.

The student advocate representative speaks with student-athletes at the beginning of the year and is available to hear and address concerns of all students.

All athletics administrators have an open-door policy and a student-athlete can meet with the director of athletics or any other administrator at any time to raise a concern, provide input or obtain information. Student-athletes also have the opportunity to provide input via the Student-Athlete Advisory Committee and through a representative on the Athletic Affairs Committee.

- c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.**

IUPUI will continue to monitor student-athlete well-being and address issues as they arise. Monitoring will include annual surveys of the student-athlete population, exit interviews, SAAC meetings, and focus groups convened when necessary. An open-door policy will remain in effect to allow student-athletes access to the director of athletics and other athletics staff charged with ensuring their well-being.

The director of athletics is working with the athletics staff to identify other avenues for gathering feedback from student-athletes on well-being issues. Ideas include brown bag lunches and an online suggestion box.

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 each of the four areas.**

IUPUI will continue to monitor student-athlete well-being and address issues as they arise. Monitoring will include annual surveys of the student-athlete population, exit interviews, SAAC meetings, and focus groups convened when necessary. An open-door policy will remain in effect to allow student-athletes access to the director of athletics and other athletics staff charged with ensuring their well-being.

The director of athletics is working with the athletics staff to identify other avenues for gathering feedback from student-athletes on well-being issues. Ideas include brown bag lunches and an online suggestion box.

- b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.**

The IUPUI Athletic Affairs Committee, which is appointed by the chancellor, is comprised of faculty members, the Faculty Athletics Representative (FAR), and athletics staff members. The committee is charged with monitoring student-athlete well-being issues. The Student-Athlete Advisory Committee is also charged with bringing issues that affect student-athlete well-being to the committee's attention. This is evidenced by the fact that the SAAC president sits on the committee as a voting member.

The FAR has an office in the University Library in order to be available to student-athletes.

Equity and Student-Athlete Well-Being

The student advocate representative speaks with student-athletes at the beginning of the year and is available to hear and address concerns of all students.

All athletics administrators have an open-door policy and a student-athlete can meet with the director of athletics or any other administrator at any time to raise a concern, provide input or obtain information. Student-athletes also have the opportunity to provide input via the Student-Athlete Advisory Committee and through a representative on the Athletic Affairs Committee.

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

The IUPUI Intercollegiate Athletics Resource Gap Analysis Report (Gap Study) called for all incoming freshman student-athletes to participate in a student-athlete learning community. The athletics department has asked University College to implement this recommendation.

Develop a partnership between the IUPUI Career Center and the Athletics Academic Support Program to enhance career development resources for student-athletes. A meeting has been scheduled that includes the athletics academic staff, the assistant dean and executive director of academic and career planning, and the director of the Career Center to begin planning for this partnership.

Funding has been requested for the athletics academic support budget, beginning in 2008-2009, to fund assessments for student-athletes at the Career Center and to purchase the book "Selecting a College Major" for undecided student-athletes.

A student-athlete stand-alone summer orientation is required for all incoming athletics scholarship recipients. Additionally, all incoming scholarship Men's and Women's Basketball student-athletes are provided pre-matriculation summer school during the second summer session.

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	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	1	1	1	0	0	0	5	5	5	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Head Coaches	F	0	0	0	0	0	0	2	2	2	0	0	0	5	5	5	0	0	0
	P	0	0	0	0	0	0	1	1	1	0	0	0	3	3	3	0	0	0
Assistant Coaches	F	0	0	0	0	0	0	3	3	3	0	0	0	3	3	3	0	0	0
	P	0	0	0	0	0	0	1	1	1	0	0	0	14	14	14	1	1	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	0	0	0	6	6	6	0	0	0	16	16	16	0	0	0
	P	0	0	0	0	0	0	2	2	2	0	0	0	17	17	17	1	1	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	0	0	1	0	0	0	21	21	19	2	2	3
Other Advisory or Policy-Making Group Members		1	1	1	0	0	0	4	5	4	1	2	1	25	19	16	0	0	0

Name of person completing this chart: Michael Moore

Title: Director of Athletics

Equity and Student-Athlete Well-Being

RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

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
All Students	65	61	71	562	510	515	2048	2212	2260	476	437	407	16173	16422	16674	899	898	922
Student-Athletes	0	0	0	0	1	1	20	21	20	5	4	7	134	154	155	13	10	7

Name of person completing this chart: Michael Moore

Title: Director of Athletics

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		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Men's Basketball		0	0	0	0	0	0	8	10	11	0	0	0	4	3	2	1	1	1
Football		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Men's Track / Cross Country		0	0	0	0	1	1	0	1	1	0	0	0	9	8	10	0	0	0
Men's Other Sports and Mixed Sports		0	0	0	0	0	0	2	2	2	2	2	4	48	53	58	5	4	2
Women's Basketball		0	0	0	0	0	0	9	8	5	0	0	0	3	6	9	2	1	1
Women's Track / Cross Country		0	0	0	0	0	0	0	0	0	1	0	0	5	8	8	0	0	0
Women's Other Sports		0	0	0	0	0	0	1	0	1	2	2	3	65	76	68	5	4	3
Total		0	0	0	0	1	1	20	21	20	5	4	7	134	154	155	13	10	7

Name of person completing this chart: Michael Moore

Title: Director of Athletics