

# INSTRUMENT

2010-2011

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: 1890
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 20932
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 1186
7. Highest level of academic degree offered: Ph.D
8. Institution's governing entity: Board of Regents
9. a. Regional accreditation agency: Northwest Association of Schools and Colleges
9. b. Date of most recent regional accreditation self-study: 1999
9. c. Current accreditation status: Reaffirmed in 1999 by NASC

### Athletics Information

1. Subdivision status of athletics program (Academic Year 2011): I-FBS
2. Conference affiliation(s) or independent status (Academic Year 2011):

Baseball	Pac-12 Conference
Football	Pac-12 Conference
Men's Basketball	Pac-12 Conference
Men's Cross Country	Pac-12 Conference
Men's Golf	Pac-12 Conference
Men's Track, Indoor	Mountain Pacific Sports Federation
Men's Track, Outdoor	Pac-12 Conference
Women's Basketball	Pac-12 Conference
Women's Cross Country	Pac-12 Conference
Women's Golf	Pac-12 Conference
Women's Rowing	Pac-12 Conference
Women's Soccer	Pac-12 Conference
Women's Swimming	Pac-12 Conference
Women's Tennis	Pac-12 Conference
Women's Track, Indoor	Mountain Pacific Sports Federation

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Women's Track, Outdoor Pac-12 Conference

Women's Volleyball Pac-12 Conference

### 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 the institution's previous athletics 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 self-study, respond to the question based on the last 10 years.

N/A

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

Since the completion of the cycle 2 certification process, several significant, athletics related events have occurred at Washington State University. Among those are the following:

- The recruitment and selection of a new Director of Athletics (Bill Moos) in February 2010.
- The hiring of head coaches in all sports since the cycle 2 certification process except Women's Rowing, Men's and Women's Track & Field and Men's Golf.
- The restructuring of the golf programs into specific individual programs with separate head coaches.
- The signing of a 10-year all sports contract for equipment and apparel with Nike in July 2009.
- The signing of a 10-year contract with IMG Sports for multimedia rights in the fall 2010.
- The construction of Baseball facility field turf and dugout renovation project completed in 2005.
- The construction of Indoor Batting Facility, completed in 2006.
- The construction of Indoor Tennis Facility in Hollingberry Fieldhouse completed in 2006.
- The renovation of Outdoor Tennis complex completed in 2007.
- The construction of 18-hole University Golf Course completed in August 2008.
- The construction of Hydroworx Facility completed in December 2008.
- The renovation of Martin Stadium project (Phase I & Phase II) completed in August 2008.
- The construction of a state of the art LED scoreboard for Martin Stadium and production truck completed in August 2008.
- The construction of the Women's Rowing Indoor Rowing tank completed in Fall 2009.
- The approval for design and construction of a new Football Operations Building to begin construction in November 2011.
- The construction of new premium seating areas and new press box project for Martin Stadium to begin construction in November 2011.

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### Previous Certification Self-Study

**1. Date of Cycle 2 orientation and evaluation visit (if applicable):**

Orientation visit: December 13, 2001.  
Evaluation visit: February 9-12, 2003.

**2. Cycle 2 certification-status decision and date rendered by the NCAA Division I Committee on Athletics Certification (if applicable):**

Certified: April 23-24, 2003.

**3. Subsequent actions or changes and date(s) in certification status (if any) made by the committee (if applicable):**

N/A

**4. Changes in key senior-level positions, institutional or athletics program, if any, since the institution's previous athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:**

Since the completion of the cycle 2 certification process, several senior level personnel changes have occurred within the university and Athletics Department. Among those are the following:

-The hire of Dr. Elson S. Floyd as the President of Washington State University effective for the 2007-2008 academic year.

-The hire of Bill Moos as Director of Athletics in February 2010.

-The promotion of Anne McCoy, Senior Associate Director of Athletics, to Senior Woman Administrator in the summer of 2007, following the retirement of the long-time Senior Woman Administrator.

-The hire of Bob Minnix as Senior Associate Director of Athletics in May 2008.

-The hire of Mike Marlow as Senior Associate Director of Athletics in August 2010.

-The hiring of Head Coaches in all sport programs except Women's Rowing, Men's & Women's Track & Field, and Men's Golf.

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

Since the cycle 2 certification process one significant change occurred regarding the athletic programs at Washington State University. Specifically, in the summer of 2009, the Golf programs were split into two separate programs with the hiring of a new Women's Golf coach.

### Certification Self-Study Information

**1. Steering Committee Chair:** Dr. Dan Bernardo

**2. Chief report writer/editor of self-study report:** Dr. Jim Roche

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3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before findings and plans for improvement were formulated; and (b) review the self-study report after it was drafted.

Efforts were made to engage the university community throughout the self-study process. This engagement began with the announcement of the certification activity in Fall 2010. The announcement took the form of a press release which was run in several major media serving the university community (WSU Today, The Evergreen, and the Pullman/Moscow Daily News).

A presentation outlining the certification objectives, process, and timeline was developed and delivered to key university constituencies, including:

- Provost's Council (deans, vice-chancellors, and vice provosts)
- Faculty Senate
- Graduate and Professional Students Association
- Associated Students of WSU
- Athletics Council

A public website was established to communicate progress of the self-study activity (<http://www.athletics.wsu.edu/ncaacertification/>). This website was continually updated through the self-study process and provided interested parties updates on progress, executive summaries of subcommittee reports, and finally, the complete self-study.

Upon completion of the draft self study, a series of meetings were held to discuss findings and collect input from a variety of organizations which represent the breadth of stakeholders in the university community. These organizations included:

- WSU Board of Regents
- Provost's Council (deans, vice-chancellors, and vice-provosts)
- Faculty Senate
- Administrative Professionals Association
- Graduate and Professional Students Association
- Associated Students of WSU
- Athletics Council
- Cougar Club of Spokane
- Student-Athlete Advisory Committee

Input from these sessions was incorporated into the final self-study report. Executive summaries of each of the subcommittee reports were shared with various university leaders to collect input which was also incorporated into the final self-study report.

Upon completion of the full self-study report, the full report was made available to the university community via the NCAA Certification Website. An article in WSU Today informed the university community that the self-study activity had been completed and directed interested parties to the website.

4. Provide a copy of the institution's written plan for conducting the self-study. [Please use the file upload link contained within this question to submit a copy of the institution's written plan.]

Attached is the Washington State University's written plan for conducting the self-study.

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 most recent versions.

University:

Vision

Washington State University will be recognized as one of the nation's leading land-grant research universities.

Mission

Washington State University is a public research university committed to its land-grant heritage and tradition of service to society. Our mission is threefold:

## Introduction to Self-Study Report

- To advance knowledge through creative research and scholarship across a wide range of academic disciplines.
- To extend knowledge through innovative educational programs in which emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society.
- To apply knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.

### Values

- Quality and Excellence: We are committed to maintaining quality and excellence in all our endeavors.
- Integrity, Trust, and Respect: We are committed to being an institution that demonstrates trust and respect for all persons and cultivates individual and institutional integrity in all that we do.
- Discovery, Innovation, and Creativity: We are committed to the pursuit of inquiry and discovery and to the creation and dissemination of knowledge.
- Land-grant Ideals: We are committed to the land-grant ideals of access, engagement, leadership, and service to bring the practical benefits of education to the state, nation, and global community.
- Diversity and Global Citizenship: We embrace a worldview that values diversity and cultural differences and recognizes the importance of global interdependence and sustainability.
- Freedom of Expression: We are committed to being a community that protects the free exchange of ideas while encouraging dialog that is constructive and civil.
- Stewardship and Accountability: We are committed to being ethical and responsible stewards of University resources and to being accountable for upholding the full scope of these values.

### Goal 1:

- Achieve national and international preeminence in innovation, discovery, and creativity.
- Attract and retain a diverse faculty and staff of the highest academic stature.
- Promote programs of discovery and creativity that are broad and robust.
- Invest in and promote identified and emerging areas of preeminence.
- Support interdisciplinary programs that foster integrative and collaborative scholarship.

### Innovation, discovery, and creativity

#### Progress will be benchmarked by:

- AAU indicators at or above AAU peer institutional averages
- Faculty productivity/quality indicators at or above peer average
- Center and program project grants compared to target
- Academic expenditures at or above AAU peer average
- Library expenditures per faculty FTE compared to peer average

### AAU indicators

- Competitively funded federal research support
- Membership in the National Academies
- National Research Council faculty quality ratings
- Faculty arts and humanities awards, fellowships, and memberships
- Citations
- USDA, state, and industrial research funding
- Postdoctoral appointees
- Endowment assets
- Annual giving

### Faculty Productivity/Quality Indicators

- Faculty in leadership positions or with fellowship status in societies
- Juried, adjudicated, or externally vetted performances, shows, and designs
- Sponsored research expenditures per faculty FTE
- Publications/citations per faculty FTE

1. Indicators used by the Association of American Universities to assess the quality of an institution and its faculty
2. Land-grant universities with colleges of veterinary medicine
3. Full-time equivalent

### Goal 2:

- Provide a premier education and transformative experience that prepares students to excel in a global society.
- Develop and support outstanding graduate programs.
- Ensure an infrastructure that supports excellence and adapts to advances in knowledge and technology.
- Provide high-impact learning experiences that engage students.
- Foster core competencies in our learners.

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--Significantly improve retention and graduation rates of our students.

A transformative student experience

Progress will be benchmarked by:

- AAU, NSSE , and student experience indicators at or above AAU/peer average
- State accountability measures at or above target
- SAT scores of entering first-time freshmen compared to peers
- Graduate enrollment as a percent of total enrollment compared to target
- Library expenditures per student FTE compared to peer average

AAU, NSSE, and Student Experience Indicators

- Distribution of Ph.D.'s across broad disciplinary categories-AAU
- Ph.D.'s awarded annually-AAU
- Student-to-faculty ratio-NSSE
- Student-to-faculty interactions-NSSE
- Level of academic challenge-NSSE
- Active collaborative learning-NSSE
- Enriching educational experiences-NSSE
- Supportive campus-NSSE
- Bachelor's graduates with one or more of the following learning experiences: research, scholarly, and creative activities that are mentored, original, appropriate to the discipline, and disseminated; internship or practicum experience; international experience; and civic engagement activity

State Accountability Measures

- Professional degrees awarded
- Bachelor's degrees awarded
- Graduate degrees awarded
- High-demand bachelor's degrees awarded
- Six-year graduation rate
- Three-year graduation rate
- Freshman retention
- Undergraduate efficiency

#### 4. National Survey of Student Engagement

Goal 3:

Lead in relevant local, national, and global outreach and engagement.

- Market our premier education to a diverse and global audience.
- Consult with, assist, and learn from Washington and international businesses and organizations.
- Aid informed decision-making and progressive public policy development that leads to better-informed governments.
- Fuel the new economy with innovative ideas.

Relevant local and global engagement

Progress will be benchmarked by:

- Curricular engagement indicators at or above target
- Outreach and partnership indicators at or above target
- Faculty conducting engaged scholarship compared to peer average

Curricular Engagement Indicators

- Academic courses with community-based learning
- Distance degree students earning bachelor's degrees
- Distance degree students earning advanced degrees
- International programs and student participation

Outreach and Partnership Indicators

- Public service expenditures as reported to IPEDS
- Endowment funds earmarked for community engagement
- Extramural international development dollars
- Partnerships with external organizations aligned with WSU areas of expertise
- Extension and professional education offerings
- Volunteer enrollment in WSU community-based programs
- Small Business Development Center client hours, loans/capital obtained
- Invention disclosures received

## Introduction to Self-Study Report

- Licenses/options executed
- Start-up businesses resulting from WSU research
- Impact on societal needs (qualitative and illustrated by examples)

5. Knowledge-based teaching/learning, research, and service for the direct benefit of external audiences
6. Teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration, addresses community-identified needs, deepens students' civic and academic learning, enhances community well-being, and enriches scholarship of the institution
7. Application and provision of institutional resources for community use with benefits to both campus and community
8. Collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources
9. Integrated Postsecondary Education Data System of the National Center for Education Statistics

### Goal 4:

Embrace an environment of diversity, integrity, and transparency.

- Be a responsible big enterprise known for best practices and high ethical standards and for providing an exemplary environment for scholarship, learning, and work.
- Create an institutional culture in which diversity is the norm.

An environment of diversity, integrity, and transparency

Progress will be benchmarked by:

- Best practices at or above target
- Responses to employee survey at or above target
- Diversity indicators at or above target

### Best Practice Indicators

- Administrative
- Financial
- Social (students, employees, communities, constituents)
- Ethical
- Transparency (University governance, policies, and procedures)

### Employee Survey

- Results of regular employee surveys on communication, accessibility of University information, and institutional integrity

### Diversity Indicators

- Underrepresented undergraduate students
  - Underrepresented graduate/professional students
  - Bachelor's degrees awarded to underrepresented students
  - Graduate/professional degrees awarded to underrepresented students
  - High-demand bachelor's degrees awarded to underrepresented students
  - Retention rates for underrepresented freshmen compared with overall freshman retention rate
  - Six-year graduation rates for underrepresented students compared with overall 6-year graduation rate
  - Three-year graduation rates for underrepresented transfer students compared with overall 3-year graduation rate
  - Undergraduate efficiency for underrepresented students compared with overall undergraduate efficiency
  - Mean percentile ranking compared to other institutions on selected diversity questions in NSSE
  - Underrepresented faculty and staff as compared with other universities in Washington
- Washington State University Mission Statement/Strategic Plan 2008-2013

### Athletics Department:

Washington State University Athletics Department  
Mission Statement

It is the mission of the Athletics Department to create and foster an environment which provides exceptional opportunities for all student-athletes to enrich their collegiate experience through championship performance on athletics teams which commit to national leadership, excellence and the highest moral standards. Consistent with the mission and values of Washington State University, the department is dedicated to enhancing the intellectual, physical, social, moral and cultural development of the whole person, while conducting all activities with honesty and integrity in accordance with the principles of good sportsmanship and ethical conduct. The Athletics Department values diversity, including gender and ethnicity, and is committed to providing equitable opportunities for all students and staff. The department pursues its mission while upholding the values, purposes and policies of Washington State University, the Pacific 10 Conference, and the National Collegiate Athletic Association. We will

## Introduction to Self-Study Report

strive for a strong financial and community base of support by presenting outstanding intercollegiate athletic teams which provide quality experiences and a positive identity for the University.

### GOALS

In pursuit of its mission, the WSU Athletics Department strives to:

- Conduct all activities with the health, education and welfare of all student-athletes as the highest priority.
- Conduct a program that is an integral part of the academic program, with the student-athlete as an active participant in the student body.
- Enhance the culture of opportunity for diversity, providing equitable opportunities for all students and staff. Enhance and build upon the traditions of leadership, individual and team achievements, pride and loyalty and commitment to give back to the community.
- Maintain a clear line of demarcation between college athletics and professional sports.
- Recruit athletically talented students who are capable, prepared and motivated to succeed academically.
- Provide staff, resources and facilities to support programs that are competitive in the Pacific 10 Conference and the National Collegiate Athletic Association.
- Maintain financially viable and fiscally responsible programs.
- Foster a sense of community among students, faculty, alumni, staff and the larger community
- Provide a viable student development program guiding and assisting student-athletes in defining and developing their academic potential, career vision and preparation, sense of responsibility toward community service and personal values and skills.
- Establish and uphold standards of conduct for staff and students that are consistent with the development of strong moral character, responsible behavior and mutual respect.

The mission and goals of the WSU Athletics Department will be reviewed and evaluated annually by the Student Athlete Advisory Committee, athletics staff, Athletic Council, the University Executive Committee and the Athletics Foundation Board.

Washington State University Athletics Department Mission Statement  
Reapproved by the Athletic Council on March 4, 2011.

## Governance and Commitment to Rules Compliance

### Operating Principle

#### 1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to NCAA Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

##### 1. Condition

WSU had no original "conditions" imposed in its Cycle 2 certification.

##### Action

Since there were no "conditions", WSU took no actions.

##### Action Date

As a result, there are no dates for actions.

##### Explanation for partial or non-completion

Nor, therefore, were there any partial or non-completed actions.

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 Cycle 2 certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each issue identified, provide:
  - a. The original goal(s);
  - b. The step(s) taken by the institution to achieve the goals;
  - c. The date(s) the step(s) was completed; and
  - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

## Governance and Commitment to Rules Compliance

*If the institution developed a plan for improvement for Operating Principle 1.1 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.*

*The committee will not accept the following explanations for partial completion or noncompletion:*

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

*The committee will accept the following explanation for partial or noncompletion:*

- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

### 1. Original Plan

As stated above, there were no actions required; and, therefore, WSU has no goals to report.

#### Action

Since there were no goals, WSU took no steps.

#### Action Date

Therefore, there are no completion dates.

#### Explanation for partial or non-completion

Also, there were no partial or non-completed goals and/or steps.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goals; and
- c. The date(s) the step(s) was completed.

Washington State University did not develop any additional plans for improvement for Operating Principle 1.1 since the Cycle 2 certification process.

4. Describe how the institution's chancellor or president maintains clear and direct oversight of the athletics program, including a description of reporting lines from the director of athletics to the chancellor or president.

*The chancellor or president must have and demonstrate clear and direct oversight of the athletics program.*

Since 2000 the Director of Athletics, who is responsible for day-to-day management of the Athletics Department, reports directly to the President and is a member of the President's Cabinet. Most issues affecting the operation and management of the Athletics Department and its programs which could be termed "major decisions" come up through the Director of Athletics to the President, and are subsequently referred to the appropriate institutional

## Governance and Commitment to Rules Compliance

office or deliberative body for final decision. Both the Director of Athletics and the Faculty Athletics Representative have direct access to the President regarding Athletics Department management and compliance issues. Other executive officers that have significant responsibilities for Athletics include the Vice President for Business and Finance and the Vice President for Administration. The Vice President for Business and Finance is responsible for all business and fiscal functions of the university, including development and administration of the university's capital building program.

The organizational structure of Washington State University is based on principles of shared governance, which provide for wide participation by faculty, staff, and students in determining matters of academic and administrative policy. Broad consultation among administrative officers is a regular practice, and a wide spectrum of committees provides for appropriate involvement by faculty, staff, and students. This is particularly true of intercollegiate athletics.

The President reports to an autonomous nine-member Board of Regents appointed by the state's Governor with the advice and consent of the Washington State Senate. The duties and powers of the Board of Regents include general management of the university, the care and preservation of all property, the construction of needed buildings, and the custody and expenditure of all funds. The Board of Regents has the power to delegate its authority as it deems prudent and necessary for the effective operation of the university.

The President is the Chief Executive Officer of Washington State University. The President administers policies approved by the Board of Regents, serves as advisor to the Board on policies and operations, and is the agent through whom representations to the Board are regularly made.

The Faculty Athletics Representative, appointed by the President, chairs the Athletics Council. The Council acts in an advisory capacity to the Director of Athletics and provides input for and reaction to Athletics Department activities. The Council makes recommendations and provides information to the President on matters pertaining to intercollegiate athletics. The Council is composed of nine members of the faculty (four-five men, four-five women), each serving three-year terms; one graduate student and three undergraduate students (including two women), each serving one-year terms; and four alumni (two men, two women), each serving three-year terms. Also on the Council are the President, Director of Athletics, Senior Associate Director of Athletics/Senior Woman Administrator (SWA), Vice President for Business and Finance, Vice President for University Relations & Executive Director, Alumni Relations and the Associate Dean, University College.

The Faculty Athletics Representative chairs the University Compliance Committee. The Associate Director of Athletics, Compliance reports jointly to the Faculty Athletics Representative and to the Director of Athletics. Responsibility for issues pertaining to compliance is through this reporting line, and involves a nineteen-member University Compliance Committee.

The University Compliance Committee is comprised of the following: Director of Athletics, Senior Associate Director of Athletics/SWA, Senior Associate Director of Athletics, Student Services, Senior Associate Director of Athletics, Retention and Transition, Faculty Athletics Representative, Associate Director of Athletics, Compliance, Director of Compliance, Compliance Coordinator, Associate Director of Athletics, Student-Athlete Development, Director of Admissions, Program Support Supervisor for Admissions, Associate Vice President-Enrollment Management, Registrar, Assistant Registrar, Executive Assistant to the President, Associate VP for Educational Development/Director Center for Advising & Career Development, Director of Financial Aid and Scholarships, Assistant Director of Financial Aid and Scholarships, Director of Student Conduct, and Special Assistant, VP Academic Affairs. This committee reviews potential rule violations to determine whether a violation has occurred, the reporting of confirmed violations, and corrective actions taken in response to violations. When appropriate, the Board of Regents is also advised of rule violations and is involved in discussion of institutional response and corrective actions.

Reflecting the diffuse management structure associated with the principle of shared governance, the process by which major decisions regarding intercollegiate athletics are made involves a variety of individuals and groups. Described here is the general framework of Washington State University's decision-making structure, focusing on how major decisions relating to Athletics are routed through a process of deliberative discussions in various forums with recommendations moving up through responsible administrators who serve at the pleasure of the President and are brought to the President's Cabinet on which the Director of Athletics serves. Executive management of the university rests with the President's Cabinet comprised of the institution's principal administrators, including the Vice Presidents, Provost, Vice Provosts, Budget Director and Director of Athletics. The body meets often (generally weekly), and considers policy issues of broad significance to the institution as a whole as well as significant issues pertaining to specific areas of the university such as intercollegiate athletics.

Matters which warrant the attention of the Board of Regents are brought before the Board by the President or his/her designated representative.

## Governance and Commitment to Rules Compliance

5. Since the institution's previous self-study, list the major decisions made related to intercollegiate athletics. For each decision, explain the role and involvement (if any) of the:
- a. Chancellor or president;
  - b. Athletics board or committee;
  - c. Faculty senate (or other faculty governing body);
  - d. Student-athlete advisory committee;
  - e. Director of athletics;
  - f. Faculty athletics representative;
  - g. Senior woman administrator; and/or
  - h. Other individual(s) or campus constituencies.

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

In the preparation for the development of this section of the self-study exercise a Committee on Governance and Compliance was created which included the following key members:

Senior Associate Director of Athletics, Student Services  
 Associate Director of Athletics, Business  
 Associate Director of Athletics, Compliance  
 Associate Director of Athletics, Events & Facility Operations  
 Director of Capital Budget  
 University Registrar  
 Alumni Association Representative  
 Graduate and Professional Student Association Representative  
 Faculty Senate Representative  
 Athletics Council Faculty Representatives

Since the cycle 2 certification process there have been a variety of major decisions that have impacted the Athletics Department. The members of that committee compiled a list of "major decisions" relating to key hires, facilities improvements and program enhancements to track the Exercise of Presidential Authority, Institutional Control AND Shared Responsibilities and Engagement of Major Constituencies for the period since the cycle 2 certification process. This work identified the major decisions from the three major areas, key coaching and administrative hires, facility developments and major Athletics program developments. Below is a list of the major decisions in the areas described above:

### Major Coaching Hires

January 2003, Bill Doba hired as Head Football Coach,  
 March 2003, Dick Bennett hired as Head Men's Basketball Coach,  
 July 2003, Lisa Hart hired as Head Women's Tennis Coach,  
 July 2003, Matt Potter hired as Head Women's Soccer Coach,  
 May 2004, Donnie Marbut hired as Head Baseball Coach,  
 June 2004, Brian Heffernan hired as Head Women's Volleyball Coach,  
 March 2006, Tony Bennett hired as Head Men's Basketball Coach,  
 April 2007, June Daugherty hired as Head Women's Basketball Coach,  
 December 2007, Paul Wulff hired as Head Football Coach,  
 April 2008, Andrew Palileo hired as Head Women's Volleyball Coach,  
 April 2009, Ken Bone hired as Head Men's Basketball Coach,  
 July 2009, Kelli Kamimura hired as Head Women's Golf Coach

### Major Athletics Administrator Hires

July 2004, John Johnson hired as Senior Associate Director of Athletics  
 Summer 2007, Anne McCoy, Senior Associate Director of Athletics, promoted to Senior Women's Administrator,  
 May 2008, Bob Minnix hired as Senior Associate Director of Athletics,  
 February 2010, Bill Moos hired as Director of Athletics,  
 August 2010, Mike Marlow hired as Senior Associate Director of Athletics

## Governance and Commitment to Rules Compliance

### Major Facility Developments

Martin Stadium renovation,  
Men's & Women's Basketball Practice Gym renovations,  
Baseball Facilities improvements,  
Construction of Indoor Rowing tank for the Women's Rowing program,  
Renovation of Hollingberry Fieldhouse to provide an indoor tennis location,  
Construction of new 18-hole Championship Golf course (Palouse Ridge),  
Cougar Mania Weight room renovation

### Major Athletics Department Program Decisions

The Athletics Department split the men's and women's Golf programs from one head coach for both programs to two separate head coaches for each program. This was done in the summer of 2009.

The Athletics Department signed a 10-year agreement with Nike on July 1, 2009 for all Athletics gear and equipment.

The Athletics Department signed a 10-year agreement with IMG in the fall of 2010 for the multimedia rights for Washington State University Athletics.

The Governance and Compliance Committee members collected evidence on the extent of involvement in each major decision for six major constituencies to assess engagement and the President/Board of Regents to assess institutional control and presidential authority. Each committee member carrying out the analysis provided notes on the major issues in which each constituency group was involved and provided commentary on the level of satisfaction with access to the decisional processes at play for that constituency group.

The level of involvement in and satisfaction with access on "Major Decisions" was documented for each of the following. Below is a summary of involvement for each major area:

- a. President: The Washington State University President is involved in all major decisions concerning the Athletics Department. The President was specifically consulted on all of the major decisions listed above and ultimately provided approval concerning each hire or program decision.
- b. Athletics Board or Committee: The University Athletics Council is a standing Presidential committee that serves as an advisory committee to the Athletics Department and Director of Athletics. Members of the Athletics Council are involved in the hiring process for Athletics Department coaches and staff by serving on the advisory search committees when applicable. In addition, the Director of Athletics reviews significant decisions concerning the Athletics Department during the monthly Athletics Council meetings.
- c. Faculty Senate: The Washington State University Faculty Senate Executive Committee and Steering Committee make an effort to invite the Director of Athletics and the Faculty Athletics Representative to attend a faculty senate meeting each academic year and report on the progress of the Athletics Department and academic standing of student-athletes at the university. The Faculty Senate is not currently identified as a selected group for participation on committees making major decisions in the Athletics Department such as searches, facilities, or administration. The Faculty Senate is however represented on the Athletics Council appointed by the President.
- d. Student-Athlete Advisory Committee: The Washington State Student-Athlete Advisory Committee (SAAC) meets monthly to discuss all areas of importance for the student-athletes. The meetings are attended by two Senior Associate Director of Athletics who discuss issues of importance with the student-athletes. Student-Athletes from the SAAC group are involved in the hiring process for the sport head coaches as necessary.
- e. Director of Athletics: The Director of Athletics at Washington State University is a primary figure in all decisions related to the Athletics Department. The Director of Athletics is the official hiring authority for all head coach hires that have occurred since the cycle 2 certification process. In addition, the Director of Athletics approves all major decisions within the department concerning potential program changes and facility development involving the Athletics Department.
- f. Faculty Athletics Representative: The Faculty Athletics Representative serves as a direct appointment by the University President and is typically utilized by the Director of Athletics in major decisions related to personnel and program areas. For most head coaching hires, the Faculty Athletics Representative chairs an advisory committee that is utilized for institutional involvement in the coaching hire. This includes a review of the candidate's credentials and fit for the university community. Also, the Faculty Athletics Representative chairs the institutional Athletics Council. This group acts in an advisory capacity to the Director of Athletics in all matters affecting the Athletics Department. In addition, the Athletics Council makes recommendations to the President on matters pertaining to intercollegiate athletics.
- g. Senior Woman Administrator: The Senior Woman Administrator (SWA) is centrally involved in all major decisions related to the Athletics Department. The SWA is consulted and involved in all head coaching hires and typically will coordinate the search process for Athletics Department coaching hires. In addition, the SWA serves as a member of

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Athletics Department senior administrative staff that develops and approves all major decisions related to the Athletics Department.

The feedback from the analysis of the engagement of six major constituency groups suggests that their views are taken into consideration on those decisions of greatest interest to them, either by direct participation on decisional committees/teams or indirect participation via ex officio participation in established forums for developing Athletics Department policies and program plans. There is clear evidence of the adherence to the principle of shared governance in each of the major decisions investigated.

In the area of Presidential Control and Institutional Control, minutes from Open Meetings of the Board of Regents for the period since the cycle 2 certification process indicate that virtually all of the major decisions researched were included in oversight and accountability reports made by the Director of Athletics and/or the University Development, University Relations and Athletics Committee, External Affairs and Athletics Committee, or External Affairs Committee. Presidential involvement and directive impact is clear in each case.

6. Describe the institution's written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution's governing board. Describe how the written athletics governance policies and/or other written communication is provided to the governing board on an annual basis.

*The institution must provide evidence that specific governance policies exist for its governing board regarding the administration and oversight of athletics, including the role and responsibilities of its governing board.*

*The institution must provide evidence that written communication (e.g., annual report, governance policies) is provided annually to its governing board with respect to athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

The university is governed by an autonomous, nine-member Board of Regents appointed by the Governor with the advice and consent of the Washington State Senate. One member of the Board is a Student Regent who serves a term of one year. The Student Regent is selected by the Governor from a list of three names forwarded from the University upon a nomination process involving the Associated Students of Washington State University and the Graduate and Professional Students Association.

The duties and powers of the Board include general management of the university, the care and preservation of all property, the construction of needed buildings, and the custody and expenditure of all funds including those managed by the Athletics Department. The Board has the power to delegate its authority as it deems prudent and necessary for the effective operation of the university, and has done so to the President acting as the Chief Executive Officer of Washington State University. The President administers policies approved by the Board of Regents, serves as advisor to the Board on policies and operations, and is the agent through whom representations to the Board are regularly made with respect to all matters of significance, including those pertaining to intercollegiate athletics.

Since 2000 the Director of Athletics, who is responsible for day-to-day management of the Athletics Department, has reported directly to the President and is a member of the President's Cabinet. Most issues affecting the operation and management of the Athletics Department and its programs which could be termed "major decisions" come up through the Director of Athletics to the President, and are subsequently referred to the appropriate institutional office or deliberative body for final decision. Both the Director of Athletics and the Faculty Athletics Representative have direct access to the President regarding Athletics Department management and compliance issues. The President, acting in his role as principal agent to the Board, brings matters of import to the attention of the Board and responds to requests from the Board for information on policy and program issues arising in intercollegiate athletics.

Upon appointment to the Board, all Regents (including the Student Regent) are provided with a copy of the statutory materials relating to their collective legal authority and to the responsibilities of Board members. They also receive a copy of the bylaws developed by the Board over the course of its existence. Moreover, the Attorney General of Washington provides legal counsel to the Board and its members in the form of an Assistant AG (and

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his/her legal and professional staff) located in Pullman. The Regents have ongoing access to the Assistant AG for information on their roles and responsibilities, and for legal interpretations when desired. Written governance policies regarding the administration and oversight of the athletics program, including specific roles and responsibilities of the Board of Regents, are available for review under the state's open records statutes. The Director of Athletics has consistent involvement with the Board of Regents. The Director of Athletics regularly attends Regents meetings (along with other pertinent Athletics personnel) to discuss athletics issues at the call of the regents. The Director of Athletics will provide written data to the group concerning the academic progress of the student-athletes, Athletics Department policies and upcoming goals. The Director of Athletics will also review prominent Athletics Department personnel changes and additions, including head coaches and senior athletics staff. The Board of Regents also plays a significant role in any major facilities plans. The Director of Athletics reviews all facilities plans and projects (e.g., Martin Stadium renovation) with the Board of Regents to gain approval.

7. Since the institution's previous self-study, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been involved and describe the extent of the governing board's involvement with those decisions.

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

*The institution must demonstrate, through examples since the institution's previous self-study, that its governing board's oversight and policy formulation for athletics is consistent with its policies and stated responsibilities for other units of the institution (e.g., personnel, budget, facilities).*

The State of Washington is among the most "open" in the nation in terms of "sunshine in government". Very strong legislation is in force which prescribes that the public's business be conducted in open forums and that retrievable records of all significant public policy deliberations be maintained and available for public review. The proceedings of the Board of Regents have been declared by our state courts in the course of the litigation of these statutes to fall under the purview of open meetings and open records dictums. In reviewing those records for evidence of Board engagement and oversight, the Governance and Compliance Committee observed the following:

Since the last self-study, twelve major coach hires, five major Athletics administrator hires, seven major facilities developments, and three major Athletics program developments were all featured in materials submitted to the Board of Regents by the President or a bona fide designee. Some matters were discussed in greater detail than others, of course, and some matters were discussed in executive session as permitted by state law in cases of personnel decisions and privacy-protected deliberations.

The Board of Regents is most significantly involved in all major facilities decisions for the university, including providing approval for such decisions. Since the previous self-study, the Board of Regents has specifically reviewed and approved the following major athletics facilities projects: Phases 1 & 2 of the Martin Stadium renovation project completed for Fall 2007, Men's and Women's Basketball practice gym renovation, Baseball facilities improvements, indoor rowing tank completed in 2009, renovation of outdoor tennis complex, construction of new 18-hole championship golf course completed in August 2008, Bohler Athletics Complex weight room renovation completed in May 2010. The Board of Regents just recently provided approval for the design and construction of a football operations building and continued renovation to Martin Stadium in March 2011.

In addition to providing the approval for all major facilities projects, the Director of Athletics has discussed with the Board of Regents major athletics program decisions to gain feedback and guidance. The two significant Athletics Department decisions reviewed with the Board of Regents for input were the 10-year Nike apparel agreement and the contractual agreement with IMG for the multimedia rights for the Athletics Department. The Director of Athletics also presented information to the Board of Regents concerning major Athletics Department personnel including the hires of the following head coaches, Football (December 2003, December 2007), Men's Basketball (March 2003, March 2006, April 2009), Women's Basketball (April 2007), and Women's Volleyball (July 2004, April 2008). The Director of Athletics has provided information concerning significant administrative hires since the previous self-study, including the hiring of three Senior Associate Directors of Athletics. Individual Board of Regents members were involved in several of these hires. In addition, the President provided information to the Board of Regents concerning the hire of a new Director of Athletics in February 2010.

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8. Describe how the institution's governing board decisions regarding the athletics program are consistent with those of other on-campus units.

No distinction is made for intercollegiate athletics in regard to the prerogatives of the Board of Regents. All of the university's business, including that relating to intercollegiate athletics, is fully within the purview of the Board.

9. For each of the following individuals or groups:

- a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;
- b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of department of athletics policies (e.g., review admissions data, review academic performance data, receive periodic reports from department of athletics); and
- c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.
  1. Athletics board or committee;
  2. Faculty senate (or other faculty governing body);
  3. Faculty athletics representative;
  4. NCAA Division I Student-athlete advisory committee (SAAC); and/or
  5. Other individual(s) or campus group(s).

*The institution must identify involved individuals or groups external to the department of athletics (e.g., faculty senate, athletics advisory group, student-athlete advisory committee) and explain how they have opportunities to provide meaningful input into the formulation of policies and how they periodically review policy implementation related to the conduct of the athletics program.*

### Athletics Council

The Council is a presidentially appointed committee that serves in an advisory capacity to the Director of Athletics in all matters affecting intercollegiate athletics. It is a broadly representative body which is designed to reflect the principle of shared governance; hence it is composed of representatives from student, faculty, staff and athletics-involved groups and constituencies from across the campus. The Council is composed of nine members of the faculty (four-five men, four-five women), each serving three-year terms; one graduate student and three undergraduate students (including two women), each serving one-year terms; and four alumni (two men, two women), each serving three-year terms. Also on the Council are the President, Faculty Athletics Representative, Director of Athletics, Senior Associate Athletics Director/SWA, Vice President for Business and Finance, Vice President for University Relations & Executive Director, Alumni Relations, and the Associate Dean of the University College. This body serves as an important open forum for the discussion of any and all matters of concern regarding the intercollegiate athletics activities of Washington State University. It represents an important source of input into and feedback concerning decisions made by the Director of Athletics. The Council meets monthly during the academic year and the agendas include information pertaining to current issues within the Athletics Department. The Director of Athletics provides a report at each meeting detailing the current status of the department. The pertinent Athletics staff provides information and data concerning academic performance rate data, student-athlete academic highlights, and the data related to admission and the use of the extraordinary talent admission process. This data is reported annually to the Council for discussion and feedback. The Council has also reviewed and provided input concerning the athletics transfer policy, admission of students with extraordinary talents policy, concussion management policy, the Athletics Department's drug education program (Drug Free Team initiative) and drug testing policies and program. Also, the Council reviews and approves the Athletics Department's mission statement on a yearly basis.

### Faculty Senate

The Washington State University Faculty Senate is the principal forum for the decisions of academic affairs in the

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university. It has ex officio membership on many forums (e.g., Athletics Council) and Senate-designated faculty members serve on many ad hoc search committees and task forces. The Faculty Senate Executive Committee invites the Faculty Athletics Representative (FAR) and the Director of Athletics to address the Senate when major matters pertaining to intercollegiate athletics arise. These presentations focus on current issues within the Athletics Department, including the personnel, facilities and ongoing initiatives. The Faculty Athletics Representative (past chair of the Faculty Senate) makes a presentation concerning the academic status of student-athletes seeking feedback and reaction from the Senate. The Faculty Senate is composed of representatives elected from academic units, the WSU libraries, and academic staff from all of the WSU campuses, and serves as a major channel of communication between the intercollegiate athletics program and the university's academic units and academic support community.

### Faculty Athletics Representative (FAR)

The FAR serves as a direct appointment by the President and is typically called upon for consultation by the Director of Athletics in all major decisions related to personnel and programs. For many head coaching hires, the FAR chairs an advisory committee that is used to ensure institutional involvement in the hire. The process for hiring involves a review of the candidate's credentials and assessment of the degree of fit with the university community. In addition, the FAR chairs the Athletics Council (see above). The FAR also serves as the student-athlete advocate and is available to consult and address specific student-athlete issues with the development of university and Athletics Department policy as a result.

### Student-Athlete Advisory Committee (SAAC)

The SAAC serves to enhance communication and increase cooperation among student-athletes and the Athletics Department staff. It is composed of a maximum of two representatives and one alternate elected annually by each varsity sport. The President, Vice President, Secretary and Treasurer are chosen annually by SAAC members. The SAAC designates student-athletes to serve as representatives of student-athlete interests on established forums and ad hoc task forces. The SAAC group meets twice monthly during the academic year to review and discuss the following issues: NCAA legislation, student services issues, outreach opportunities and department wide policies impacting student-athlete welfare and the student-athlete experience. The Senior Associate Director of Athletics/SWA, Senior Associate Director of Athletics, Student-Athlete Transition and Retention, and the Coordinator of Life Skills provide Athletics Department oversight of the committee and bring back issues of concern to the Director of Athletics, Athletics Senior Staff, and the Faculty Athletics Representative.

### Other Individuals or campus groups

The Athletics Department also works closely with the Washington State University Student Government (ASWSU) and the Graduate & Professional Student Association (GPSA) on issues related to intercollegiate athletics. Representatives from both organizations are active members of the Athletics Council. In addition, the Athletics Department requests student fees from each organization and the request is based on policy discussions.

## 10. 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.

Washington State University asserts control over the athletics booster groups and organizations by having all support groups fall under the control and direction of the university. Specifically, the athletics booster groups fall under the direction of the Director of Athletics and the Cougar Athletics Fund (Athletics Department's fundraising division) to ensure institutional control and compliance with NCAA, conference, and Washington State rules and regulations. There are currently two main booster groups that work with the Cougar Athletics Fund, and those are described below:

### Athletics Advisory Committee

The Athletics Advisory Committee is a component of the Washington State University Foundation that is devoted to athletics fundraising. The committee is comprised of 32 members who are placed on the committee through a nomination and agreement to serve process. The members of the committee are also current members of the Board of Trustees. This group has two scheduled meetings on the Pullman campus during the academic year, and also meets as needed. The Athletics Department provides significant support for the committee as various staff members serve as ex-officio members, including the Director of Athletics, Senior Associate Director of Athletics, External Operations, and the Associate Director of Athletics/Director of Development. In addition, other members of the Cougar Athletics Fund regularly attend meetings and are involved in providing support to the committee.

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### WSU Cougar Clubs

The WSU Cougar Clubs are regional volunteer boards located throughout the state. They assist in fundraising efforts principally by providing volunteer support to Cougar Athletics Fund events. Previously, these clubs were entirely independent operations; however, over the course of the last 10 years the clubs have come under the exclusive control of the institution. There are 12 clubs spread across the state, and they are of varying sizes. These clubs typically meet once per month to discuss issues related to Cougar Athletics and assist in fundraising. The Cougar Athletics Fund provides support to each group and region of the state where the clubs are located. The Assistant Director of Athletics/Annual Fund serves as the Cougar Athletics Fund point person in promoting the overall operation of the Cougar Clubs. In addition, a Cougar Athletics Fund staff member is specifically assigned to each club and serves as the day-to-day contact for club activities and for the president of each club. A Cougar Athletics Fund staff member attempts to attend the club meetings as frequently as they can, depending on the location of the clubs. This occurs more regularly in the club locations where full-time Cougar Athletics Fund staff members reside.

### Additional Groups/Volunteers

In addition to the formal groups listed above, some sports have also created sport-specific booster groups which fall under the direction of the specific sport and its head coach. The Cougar Athletics Fund also provides support and direction as needed. In terms of volunteers, there is an informal group called the Development Council located in Seattle, WA which has the responsibility of assisting the Cougar Athletics Fund staff with the identification of major gift prospects. They do not contact those prospects directly, but rather provide contact information to Cougar Athletics Fund staff.

### Educational Efforts

There is a consistent and ongoing effort within the Athletics Department to educate the booster groups and other representatives of athletics interests to ensure the maintenance of an appropriate level of institutional control directed toward full compliance with NCAA, conference, state and institutional rules and regulations. This educational effort consists of providing copies of the Compliance Booster Guide for NCAA rules and regulations to the Athletics Advisory Committee and to all Cougar Clubs' members on an annual basis. In addition, the "compliance do's and don'ts" educational material is included in both the football and men's basketball season ticket mailer. In conjunction with the dissemination of written educational documents, the Associate Director of Athletics, Compliance or a Compliance Office staff member conducts rules education sessions for WSU booster groups on a regular basis. A compliance education presentation is conducted at the fall meeting of the Athletics Advisory Committee. In addition, a compliance rules education presentation is conducted with all Cougar Clubs during one meeting per year. The session is either conducted by an Athletics Compliance Office staff member or the Cougar Athletics Fund staff member assigned to the particular club. Also, the Athletics Compliance Office contact information is provided to the booster groups, and all are strongly encouraged to contact the Athletics Compliance Office as rules compliance questions arise.

## 11. Provide the composition of the athletics board or committee (including titles and positions).

The Athletics Council, which has an advisory role to the Director of Intercollegiate Athletics and the President, has the following composition and tenure of service:

Nine Faculty (4-5 men, 4-5 women) with three-year terms

One graduate student and three undergraduate students, including two women, each with one-year terms

Four alumni (two men, two women), each with three-year terms

Key Administrators and Ex Officio Members

Faculty Athletics Representative (Chair of Athletics Council)

Vice President for University Relations & Executive Director, Alumni Relations

Director, Center for Advising and Career Development Associate Vice President of Educational Development

Director of Intercollegiate Athletics

Senior Associate Director of Athletics/SWA

Vice President of Business and Finance

President

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12. Describe how the institution's chancellor or president and his or her designee(s) maintain control with respect to each of the following areas of the athletics program:

1. Budget, including all sources of funding;
2. Accounting;
3. Purchasing; and
4. Debt management.

In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

*Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.*

**Budget:** The Director of Athletics and the Senior Associate Director of Athletics/Senior Woman Administrator (SWA) meet quarterly to discuss the Athletics Department's financial position with the university's Chief Budget Officer who, in turn, reports the information gained in that meeting, including any concerns articulated, to the President.

**Accounting:** Accounting for the financial activities of the Athletics Department is done through the university's business and finance area (i.e., the Controller's Office) which reports to the Vice President of Business and Finance, who reports directly to the President. In addition, the Athletics Department is audited annually by an external accounting firm to review its operating procedures and assist in the preparation of the department's financial reports. The results of this independent audit, including the associated financial reports, are provided to the President.

**Purchasing:** The Athletics Department follows the same policies and procedures as other university departments including, but not limited to, all State of Washington and Washington State University purchasing policies. To ensure compliance with these policies, the university's Internal Audit Office does periodic reviews/audits of various purchasing procedures.

**Debt Management:** Any debt incurred by the Athletics Department must be approved by Washington State University's Business and Finance area. Generally working with an outside financial consultant, the feasibility of borrowing money and the on-going ability to repay the debt taken on is reviewed by Business and Finance, and their independent analysis and recommendations are submitted to the President and, possibly, the Board of Regents. All debt in excess of \$1 million must be approved by the Board of Regents. If the Vice President for Business and Finance and the President are in agreement on a proposal of this scale of debt assumption, their recommendation is submitted to the Board of Regents in the form of a proposed action.

13. Describe how the institution's chancellor or president and his or her designated authority review the budget of the athletics program to at least the same extent that they do for other on-campus programs and departments. In addition, identify the authority (e.g., president's cabinet, finance committee) designated with this responsibility.

*Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.*

Executive management of the university rests with the President's Cabinet comprised of the Institution's Principal Administrators, including the Vice Presidents, Provost, Budget Director and Director of Athletics. The body meets often (generally weekly), and considers policy issues of broad significance to the institution as a whole as well as significant issues pertaining to specific areas of the university such as intercollegiate athletics. The same processes used for the consideration of academic, operations, and other functions of the university are used for the review and oversight of Athletics Department's budgets.

In regard to the Athletics Department budget, the Director of Athletics and Senior Associate Director of Athletics, Senior Woman Administrator (SWA)/Chief Financial Officer (CFO) meet quarterly with the Chief University Budget Officer (President's designee). During this meeting a review of the Athletics Department's revenue and expenses

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occur and issues are discussed. The Chief University Budget Officer subsequently prepares a memorandum for the President discussing the meeting and any items of potential interest or concern.

- 14.** Describe the process by which the institution's chancellor or president or his or her designee(s) conduct an administrative review of the NCAA comparative data (i.e., dashboard indicators) on an annual basis. In addition, specify the individual(s), other than the chancellor or president, involved in this administrative review.

*Institutions must demonstrate that an administrative review of NCAA comparative data (i.e., dashboard indicators) has occurred on an annual basis by the chancellor or president or his/her designees. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

The NCAA comparative data (dashboard indicators) are reviewed on an annual basis by the Office of the President and Athletics Department upon receipt. The NCAA comparative data (dashboard indicators) is originally received and reviewed by the President. The information is forwarded by the Office of the President to the Director of Athletics, Senior Associate Director of Athletics/Senior Woman Administrator (Chief Financial Officer) and Faculty Athletics Representative for review and analysis. The WSU Department of Athletics uses the NCAA dashboard indicators to measure how its athletics programs compare with peer institutions. In addition, after executive level review the dashboard indicator data are reviewed by the Athletics Department senior staff and the Associate Director of Athletics, Business Operations.

- 15.** If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 1.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

Washington State University did not develop any plans for improvement for Operating Principle 1.1 during the current self-study process.

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### Operating Principle

#### 1.2 Rules Compliance.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

##### 1. Condition

WSU had no original "conditions" imposed in its Cycle 2 certification.

##### Action

Since there were no "conditions", WSU took no actions.

##### Action Date

As a result, there are no dates for actions.

##### Explanation for partial or non-completion

Nor, therefore, were there any partial or non-completed actions.

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 Cycle 2 certification process for Operating Principle 1.2 (Rules Compliance). For each issue identified, provide:
  - a. The original goal;
  - b. The step(s) taken by the institution to achieve the goal(s);
  - c. The date(s) the step(s) was completed; and
  - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

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*If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.*

*The committee will not accept the following explanations for partial completion or noncompletion:*

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

*The committee will accept the following explanation for partial or noncompletion:*

- *The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 plan.*

### 1. Original Plan

As stated above, there were no actions required; and, therefore, WSU has no goals to report.

#### Action

Since there were no goals, WSU took no steps.

#### Action Date

Therefore, there are no completion dates.

#### Explanation for partial or non-completion

Also, there were no partial or non-completed goals and/or steps.

### 3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.2 (Rules Compliance). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the step(s) was completed.

Washington State University developed no additional plans for improvement for this Operating Principle since the Cycle 2 certification process.

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4. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the department of athletics. Specifically, the institution must provide written evidence that all individuals inside the department of athletics (e.g., coaches, staff) have statements regarding the importance of rules compliance in all of the following documents:

- a. Contracts or letters of appointment;
- b. Job descriptions; and
- c. Performance evaluations.

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

*The institution must provide written evidence that all individuals inside the department of athletics (e.g., staff, coaches) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due to its obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

1.

### a. Rules Compliance Language in Contracts/Letters of Appointment

In regard to contracts, all head and assistant coaching staff members have contracts on file; however the institution does not require job descriptions for these individuals. In the course of the self-study, a review of all coaches contracts was conducted by the Athletics Department to review the language that was currently in all coaches contracts. The review indicated that although each contract did have language that addressed NCAA compliance and rules and regulations, this language was not consistent in all coaches contracts. As a result, the Athletics Department has updated all coaches contracts to include consistent language in this area. Below is the language that is being used for all coaches contracts:

General Duties and Responsibilities:

As a Head/Assistant Coach of the (fill in the sport) program, the Employee agrees to perform his/her specific duties and responsibilities (described in section 1.2.3) to the best of his/her ability. The Employee further agrees that he/she is primarily responsible for the supervision, evaluation, performance and day-to-day operation of the University (fill in the applicable sport) program. The Employee agrees to abide by and comply with the constitution, bylaws and interpretations of the National Collegiate Athletic Association ("NCAA"), the Pacific-10 Conference ("Pac-10"), and all NCAA, Pac-10 and University rules and regulations relating to the conduct and administration of the (fill in the sport) program. The Employee shall promptly report a violation of such rules or regulations to the Athletic Director, Director of Compliance, or Faculty Athletics Representative of the University. The Employee agrees to follow the University's academic standards related to recruitment and eligibility of prospective and current student-athletes to the (fill in the sport) program. The Employee and members of his/her staff, including assistant coaches, shall follow the University's academic standards, and requirements and policies at all times.

1.3 Employee Subject to Discipline for Violations of NCAA Rules and Regulations. If the Employee is found to be in violation of NCAA rules and regulations, including the ethical conduct expectations as stated in NCAA Bylaws 10.1, 11.1.1, 11.1.2, 11.1.2.1 and 19.01.2, whether while employed by the University or during prior employment at another NCAA member institution, the Employee shall be subject to disciplinary or corrective action as set forth through the NCAA enforcement procedures. Further, the University may suspend the Employee for a period of time, without pay, or may terminate employment as provided in Section 4.1 hereof if the Employee is found to have been involved in or condoned major violations or a pattern of uncorrected secondary violations of NCAA, Pac-10 or University rules and regulations.

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All administrative staff do not have contracts or letters of appointments and the statement for rules compliance can be found in the employee's job description.

### b. Rules Compliance Language in Job Descriptions

All administrative staff within the Athletics Department have an updated job description on file containing specific duties, necessary skills and expectations for the position. During the course of the self-study process it was determined that all job descriptions did contain a statement regarding rules compliance; however as a part of the study the Athletics Department has revised the language for the job descriptions. Below is the statement for the job descriptions:

The employee agrees to fully comply with all NCAA rules and regulations, including ethical conduct expectations as stated in NCAA Bylaws 10.1, 11.1.1, 11.1.2, 11.1.2.1, and 19.01.2. The Athletics Department has included the language provided above in all Athletics Department job descriptions. As mentioned above, the coaching staff does not have job descriptions and the statement concerning rules compliance can be found in each coaches' signed contract.

### c. Rules Compliance Language in Performance Evaluations

Performance evaluations: The annual performance evaluation for all coaches and administrative staff contains a specific area for evaluation and comments related to the criterion of commitment to NCAA rules and regulations. As a part of the annual evaluation process, all coaches and administrative staff are evaluated based on the commitment to rules compliance by his/her supervisor. The following is the statement found with respect to compliance in each performance evaluation: Adherence to NCAA Rules Compliance, Ethical Conduct, Institutional and Departmental Rules and Procedures.

5. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the department of athletics who are involved in rules-compliance activities. Specifically, the institution must provide written evidence that all individuals outside the department of athletics who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents:

- a. Contracts or letters of appointment;
- b. Job descriptions; and
- c. Performance evaluations.

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

*The institution must provide written evidence that all individuals outside the department of athletics who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due to its obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

1.

## Governance and Commitment to Rules Compliance

### a. Rules Compliance Language in Contracts/Letters of Appointment

The positions identified in this area include the following: Director of Admissions (Wendy Peterson), Athletics Eligibility Coordinator (Tania Swanger, Assistant Registrar), Athletics Financial Aid Coordinator (Joy Scourey, Assistant Director) Faculty Athletics Representative (Dr. Ken Casavant) & Principal Assistant to the Faculty Athletics Representative (Donna Poire). These administrative staff positions do not have specific contracts or letters of appointment.

### b. Rules Compliance Language in Job Descriptions

The positions identified in this area include the following: Director of Admissions (Wendy Peterson), Athletics Eligibility Coordinator (Tania Swanger, Assistant Registrar), Athletics Financial Aid Coordinator (Joy Scourey, Assistant Director), Faculty Athletics Representative (Dr. Ken Casavant) & Principal Assistant to the Faculty Athletics Representative (Donna Poire). All of the positions identified in this area include a job description detailing the specific skill, requirements and expectations for the position. During the course of the self-study the following statement concerning rules compliance was added to the job descriptions for the positions identified above. Below is the statement:

Washington State University's intercollegiate athletic program is governed by the National Collegiate Athletic Association (NCAA), Pacific-10 Conference and other organizations. As an employee of Washington State University who is directly involved in athletics compliance matters, you are required to comply with the applicable rules, regulations, and academic policies of the university, the NCAA and Pacific-10 Conference.

### c. Rules Compliance Language in Performance Evaluations

The positions identified in this area include the following: Director of Admissions (Wendy Peterson), Athletics Eligibility Coordinator (Tania Swanger, Assistant Registrar), Athletics Financial Aid Coordinator (Joy Scourey, Assistant Director), Faculty Athletics Representative (Dr. Ken Casavant) & Principal Assistant to the Faculty Athletics Representative (Donna Poire)

The annual performance evaluation for the specific positions mentioned above contains a specific area for evaluation and comments related to the criterion of commitment to NCAA rules and regulations. The following is the statement found with respect to compliance in each performance evaluation: Adherence to NCAA Rules Compliance, Ethical Conduct, Institutional and Departmental Rules and Procedures.

## 6. Provide the name(s) and title(s) of the insitutional staff member outside the department of athletics who has ultimate responsibility in determining student-athlete's admission to the institution, certification of academic standing, and conferment of academic degrees.

*The institution must demonstrate that the responsibility for admission, certification of academic standing and conferment of academic degrees of student-athletes is vested in the same agencies that have authority in these matters for students in general.*

The individuals at Washington State University who are responsible for determining student-athlete admission to the institution, certification of academic standing, and conferment of academic degrees are as follows:

Admission to the University: Wendy Peterson, Director of Admissions: admission for most student-athletes takes place through the regular admission process. For student-athletes requesting admission through the extraordinary admission process, this request is reviewed by the University Admissions Review Subcommittee under the direction of John Fraire, Vice President for Student Affairs and Enrollment Management.

Certification of Academic Standing: Susan Poch, Acting Director of the Center for Advising and Career Development is responsible in this area; she works under the supervision of Dr. Mary Wack, Dean of the University College. The following is a summary of the process for a student determined to be academically deficient at the university.

The process for a first-time deficient student is to complete the application, pay the necessary processing fee, attend an academic reinstatement workshop to discuss the pertinent reinstatement conditions, and then have a required visit with the student's academic advisor. The visit with the student's advisor will include a specific

## Governance and Commitment to Rules Compliance

discussion about the student's academic progress and strategies for improvement for the upcoming semester. The final contract, including the reinstatement conditions, is then signed by the student and returned to the Center for Advising and Career Development. For a student who is deficient for a second time, the student must appeal in writing to the university for reinstatement. The student completes an application, pays a processing fee, and submits a personal statement along with any supporting documentation to the Center for Advising and Career Development. The student's application is subsequently reviewed by a two-person reinstatement review board which determines whether a student should be reinstated (an exception to the rule) or dismissed (upholding the rule). The student is subsequently notified via email of the board's decision regarding reinstatement.

Conferment of Academic Degrees: Academic degrees are conferred through the University Registrar's Office under the direction of Julia Pomerenk, University Registrar. The following is a summary of the process for conferment of an academic degree from WSU.

The student applies for graduation and the pays the required graduation fee after completing at least 70 semester credit hours and certifying a major. The signature of the chair of the student's academic department is required on the application for graduation. The student must complete all university-wide requirements, including a minimum of 120 semester credit hours, a minimum of 40 upper-division semester credit hours, a minimum of 30 semester credit hours earned at WSU, and have a minimum cumulative grade point average of 2.0. The student must complete all college, major and option (if applicable) requirements for the degree being awarded. All of the above requirements must be completed by the degree clearing date, approximately six weeks following the end of the term for which the student has applied to graduate. The Registrar's Office posts degrees to the official record (transcript) throughout the degree clearing period.

7. Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as having final authority for the institution's rules compliance (e.g., athletics director, vice president for athletics).

*The institution must assign direct accountability for rules compliance to the individual the chancellor or president assigns final authority for the athletics program (e.g., director of athletics, vice president for athletics).*

Mr. William H. Moos, Washington State University Director of Athletics, is the individual to whom the President assigns ultimate responsibility for the institution's NCAA rules compliance.

In addition, Dr. Ken Casavant, Faculty Athletics Representative, exercises joint oversight over the Athletics Compliance Office with the Director of Athletics and reports directly to the University President in the role of Faculty Athletics Representative.

## Governance and Commitment to Rules Compliance

8. Identify the individuals inside and outside the department of athletics who have rules compliance responsibilities. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:
- a. Faculty athletics representative;
  - b. Director of athletics;
  - c. Compliance officer/director;
  - d. Coaches; and
  - e. Other key individuals (e.g., admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:
    1. Eligibility certification;
    2. Investigation and self-reporting of violations;
    3. Monitoring of financial aid; and
    4. NCAA Division I Academic Performance Program (APP).

*The institution must identify individuals who have rules compliance-related responsibilities and the reporting lines of these individuals.*

*The institution must demonstrate that individuals external to the athletics program (including, but not limited to, financial aid personnel, registrar, faculty athletics representative) are engaged in the critical and sensitive areas of rules compliance. Examples of critical and sensitive areas of rules compliance include, but are not limited to, eligibility certification, investigation and self-reporting of rules violations, monitoring financial aid and APP.*

Faculty Athletics Representative (FAR): Dr. Ken Casavant. The FAR reports directly to the University President regarding all matters related to intercollegiate athletics. The FAR has ultimate responsibility for all NCAA eligibility certifications and provides oversight in regard to the Athletics Compliance Office and the institution's compliance program. This oversight would include the timely investigation and self-reporting of all NCAA violations, along with the monitoring of the academic performance program.

Director of Athletics: Mr. William H. Moos. The Director of Athletics reports directly to the University President and has ultimate authority regarding the athletics compliance program.

Compliance Officer/Director: Steve Robertello, Associate Director of Athletics, Compliance. The position reports directly to both the Director of Athletics and to the Faculty Athletics Representative, and oversees the day-to-day operations of the Athletics Compliance Office. This position carries out the duty of investigating and reporting NCAA violation issues, and of working with the Faculty Athletics Representative on the goals associated with the academic performance program.

Head Coaches: All head coaches report directly to the Senior Associate Director of Athletics/Senior Woman Administrator and are responsible for overseeing NCAA compliance within the individual sport programs and among the assistant coaches.

Other Key Individuals:

Senior Associate Director of Athletics/Senior Woman Administrator: Anne McCoy. This position reports to the Director of Athletics and is responsible for the oversight of all the WSU Athletics head coaches and intercollegiate sport programs. This role monitors all aspects of the intercollegiate programs at WSU, including budget, travel, and compliance matters.

Director of Admissions: Wendy Peterson. This position is responsible for verifying admissions data and providing offers of admission for the incoming prospective students. Beginning, April 1, 2011, the Director of Admissions position will report to Sol Jensen, Executive Director of Enrollment and Marketing. Both positions will be under the

## Governance and Commitment to Rules Compliance

direction of John Fraire, Vice President for Enrollment Management.

**Athletics Financial Aid Coordinator:** Joy Scourey, Assistant Director of Financial Aid. This position is responsible for monitoring and processing all athletics financial matters. This position reports directly to the Director of Financial Aid, and also has a reporting line to the Faculty Athletics Representative on NCAA compliance related matters.

**Athletics Eligibility Coordinator:** Tania Swanger, Assistant Registrar. This position is responsible for processing information related to all continuing eligibility matters. This position reports to the University Registrar, and also has a reporting line to the Faculty Athletics Representative on NCAA compliance related matters.

**Principal Assistant to the Faculty Athletics Representative:** Donna Poire. This position reports to the Faculty Athletics Representative and is responsible for assisting with the university's compliance efforts. Specifically, the position is responsible for the collection of data for APP, certification of continuing eligibility and assisting with the completion of the NCAA required squad lists.

**Senior Associate Director of Athletics, Student Services:** Pam Bradetich. This position reports to the Director of Athletics and is responsible for oversight of the department's student services units. This oversight includes the areas of Student-Athlete Development, Athletic Medicine (including the NCAA drug testing program), Physical Development and Sport Nutrition.

**Associate Director of Athletics, Student-Athlete Development:** Chris Cook. This position reports to the Senior Associate Director of Athletics, Student Services and is responsible for oversight of the department's Academic Support Services unit. This oversight work includes working with the Athletics Eligibility Coordinator on the continuing eligibility certification for all student-athletes.

**University Compliance Committee:** The University also maintains a University Compliance Committee that meets three times per year to review all matters related to athletics compliance at WSU.

The University Compliance Committee is comprised of the following:

Director of Athletics, Senior Associate Director of Athletics/SWA, Senior Associate Director Athletics, Student Services, Senior Associate Director of Athletics, Retention and Transition, Faculty Athletics Representative, Associate Director of Athletics, Compliance, Director of Compliance, Compliance Coordinator, Associate Director of Athletics, Student-Athlete Development, Director of Admissions, Program Support Supervisor for Admissions, Vice President-Enrollment Management, University Registrar, Assistant Registrar, Executive Assistant to the President, Associate Vice President for Educational Development/Director Center for Advising & Career Development, Director of Financial Aid and Scholarships, Assistant Director of Financial Aid and Scholarships, Director of Student Conduct, and Special Assistant, Vice President for Academic Affairs.

## Governance and Commitment to Rules Compliance

9. Indicate by clicking "yes" or "no" in the Athletics Certification System (ACS), whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit. If an institution indicates a specific written policy and step-by-step procedure is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

*The institution must provide evidence that written compliance policies and procedures exist and demonstrate that they are engaged and functioning in the following areas:*

- a. *Initial-eligibility certification;*
- b. *Continuing-eligibility certification;*
- c. *Transfer-eligibility certification;*
- d. *NCAA Division I Academic performance program (APP) (e.g., data collection process, penalty implementation process);*
- e. *Financial aid administration, including individual and team limits;*
- f. *Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts phone call);*
- g. *Camps and clinics;*
- h. *Investigations and self-reporting rules violations;*
- i. *Rules education;*
- j. *Extra benefits;*
- k. *Playing and practice seasons;*
- l. *Student-athlete employment; and*
- m. *Amateurism.*

*Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

	Yes	No	N/A
Initial eligibility.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.	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		
Amateurism.	X		

## Governance and Commitment to Rules Compliance

10. Describe how the institution's written compliance policies and procedures are communicated on an annual basis to athletics department staff and individuals outside the athletics department with rules compliance responsibilities.

*The institution must demonstrate that its compliance policies and procedures are directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) on an annual basis to department of athletics staff and individuals outside the department of athletics with rules compliance responsibilities. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

The written compliance policies and procedures that have been developed are communicated on a regular basis through a variety of methods. They are communicated through monthly Head Coaches Meetings attended by the Associate Director of Athletics, Compliance. The Athletics Compliance Office also conducts a monthly Assistant Coaches Meeting to review the pertinent compliance policies and procedures of particular salience. The compliance policies and procedures information is distributed via a weekly compliance office newsletter distributed to all Athletics Department staff and coaches. The Compliance Office also conducts regular rules education sessions with departmental subunits to review policies and procedures related to the individual units and programs.

In regard to the pertinent individuals outside the Athletics Department, the Compliance Office communicates the policies and procedures in various ways. The Compliance Office conducts a monthly Compliance Unit Meeting. The Compliance Unit includes the Athletics Compliance Staff, Associate Director of Athletics, Student-Athlete Development, Assistant Director of Academic Support Services, Coordinator of Internal Operations, Student-Athlete Development, Assistant Registrar/Athletics Eligibility Coordinator, Assistant Director of Financial Aid/Athletics Financial Aid Coordinator, Faculty Athletics Representative, and the Principal Assistant to the Faculty Athletics Representative. This meeting is used to discuss pertinent issues related to athletics compliance as well as review and discuss the necessary compliance policies and procedures. Policies and procedures related to athletics compliance are also discussed during the University Compliance Committee meetings. The composition of this committee is listed in the response to question #8 in operating principle 1.2. Active discussions concerning the athletics compliance policies and procedures are discussed, including the evaluation of the policies and potential changes moving forward.

11. Describe the institution's rules-education efforts for all individuals associated with the department of athletics, including the frequency and topics reviewed with each of the following groups:

- a. Boosters;
- b. Student-athletes;
- c. Department of athletics staff;
- d. Coaches;
- e. Faculty; and
- f. Institutional staff outside the department of athletics.

*The institution must provide evidence that it has a continuous and comprehensive rules education program for all individuals associated with the athletics program including boosters, student-athletes, department of athletics staff, coaches, and directly involved faculty and institutional staff outside the department of athletics.*

Washington State University is committed to educating all individuals associated with the Athletics Department in the area of NCAA compliance. Below is specific information related to each of the groups listed above:

Boosters: The Athletics Compliance Office provides a number of educational opportunities related to rules compliance pertaining to boosters. The Athletics Compliance Office provides information related to rules education and NCAA compliance via the wsucougars.com website via the Athletics Compliance page. The Athletics Compliance Office has created a rules education brochure that is distributed to the athletics donors through various

## Governance and Commitment to Rules Compliance

methods, including mailings, game-day events and meetings. The Athletics Compliance Office distributes an education compliance tip brochure included in the season ticket mailers for all Football and Men's Basketball season ticket holders. In addition, the Associate Director of Athletics, Compliance has conducted, and will continue to conduct, rules education sessions at the various Athletics Foundation donor events.

**Student-Athletes:** The Athletics Compliance Office provides rules education opportunities for WSU student-athletes. Two team compliance meetings are held with each sport during the academic year. The first meeting comes at the beginning of the school year; at this meeting the student-athletes complete the required NCAA paperwork. At that first meeting, education is provided to the student-athletes concerning NCAA rules and regulations. In addition, an end of the year team compliance meeting is held with each sport in the month of April; additional rules education also occurs in that end of the school year meeting. The Athletics Compliance Office periodically distributes an educational piece entitled "Coug Notes" which is designed to help student-athletes review pertinent NCAA legislation through the provision of pertinent reminders of answers to frequently asked questions posed by student-athletes. The Associate Director of Athletics, Compliance periodically attends the Student-Athlete Advisory Committee (SAAC) meetings to discuss NCAA rules, current NCAA issues and events, and discuss current and pending NCAA legislation with the student-athletes. The team academic advisors (Student-Athlete Development staff) conduct specific rules education sessions with assigned sport programs to review NCAA academic eligibility rules. The Student-Athlete handbook has specific sections devoted to NCAA compliance and NCAA rules and regulations for all student-athletes. The Student-Athlete handbook is provided to the student-athletes via the Academic Resource Center website and beginning in Fall 2011 a link to the student-athletes with pertinent information regarding the handbook will be provided to all student-athletes. Also, all incoming student-athletes are required to take the New Student-Athlete seminar which contains specific information related to NCAA rules and regulations in the course curriculum.

**Athletics Department staff:** The Athletics Compliance Office uses several means to educate the Athletics Department staff. A weekly Compliance newsletter entitled "Scoop Sheet" is distributed to all Athletics Department staff members. This newsletter provides Athletics Department staff members with pertinent updates and commentaries related to NCAA rules and regulations. The Athletics Compliance Office also provides periodic education sessions with specific departmental units in which Compliance Office staff review and discuss NCAA compliance rules and regulations with department staff. The Athletics Compliance Policies and Procedures Manual is also provided to the coaching staff via the [www.athletics.wsu.edu](http://www.athletics.wsu.edu) website for review by the coaches.

**Coaches:** The Athletics Compliance Office provides various educational opportunities for WSU coaches in regard to rules education. A monthly Head Coaches Meeting is conducted and attended by the Associate Director of Athletics, Compliance. During this meeting, relevant updates regarding NCAA rules and regulations are provided to the head coaches. In addition, the Athletics Compliance Office conducts a monthly Assistant Coaches meeting which is devoted specifically to NCAA rules and regulations education. A weekly compliance newsletter is distributed to all athletics department coaches and staff with specific information in the area of rules compliance education. The Pac-10 Conference Compliance staff also conducts a yearly compliance education rules session with all Athletics Department coaches. This includes a review of current and pending NCAA rules and legislation. The athletics compliance policies and procedures manual is also provided to the coaching staff via the [www.athletics.wsu.edu](http://www.athletics.wsu.edu) website for review by the coaches.

**Faculty and Institutional Staff Outside the Athletics Department:** The Athletics Compliance Office provides education to this group primarily through educational information located on the [wsucougars.com](http://wsucougars.com) website. In addition, educational information is provided to this group by way of various scheduled and ad hoc meetings, including the campus-wide Athletics Council and the University Compliance Committee. Also, the Associate Director of Athletics, Student-Athlete Development presents yearly at the university advisor meetings regarding NCAA rules and academic requirements.

## Governance and Commitment to Rules Compliance

12. In regard to the institution's most recent rules-compliance evaluation:

- a. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules-compliance evaluation;
- b. Describe the process used in selecting this authority outside the athletics department to ensure the individual(s) does not have day-to-day compliance responsibilities for the institution's department of athletics and is knowledgeable of NCAA legislation and rules compliance practices; and
- c. Provide the date of the institution's most recent rules compliance evaluation.

*The institution must demonstrate that its rules-compliance program is subject to a comprehensive, external rules-compliance evaluation at least once every four years and is conducted by an individual(s) external to athletics who is knowledgeable of NCAA compliance and who does not have day-to-day responsibilities in the areas under review. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

- a. Erik Price, Assistant Commissioner for Compliance, Pacific-10 Conference, conducted WSU Athletics most recent compliance evaluation visit in February 2011.
- b. The institution selected the Pacific-10 Conference office to provide this evaluation due to its significant experience in this area and because of the conference-based knowledge of the WSU intercollegiate athletics programs.
- c. The most recent rules compliance evaluation was conducted in February 2011. WSU is still waiting for the report from the Pacific-10 Conference regarding the evaluation visit.

## Governance and Commitment to Rules Compliance

**13.** The rules compliance evaluation must determine that the institution's compliance practices are engaged and functioning and must include the required areas listed below. Indicate by clicking "yes" or "no" in the ACS which areas were included in the institution's most recent rules compliance evaluation. If the institution indicates a specific area is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

*The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

*The institution must provide evidence that the comprehensive, external rules-compliance evaluation includes, at minimum, the following areas;*

- a. *Governance and organization (e.g., governing board policies related to athletics, responsibilities and duties of compliance personnel);*
- b. *Initial-eligibility certification;*
- c. *Continuing-eligibility certification;*
- d. *Transfer-eligibility certification;*
- e. *APP;*
- f. *Financial aid administration, including individual and team limits;*
- g. *Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts, phone calls);*
- h. *Camps and clinics;*
- i. *Investigations and self-reporting rules violations;*
- j. *Rules education;*
- k. *Extra benefits;*
- l. *Playing and practice seasons;*
- m. *Student-athlete employment;*
- n. *Amateurism; and*
- o. *Commitment of personnel to rules-compliance activities.*

*All rules compliance evaluations conducted on/after September 1, 2008, must include the following new areas: governance and organization; APP; amateurism; and commitment of personnel to rules-compliance activities. If an institution's rules compliance program has been evaluated at least once in the past four years at the time of the self-study process and the evaluation was conducted prior to September 1, 2008, the institution is not required to include the four new areas in its evaluation or conduct an additional evaluation to include the four new areas. However, the institution must create a plan for improvement demonstrating that the four new areas of review will be included in the next scheduled rules compliance evaluation.*

## Governance and Commitment to Rules Compliance

	Yes	No	N/A
Governance and organization.	X		
Initial-eligibility certification.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.	X		
Financial aid administration, including individual and team limits.	X		
Recruiting (e.g., contacts and evaluations, official and unofficial visits).	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		
Amateurism.	X		
Commitment of personnel to rules-compliance activities.	X		

**14.** Describe the process used by the institution during the development of the self-study to review the most recent rules compliance evaluation to determine any necessary corrective actions. In addition, identify the individuals involved with this review.

*The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

The response to this question will come once WSU receives the report from the Pacific-10 Conference regarding the evaluation visit conducted in February 2011.

**15.** Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 14 or actions previously planned or implemented from the most recent rules compliance evaluation. Provide:

- a. The plan(s) or action(s) implemented; and
- b. The date(s) of action(s) taken or specific timetable(s) for completion of the plan(s).

This response will be dependent on the review of the most recent rules compliance evaluation visit.

**16.** Submit a copy of the report from the institution's most recent rules compliance evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent rules compliance evaluation.]

*The institution must submit a copy of the written evaluation from its comprehensive external rules-compliance evaluation.*

## Governance and Commitment to Rules Compliance

The response to this question will come once WSU receives the report from the Pacific-10 Conference regarding the evaluation visit conducted in February 2011.

- 17.** If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 1.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

Washington State University did not develop any plans for improvement for this operating principle during the current self-study process.

## Academic Integrity

### Operating Principle

#### 2.1 Academic Standards.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted as by the committee.

##### 1. Condition

WSU had no original "conditions" imposed in its Cycle 2 certification.

##### Action

Since there were no "conditions," WSU took no actions.

##### Action Date

As a result, there are no dates for actions.

##### Explanation for partial or non-completion

Nor, therefore, were there any partial or non-completed action.

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 Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). For each issue identified, provide:
  - a. The original goal(s);
  - b. The step(s) taken by the institution to achieve the goal(s);
  - c. The date(s) the step(s) was completed; and
  - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

## Academic Integrity

*If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.*

*The committee will not accept the following explanations for partial completion or noncompletion:*

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

*The committee will accept the following explanation for partial or noncompletion:*

- *The institution has implemented a different plan(s) or taken different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

### 1. Original Plan

As stated above, there were no actions required; and, therefore, WSU has no goals to report.

#### Action

Since there were no goals, WSU took no steps.

#### Action Date

Therefore, there are no completion dates.

#### Explanation for partial or non-completion

Also, there were no partial or non-completed goals and/or steps.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.1 (Academic Standards), including any plans or recommendations developed through the institution's involvement in the APP Data Review process, if applicable. For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the step(s) was completed.

#### a. The additional goal(s)

WSU developed a set of Academic Performance Rate (APR) improvement plans during the years following the cycle 2 certification. These plans are presented in summary form, including the goals, steps taken, and status of completion, in response to operating principle 2.2, item 12. The complete plans appear in Additional Documents 2.2, 12, a1, a2, b, c, and d plus team GPA data in 2.2, 12, e. These will be available for the NCAA peer review team and the NCAA Committee on Athletics Certification upon request. While the plans are perhaps not directly related to operating principle 2.1, it is noted here that plans have been developed and have been cited in several of the responses to items in operating principle 2.1

#### b. The step(s) taken by the institution to achieve the goal(s).

Please see response under letter "a" above.

#### c. The date(s) the step(s) was completed.

Please see response under letter "a" above.

## Academic Integrity

4. Describe the process by which student-athletes are admitted to the 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 in general? Be specific and give careful attention to key decision points (e.g., second-level or subsequent review process, appeals procedure) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the department of athletics plays (if any) in the admissions process for student-athletes.

*Student-athletes must be governed by the institutional admissions policies that apply to all students.*

*Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.*

Described below are the regular admission processes and criteria. The responses regarding "second-level or subsequent" reviews, appeals, and the role of athletics are described in self-study item 5.

The admission process and the criteria used for the admission of student-athletes do not differ from the process and criteria for admitting students in general. The process is governed by institutional policies that apply to all students. The Office of Admissions is responsible for the evaluation of academic credentials in the admission process and for notifying applicants of their admission status.

The processes and criteria by which students are considered for admission to the university are outlined below:

### Freshman Admission

In order to be considered for admission to Washington State University, all entering freshmen, including potential student-athletes, must provide a complete application package that includes the following items:

- Completed application form
- Application fee
- Official high school transcripts showing work completed through grade 11, and
- Official SAT or ACT scores.

For freshman admission, Washington State University uses a combination of grade point average and standardized test scores, called a "QValue" score, to determine academic eligibility for admission. The QValue formula is calculated as follows:

$(\text{GPA} \times 400) + (\text{Best combined critical reading and math})$

Students who meet the minimum QValue at the time of application are admitted to the university, provided they are on track (through at least grade 11) toward meeting the core courses as required by the Higher Education Coordinating Board of Washington College Academic Distribution Requirements (CADR), and provided their grades are not moving in a downward trend.

### Transfer Admission

In order to be considered for admission to Washington State University, all entering transfer students must provide the following:

- Completed application form
- Application fee and
- Official transcripts from all colleges attended

Transfer students who have completed less than a year of college-level work may be asked to provide their official high school transcripts and test scores from the SAT or ACT in order to be considered for admission.

Transfer credit is determined by transfer credit evaluators in the Office of Admissions. Credit is granted for college-level work that is academic in nature, and all transfer credit decisions are made without regard for student athletic status. The Office of Admissions determines applicable credit for the university's general education requirements and elective credits, while faculty in the academic departments are responsible for determining transfer credit equivalencies for department-specific academic courses.

Transfer students who have satisfactorily (GPA of 2.0 or better) completed the equivalent of a year of college-level academic work are generally admitted, but admission is not automatic. Each student is reviewed individually and holistically. Students' courses must be primarily academic in nature, and their more recent grades may not show a

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downward trend. Students who have not satisfactorily completed a year of college-level academic work must provide additional information for review, which may include their high school transcripts and scores from the SAT or ACT, letters of recommendation or other information that can assist in determining their overall academic preparation. Decisions are made by the Office of Admissions staff based on a thorough review of all evidence of a student's academic preparation, including course rigor, grade trends, achievement in academic courses, test scores when their inclusion is appropriate, and other academic factors.

5. Describe the process by which students who do not meet the institution's standard or normal entrance requirements may be admitted, 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.

*Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.*

*Academic standards and policies for student-athletes must be consistent with the standards for the student body in general, conference or NCAA standards, whichever are higher.*

There are seven ways in which students who do not meet WSU's normal entrance requirements may be admitted.

1. SAT waived for special circumstances (GPAs range from 3.59-4.0);
2. Non-adult students (under age 25) who completed the GED rather than the HS diploma;
3. Students who present an AA degree in lieu of high school diploma;
4. International students who meet the academic requirements but do not meet the English proficiency requirement and who are extraordinary talent candidates and therefore special admits;
5. Adult-student (over 25 years of age) admission;
6. Home-schooled admission;
7. Students who do not achieve the QValue for the respective year (vast majority of students listed in the special admit data) and are admitted under the extraordinary talent program.

1. SAT waived

The Higher Education Coordinating Board (HECB) of Washington allows institutions to waive the required SAT (or ACT) test if taking the test would cause a hardship. Such instances are usually related to timing; that is, the student applies just before enrolling and the cost of the test would be prohibitive. WSU reviews applications in the category and accepts students based on GPA; normally WSU's use of this policy is for cases when the GPAs are in a range that low test score wouldn't prevent regular admission (see GPA range provided above.)

2. Non-adult GED student admission

Non-adult students (under age 25) who present GED scores in lieu of proof of high school graduation are reviewed individually to assess preparation for college level study. Students who are not admitted may appeal to the Faculty Admission Subcommittee.

3. Students presenting an Associate of Arts (AA) degree

The Washington HECB allows institutions to admit students using a more advanced credential than the high school diploma. The AA degree is such a credential. Receipt of an AA normally requires 60 semester credits or more of post-secondary courses in a defined curriculum completed with a minimum GPA of 2.0.

4. International Students (also meet extraordinary talent criteria below)

WSU admits students who are citizens of countries other than the United States who come into the U.S. on student visas. QValues often cannot be calculated for such students since they do not take the SAT or ACT tests. WSU does a holistic review of such applications, examining GPA, types of courses taken, TOEFL (or similar) test scores, and other materials presented by the student. An international student must have a minimum G.P.A. of 2.70 and must meet English proficiency test scores. If the Office of Admissions review results in denial of admission, the student may appeal to the Faculty Admissions Subcommittee and be admitted under the extraordinary talent category of

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special admission.

### 5. Adult Student Admission

The Higher Education Coordinating Board allows for flexibility in the consideration of freshman students who are age 25 or over. Students in this category are reviewed individually and holistically to determine readiness to be successful in the collegiate environment. Students who are not admitted may appeal to the Faculty Admissions Subcommittee and be admitted under the extraordinary talent category of special admission. WSU has no record of admitting students in this category during the 2006-2009 period for this cycle 3 Certification.

### 6. Home-Schooled Student Admission

Application files from home-schooled students are reviewed holistically and individually. Students must provide documentation of all subjects studied and show evidence of meeting the equivalent of the College Academic Distribution Requirements (CADR) core courses as outlined by the Higher Education Coordinating Board. Home-schooled students must also provide official SAT or ACT scores for admission consideration. Students who are not admitted may appeal to the Faculty Admissions Subcommittee and be admitted under the extraordinary talent category of special admission. WSU has no record of admitting students in this category during the 2006-2009 period for this cycle 3 Certification.

### 7. Extraordinary Talent

Students who do not meet the QValue, but who are nominated by a WSU academic department, may be considered for admission under the university's extraordinary talent review program, approved by the university's Faculty Senate in April, 2005, and published in the University Catalog as follows (see URL <http://catalog.wsu.edu/Catalog/Content/Admission.pdf> - page 6).

#### Admission of Students with Extraordinary Talents

Washington State University wishes to make educational opportunities available to students whose extraordinary talents have the potential to enrich the intellectual, cultural, and social environments, but whose overall academic credentials may not qualify them for regular admission.

WSU departments, colleges, or programs may request special consideration for students who possess such extraordinary talents provided the talent is of a nature that would not normally be reflected or assessed during the regular admission process. The current admission process considers the curriculum, grades, and standardized scores of the applicant. Examples of evidence of extraordinary talents that might not be apparent in the applicant's file include: exceptional music, athletic accomplishment, awards in science, math, or artistic competitions or similar measures of talent.

There are two tracks for admission under this policy. The first track admits students who are minimally qualified with an AIN of 28 (please see NOTE #1 below for definition of AIN) or above, but whose index (QValue) scores do not meet the criteria set by the university for admission that year. Such students may be admitted upon the written recommendation of the chair/director of the relevant academic department, school, or program or the head coach of the relevant athletic team and the approval of the Vice President for Student Affairs and Enrollment or designees. In the case of student-athletes, the concurrence of the Faculty Athletics Representative is also required. Letters of recommendation must detail how the student's skills will contribute to the university.

The second track is as follows. A three-person panel consisting of the Chair of the Faculty Senate, Chair of the Academic Affairs Committee of the Faculty Senate and the Vice President for Student Affairs and Enrollment or designees will further review students identified as having extraordinary talent but whose AIN scores are below a 28. A written recommendation of the relevant chair/director or head coach will be required to support the student's admission. In the case of student-athletes, the students who are assessed to have potential to contribute to the university through their special skills and advance themselves through the university experience will be considered for admission. Students who fail to meet the university's minimum core requirements or in the case of student-athletes who fail to meet NCAA requirements will not be admitted to the university under this policy.

The university carefully monitors the number and progress of students admitted under rules 1-c and 1-e. The Vice President for Student Affairs and Enrollment provides a written report to the provost, chair of the faculty senate and the president on the number of students admitted, their academic qualifications, extraordinary talents, or the basis for their admission. The report also assesses the academic progress of students previously admitted under these rules to ensure that the program is functioning to the advantage of the students and the university community as a whole.

NOTE #1: The "AIN" in the above policy refers to the Admission Index Number developed and used by the Higher Education Coordinating Board for the State of Washington, and is a weighted formula of GPA and standardized test scores (SAT or ACT). An AIN of 28 represents the minimum standard for admission to Washington's research

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universities, including Washington State University. It is conceptually similar to the "QValue." Because the minimum QValue can shift year to year, often in the middle of the admission cycle, WSU faculty felt it was important to set a baseline for extraordinary talent candidates based on statewide standards. Rules 1-c and 1-e can be found under academic regulations in the university catalog.

NOTE #2: Rules 1-c and 1-e appear in the WSU Academic Regulations at URL: <http://catalog.wsu.edu/Pullman/AcademicRegulations/ListBy/1>. 1-c refers to appeals of admissions decisions, and 1-e refers to the exceptional talent admission process.

It is important to note that any WSU department may nominate a student as an extraordinary talent candidate. Student-Athletes are treated in the same manner and under the same review processes as a student nominated by the Music Department, ROTC or any other university department nominating a student for consideration.

### The Role of the Athletics Department in Extraordinary Talent Admissions

The Athletics Compliance Office provides a list of recruited student-athletes to the Office of Admissions. Most of the students already meet or exceed the QValue minimum for admission, and are therefore admitted as regular admits to the university. For those who do not meet the QValue, the extraordinary talent policy as described above is applied.

The Athletics Department is not involved in the review process; Athletics is notified after a decision is made. Any student who is nominated for, but is not admitted through the extraordinary talent process may appeal to the Faculty Admission Subcommittee at the student's request.

### The Appeals Process

The appeals process to the Faculty Admission Subcommittee (a subcommittee of Faculty Senate Academic Affairs Committee) is available to students who are not determined to be eligible for admission, regardless of whether they have been nominated as an extraordinary talent candidate. The Faculty Admission Subcommittee's decisions are final.

Students whose cumulative high school GPAs are below 2.0, or who are more than three credits (a credit equals one year of study in a subject) deficient in the CADR as set forth by the Higher Education Coordinating Board of the state of Washington, are not eligible to be admitted, even through the appeals process.

After a review of the procedures, the Academic Integrity Subcommittee recommends that, since the annual report required under the Extraordinary Talent policy had not been completed, that the report be prepared by the Vice President for Student Affairs and Enrollment for presentation in fall 2011 with retrospective data for at least two years.

6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item No. 5 and the percentage of first-year students in general (including student-athletes) who were so admitted. Provide these comparative data for the four most recent academic years.

*Special Admissions chart.*

*Special Admissions by sport group chart.*

The response to 2.1 Academic Standards Self-Study Item 5 states there are seven methods by which students who do not meet the institution's standard for normal entrance requirements may be admitted:

1. SAT waived for special circumstances (GPAs range from 3.59 to 4.0 in the data provided, n=3; no athletes in this category);
2. Non-adult students who completed the GED rather than the high school diploma (n=2; no athletes in this category);
3. Students who present an Associate of Arts degree in lieu of high school diploma (n=1; no athletes in this category);
4. International students who meet the academic requirements but do not meet the English proficiency requirement and who are extraordinary talent candidates (n=1; and that 1 is an athlete in this category);

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5. Adult student admission (n=0; no athletes in this category);

6. Home-schooled students (n=0; no athletes in this category);

7. Students who do not achieve the QValue of 2100 (remainder and vast majority of students listed in the special-admit data; QValue is a calculated number that combines GPA and test score, and the minimum for automatic admissions has fluctuated from 2100 to 2240 over the past five years).

The data in the Special Admissions Chart show two trends: 1) the size of the freshman class of all students increased nearly 25 percent in the four-year period and the percentage of special-admits dropped slightly (3 percent to 2 percent) over the same period, 2) among freshman athletes, the number of athletes increased only slightly from 71 to 75 (and 15 to 16 as special-admits), and the percentage of special-admits remained constant at 21 percent over the four years, though with an increase in number and percentage in the middle two years.

The Special Admissions by Sport Group Chart data help explain the two-middle-year rise in number and percentage of athlete special-admits. In three sport groups -- men's baseball in 2007, men's basketball in 2008, and women's track/cross country in 2008 -- there were significant increases in special-admits. All of these large numbers returned to the lower figures of 2006 for the fall 2009 entering class. Elsewhere in the self-study (OP 2.1, Items #13 and #14 and associated FGR charts), the graduation rates for athletes as compared to all students in 2008-09 have been 4 percent (women) to 5 percent (men) lower for student-athletes than for all female or male students respectively.

This result demonstrates that while WSU admitted more special-admit athletes by 18 to 19 percent over the general student body in 2003, the margin of success narrowed to 4 to 5 percent at graduation in 2010. While the four-year cohorts are not identical, recorded data confirm stability and capacity to correct instances where increases in special-admits occurred.

7. Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).

If any of the institution's sports teams had student-athletes certified through the pilot early academic certification program from August 1, 2007, through July 31, 2008, provide an explanation regarding how the inclusion of these average core-course grade-point averages affects the data provided.

*Test scores by gender chart.*

*Test scores by racial and ethnic group chart.*

*Test scores and grade-point average by sport chart.*

*The institution must analyze and explain any differences between the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup (i.e., sport, gender, ethnicity, transfers), and the academic profile of other student-athletes and comparable student-body groups or subgroups.*

The data comparing the test-score component in admissions profiles for all entering students and for entering student-athletes are best considered in two steps: the aggregate data in the Test Scores by Gender Chart, and the more refined data in the Test Scores by Racial or Ethnic Group Chart - New Race/Ethnicity Categories Chart (IPEDS) and the Test Scores and GPA by Sport Chart. For purposes of this analysis, the "new" racial/ethnic group categories were employed. WSU uses the total SAT scores for its admissions processes and converts ACT scores to SAT equivalents when necessary.

The aggregate test score data, reported by gender:

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These data separate entering students and student-athletes by gender. Male student-athletes test scores were 100 points lower than male students overall for the four year period. The difference for women, started at 30 and increased to 60 over the four year period.

The entering student test-score differences in the "aggregate data" in the Test Scores by Gender Chart are not significant and that, over the four-year period reviewed, this non-significance is consistent. While test score averages declined slightly for both general students and student-athletes, the changes are not significant.

Test score data by race/ethnicity:

Employing the data from Test Scores by Racial or Ethnic Group Chart - New Race/Ethnicity Categories Chart (IPEDS), a mixture of strengths and weaknesses is observed, and relatively small changes in all cases over the four-year data period. Only one Native American (AIAN) student-athlete enrolled in the four years considered, and that student's test scores were 119 points above the 31 AIN of general students admitted.

Among Asian students, general students' scores declined from 1090 to 1084 for 188 and 206 students, respectively, while Asian student-athlete scores improved from 950 for two students to 1140 for one student.

For Native Hawaiian/Pacific Islanders, general students' scores declined slightly from 1089 for 16 students to 1015 for 31 students. For NH/PI student-athletes, one student entered in 2007 (score was 1100) and two students entered in 2009 (average score 885) -- a significant drop, but for a small number of students.

For African American general students, scores increased slightly from 948 for 57 students to 979 for 75 students. For African American student-athletes, scores increased slightly more, from 897 for nine students to 954 for 16 students -- an increase in both number and quality of admissions.

Among Hispanic general students, average test scores declined from 1070 to 1015 for 123 and 271 students respectively, and also declined for student-athletes from 1015 for four students to 923 for six students. Thus, for Hispanic entering students generally WSU saw a large increase in enrollment with some decline in test scores, and Hispanic student-athletes saw a similar average decline for a much smaller number of students.

For white students, WSU general students' test scores declined slightly from 1111 to 1105 for 2121 students and 2490 students respectively; for white student-athletes there was also a slight test score decline from 1075 for 46 student-athletes to 1052 for 33 student-athletes.

There were similar declines in scores among non-resident aliens entering: from 1083 for 26 students to 1016 for 73 students, and from 1054 for eight student-athletes to 995 for 12 student-athletes. For students with two or more reported racial/ethnic backgrounds, general student scores increased from 1046 for eight students to 1085 for 106 students and also increased from 810 for one student-athlete to 923 for the average for three student-athletes. Where race and ethnicity were not known, general student scores were stable at 1111 while admissions declined from 126 to 89 students. Student-athletes scores for that group increased from 800 for one student- athlete to 1165 for two student-athletes.

Overall, the data confirm that WSU was succeeding in its efforts a) to increase its total admissions, b) to simultaneously sustain quality of admitted students, and c) to simultaneously diversify its student body. In the broadest interpretation, WSU has succeeded. It is noted that several parallel successes and few weaknesses in the student-athlete cohorts exist during the same four-year period; it appears while a few risks have been taken, overall Athletics has had success parallel to that of the university.

Test score and GPA data by sport group and gender:

While the data analyzed immediately above appear to confirm general success, the test-score and GPA data by sport-group and gender display some notable potential for risk in three categories.

In several cases, student-athlete GPAs and test scores over the four-year period parallel the mostly positive changes or stability described above: men's football, men's baseball, men's other sports, women's track/cross country and women's other sports show a mixture of slight improvement or slight decline, and in some cases slight declines in test score or GPA are balanced by slight increases in the opposite data.

For men's basketball, the test score average declined from 1070 to 980 and the average GPA declined from 3.72 to 2.72. For men's track/cross country, the declines were from 1164 to 928 in test scores and from 3.39 to 2.75 in GPA. Both are significant declines in both admissions profile data points. For women's basketball, the test score decline from 1052 to 860 is balanced by a GPA increase from 3.16 to 3.26. Nonetheless, 860 is a very low test score average for the three women enrolled in 2009. Elsewhere in this self study these three sport groups are tracked to determine if potential risk has resulted in any longer-term problems in academic success.

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Pilot early academic certification program admissions' impact on data above:

For the test score and GPA data cited above for student-athletes, the numbers of student-athletes reported are the same. That is, all student-athletes had both test score and GPA data to report. In Data File Operating Principle 2.1, #7 Early Academic Qualifiers, a list of students admitted under the early academic certification program in 2007-2008 is provided. This data file will be available to the NCAA Committee on Athletics Certification upon request. All of the students listed officially enrolled at WSU in fall 2008. Therefore, the GPA and test score data for these students are included in the averages for the fall 2008 entering class of general students and the fall 2008 cohort of entering student-athletes.

8. Describe the institution's specific academic support programs [e.g., Facilitating Learning and Achieving Graduation program (FLAG)] to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item No. 5.

*The institution must develop specific academic support programs to address the unique needs of student-athletes with entering academic profiles lower than those of the general student body.*

WSU Athletics has an academic goal that first semester special admits or students with special academic needs earn a minimum of 12 credits with a minimum of 2.20 GPA. To support achievement of this goal, all incoming student-athletes are considered to be at-risk on varying levels during the first semester of their freshmen year. Special attention is given to students who are considered to be particularly at-risk and/or who fall into specific risk categories. Because risk factors include several types of variables, all student-athletes are programmed and monitored closely during their initial semester. Freshmen are required to participate in regular Student-Athlete Development (SAD) academic advising, counseling, and/or tutoring meetings until they demonstrate academic independence. All the academic records of the incoming student-athletes are closely reviewed. Special attention is given to student-athletes with low standardized test scores, marginal high school or college transcripts, special admission status, and those dealing with major changes (i.e., international status, personal issues).

WSU Athletics Student-Athlete Development (SAD) staff employs an institutionally developed Facilitating Learning and Achieving Graduation (FLAG) program that assesses specific student-athlete risks, provides comprehensive support services, and consistently evaluates unit programming. Student-Athletes who are considered at-risk receive specific support from one of the two full-time SAD staff learning specialists (LS). The learning specialists are able to assist student-athletes in developing the necessary academic skill sets to succeed in the classroom (e.g., through use of Soma Programming).

### Identifying Student-Athletes At-risk

Student-Athletes with special academic needs are identified by several mechanisms, including the following:

-- All incoming student-athletes, who are known to have Individualized Education Programs (IEPs) or 504 plans (Rehabilitation Act and the Americans with Disabilities Act) are first counseled, then educated, and ultimately escorted by the SAD learning specialist staff to the university-wide Disability Resources Center (DRC). Together, the student-athlete, DRC staff and learning specialist outline best practices and strategies to ensure maximum support and success.

-- Incoming students who participate in the Summer Bridge program (Summer Advantage program) or who were admitted through the extraordinary talent process are closely evaluated as well as screened via diagnostic instruments. The Advantage program provides access to two general education courses led by experienced faculty, provides supervision and oversight in residence halls and includes life skills sessions taught throughout the summer term.

-- The Stanford Diagnostic Reading Test (SDRT) is administered to all Summer Bridge students and to selected fall entry students for initial academic screening. The SDRT instrument is employed to assess reading comprehension levels.

-- Special need students are also identified via SAD academic advisors, tutors, coaches, mentors, campus health counselors, and faculty members.

### Programs for At-risk Student-Athletes

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The following programs, while available to all student-athletes, were developed with the high-risk student-athlete, or student-athlete with special academic needs, in mind:

### -- Bridge Program

All incoming scholarship student-athletes in football, men's basketball, and women's basketball and volleyball are strongly encouraged to participate in the Summer Bridge program. Students who are considered at-risk are particularly encouraged to attend. Approximately 20-30 student-athletes participate each summer. Summer Bridge is a collaborative effort that partners the Athletics Department with New Student Programs summer sessions. This collaboration provides marginal student-athletes the opportunity to earn seven academic credits, engage in community outreach, and transition into a collegiate environment prior to full-time enrollment. The student-athletes participating in the Summer Bridge program access the university's Advantage program. The Advantage program provides access to two general education courses led by experienced faculty, provides supervision and oversight in residence halls and includes life skills sessions taught throughout the summer term.

### -- Learning Assessment (i.e., SDRT, Beta III, and Referral to Psychology Clinic)

The Stanford Diagnostic Reading Test (SDRT) is administered to incoming at-risk students who were high school non-qualifiers (as defined by the NCAA in Bylaw 14.3) and freshmen with an admissions index number less than 30, as well as all Summer Bridge students and other select fall entry students.

When discrepancies are uncovered, the Beta III is utilized as well to provide best practices with regard to cognitive discrepancies. If upon completion of the Beta III there is a demonstrated issue and or suspicion, the SAD learning specialist staff then contracts with a licensed psychologist outside of Athletics to conduct further testing and evaluation.

The Student-Athlete Development staff assess the academic strengths and weaknesses of student-athletes using existing academic records and assessment instruments. Any student-athlete with a documented learning disability or physical impairment will meet with an Athletics Department Learning Specialist staff member to develop an individual success plan (ISP), and for possible referral to other university resources.

### -- Individual Success Plan

All at-risk students and new students with a documented learning disability will have an individual success plan (ISP). The Learning Specialist staff, prior to the start of the semester, develop individual academic plans. The Associate Director of Athletics, Student-Athlete Development and Learning Specialist staff monitor implementation, evaluation, and completion of each plan.

### -- Fast Start

All at-risk students and new students with a documented learning disability participate in the Fast Start workshop. The Fast Start workshop is a planning and organizational session and is facilitated by the learning services coordinator the second week of school each semester. Fast Start is a time management program for at-risk student-athletes. Students will receive help in organizing their syllabi in their binders, completing their semester time management calendar, and reviewing their academic skills packet.

### -- Services for Student-Athletes with Special Needs

Any student-athlete with a documented learning disability or physical impairment meet with the Athletics Department Learning Specialist staff to develop an individual success plan (ISP) and for possible referral to available university resources. The Learning Specialist staff works closely with the Disability Resource Center staff and the student-athletes academic advisor to ensure the student's specific academic needs are being met. The Associate Director of Athletics, Student-Athlete Development and the Learning Specialist staff monitor implementation, evaluation, and completion of each plan.

The Disability Resource Center (DRC) assists students who have documented learning disabilities seek appropriate accommodations from their instructors (e.g., extra time to complete exams, an isolated environment during testing, and assistance with note taking). This service is available to all students on campus, including student-athletes.

### -- Proactive Weekly Monitoring

The Student-Athlete Development staff meets weekly with high risk, moderate risk, and new student-athletes to provide a structured academic support program and to track academic progress in each class. The academic advisor assists the student-athlete with class selection, major selection, graduation planning, career planning, time management, goal setting, study skills, and learning strategies. Advisors work closely with the university faculty to monitor grades and class attendance. The staff also communicates with the student's faculty to provide assistance

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with rescheduling or making up class assignments and exams missed due to team travel. Proactive weekly monitoring improves communication among the academic advisors, student-athletes, coaches, advisors, and instructors. New student-athletes may be assigned to a peer academic counselor for their weekly meeting.

### -- 5th and 13th Week Monitoring Programs

The progress of at-risk students is monitored through five and thirteen-week evaluations. Five and thirteen-week evaluation forms are completed by the instructor of the student's courses and returned to the student's academic advisor.

### -- Learning Strategies/Study Skills

Student-Athletes, based on objective assessments, may need to improve basic academic skills such as vocabulary development, textbook use, reading comprehension, concentration skills, time management, memory skills, note taking, grammar and sentence structure, and general writing. The Athletics Department learning specialist staff and academic advisors work individually and in small groups to meet the needs of these students.

### -- Soma Program

The Soma training program pairs the use of adaptive technology (Kurzweil 3000) with graduate level literacy education expertise to create a dual reading and educational assistance program. The program utilizes a networked based comprehensive reading, writing, and learning software geared towards the struggling readers/writers. Specifically, Kurzweil 3000 highlights and reads words aloud to the student in clear, human-like, synthetic speech. This dual highlighting feature adds visual reinforcement that allows the individual to operate at one's cognitive level rather than one's reading level. After students who would best benefit from Soma programming are identified, two courses are then selected where the Soma program would be of most assistance. Upon selection of two courses, participants are paired with a graduate or undergraduate student from the College of Education and they meet twice a week for the duration of the semester.

### -- Coordinated Literacy Achievement Support Program (CLASP)

The Coordinated Literacy Achievement Support Program is a collaborative program (College Assistance Migrant Program (CAMP), English, and Athletics Department) that strives to address the communication disconnect which intermittently occur between English 101 instructors and first generation and/or socioeconomically challenged students. Through the collaborative efforts of instructors and university advocates, identified participants work on bridging the communication gap with their instructors as well as improving their critical thinking and critical writing skills.

### -- Guided Study

Monitored study sessions are available for all student-athletes but high risk student-athletes may be required to attend. Trained study skills facilitators and writing tutors are available to work with student-athletes. The guided study program provides monitored, structured study sessions for students with guided study facilitators. The facilitators serve as learning strategy tutors and help students with study skills in specific content areas, and writing skills across all content areas.

### -- Study Teams/Group Tutorials

Study teams and group tutorials are available for all student-athletes, although some student-athletes are required to attend. A major component of the Guided Study Program is study teams. The Academic Resource Center Coordinator (ARCC) coordinates and schedules study teams each semester. The ARCC assigns a facilitator to a study team of three to four students. Study team facilitators are upper class or graduate-level students, or academic advisors who have been trained in study skill instruction and/or writing skills. The trained study team facilitators provide a monitored, structured study session for small, targeted groups of student-athletes organized by academic subject area or specific course. Study teams provide a weekly focused time of subject review, as well as provide an opportunity to develop and reinforce study skills with special emphasis placed on practical application of those skills specific to the subject matter of the individual study team. With the acquired learning strategies, students will be able to meet as a study group/team throughout the semester and study independently in preparation for exams, quizzes, and projects.

### -- Ten-Hour Study Options Program

The study options program is a required 10-hour-per-week study program for new student-athletes and at risk returning student-athletes. The intent is to provide a structured learning environment that allows student-athletes the opportunity to determine the most beneficial type of assistance. Almost any structured, monitored study session will help complete the 10-hour requirement.

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Additional programs:

Additional programs listed below are available to all student-athletes. Several of the programs particularly target the new student-athlete.

Academic Success and Retention Programs Available to All Student-Athletes

-- New Student Orientation

All incoming students are required to participate in the university-wide "Alive" orientation process. The orientation programming includes an introduction to university resources, support programs, opportunities, as well as other academically minded programming.

-- New Student-Athlete Orientation

New student-athletes must participate in an academically minded orientation prior to the start of their first semester of enrollment. The orientation includes a survey of existing university and departmental resources and tours of important university student support resources and facilities.

-- New Student-Athlete Seminar (academic and career planning)

All new student-athletes on aid are required to enroll in the New Student-Athlete Seminar. The New Student-Athlete Seminar is a graded class for one academic credit. This seminar is designed to help new student-athletes manage their introduction into WSU Athletics and explore healthy life skills. Facilitators of the seminar focus on providing the information and skills needed for making a successful transition to the role of WSU student-athlete in a new and unique environment. The seminar meets for one hour a week during the fall semester, and also in the spring semester for January enrollees. The New Student-Athlete Seminar curriculum covers a range of topics presented both by content experts and student-athlete peers. Typical topics include healthy life choices, media management, career development, leadership, diversity topics, substance abuse, relationships, nutrition, hazing, transitions and change, money management, communication, WSU and community resources, and more. The Senior Associate Director of Athletics, Retention and Transition facilitates the seminar.

-- Peer Academic Counseling (PAC) Program

The PAC Program is a peer mentoring program designed to assist new student-athletes with their transition from high school or community college to Washington State University. Peer counselors give the new student-athletes a contact person on a weekly basis to share accomplishments and challenges. Peer academic counselors emphasize time management, balancing athletics and academic commitments, keys to success, and accessing department/university resources. Peer counselors may also assist student-athletes with learning strategies, writing and research skills, and maintaining successful interaction with professors. Peer counselors meet with each assigned student-athlete weekly. PAC counselors are current or former student-athletes ---successful sophomores, juniors, seniors, or graduate students with a wealth of knowledge about how to succeed at WSU. Peer counselors can receive credit from the Psychology Department, fulfill internship hours for the Athletics Department's Degree Completion Program, or simply volunteer their time.

-- Advising

Student-Athlete Development staff formally advise incoming and undecided student-athletes. Staff provides advising for student-athletes to ensure that student-athletes understand university and NCAA requirements. Advising sessions also ensure that academic schedules meet NCAA progress toward degree requirements. Staff advisors focus on class selection, major selection, and tracking progress toward a chosen degree program, including the development of graduation plans with time-to-graduate as an important component. The Student-Athlete Development staff's responsibilities include fostering, assisting, and informing the student-athlete of their best academic options. Upon certification of major, student-athletes transition to a faculty or professional advisor in their chosen department.

-- Assistance with Team Travel

WSU Athletics follows the university guidelines for class absences, as approved by the Faculty Senate. The university recognizes team athletics trips as university sponsored activities; therefore, instructors are requested not to penalize the student-athlete if an authorized Class Absence Request Form has been filed with the instructor one week prior to the absence. It is the student-athlete's responsibility to make up all work missed. Athletics encourages student-athletes to turn in work or take tests before the absence.

Student-Athlete Development staff assist student-athletes when their competitive seasons are underway and team travel is more common. Listed below are common tasks undertaken by the advising staff as a measure to ensure

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that at-risk as well as other student-athletes have ample support when team travel becomes more prevalent:

- Contact/communication with university faculty
- Acquire and return exams to faculty per outlined instructions
- Relay protocol for examination to designated proctor
- Provide laptop and technical support as needed
- Provide general academic support with regard to time management
- Travel when circumstances warrant one-on-one student-athlete interaction (i.e., length of trip, timing within semester)
  
- Test Monitoring on Team Trips

If possible, student-athletes should reschedule all tests so they can be taken prior to departure or immediately upon return. However, if requested by the faculty member, a student-athlete may need to take a test while on a university sponsored athletic team trip. In such circumstances the Student-Athlete Development staff communicates with faculty, coaching staff, and student-athletes to ensure that the off-campus proctoring meets the expectations of the instructor, department, and university.

- Monitoring of Midterm Grades

Midterm grades are monitored for all student-athletes. The midterm report assists the academic staff and coaches in providing immediate intervention and reinforcement at the midterm point in the semester when the student-athletes still have an opportunity to raise their grade.

- Schedule Review and Monitoring of Degree Progress

The Student-Athlete Development staff monitor student-athletes' degree progress specifically by reviewing every student-athlete's (both walk-on and scholarship) academic schedule each term. This process allows the advising staff the ability to track potential eligibility issues as well as major interests and/or changes. This review process is an invaluable resource for all student-athletes as it ensures that all course work taken is applicable toward their chosen degree program. This review process also allows the academic advising staff the opportunity to evaluate potential academic and athletic balance issues as well as preventable time conflicts. Lastly, this review process aids in student-athletes' academic experience as it affords the Student-Athlete Development staff the opportunity to counsel and/or refer student-athletes to the appropriate university resources when necessary.

- Individual Tutoring

All current student-athletes have access to tutoring opportunities during the academic year and summer sessions. Students are encouraged to meet weekly with tutors to enhance their performance in challenging courses and to maximize academic success. Tutors are recruited, trained, scheduled, and evaluated through the department's tutorial program at the Center for Advising and Career Development (CACD). Tutors are trained, evaluated, and monitored according to CACD guidelines. The Academic Resource Center Coordinator occasionally hires tutors (especially during the summer term when campus tutoring is limited). The Athletics Department uses hiring practices mirroring the expectations of the CACD mentioned above. Student-Athletes are also encouraged to access the many individual tutoring opportunities available in academic departments and residence halls throughout campus.

- Group Tutorials

The Athletics Department offers group tutorials for many general education courses each semester. These content driven sessions are coordinated by the Athletics Department's Academic Resource Center Coordinator (ARCC) and facilitated by the Athletics Department's academic intern or academic advisors, senior-level students, or teaching assistants. The facilitators are recruited, hired, and supervised by the ARCC.

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9. For the four most recent academic years, assess and evaluate data regarding acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g. at-risk, education-impacting disability)] and those student-athletes admitted through any of the processes described in Self-Study Item No 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

If the institution does not employ a special, or alternate, admissions process, the institution must assess and evaluate acclimation, retention and the academic success of student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

*The institution must assess, evaluate and if necessary, develop plans for improvement to ensure acclimation, retention and academic success for student-athletes with special academic needs and student-athletes who are admitted through the institution's special admissions process. If an institution does not employ a special admissions process, assessment, evaluation and if necessary, plans for improvement must be completed for student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution.*

### Graduation Rates for Special Admits

Between fall 2006 and fall 2009 the number of freshmen student-athletes on scholarship increased slightly from 71 to 75. Of these, 15 to 16 (21 percent and 20 percent) were special admits. While there is some fluctuation in the special admit numbers (20 in 2007 and 23 in 2008), the data are fairly consistent from year to year, and especially so from 2006 to 2009. The graduation rates for student-athletes as compared to all students from 2006-2009 have been from 4 percent (women) to 5 percent (men) lower for all student-athletes than for all female or male students, respectively.

While WSU admits more special admit athletes by 18 to 19 percent over the general student body, the margin of graduation success for the most recently available cohort narrowed to a 4 to 5 percent difference at graduation.

### Retention Rates for Special Admits and Acclimation

Out of 97 student-athlete special admits (both scholarship and non-scholarship) between 2006 and 2010, only 13 (13.4 percent) had less than a 2.0 GPA at the end of their first semester. Eighty of these students (82.5 percent) had GPA's greater than 2.0 at the end of their first semester. Only four of these students withdrew from WSU in their first semester. Additional Document OP 2.1, 9 Student Athlete Special Admit Persistence.xls is available on request to confirm this data.

A related comparison for scholarship student-athletes only, shows the second year persistence rate for student-athletes ranges from 87.5 percent to 93.3 percent and that in all years the rate exceeds the rate for all students by several percentage points. Persistence for students overall ranged from 81.8 percent to 84.2 percent. As noted in 2.1 Academic Standards Self-Study Item 8, WSU employs extensive student support services, especially with first year students, to help them acclimate. The data suggests significant success with student-athletes. Additional Document 2.1, 9 Alternate Admit Scholarship Athlete Retention Graduation rates 2006-2009.xls is available on request to confirm this data.

Third year persistence rates for scholarship student-athletes range from 69.6 percent to 80.0 percent while general student rates vary from 73.0 percent to 75.5 percent. In the persistence rates to fourth year, a continuing decline among scholarship student-athletes is observed compared to students overall: 53.3 percent to 60.0 percent for student-athletes compared to 66.8 percent to 69.2 percent for all students. Fifth year persistence shows scholarship student-athletes leading all students: 40.0 percent for student-athletes to 29.9 percent for all students. However, only 13.3 percent of student-athletes graduated at the end of four years compared to 38.9 percent for all students. Note that the comparisons are between special admit student-athletes and all entering students. In that respect, the

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retention, acclimation, and graduation success of special admit student-athletes confirms the success of these efforts.

There are a few other factors to consider in this review:

-- Non-scholarship special admits appear to have less success than those with scholarships. Specifically between 2007 and 2009 only three of the 14 non-scholarship special admit student-athletes persisted at WSU. Seven of the 11 (63.6 percent) who departed left with a cumulative GPA less than 2.0. Additionally nine of the 11 who departed left within their first year with the other two non-scholarship special admit student-athletes leaving by the end of their second year. This subpopulation warrants concern as only 21 percent persist. If one removes all the non-scholarship alternate admits from the overall alternate admit population, then the retention figures rise significantly from 60.8 percent to 67.4 percent. This provides further data and support that scholarship student-athletes brought through the special admissions process are performing and persisting at an acceptable level, but it also provides concerning data regarding the admissions, acclimation, retention, and graduation rates of non-scholarship student-athletes.

-- Head coach turnover appears to impact special admit student-athlete persistence and retention rates. WSU does not relegate any poor academic performance to coaching changes; however, it is noted in several cases, especially teams which had APR Improvement Plans, athlete academic performance improved after the coaching change to meet or exceed NCAA minimums. Specifically looking at football, the rate of departure peaks within one year after head coach and staff turnover (i.e., Coach Paul Wulff and staff hired in 2008). While this issue appears to impact upper classman more than underclassman, a fact that may relate to the persistence decline for third and fourth year student-athletes, most important is the overall success of the athletes irrespective of coaching changes.

-- Due to unavailability of all university persistence data specific to special admit students, it was not possible to extract comparative data for all-university special admit persistence in relation to student-athlete persistence. Because the comparisons between special admit student-athletes and all university students are, for the most part, very positive, it is appropriate to report success in this response and to conclude that WSU appears to meet the measurable standards related to this issue. Nonetheless, development of data to more directly compare the constituencies among special-admit students would support the conclusions more clearly.

A more thorough review of non-scholarship, special admit student-athletes will be necessary to clarify: a) their persistence rates in relation to scholarship special admit student-athletes, b) any causes for differences in persistence, and c) relation of these two groups of student-athletes to the persistence of all-university special admit students.

- 10.** Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of initial eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

*The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.*

The step-by-step process employed at Washington State University for the certification of initial eligibility of student-athletes is summarized below and can be found in the compliance section of the Athletics Department Policies and Procedures Manual. Although several offices and individuals are involved in the certification of initial eligibility, ultimate responsibility for such certification rests with the Washington State University Faculty Athletics Representative, Kenneth L. Casavant, Professor, School of Economic Sciences, College of Agricultural, Human, and Natural Resource Sciences.

Procedures and Responsible Individuals

Coach (respective sport or recruiting coach)

1. Facilitate gathering of prospective student-athlete's academic information including high school transcripts, test scores, application for WSU admission, application fee or fee waiver, and personal statement.
2. Ensure prospective student-athlete has registered with NCAA eligibility center via incoming freshman status report.

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3. Forward prospective student-athlete's academic information to the Athletics Compliance Office for evaluation. Complete request form for initial eligibility evaluation. Include transcript work in progress and test score if applicable.

4. Contact prospective student-athlete regarding any missing academic information. WSU admission and NCAA initial eligibility status cannot be determined until the prospective student-athlete's academic file is complete.

Office of Admissions (Wendy Peterson, Director of Admissions or designee)

1. Receive prospective student-athlete's academic information.
2. Enter prospective student-athlete/applicant's information into appropriate university database.
3. Consult with Athletics Compliance Office during preliminary evaluation of prospective student-athlete's admission status.
4. Make admission decision and notify prospective student-athlete by appropriate communication.

Athletics Eligibility Coordinator (AEC -- Tania Swanger, Assistant Registrar)

1. Independently monitor and verify prospective student-athlete's initial eligibility status through NCAA eligibility center during the production and distribution of the daily eligibility report.
2. Add student-athlete's data (including eligibility center certification date) to WSU daily eligibility report; distribute report as required. Verify student-athlete's full-time enrollment at WSU.

Athletics Compliance Office (Alanna Ellis, Director of Compliance)

1. Review prospective student-athlete's academic file and make preliminary evaluation of prospective student-athlete's NCAA initial eligibility and WSU admission status.
2. Create the weekly freshman status report of incoming prospective student-athletes which is distributed weekly on Friday to each sport and other applicable offices (fall report begins the first week in December).
3. Create student-athlete official Athletics Department compliance file.
4. Monitor prospective student athlete's initial-eligibility status through NCAA Eligibility Center.
5. Monitor prospective student-athlete's admission status. Update coaches of all admission decisions through weekly status reports. Inform Admissions Office of which prospective student-athlete's have signed a valid National Letter of Intent.

Associate Director of Athletics, Compliance (Steve Robertello, Associate Director of Athletics, Compliance)

1. Prior to the first date of practice, conduct a compliance meeting with each student-athlete (by team) to facilitate the completion of all required paperwork. File completed forms in the student-athlete's file.
2. Send pertinent copies and information to Athletics Eligibility Coordinator and Financial Aid.
3. Review NCAA squad list by sport prior to first day of competition. Forward to Registrar's Office and Office of Scholarships and Financial Aid for review and transmittal to Faculty Athletics Representative for approval and signature. File in the Athletics Compliance Office.

Faculty Athletics Representative Office (Kenneth L. Casavant, Faculty Athletics Representative and Donna Poire, Principal Assistant to the Faculty Athletics Representative)

1. Verify student-athlete's initial-eligibility status by reviewing NCAA squad list.
2. Input incoming freshmen information into the NCAA compliance assistant software and Pac-10 database.
3. Prepare Pac-10 eligibility report and forward to Registrar's Office, Athletics Compliance Office, and Office of Scholarship and Financial Aid for review.

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11. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of transfer eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.

*The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.*

The step-by-step process employed at Washington State University for the certification of transfer eligibility of student-athletes is summarized below and can be found in the compliance section of the Athletics Department Policies and Procedures Manual. Although several offices and individuals are involved in the certification of transfer eligibility, as with certification of initial eligibility, ultimate responsibility for transfer certification rests with the Washington State University Faculty Athletics Representative, Kenneth L. Casavant, Professor, School of Economic Sciences, College of Agricultural, Human, and Natural Resource Sciences.

Procedures and Responsible Individuals for Two-Year College Transfers (2-4):

Coach (respective sport or recruiting coach)

1. Identify the 2-4 prospective transfer student-athletes through recruiting process or as walk-ons; provide information to Athletics Compliance Office; obtain prospective student-athlete's official junior college transcript, high school transcript, and test score (if applicable).
2. Complete Unofficial Transfer Evaluation Request Form and submit to the Athletics Compliance Office. This form must be filled out completely or it will be returned to the coach.
3. Report results of eligibility review to prospective student-athlete; facilitate prospective student-athlete making application to WSU, if applicable.
4. If prospective student-athlete enrolls or commits to enroll, submit completed change of status form to Athletics Compliance Office.

Athletics Compliance Office (Steve Robertello, Associate Director of Athletics, Compliance)

1. Determine the NCAA qualifier status and NCAA amateurism status of the prospective student-athlete. Submit prospective student-athlete on Institution Request List (IRL) to NCAA eligibility center. Note: The NCAA qualifier determination is not needed if prospective student-athlete has earned an Associate of Arts degree from the two-year college.
2. Review records to determine/confirm prospective transfer student-athlete's NCAA clock start.
3. Facilitate submission of Unofficial Transfer Evaluation Request Form to Athletics Eligibility Coordinator (AEC).
4. Retain copy of transfer evaluation, transfer credit report (TCR), and degree audit in prospective student-athlete's recruiting file.
5. Receive transfer evaluation from AEC. Review evaluation for accuracy and NCAA requirements. Distribute results of eligibility review to Associate Director of Athletics, Student-Athlete Development. Assist with interpretation of evaluation if necessary.
6. Distribute transfer evaluation to Faculty Athletics Representative for review by the Transfer Committee.
7. Generate incoming transfer status report for distribution to coaches and support areas. Update prospect database as necessary and distribute reports on a weekly basis.
8. If the prospective student-athlete enrolls at WSU, fax appropriate 2-4 transfer verification form to the student-athlete's previous institution(s). Upon receipt of the completed form(s) determine years of competition used and provide information to FAR's office and AEC.
9. Receive completed change of status form from coaches and forward to AEC to add transfer student to daily eligibility report.

Student-Athlete Development Office (Chris Cook, Associate Director of Athletics, Student-Athlete Development)

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1. Receive transfer evaluation from Athletics Compliance Office.
2. Meet with prospective transfer students during on-campus official visit to discuss the evaluation.
3. Review transfer evaluation with recruiting coach.
4. Provide prospective transfer students with advising assistance for future schedules to ensure that the students meet NCAA transfer and progress toward degree rules.

Office of Admissions (Wendy Peterson, Director of Admissions or designee)

1. If necessary, generate WSU identification number for transfer prospects upon receipt of transfer evaluation request. Evaluate the prospective transfer student-athlete's two-year college academic record(s) to determine transferable degree credit.
2. Issue Transfer Credit Report (TCR).
3. Forward copies of TCR to Registrar's Office (AEC).

Athletics Eligibility Coordinator (AEC) (Tania Swanger, Assistant Registrar)

1. AEC receives TCR from Office of Admissions and completes transfer eligibility and progress toward degree review of prospective student-athlete's two-year college academic record per bylaws 14.5.4 and 14.4.3.2.

-- Determine transfer prospect's NCAA clock start and number of full-time terms of enrollment.

-- Verify 40 percent degree requirement for prospective student-athletes who will begin their 5th full-time semester of college upon transferring to WSU. Calculate percentage based on GERs earned and work in progress as reported on the TCR. Evaluate additional transfer credits against desired degree's major course and elective requirements; utilize Office of Admissions and academic department liaisons for assistance in transfer course-work articulation.

-- Verify 60 percent degree requirement for prospective student-athletes who will begin their 7th semester of college upon transferring to WSU (see above).

-- Verify 80 percent degree requirement for prospective student-athletes who will begin their 9th semester of college upon transferring to WSU (see above).

2. Provide completed transfer evaluation to the Associate Director of Athletics, Compliance for review.

3. If prospect enrolls at WSU, upon receipt of final official transcripts, update transfer evaluation, seek review of Associate Director of Athletics, Compliance and Associate Director of Athletics, Student-Athlete Development and forward eligibility recommendation to Faculty Athletics Representative. Add the student's name to the daily eligibility report and make appropriate changes as needed.

4. Update Progress Toward Degree Database.

Faculty Athletics Representative Office (Kenneth L. Casavant, Faculty Athletics Representative and Donna Poire, Principal Assistant to the Faculty Athletics Representative)

If the prospect enrolls at WSU, review transfer evaluation information and, if appropriate, certify prospective student-athlete's eligibility status.

Procedures and Responsible Individuals for Four-Year College Transfers (4-4):

Coach (respective sport or recruiting coach)

1. Identify and secure a release to speak with the 4-4 prospective transfer student-athlete from previous or current institution (request that the Athletics Compliance Office secure the release). Provide information to Athletics Compliance Office; obtain prospective student-athlete's college transcript(s).
2. Complete Unofficial Transfer Evaluation Request Form and submit to the Athletics Compliance Office along with transcript(s). This form must be filled out completely or it will be returned to the coach.
3. Report results of eligibility review to prospective student-athlete; facilitate prospective student-athlete making admission application to WSU, if applicable.
4. If prospective student-athlete enrolls or commits to enroll, submit completed change of status form to Athletics Compliance Office.

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Athletics Compliance Office (Steve Robertello, Associate Director of Athletics, Compliance or designee)

1. Seek and obtain permission from prospective transfer student-athlete's current four-year college to contact prospective student-athlete and secure one-time transfer exception if applicable (per Bylaw 13.1.1.3).
2. Determine applicability of exceptions/waivers to residency requirement for 4-4 transfers per Bylaw 14.5.5.2.
3. If the prospective student-athlete enrolls at WSU, fax appropriate transfer verification form to previous institution. Upon receipt of form from previous institution, provide a copy to the AEC and file the original in student-athlete's file.
4. Facilitate submission of Unofficial Transfer Evaluation Request Form to Athletics Eligibility Coordinator (AEC).
5. Receive transfer evaluation from AEC. Review evaluation for accuracy. Distribute results of eligibility review to Associate Director of Athletics, Student-athlete Development. Assist with interpretation of evaluation if necessary.
6. Distribute transfer evaluation to Faculty Athletics Representative for review by the Transfer Committee.
7. Generate Incoming Transfer Status Report for distribution to coaches and support areas. Update prospect database as necessary and distribute reports on a weekly basis.
8. If the prospective student-athlete enrolls at WSU, fax appropriate 4-4 transfer verification form to the student-athlete's previous institution(s). Upon receipt of the completed form(s) determine years of competition used and provide information to FAR's Office and AEC.
9. Receive completed change of status form from coaches and forward to AEC to add transfer student to daily eligibility report.

Student-athlete Development Office (Chris Cook, Associate Director of Athletics, Student-Athlete Development)

1. Receive transfer evaluation from Athletics Compliance Office.
2. Meet with prospective transfer students during on-campus official visit to discuss the evaluation.
3. Review transfer evaluation with recruiting coach.
4. Provide prospective transfer students with advising assistance for future schedules to ensure that the students meet NCAA transfer and progress toward degree rules.

Office of Admissions (Wendy Peterson, Director of Admissions or designee)

1. If necessary, generate WSU identification number for transfer prospects upon receipt of transfer evaluation request. Evaluate transfer prospective student-athlete's four-year college academic record(s) to determine transferable degree credit.
2. Issue Transfer Credit Report (TCR).
3. Forward copies of TCR to Registrar's Office - Athletics Eligibility Coordinator (AEC).

Athletics Eligibility Coordinator (AEC) (Tania Swanger, Assistant Registrar)

1. AEC receives TCR from Office of Admissions and completes progress toward degree review of prospective student-athlete's four-year college academic record per bylaw 14.4.3.2.
  - Verify 40 percent degree requirement for prospective student-athlete's who will begin their 5th full-time semester of college upon transferring to WSU. Calculate percentage based on GERs earned and work in progress as reported on the TCR. Evaluate additional transfer credits against desired degree's major course and elective requirements; utilize Office of Admissions and academic department liaisons for assistance in transfer course-work articulation.
  - Verify 60 percent degree requirement for prospective student-athlete's who will begin their 7th full-time semester of college upon transferring to WSU (see above).
  - Verify 80 percent degree requirement for prospective student-athlete's who will begin their 9th full-time semester of college upon transferring to WSU (see above).
2. Receive completed Transfer Verification Form from the Athletics Compliance Office and complete transfer evaluation per bylaw 14.5.5.

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3. Provide completed transfer and progress toward degree evaluation to the Associate Director of Athletics, Compliance for review.

4. If prospect enrolls at WSU, upon receipt of final official transcripts, update transfer evaluation, seek review of Associate Director of Athletics, Compliance and Associate Director of Athletics, Student-Athlete Development and forward eligibility recommendation to Faculty Athletics Representative. Add the student's name to the daily eligibility report and make appropriate changes as needed.

5. Update Progress Toward Degree Database.

Faculty Athletics Representative Office (Kenneth L. Casavant, Faculty Athletics Representative and Donna Poire, Principal Assistant to the Faculty Athletics Representative)

1. If the prospect enrolls at WSU, review transfer evaluation information and, if appropriate, certify prospective student-athlete's eligibility status.

Procedures and Responsible Individuals for 4-2-4 Transfers

Coach (respective sport or recruiting coach)

1. Identify prospective 4-2-4 transfer student-athletes through recruiting process or as walk-on; provide information to Athletics Compliance Office; obtain prospective student-athlete's official junior college transcript, four-year college transcript, high school transcript and test score (if applicable).

2. Complete Unofficial Transfer Evaluation Request Form and submit to the Athletics Compliance Office. This form must be filled out completely or it will be returned to the coach.

3. Report results of eligibility review to prospective student-athlete; facilitate prospective student-athlete making admission application to WSU, if applicable.

4. If prospective student-athlete enrolls or commits to enroll, submit completed change of status form to Athletics Compliance Office to add student to daily eligibility report.

Athletics Compliance Office (Steve Robertello, Associate Director of Athletics, Compliance or designee)

1. Make a preliminary determination whether one of the three conditions of Bylaw 14.5.6 has been met such that the transfer prospective student-athlete does not have to complete a residency requirement prior to competition.

-- Prospective transfer student-athlete has graduated from a two-year college;

-- Prospective transfer student-athlete returns to original four-year institution (WSU) from a two-year college;

-- Prospective transfer student-athlete was initially enrolled in a four-year institution that never sponsored the prospective student-athlete's sport.

2. Review the records to determine/confirm prospective transfer student-athlete's clock start.

3. Facilitate submission of Unofficial Transfer Evaluation Request Form to Athletics Eligibility Coordinator (AEC).

4. Receive transfer evaluation from AEC. Review evaluation for accuracy and NCAA requirements. Distribute results of eligibility review to Associate Director of Athletics, Student-Athlete Development. Assist with interpretation of evaluation if necessary.

5. Distribute transfer evaluation to Faculty Athletics Representative for review by the Transfer Committee.

6. Generate Incoming Transfer Status Report for distribution to coaches and support areas. Update prospect database as necessary and distribute reports on a weekly basis.

7. If the prospective student-athlete enrolls at WSU, fax appropriate 2-4 and 4-4 transfer verification forms to the student-athlete's previous institution(s). Upon receipt of the completed form(s) determine years of competition used and provide information to FAR's Office and AEC.

8. Receive completed change of status form from coaches and forward to AEC to add student to daily eligibility report.

Student-Athlete Development Office (Chris Cook, Associate Director of Athletics, Student-Athlete Development)

1. Receive transfer evaluation from Athletics Compliance Office.

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2. Meet with prospective transfer students during on-campus official visit to discuss the evaluation.
3. Review transfer evaluation with recruiting coach.
4. Provide prospective transfer students with advising assistance for future schedules to ensure that the students meet NCAA transfer and progress toward degree rules.

Office of Admissions (Wendy Peterson, Director of Admissions or designee)

1. If necessary, generate WSU identification number for transfer prospects upon receipt of transfer evaluation request. Evaluate the transfer prospective student-athlete's two-year college academic record(s) to determine transferable degree credit.
2. Issue Transfer Credit Report (TCR).
3. Forward copies of TCR to Athletics Eligibility Coordinator (AEC).

Athletics Eligibility Coordinator (AEC) (Tania Swanger, Assistant Registrar)

1. Evaluate transfer prospective student-athlete's academic record under Bylaw 14.5.6 when 4-2-4 transfer prospective student-athlete has earned an A.A. degree:

- Has the prospective student-athlete averaged 12 transferable hours per full-time terms of attendance?
- Has one (1) calendar year lapsed for prospective student-athlete since departure from previous 4-year university?
- Has the prospective student-athlete received an AA degree from the 2-year college (check 25 percent rule under 14.5.4.4.1 when prospective student-athlete has attended multiple two-year colleges e.g., 4-2-2-4)?
- Determine prospective student-athlete's status under progress toward degree rules (percent of degree requirements as described above in 2-4 & 4-4 transfer procedures).

2. Evaluate the 4-2-4 prospective transfer student-athlete's academic record under Bylaw 14.5.6.1-(b) when 4-2-4 prospective transfer student-athlete was initially enrolled in a four-year institution that did not sponsor the prospective student-athlete's sport.

- Was the prospective student-athlete a NCAA Qualifier?
- Has the prospective student-athlete earned 12 transferable hours of degree credit earned per term at the two-year college?
- Has the prospective student-athlete earned a 2.00 cumulative transfer grade-point-average?
- Determine prospective student-athlete's status under progress toward degree rules (percent of degree requirements as described above in 2-4 and 4-4 transfer procedures).

3. Provide completed transfer evaluation to the Athletics Compliance Office for review.

4. If the prospect enrolls at WSU, upon receipt of final official transcripts, update transfer evaluation; seek review of Associate Director of Athletics, Compliance and Associate Director of Athletics, Student-Athlete Development and forward eligibility recommendation to Faculty Athletics Representative. Add the student's name to the daily eligibility report and make appropriate changes as needed.

5. Update Progress Toward Degree Database.

Faculty Athletics Representative Office (Kenneth L. Casavant, Faculty Athletics Representative and Donna Poire, Principal Assistant to the Faculty Athletics Representative)

If the prospect enrolls at WSU, review transfer evaluation information and, if appropriate, certify prospective student-athlete's eligibility status.

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12. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify continuing eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of continuing eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.

*The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.*

The step-by-step process employed at Washington State University for the certification of continuing eligibility of student-athletes is summarized below and can be found in the compliance section of the Athletics Department Policies and Procedures manual. Although several offices and individuals are involved in the certification of continuing eligibility, as with certification of initial eligibility and transfer eligibility, ultimate responsibility for continuing certification rests with the WSU Faculty Athletics Representative Kenneth L. Casavant, Professor, School of Economic Sciences, College of Agricultural, Human, and Natural Resource Sciences.

### Continuing Eligibility/Progress Toward Degree Requirements

To be eligible to represent Washington State University in intercollegiate athletics competition, a student-athlete must:

1. Be enrolled in at least a minimum full-time program of studies. At WSU, full-time enrollment is defined as 12 semester hours including semester-based virtual and Center for Distance and Professional Education (CDPE) classes. The Registrar's Office monitors full-time enrollment on a daily basis. Full-time enrollment is tracked on the WSU daily eligibility report and distributed to coaching and departmental administrative staff; and
2. Maintain good academic standing. At WSU, good academic standing means a student-athlete is not deficient and, as such, does not have to go through reinstatement. WSU has two regulations that define whether a student is deficient. In order to avoid being deficient, student-athletes should earn a 2.0 GPA each semester and maintain a 2.0 or better cumulative GPA; and
3. Maintain satisfactory progress toward a baccalaureate or equivalent degree (Bylaw 14.01.2). NCAA progress toward degree requirements are set forth in Bylaw 14.4 and will be addressed in this section. These requirements must be satisfied by every student-athlete who has (a) completed an academic term and year in residence (b) used one season of eligibility in any sport at WSU, or (c) transferred to WSU at mid-year.

Student-Athletes entering a post-secondary institution Fall 2003 and later must meet NCAA progress toward degree requirements listed below:

#### 1. Credit/Term Requirements -- Bylaw 14.4.3.1

- 24 semester hours of academic credit prior to the start of the student-athlete's second year of collegiate enrollment, thereafter,
- 18 semester hours of academic credit since the beginning of the certifying institution's preceding regular two semesters
- six semester hours of academic credit during the preceding regular academic term

#### 2. Certification of Major -- Bylaw 14.4.3.1.6

- Prior to the beginning of the student-athlete's 5th semester of college enrollment
- At WSU, students certify into a major at the Center for Advising and Career Development (CACD) by completing the University Major Certification Card

#### 3. Percent of Degree Requirements -- Bylaw 14.4.3.2

- 40 percent by the start of 5th semester
- 60 percent by the start of 7th semester
- 80 percent by the start of 9th semester

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### 4. Minimum GPA Requirements -- Bylaw 14.4.3.3

- 1.8 cumulative GPA by the start of second year
- 1.9 cumulative GPA by the start of third year
- 2.0 cumulative GPA by the start of fourth year or later

### Certification of Continuing Eligibility Procedures and Responsible Persons:

Athletics Compliance Office (Steve Robertello, Associate Director of Athletics, Compliance or designee)

1. In conjunction with the Faculty Athletics Representative's Office (FAR), confirm years of competition remaining for each student-athlete.
2. Perform periodic audits in conjunction with FAR's office.
3. Update the NCAA squad lists as needed.
4. Distribute the daily eligibility report throughout the academic year.

Student-Athlete Development Office (Chris Cook, Associate Director of Athletics, Student-Athlete Development)

1. The Associate Director of Athletics, Student-Athlete Development, distributes preliminary and final eligibility certification to head coaches with the pertinent instructions.
2. The Associate Director of Athletics, Student-Athlete Development, participates in review sessions with the Athletics Eligibility Coordinator to evaluate the academic status of each student-athlete. A preliminary review is done midway through the second semester and after the second semester has ended. Final review begins after summer session grades are posted.
3. The Associate Director of Athletics, Student-Athlete Development, disseminates preliminary and final eligibility information to advisors and student-athletes.

Athletics Eligibility Coordinator (AEC) (Tania Swanger, Assistant Registrar)

1. Compile transcripts for all student-athletes at the end of each semester and at the end of summer session for review.
2. Organize the current student-athlete Progress Toward Degree (PTD) database and save for current academic year. Enter information for new student-athletes and update information for continuing student-athletes for each sport into the PTD database. Include all projected returning student-athletes with eligibility remaining and all transfer student-athletes including any partial qualifiers.
3. Evaluate student-athletes' academic status using academic transcripts and departmental degree checklists or University Degree Audit Reporting System (DARS) reports (degree audits) for student-athletes who have certified a major.
4. Enter evaluated eligibility information into the PTD database and print progress toward degree cover sheet to be included with departmental degree checklists or DARS report prior to review sessions with the Student-Athlete Development staff. Consult with designated academic department liaisons or the DARS Coordinator to resolve questionable cases or to clarify discrepancies within the University's degree audit system.
5. Review progress toward degree cover sheet with the Associate Director of Athletics, Student-Athlete Development.
6. Maintain continuing eligibility documentation in the student-athletes' files.
7. Confirm university reinstatement with Center for Advising and Career Development (CACD) for students showing an academic deficiency. Work with Student-Athlete Development/Athletics Compliance Office to confirm deficiency contracts are on file for those student-athletes with deficiency issues.
8. Provide recommendation to Faculty Athletics Representative, Certifying Officer (FAR) regarding the continuing eligibility status of student-athletes.
9. Confirm with FAR office that PTD database is updated. Update WSU daily eligibility report based on Faculty Athletics Representative's certifications.

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Faculty Athletics Representative Office (Kenneth L. Casavant, Faculty Athletics Representative and Donna Poire, Principal Assistant to the Faculty Athletics Representative)

1. Participate in the continuing eligibility certification review process and perform periodic audits as needed.
2. To maintain the academic integrity of a student-athlete's academic records, respond to integrity alerts from Associate Director of Athletics, Student-Athlete Development. Review grade changes with course instructors from Grade Change Report provided by Athletics Eligibility Coordinator.
3. Certify continuing eligibility of all student-athletes for each semester.
4. Update PAC-10 Eligibility Reports and NCAA Squad Lists as necessary.
5. Assist the AEC with the management of PTD database.

### NCAA/WSU Academic Requirements for Athletics Eligibility

#### Certification of Eligibility for Practice:

- Freshmen must meet minimum NCAA Initial Eligibility Requirements - cleared through the NCAA Eligibility Center (Initial-Eligibility/Amateurism Certification)
- All student-athletes must be enrolled in a minimum of 12 degree credits at all times.

#### Certification of Eligibility for Competition

##### Determining Official NCAA Clock Start To Certify NCAA Eligibility:

- Student-Athletes' continuing eligibility is determined by his/her official NCAA clock start. (NCAA clock start = first date of post-secondary enrollment at any institution. Once the student-athlete's NCAA clock begins, the student-athlete has five years to complete four years of competition.)

##### NCAA Eligibility Requirements for Freshmen:

- All freshmen must meet the minimum NCAA Initial Eligibility Requirements - cleared through the NCAA Eligibility Center (Initial-Eligibility/Amateurism Certification).
- All student-athletes must be enrolled in a minimum of 12 degree credits.

##### NCAA Eligibility Requirements for Returning Students:

- Maintain Good Academic Standing
- Student-Athletes must be authorized for initial or continuing enrollment at WSU to be considered in good academic standing by university standards.
- All student-athletes must be enrolled in a minimum of 12 degree credits.
- Credit/Term Requirement

1. Must earn 24 semester hours of academic credit prior to the start of the student-athlete's second year of collegiate enrollment.
2. Must earn 18 semester hours of academic credit since the beginning of the previous fall term or since the beginning of the certifying institution's preceding regular two semesters.
3. Must earn six hours of academic credit during the preceding regular academic term in which the student-athlete has been enrolled full-time at any collegiate institution.
4. If credits are taken off-campus, prior approval must be obtained from the Associate Director of Athletics, Student-Athlete Development. The off-campus credits transfer without GPA points being added to WSU.

##### -- Certification of Major

Student-Athletes must be certified in a specific baccalaureate degree program by the start of the 5th semester. Must have the University Major Certification Card on file at the CACD and Department.

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-- Progress Toward Degree: (percentage of degree and GPA Requirements)

1. Student-Athletes must complete specific percentage of degree requirements by the 5th, 7th, and 9th semesters of enrollment - (general education requirements, departmental, or elective credits):

40 percent completed by the start of 5th semester

60 percent completed by the start of 7th semester

80 percent completed by the start of the 9th semester

2. Student-Athletes must meet minimum cumulative GPA requirements:

1.8 cumulative GPA by the start of the 2nd year

1.9 cumulative GPA by the start of the 3rd year

2.0 cumulative GPA by the start of the 4th year or after

Maintain full time enrollment (minimum of 12 degree credits)

Summary of NCAA Academic Progress Toward Degree

Fall 2003 enrollment or after,

-- 1st year of enrollment = enrolled in minimum 12 hours of degree credit each semester

-- Start of 2nd term of enrollment = minimum 6 hours of degree credits

-- Start of 2nd year of enrollment = minimum 24 hours of degree credits, minimum GPA: 1.8 GPA

-- Start of 5th semester/3rd year of enrollment = certify major, minimum 40 percent of degree credits completed with minimum 1.9 GPA

-- Start of 7th semester/4th year of enrollment = minimum 60 percent of degree credits completed with minimum 2.0 GPA

-- Start of 9th semester/5th year of enrollment = minimum 80 percent of degree credits completed with minimum 2.0 GPA

All students must also maintain good academic standing and average minimum 12 degree applicable credits for every term of enrollment at WSU.

Procedures For Eligibility Related Reports

WSU Student-Athlete Progress Toward Degree Database

The WSU progress toward degree database is maintained in the Registrar's Office by the Athletics Eligibility Coordinator in conjunction with the Office of the Faculty Athletics Representative. This database contains information pertaining to the eligibility and academic status of returning student-athletes in each sport. In addition, transfer students are included after they are admitted to WSU. Reports are generated utilizing the information contained in this database and distributed by the Associate Director of Athletics, Student-Athlete Development. The reports are distributed after the posting of spring, summer, and fall grades.

Following are the variables used in the database:

Sport: WSU sport team that listed student-athlete competes in.

Name: Name of returning student-athlete.

WSU ID number: Confidential data which is not shared with other students.

NCAA Clock start: As determined by the Athletics Compliance Office/Registrar's Office (first full time enrollment at any post-secondary institution). NCAA Clock start is the basis for determining the applicable NCAA progress toward degree rules for each student-athlete.

Major Certification: Students must certify in a major prior to the start of their 5th semester of full time enrollment.

-- "UND" = not certified in a degree program (first 4 semesters in attendance),

-- "DEPT ABBREV" (i.e., "Psych") = student is certified in specific degree program, with major option noted when applicable.

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-- "ASH-option" = Academic Standing Hold - with major option. Certification of major is in process through the Center for Advising and Career Development (CACD), student must meet department certification requirements before student is officially accepted into the program. The NCAA recognizes ASH as "working toward a specific degree program." If a student is in ASH, credits will be evaluated against the degree program indicated on the Major Certification Card (completed and submitted at the CACD main office).

-- "CC" = student has picked up certification of major card from CACD. If "CC," student has either not taken the certification of major card to the department or major certification is under review by department. Students will not be cleared for competition until major certification is confirmed and identified with department abbreviation.

Cumulative Credits: Total number of credits earned at all institutions as verified on the WSU transcript.

Applicable Cumulative Credits (used to calculate percent of degree completed): Total number of degree applicable credits for students who are certified in a major (enrolled in their 5th-10th semesters of full-time enrollment - includes transfer credit).

-- NA = not applicable, student is enrolled in 1st-4th semester of full time enrollment and is not required to be certified in a major.

Number of WSU semesters: Determines number of credits student will be held to for average credit/term requirement (e.g., 1 semester at WSU = minimum 12 credits; 2 semesters at WSU = minimum 24 credits; 4 semesters at WSU = minimum 48 credits, etc.).

WSU Credit per Term: Number of credits student is held to for average credit/term and the total number of credits earned after enrollment at WSU. Credits include: 1) all credits earned at WSU prior to certifying into a major (typically, 1st-4th semesters of full time enrollment); 2) Math 101 if taken in first year; 3) any transfer credits earned off campus with Prior Approval Form on file (excluding off campus correspondence), and 4) credits earned specific to students' degree program once they certify into a major (must be certified by the start of the 5th semester of full time enrollment). This number determines if students meet the average credit/term requirement. (1 semester = minimum 12 credits; 2 semesters = minimum 24 credits; 4 semesters = minimum 48 credits; 6 semesters = minimum 72 credits, etc.).

Current Academic Term: Total degree applicable credits earned for fall and spring semesters.

Current Summer School Session: Applicable degree credits enrolled for and earned the summer following the current academic year.

Total Credits For Academic Year: Total credits earned during fall and spring semesters and summer session.

Percent of Degree -- Required and Actual: Taken together, these columns indicate if a student-athlete is held to the NCAA percent of degree requirement and whether the minimum percent has been met (students must meet minimum percent requirements beginning the start of their 5th semester of full time enrollment). The requirement is determined by the student's clock start. If a student-athlete is required to meet the percent of degree requirement and the "actual" column is blank, it is blank because the Registrar's Office has not completed the calculations. Most often this is because the student-athlete has not yet certified in a major.

-- NA = student has not completed 4 semesters of full time enrollment and has not certified in a major, therefore, is not held to percent requirement.

GPA -- Required and Actual: Taken together, these columns indicate whether a student-athlete is required to meet the NCAA GPA requirement and whether the required minimum GPA has been met (students must meet minimum GPA requirements beginning the start of their 5th semester of full time enrollment). If student-athletes wish to improve their GPA, all coursework for GPA must be completed at WSU. Transfer coursework is accepted for credit only--not GPA

-- NA = student has not completed 4 semesters of full time enrollment, therefore, is not held to GPA requirement.

Reinstatement: This column indicates whether a student-athlete is academically deficient under university rules (#38 or #39). Students should contact the CACD or if certified, their academic department, regarding all reinstatement issues.

-- Academic Regulation #38 = failed to maintain a 2.00 semester and/or cumulative grade point average.

-- Academic Regulation #39 = failed to maintain a 2.00 semester or cumulative grade point average for any two semesters at WSU.

-- Academic Regulation #35 = student is in good academic standing

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- Academic Regulation #40 = student who is dismissed for one academic year
- Academic Regulation #41 = student who is reinstated and under academic probation
- DEFICIENT = eligibility status is on hold until reinstatement process is completed. Student must be in good academic standing to be eligible to compete or practice. (Deadline per university rules = 5th day of semester.)

### Eligibility Status Certification:

- "AEC" = Athletics Department and Athletics Eligibility Coordinator agree that the student-athlete has met all applicable NCAA rules for continuing eligibility/progress toward degree. Recommendation forwarded to the Faculty Athletics Representative.
- "FAR" = Faculty Athletics Representative has certified student-athlete's progress toward degree for competition. This is the final certification approval.
- "NO" = Athletics Department and Athletics Eligibility Coordinator do not believe the student-athlete is eligible. See comment column for explanation. Recommendation forwarded to the Faculty Athletics Representative.
- "HOLD" = More action or work is required to complete the evaluation, student needs to certify in major, student is enrolled in summer session to meet minimum eligibility requirements, or student must contact the Office of Academic Standing regarding reinstatement status.
- "SS" or "SS/RE" = Student-Athlete is enrolled in summer school and/or needs reinstatement. Once summer session grades have been posted, progress is re-evaluated and forwarded to FAR for certification for competition or determined ineligible.

Credits Needed for Graduation: These columns show the total number of credits needed within each component of degree progress (general education requirements, departmental, or elective credits) along with the number of upper division credits taken to date.

### Comments:

- "I" = outstanding incomplete in a course
- "UD" = upper division classes (300-400 level)
- "SS" = summer school
- "Apply for Degree" = apply at Registrar's Office after 80 hours
- "Verify percent" = registrar's office still needs to evaluate applicable credits earned to determine if the student meets the percent of degree requirement.
- "Not certified" = student needs to contact CACD and desired department to begin certification process
- "Certification of major - cc" = academic file has been picked up by student or sent via campus mail to desired department/advisor. Student will not be cleared until certification process is completed.
- \* = missed term exception (impacts calculation of 10 semester rule and timing of percent and GPA requirements)
- "Includes Math 99" = Math 99 (3 credits) counts for credit/term if taken in first year of attendance. Math 99 will not count in percent of degree completed, since course is defined by institution as "non-degree credit." Math 99 does not count for credit/term if taken after the first year of enrollment.

NOTE: MYC & T boxes are checked if student-athlete is a mid-year cert or if student-athlete is a transfer.

### Procedures For The WSU Daily Eligibility Report

The WSU Daily Eligibility Report is produced in the Registrar's Office by the Athletics Eligibility Coordinator (AEC) and distributed by the Athletics Compliance Office. The report includes every current student-athlete for each sport. The entire report is distributed via e-mail to administrative staff members and support staff areas on a daily basis during the academic year. Each sport's individual sheet is e-mailed daily to coaches and principal assistants during the academic year. During vacation periods, the last report distributed prior to the break will remain in effect throughout the vacation period unless individual changes become necessary.

In order for student-athletes to practice, receive financial aid or compete, they must be listed on the daily eligibility report in the appropriate column. To add or delete a student-athlete from the report, a change of status form must

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be completed and submitted to the Athletics Compliance Office. The form will then be faxed to the AEC. The AEC will add or delete the student-athlete to the report.

The Daily Eligibility Report has the following categories for each student-athlete: the student-athlete's WSU ID number, clock start, years of participation, academic major, and current hours enrolled.

There are five columns in which a student-athlete's name could be placed. The column titles indicate for what the student-athletes are eligible. The columns are as follows:

1. Eligible for: financial aid, practice & competition
2. Not eligible for: practice or competition: below 12 credits
3. Eligible for: financial aid and practice only
4. Eligible for: financial aid only
5. Not eligible for: financial aid, practice, or competition

The final column is for comments. The comments might include what a student-athlete needs to do to become eligible for financial aid, practice, and competition.

Any changes that are made to the report are highlighted in the student-athlete's row on the day the changes are made. The highlights are removed for the following day's report. The highlights are an indication to the coaches and administrators that a change has been made to a particular student-athlete. If a coach is traveling and a student-athlete becomes ineligible to compete, the Athletics Compliance Office will immediately phone the coach and inform the coach of the change.

Once the daily eligibility report is generated by the AEC, the Athletics Compliance Office reviews it for accuracy. If changes need to be made, the Associate Director of Athletics, Compliance will notify the AEC. Once the report is complete and accurate, the Director of Compliance saves the report to the compliance drive on the athletics server. Next, the Director of Compliance copies the individual sport sheets and pastes the information to the separate sport files for distribution via e-mail. The entire report is distributed to the following individuals and/or their designees: The distribution list includes all pertinent WSU Athletics staff members. The Director of Compliance maintains a current complete distribution list. The Athletics Compliance Office prints and files a copy of the report on a daily basis.

### 13. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate of all students.

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate for student-athletes and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

*The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of student-athletes as a whole and the most recent four-class average Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of student-athletes and the most recent four-class average Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.*

It is important to recognize that all (university-wide) men and women graduate at different rates. The 2008-2009 graduation rate for all women was 67 percent while the rate for men was 60 percent. This difference is maintained within the student-athlete population as well. All women student-athletes graduated at a rate of 63 percent which is 4 percent lower than the rate for all women. The 55 percent graduation rate for male student-athletes is 5 percent lower than the rate for all men.

The graduation rates for student-athletes by ethnicity are favorable. Participation numbers must be considered when teams are small; when one or two individuals on a small team do not graduate, the effect is profound. The graduation rate for all African-American females is 50 percent. Female African-American student-athletes exceed

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this graduation rate with graduation rates of 75 percent in basketball, 75 percent in cross country/track and 60 percent in other women's sports. Likewise, male African-American student-athletes fare better in graduating success in cross country/track and football, with graduation rates of 80 percent and 56 percent compared to a graduation rate for all African-American males of 50 percent.

Male African-American basketball student-athletes do not perform as well, with a graduation rate of 25 percent. The men's basketball team graduation rate of 33 percent is most certainly affected by this statistic.

The women's basketball team statistics may be influenced by the small team size as well. The women's team has a team graduation rate of 54 percent, five points lower than the 59 percent graduation rate earned by all student-athletes. While the female African-American basketball athletes have a very successful graduation rate of 75 percent, the white/non-Hispanic student-athletes have a graduation rate of only 43 percent.

WSU football is a sport which has been very successful at graduating student-athletes. In every ethnic category with the exception of the Asian student-athlete, the graduation rates are better than their counterparts in the university who are not student-athletes. Even the Asian student-athlete graduation rate of 50 percent is within four percentage points of the 54 percent graduation rate of all Asian male students.

The ethnic mix is different in sports than it is across the university. However, comparisons of graduation rates of students of diverse ethnicities, with just a couple of exceptions, illustrate these student-athletes are doing better than their comparative non-student-athlete cohorts.

- 14. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate for all students, including comparable student-body subgroups (i.e., gender, ethnicity).**

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the institution must develop a plan for improvement to address the issue.

*The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate of students generally, including comparable student body groups. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate of students generally or a comparable student body subgroup, the institution must develop a plan for improvement to address the issue.*

The average graduation rate for baseball is 42 percent, which is lower than the graduation rates of 63 percent for all students, 60 percent for male students, 59 percent for all student-athletes, and 55 percent for all male student-athletes. The past lower graduation rate for baseball may have been impacted by coach turnover; in particular, 13 of the 14 non-graduating student-athletes exited WSU in good academic standing.

The majority of students within baseball are white, and their graduation rate of 43 percent mirrors the team rate (42 percent) and team comparisons with male students, all student-athletes, and all male student-athletes. The 43 percent rate is also lower than the 65 percent graduation rate for all white students and 61 percent graduation rate for all white male students. One Hispanic student was admitted and graduated.

The average graduation rate for men's basketball is 33 percent, which is lower than the graduation rates of 63 percent for all students, 60 percent for male students, 59 percent for all student-athletes, and 55 percent for all male student-athletes. The lower graduation rate for men's basketball is due to a small sample size of six student-athletes, head coach turnover, and sport/academic performance issues.

Five of the eight scholarship student-athletes in men's basketball were African-American, and only one graduated, yielding a rate of 25 percent, which is lower than all comparable subgroups, including the graduation rate of 50

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percent for all African-Americans and male African-Americans. One nonresident alien student was admitted and graduated, resulting in a graduation rate that exceeds the rate of all comparable groups. One white student was admitted and did not graduate, resulting in a graduation rate that is lower than all comparable rates. Based on existing APR data, continued improvement is anticipated.

The average graduation rate for men's track and field is 57 percent, which is similar to the graduation rates of 59 percent for all student-athletes and 55 percent for male student-athletes. It is slightly lower than the Federal Graduation Rate (FGR) of 63 percent for all students and 60 percent for male students. This difference is driven by the 2000-2001 freshmen cohort of four white students in which three of the four student-athletes were in good academic standing when they chose to exit WSU for sport and social reasons.

African-American men's track and field student-athletes had a graduation rate of 80 percent, which exceeds the rate of all comparable subgroups. White student-athletes had a graduation rate of 47 percent, driven by the 2000-2001 data discussed above. This graduation rate is lower than comparable subgroups reported above, including white students (65 percent) and white male students (61 percent). For all four FGR cohorts examined, eight of the 10 non-graduating male track and field student-athletes exited from WSU for social and sport reasons rather than academic issues.

The average graduation rate for football is 58 percent, which is slightly lower than the graduation rate of 63 percent for all students, and similar to or better than the comparable graduation rates for male students (60 percent), all student-athletes (59 percent), and all male student-athletes (55 percent).

Within football, white student-athletes had a graduation rate of 68 percent, which exceeds comparable sub-group rates, including white students and white male students. African-American student-athletes had an overall graduation rate of 56 percent, similar to the overall rate for football, lower than the rates for all students, all male students, and all student-athletes, but better than all male student-athletes. The 58 percent graduation rate for African-American football student-athletes is higher than the graduation rates of 50 percent for all African-American students and all male African-American students. Thus, although the lower graduation rates for football overall are driven by the African-American student population, student-athletes exceed the graduation rates for all African-American students on campus.

Other subgroups that had below average graduation rates were represented by very low actual counts of students. The two admitted nonresident alien student-athletes did not graduate and the one admitted Hispanic student-athlete did not graduate, yielding lower graduation rates than all comparable subgroups. Two of the four Asian-American football student-athletes graduated, yielding a graduation rate of 50 percent, which is lower than all comparable subgroups. Improving overall trends in single-year APR and multi-year APR scores (see operating principle 2.2, Item 12 and associated Additional Documents 2.2, 12, a1 and a2) indicate positive retention and academic attitudes within the football program. Specifically, the 2003-2004 multi-year average APR of 918 has improved to 925 in 2009-2010. Further, the single-year APR for 2009-2010 is 944, confirming a rising trend to bring the multi-year average to 925. Through the development and continued implementation of the football academic recovery plan, positive FGR outcomes in graduation rates are anticipated in upcoming cohorts.

The average graduation rate for other men's sports and mixed sports is 83 percent, which is higher than comparable graduation rates of 63 percent for all students, 60 percent for male students, 59 percent for all student-athletes, and 55 percent for all male student-athletes. Within this group, the graduation rate for white students was 80 percent, which exceeds all comparable subgroups, including all white students and all white male students.

The average graduation rate for women's basketball is 54 percent, which is lower than the graduation rates of 63 percent for all students, 67 percent for all female students, 59 percent for all student-athletes, and 63 percent for all female student-athletes. The deviation from comparable subgroup graduation rates is driven by a 43 percent graduation rate by white student-athletes, which is also lower than graduation rates for all white students and all white female students.

All of the FGR non-graduating, exiting female student-athletes left WSU in good academic standing, thus furthering the challenges and issues associated with sport and coach turnover. African-American student-athletes in women's basketball had a graduation rate of 75 percent, which exceeds all comparable subgroups, including all African-American students and all female African-American students. One Native-American student was admitted and did not graduate.

The average graduation rate for women's track and field is 71 percent, which is higher than the graduation rates of 63 percent for all students, 67 percent for all female students, 59 percent for all student-athletes, and 63 percent for all female student-athletes.

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Within women's track and field, African-American students had a graduation rate of 75 percent, which exceeds the graduation rates for the team and all comparable subgroups, including all African-American students and all female African-American students. White student-athletes also had a graduation rate of 75 percent, exceeding all comparable subgroups. One Hispanic student was admitted and graduated. Two nonresident aliens were admitted and only one graduated.

The average graduation rate for other women's sports is 63 percent, which is equal to the graduation rate for all students and all female student-athletes, higher than the rate of 59 percent for all student-athletes, and lower than the graduation of 67 percent for all female students. The graduation rate for white student-athletes in this group was 68 percent, which is equal to the graduation rate for all white female students, and higher than the rates for all other subgroups.

The 60 percent graduation rate of African-American students is slightly lower than the team average and the graduation rate for all female students; however, it exceeds the 50 percent graduation rate for all African-American students and all female African-American students.

The graduation rate of 33 percent for Hispanic student-athletes is lower than all comparable subgroups, including all Hispanic students and all female Hispanic students. However, this percentage is from a very small sample size of three admitted students, with one graduating. The two admitted Native-American students graduated.

The 50 percent graduation rate by Asian-American student-athletes, though lower than comparable subgroups, results from a small sample size of four admitted students, two of whom graduated. The graduation rate of 56 percent for nonresident aliens is lower than the team graduation rate and rates for all comparable subgroups, including all nonresident alien students and all female nonresident alien students. This is due primarily to low graduation rates in swimming (three of eight students) which saw an abnormally high number of student-athletes exit upon a head coach change; all the departing student-athletes in question were in good academic standing, and thus their exit from WSU was an athletic-related issue. While the students left due to a coaching change, the primary issue is that the support system could not reverse the impact of departures of a significant number of better academic performing students.

15. Analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sports team and the most recent multiyear four-class average Federal Graduation Rate for all students.

If there is a difference that cannot be adequately explained between a sports team's projected Federal Graduation Rate and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

*The institution must analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent APR of each sports team and the most recent four-class Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between a team's projected Federal Graduation Rate and the most recent four-class Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.*

Based on the Academic Progress Rate (APR) data, two sports, women's basketball and football, are projected as having Federal Graduate Rates (FGR) below those of all students. The all-student rate is projected to be 63 percent. The projected rate for women's basketball is 40 percent and 35 percent for football.

The APR of women's basketball has fluctuated over the past several years (2003-2004, 984; 2004-2005, 933; 2005-2006, 968; 2006-2007, 893; 2007-2008, 957; 2008-2009, 917) with a total four-year APR of 933. The majority of these individual academic-year scores are satisfactory with 2006-2007 being significantly low. If the team-cumulative grade point average data is examined, a similar trend (year/ fall and spring semesters: 2004-2005/2.96 and 2.89; 2005-2006/2.90 and 2.93; 2006-2007/3.16 and 3.14; 2007-2008/2.69 and 2.75; 2008-2009/3.09 and 3.08; 2009-2010/2.98 and 3.01) is found.

Given the small number of individuals on the women's basketball team, some fluctuations would be expected, but except for the 2007-2008 year, the numbers are consistent with the all-student GPAs (2004-2005/3.04 and 3.05;

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2005-2006/3.05 and 3.07; 2006-2007/3.06 and 3.08; 2007-2008/2.97 and 3.08; 2008-2009/3.05 and 3.03; 2009-2010/2.98 and 3.07) and in some years are higher.

A contributing factor to the low 2006-2007 APR and 2007-2008 GPA was probably a coaching change that took place in 2007-2008; this change may still be having an effect on the 2008-2009 APR. However, the APR scores over the past six periods indicate that these lower scores are just fluctuations in the APR resulting in a low four-year APR of 933 and that the coaching change is not a determining factor. Future APR will be examined to ensure that they are trending back up to acceptable levels. If not, a corrective plan will be formulated. In operating principle 2.1, Item 13 above, a conclusion based in part on the data presented here as well as the most recent single-year APR score for the sport of 979 for Women's Basketball, is that an APR Improvement Plan is not needed.

The APR for the sport of football has been consistently low over the past several years (2003-2004, 916; 2004-2005, 955; 2005-2006, 918; 2006-2007, 874; 2007-2008, 926; 2008-2009, 953) with a total four-year APR of 918. An extremely detailed and ambitious 2009-2010 football academic recovery plan (APR improvement plan: see operating principle 2.2, Item 12 and associated Additional Documents 2.2, 12, a1 and a2) was developed and submitted on September 21, 2009. An indication that positive changes are taking place is that the 2008-2009 GPAs of 2.75 and 2.74 and fall of 2009 being 2.77 are the highest three team GPAs during the last 19 semesters.

With the total implementation of the academic recovery plan, these numbers should continue to trend upward and result in an acceptable APR. Through the development and implementation of the Academic Recovery Plan, it is evident that the Athletics Department recognized this NCAA mandate, began a program to correct it, and continues to update and pursue the plan. The 2007-2008 and 2008-2009 APRs have increased to 926 and 953, respectively.

A possible contributing factor to the past low APRs is the disruption caused by two coaching changes over the past 10 years, disciplinary problems that resulted in a number of players leaving the team on a voluntary or involuntary basis, and reliance on junior college transfers. Disciplinary stability in the coaching program and implementation of the academic recovery plan should result in an acceptable APR. The football program is being closely monitored. As stated elsewhere, coaching changes are not the determining factor but, in fact, may recently have helped to increase WSU's APR Improvement successes.

### 16. Analyze, explain and address any differences between the most recent four-cohort average Graduation Success Rate (GSR) for each sports team and the most recent four-cohort GSR for all student-athletes.

If there is a difference that cannot be adequately explained between the most recent four-cohort GSR for any sports team and the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

If the data in the charts include sports that are not used by the institution for NCAA sports sponsorship and/or sports in which the NCAA does not conduct a championship, the institution may provide an explanation of how the inclusion/exclusion of the sport(s) affects the analysis of the data.

*The institution must analyze, explain and address any deficiencies between the most recent four-cohort average GSR of each sports team and the most recent four-cohort average GSR of student-athletes generally. If there is a difference that cannot be adequately explained between the most recent four-cohort average GSR of any team and the most recent four-cohort average GSR of student-athletes generally, the institution must develop a plan for improvement to address the issue.*

In women's sports, seven of the eight programs have a GSR above that of the all student-athlete GSR, which is 72 percent. Those sports with GSRs above 72 percent include: soccer, 100 percent; basketball, 91 percent; swimming, 91 percent; rowing, 89 percent; cross country/track, 85 percent; golf, 73 percent; and volleyball, 73 percent.

Only tennis, at 56 percent, fell below the mark. The lower graduation rate for tennis could be attributed to coaching turnover, reliance on international students and/or the small roster (sample) sizes in tennis. As stated elsewhere, the coaching change may have had some impact, but WSU has overcome whatever that impact may be. Strong trends in single- and multi-year APR scores indicate positive movement toward higher GSR rates. Of the 10 student-athletes on scholarship who entered during the four-year cohort (1999-2002), five exhausted their eligibility and graduated while three left the program in good academic standing prior to graduation. One left the program not

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in good academic standing and another was dismissed but in good academic standing. Strong trends in single- and multi-year APR scores indicate positive movement toward higher GSR rates in the future. Beginning from a high point in 2003-2004 and followed by a drop and then continuous improvement, the women's tennis program posted multi-year APR scores of 1000 (2003-2004), 950, 956, 951, 951, 977 and 968 (2009-2010), including three single-year APR scores (2003-2004, 2007-2008, 2008-2009) of 1000.

In men's sports, only one program had a GSR above the all-student-athlete mark of 72 percent and that was golf at 100 percent. Those sports with GSRs below the 72 percent mark include: baseball, 64 percent; basketball, 38 percent; cross country/track, 57 percent; and football, 62 percent.

**Baseball:** Factors that led to a lower GSR for baseball compared to all student-athletes include, but are not limited to, students' exiting WSU prior to exhausted eligibility to further professional opportunities, and student-athlete attrition due to coach turnover. Following single-year APR scores (2003-2004 and 2004-2005) that fell below the required benchmark and a four-year APR score that also did not meet the 925 standard, a baseball APR improvement plan (see operating principle 2.2, Item 12 and associated Additional Document 2.2, 12, b) was developed. It outlined specific challenges facing the baseball program and action steps to meet those challenges. Since that time the baseball program has achieved three of its four highest APR single-season scores which should lead to an improved GSR score in coming years.

**Basketball:** The low GSR for basketball may be attributed to small sample size and student-athlete attrition due to head coaching change. Since instituting an APR improvement plan (see operating principle 2.2, item 12 and associated Additional Document 2.2, 12, c) prior to the 2007-2008 academic year, the program has recorded its three-highest single-year APR scores, which would indicate improved graduation rates.

**Football:** The GSR for football was lower than that of all student-athletes and can be attributed to head coaching changes and resultant player attrition for academic reasons or better playing opportunities elsewhere. An APR improvement plan was implemented prior to the 2007-2008 academic year (see Op 2.2, Item 12 and associated Additional Documents 2.2, 12, a1 and a2) which implemented all outlined steps to achieve the stated goals. Since the implementation of said plan, each single-year score has exceeded the previous multi-year score, including a 944 score for 2009-2010. The yearly increase should result in improved GSR scores in coming years.

**Men's Track & Field/Cross Country:** The lower GSR score was more a result of personal decisions to pursue academic and athletic opportunities outside of the university than of academic casualties. Of the 30 student-athletes who were included in the most recent cohort (1999-2002), 17 exhausted their eligibility with 15 earning degrees. Ten left the program of their own volition with six of them in good academic standing, while three others were dismissed from the program and all three were in good academic standing. Data includes men's track and cross country combined student-athletes and while single- and multi-year APR scores are separated for cross country, indoor and outdoor track, all three sports have achieved multi-year scores no lower than 942. Beginning with the 2003-2004 academic year, cross country has posted multi-year APR scores of 1000, 974, 982, 979, 967, and 971, including two single-year scores of 1000 in 2003-2004 and 2005-2006). Men's outdoor track and multi-year scores of 952, 942, 955, 963, 971, 984 and 981, show a positive trend in retaining eligible student-athletes.

17. Analyze, explain and address any differences between the most recent four-class retention rate for student-athlete subgroups (i.e., sport, gender, ethnicity, ethnicity within team) and the most recent four-class retention rate for all student-athletes, including comparable student-athlete subgroups (i.e., gender, ethnicity).

If there is a difference that cannot be adequately explained between the most recent four-class retention rate for any student-athlete subgroup and the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.

*The institution must analyze, explain and address any differences between the most recent four-class retention rate of student-athlete subgroups (i.e., sport, gender, ethnicity) and the most recent four-class retention rate of all student-athletes. If there is a difference that cannot be adequately explained between the most recent four-class retention rate of any student-athlete subgroup and the four-class retention rate of student-athletes generally, the institution must develop a plan for improvement to address the issue.*

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All teams with the exception of the football program (917) have a retention rate of 925 or higher. The all student-athlete retention rate is 960.

Women's Sports: The all female student-athlete retention rate is 968. Only basketball (929), tennis (952) and volleyball (941) have lower retention rates than the all-student-athlete rate of 960. Ethnicity subgroups within sport programs that have lower retention rates than the all student-athlete rate of 960 are African-American basketball (881), tennis (750), volleyball (958); Hispanic soccer (952); white volleyball (932); and nonresident alien basketball (750), track & field/indoor (900).

Men's Sports: The all male student-athlete retention rate is 952, which is less than the all student-athlete rate of 960. Sport programs that have lower retention rates than the all student-athlete rate are baseball (943), basketball (942), football (927) and golf (941) have lower retention rates than the all student-athlete rate of 960. Ethnicity subgroups within sport programs that have lower retention rates than the all student-athlete rate of 960 are American Indian baseball (923); Asian baseball (909), and football (943); African-American basketball (838), and football (910); Hispanic track & field/indoor (923), and track & field/outdoor (923); and white baseball (946), football (946), and golf (915).

Based on the above no plan for improvement is necessary

**18. Describe the department of athletics written policies and procedures related to scheduling competitions and practices to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, including how the institution monitors this area.**

*The institution must have established, written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and final examination periods due to their participation in intercollegiate athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

The Policy and Procedures Manual from the Athletics Department at Washington State University addresses scheduling of practice and competitive periods through the following guidelines and polices:

- Coaches are responsible for scheduling non-conference events, and they are to make every effort to minimize missed class time due to team travel. Coaches will select departure dates and times for conference and non-conference events with this in mind.
- Event schedules are reviewed and monitored by the sport supervisor (Director of Athletics or Senior Associate Director of Athletics) to ensure budget and academic issues are considered.
- Coaches will provide their sport supervisor with a tentative schedule for review and approval prior to making any commitment to the host institution.
- Coaches will not schedule non-conference events during finals week. The sport supervisor and/or Faculty Athletics Representative may approve exceptions to this policy if there is no academic impact on the student.
- The compliance staff reviews each event schedule prior to departure to ensure the sport is in compliance with all applicable NCAA rules.
- If coaches would like to leave campus more than one day in advance of their team competition, they must have prior approval from the sport supervisor. If departure is more than 48 hours prior to their scheduled event, coaches must request permission from the sport supervisor and the Faculty Athletics Representative prior to confirming travel plans. If approved, the compliance staff will request permission from the NCAA to waive the 48-hour rule. Travel expenses will not be authorized until the NCAA approves the waiver.
- Student-Athletes are not to schedule classes during scheduled practice times, and student-athletes are not to miss class to attend a rescheduled practice session.

**19. Describe the institution's written missed-class policies for all students, including any exceptions or differences that exist for student-athletes.**

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Stated below are attendance policies (WSU Academic Regulations #72 and #73) that relate to all students and a policy specifically for student-athletes:

**First Week of Classes (Regulation #72):** Students who have not attended class and laboratory meetings during the first week of the semester may be dropped from the course by the department. Students should not assume that they have been dropped without verification from the department or Registrar's Office. Students who believe that they have extenuating circumstances which prevent their attendance during the first week should notify the Office of Student Affairs or Student Services. That office will notify instructors of the absence and the reason for it. Instructors shall determine whether to accept the excuse, waive the absence, and permit make-up work.

**Absences (Regulation #73):** Absences impede a student's academic progress and should be avoided. The following are ways in which a student may be excused from class.

-- **University Sponsored.** Any student who is required to participate in off-campus, university-sponsored activities such as field trips, musical performances, judging teams, intercollegiate athletics events, etc., should obtain an official Class Absence Request form from the faculty or staff member supervising the off-campus activity. The form must contain specific information concerning the activity and date, be signed by the supervising faculty or staff member, and be submitted by the student at least one week in advance to the individual instructors of the student's classes. It is requested that a student not be penalized for absence from class provided a properly signed Class Absence Request form has been filed with the instructor prior to the absence. These university sponsored absences are subject to an instructor's attendance policy and are not intended to imply additional acceptable absences. In all instances, it is the student's responsibility to make up all work missed. Problem cases should follow the Academic Complaint Procedures, Rule 104.

-- **Military Service Members.** Students who are members of the National Guard or a reserve branch of a military service are occasionally required to miss class for weekend drills, active duty, and related responsibilities. In such a case, instructors should not penalize students for the absences and should work with the student(s) to make-up the missed assignment or examination. In each instance, it is the responsibility of the student to inform the instructor of the duty before the absence and complete the missed work as soon as reasonably possible.

-- **Other Excused Absences.** Students must sometimes miss examinations or other academic obligations affecting their grades because of illness, personal crises, mandated court appearances, parental responsibilities, and the like. As long as such absences are not excessive, it is recommended that the instructor provide and document reasonable accommodation. The instructor may require the student to submit a written explanation of the absence, but written excuses from health care personnel should not be required since these requests frequently put the health care personnel in untenable positions. A student who is dissatisfied with the instructor's accommodation may follow the Academic Complaint Procedure, Rule 104. It is recommended that the instructor explain the procedures for excused absences early in the semester, preferably in a written syllabus distributed to all students in each class. Once announced, these procedures should be scrupulously followed unless extraordinary circumstances require an exception. Students who attempt to gain advantage through abuse of this policy (e.g., by providing an instructor with false information) may be referred to the Office of Student Affairs for disciplinary action.

The passages above include athletics events among several standard university activities for which class absence requests are to be used, and the indication that such requests are subject to the instructor's attendance policy. The Class Absence Request Form appears as Additional Document 2.1, 19 of this academic integrity section of the self-study and is available on request. Instructors employ a variety of class attendance policies, varying from no policy to policies that include attendance among the grading criteria for the course. WSU requires no standard approach to faculty for such policies. As noted in the above policies, instructor accommodations for requested absences are not binding on the faculty member. Absences due to athletics events are not treated differently from any other university sponsored activities.

**WSU Athletics Attendance Policy:**

**Absence for Team Travel:** WSU Athletics follows the university guidelines for class absences, as approved by the Faculty Senate. The university recognizes team athletic trips as university-sponsored activities; therefore, instructors are requested not to penalize the student-athlete if an authorized Class Absence Request Form has been filed with the instructor one week prior to the absence. It is the student-athlete's responsibility to make up all work missed. Student-Athletes are encouraged to turn in work or take tests before the absence.

Class Absence Request Forms are available from the sport principal assistant or Athletics Department Academic Office. Absence letters must be picked up one week prior to the event. Forms are not distributed after student-athletes return from a team trip. The only team travel allowed during finals week is for Pac-10 or NCAA championships. The departure date and time must be approved by the sport supervisor. Any exceptions must be approved by the sport supervisor. The individual student-athletes must have the approval of their professor(s) to

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make alternative arrangements to take an exam.

- 20.** Provide supporting data to analyze, explain and address missed class time for the last two years for each sports team.

*The institution must analyze and explain missed class time for the last two years for each sports team and address, through a plan for improvement, any missed class time that is deemed significant or excessive in nature.*

Washington State University Athletics demonstrates a conscious and deliberate effort to minimize the number of classes student-athletes miss each academic term. For this review, the past two years of missed-class data was examined. Data reported in Additional Document 2.1, 20 a, is available on request.

During the 2008-2009 and 2009-2010 years, all sport programs demonstrated sensitivity with regard to missed class time due to team travel and competition. Combined, all the sport programs averaged 3-to-5 percent of missed classes; this equates a range of 2.25 to 3.75 classes missed per term. However, given the competitive requirements and structure of some athletics sport programs, some programs demonstrated higher missed class percentages than others. The following sport programs had a missed class percentage between 11 and 16 percent which equated to

8 to 12 missed classes per term:

- Baseball: 11 percent or 8.25 missed days in spring 2009
- Baseball: 14 percent or 10.5 missed days in spring 2010
- Men's Basketball: 11 percent or 8.25 missed days in spring 2010
- Men's Golf: 14 percent or 10.5 missed days in spring 2009
- Men's Golf: 11 percent or 8.25 missed days in spring 2010
- Soccer: 11 percent or 8.25 missed days in fall 2008
- Soccer: 12 percent or 9 missed days in fall 2009
- Volleyball: 15 percent or 11.25 missed days in fall 2009
- Tennis: 16 percent or 12 missed days in spring 2009
- Women's Golf: 12 percent or 9 missed days in spring 2010

In conjunction with this missed class information, relevant academic data is provided from the terms in question. These data appear in Additional Documents 2.1, 20, b and d, available on request. The data demonstrate that each of the identified sport programs that missed between 11 to 16 percent of their classes achieved moderate to exceptional academic success during the identified terms. The conclusion is therefore, that academic programming and support services, working in conjunction with sport travel and competitive policies and procedures, produce appropriate results in student-athlete academic achievement.

- 21.** Describe the means by which the department of athletics policies and procedures regarding the scheduling of athletics competition and practices (as described in Self-Study Item No. 18) and the institution's missed- class policies (as described in Self-Study Item No. 19) are directly communicated in writing to student-athletes, department of athletics staff members and appropriate faculty and administrative staff.

*The institution's established, written policies regarding the scheduling of practices and competition must be directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) to student-athletes, department of athletics staff members and other appropriate faculty and administrative staff (e.g., published in the institution's student-athlete handbook or department of athletics policies and procedures manual, an e-mail with an attachment or link to the posting on the institution's website). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

Communication with Student-Athletes: The policies addressing practice time and missed classes due to travel/competition are stated in the Student-Athlete Handbook. All student-athletes are educated about the Student-

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Athlete Handbook during their initial compliance meeting as well as given the link to the informational website. Additionally, a Student-Athlete Handbook link is also prominently displayed on the Student-Athlete Development website. General communication with administrative and coaching staffs is the third mechanism for educating and supporting student-athletes regarding missed class time due to athletic commitments.

Communication with WSU Athletics staff members: All policies regarding the schedule of practice and competition are included in the Washington State University Athletics Policies & Procedures Manual. The manual is available on request.

Communication with Appropriate Faculty and Administrative Staff:

The Student-Athlete Development Unit and support staff (i.e., Coordinator of Internal Operations) work with respective coaching staffs to ensure that their respective sport programs are communicating with and educating student-athletes regarding the potential course conflicts due to travel and/or competition. Based on the aforementioned Student-Athlete Handbook, communication and support, it is the student-athlete's responsibility to communicate his/her sports schedule to their respective instructors to ensure that any potential conflicts are identified and/or addressed.

- 22.** If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

As noted in several of the responses in operating principle 2.1, the conclusion is that no new improvement plans are needed as a result of this cycle 3certification self-study process. Previously developed APR improvement plans have been identified and their successes outlined.

A recommendation has been made (please see response to 2.1, Item 5 ) that relates to WSU institutional efforts. This is not covered by NCAA measurable standards, but the Academic Integrity Subcommittee regards it as valuable to WSU.

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### Operating Principle

#### 2.2 Academic Support.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

##### 1. Condition

WSU had no original "conditions" imposed in its Cycle 2 certification.

##### Action

Since there were no "conditions," WSU took no actions.

##### Action Date

As a result, there are no dates for actions.

##### Explanation for partial or non-completion

Nor, therefore, were there any partial or non-completed action.

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 Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). For each issue identified, provide:
  - a. The original goal(s);
  - b. The step(s) taken by the institution to achieve the goal(s);
  - c. The date(s) the step(s) was completed;
  - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

*If the institution developed a plan for improvement for Operating Principle 2.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.*

*The committee will not accept the following explanations for partial completion or noncompletion:*

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- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

*The committee will accept the following explanation for partial completion or noncompletion:*

- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

### 1. Original Plan

As stated above, there were no actions required; and, therefore, WSU has no goals to report.

#### **Action**

Since there were no goals, WSU took no steps.

#### **Action Date**

Therefore, there are no completion dates.

#### **Explanation for partial or non-completion**

Also, there were no partial or non-completed goals and/or steps.

### 3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). For each additional plan, provide:

- The additional goal(s);
- The step(s) taken by the institution to achieve the goal(s); and
- The date(s) the step(s) was completed.

a. The additional goal(s). WSU developed a set of APR improvement plans during the years following the 2003 Cycle 2 Certification. These Plans are presented in summary form, including the goals, steps taken, and status of completion, in response to operating principle 2.2, Item 12. The complete plans appear in Additional Documents 2.2, 12 a1, a2, b, c, and d, which are available for review by the NCAA Committee on Athletics Certification. Plans have been developed and cited in several of the responses to items in operating principle 2.1 and operating principle 2.2.

b. The step(s) taken by the institution to achieve the goal(s). Please see response under letter "a" above.

c. The date(s) the step(s) was completed. Please see response under letter "a" above.

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4. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

*Academic support services must be available to student-athletes either through institutional programming or through student-athlete support services.*

*The institution must demonstrate that its institutional structures and reporting lines for student-athlete academic support services are organized such that academic advising for student-athletes is an integral part of the institution's educational system.*

The response below outlines first how WSU is organized within Athletics to provide academic support and advising services. The second response outlines in brief how WSU is organized to provide academic support and advising to all students.

### Athletics Organization

Washington State University is able to provide academic support and advising to its student-athletes through the WSU Athletics Student-Athlete Development unit. Under the auspices of Director of Athletics Bill Moos, Senior Associate Director Pam Bradetich and Associate Director Chris Cook, the eight-member staff works hand-in-hand with WSU's student-athletes on a daily basis. Chris Cook oversees the staff which includes a Senior Learning Specialist, a Learning Specialist, an Assistant Director for Student-Athlete Development, a Coordinator for Education Curriculum Development, the Academic Resource Center and Tutoring Coordinator, a Coordinator for Internal Operations, and a Coordinator for Career Development and Community Service. An organizational chart for WSU Athletics Academic Support Services is available as Additional Document OP 2.1, 8 b, available on request.

The Student-Athlete Development staff provides comprehensive support for all student-athletes. The type and level of programming, monitoring and support provided to each student-athlete is dependent upon the individual needs of each student-athlete, based on the review of existing academic information and academic assessments administered by the learning specialist staff and/or University Testing Services. The Student-Athlete Development staff also encourages student-athletes to access existing university resources. The academic advisors assist student-athletes with class selection, major selection, graduation planning, career planning, time management, goal setting, study skills and learning strategies. The advisors work closely with the university faculty to monitor grades and class attendance. The Student-Athlete Development staff also communicates with department staff and faculty to provide assistance with rescheduling class assignments and exams missed due to team travel.

The Student-Athlete Development staff initiates support for academic and personal success during on campus recruiting visits with prospective student-athletes, and continues providing support and services until student-athletes graduate from WSU. The Student-Athlete Development staff is committed to developing and implementing comprehensive and effective programs to assist student-athletes in identifying and meeting their academic and career goals leading to graduation and career development. The Student-Athlete Development staff take a "holistic" approach when assisting student-athletes with class selection, major selection, graduation planning, career development, time management, goal setting, study skills, and learning strategies.

The focus for the Student-Athlete Development staff is to advise the pre-certified major student-athletes and his or her academic and personal development. The Student-Athlete Development staff reinforce the value of maximizing the educational and career opportunities at WSU through academic advising and general counseling. And, most importantly, said staff emphasize the importance of student-athletes taking personal responsibility and ownership in developing their academic and career plans. The 93 percent graduation rate for those seniors who have exhausted their eligibility (over the past 10 years), second among all Pac-10 Conference schools in that time, reflects a consistent commitment to academic success while striking a balance between academics and athletics.

The Academic Resource Center (ARC) is equipped with desktop PC computers for use by student-athletes. Each student-athlete is provided with a personal account for this facility. The ARC is staffed with trained learning facilitators who provide academic assistance and assist students with learning through technology, while reinforcing a positive, disciplined learning environment.

The WSU Student-Athlete Development staff works in collaboration with University Career Services located in the Lighty Student Services Building. During the student-athlete's first year, the Athletics Department begins the career development process with resume building in the New Student-Athlete Seminar. Throughout the student-athlete's

## Academic Integrity

tenure at WSU, career advising continues with their team academic advisors.

Dedicated to the Washington State University institutional mission of offering a world class, face to face education and the Athletics Department's mission of attaining the optimal student-athlete experience, the Student-Athlete Development staff is committed to promoting the student-athlete's life-long process of learning and development toward excellence through the following areas of focus: New-student-athlete orientation and transition, career development, student-athlete advising and mentoring, community service and the academic center. Emphasis is placed on the athlete's individual endeavors in academic, athletic, career, personal and community efforts while at WSU and later in life. Student-Athlete Development programming strives to empower the student-athlete to:

- Explore options and identify resources to make informed decisions in an ever-changing environment.
- Identify personal strengths to achieve goals and fulfill potential.
- Remove obstacles to exploration, leadership, self-expression, and creativity toward value clarification, philosophical development, and personal growth.
- Promote individual responsibility and encourage self-determination.
- Foster interracial harmony, intercultural understanding, and recognition of interdependence.
- Achieve a balanced sense of emotional, physical, spiritual and intellectual well-being.
- Participate fully in the life of both the collegiate community and the community at large.

### WSU Institutional Organization

WSU is institutionally organized to provide advising and student support services under two vice presidential areas. Under Academic Affairs and the Provost and Executive Vice President, the Center for Advising and Career Development (CACD) provides advising services. Under Student Affairs and Enrollment a number of offices provide a wide variety of student support services.

### Advising Services

The CACD to a large degree advises students for initial enrollment, for continuing advising of students undecided about their majors, and advising for selected categories of other students, including limited student-athletes. An organizational chart of CACD is provided in Additional Document OP 2.1, 8 c, available on request.

CACD provides academic advising support for all new freshmen and transfer students through advising done at the new-student mandatory orientation, Alive!. Initial advising at Alive! is provided by CACD staff and selected departmental and college professional advisors. After Alive!, every student is then assigned a departmental/college-level academic advisor based on his/her academic interest. Undecided students are advised in the CACD. Student-Athletes are also required to attend Alive! and are advised into their fall (or spring) semester classes by their athletics academic advisors. CACD provides training and ongoing updates for the athletics advisors so that they remain as and function as part of the academic advising community at WSU. CACD maintains a continued role in advising students by serving as an information source for Athletics and departmental/college-level advisors.

For student-athletes who become academically deficient, CACD programming is the same as for all other students who are academically deficient. The CACD provides college success workshops, freshman seminar-type classes (for first time deficient freshmen students), and a series of reinstatement conditions to which students must adhere. First-time deficient students are considered to be on academic probation. Similar processes occur for students (student-athletes included) who are second-time or subsequent-times academically deficient.

The CACD also houses a tutoring program for student-athletes. The coordinator of this program is paid through CACD and tutors are hired through both the CACD and Athletics Student-Athlete Development. The connection and interaction with student-athletes in this tutoring program which is funded via the SAOF (Student-Athlete Opportunity Fund) has, by all accounts, been successful.

Finally, the CACD offers career counseling that is available to all students and works in partnership with Athletics to provide targeted assistance to student-athletes. This is a long-standing coordination of services between the former Career Services office (now part of CACD) and Athletics Student-Athlete Development.

### Student Support Services

The Student Affairs and Enrollment Area provides a variety of student support services. Given the area's complexity, a list of the offices included in the area is provided here with a brief description of each department.

## Academic Integrity

Some of these departments are focused on faculty and administrative communication and support, and some on student activities that are less academically oriented than others. Nonetheless, the functions of all of these offices relate directly to student affairs and support of students at WSU. An organizational chart has been provided in Additional Document OP 2.1, 8 c, available on request.

### Admissions

Washington State University offers more than 200 fields of study that can contribute to majors, minors, or courses of study. At last count, there were more than 85 undergraduate majors possible at WSU.

### AWARE Network

The AWARE Network is dedicated to helping WSU students be successful by providing a forum for early intervention to anyone who has direct contact with students. Through this web site the hope is to provide one with the resources needed to assist a student, and/or open communication channels so that someone else may provide the appropriate help.

### Budget and Finance

This office is responsible for the overall management of financial and budgetary functions within Student Affairs and Enrollment. The staff consists of an area finance officer and a finance/budget manager. Together they advise and make recommendations to the vice president on budget policy, resource planning and allocation, and strategic planning. They also provide fiscal and budgetary support to all departments within the division.

### Center for Civic Engagement

The Center for Civic Engagement promotes student learning through civic engagement. It seeks to foster the development of socially responsible and civically engaged citizens through active learning, shared knowledge, reflection, and personal responsibility.

### Center for Fraternity and Sorority Life

The Center for Fraternity and Sorority Life provides advising, mentoring, leadership development, and support for fraternity and sorority affiliated students and alumni which is necessary for the development of successful fraternity and sorority chapters that are a benefit to their (inter)national organization and the Washington State University community.

### Childcare Resource and Referral Center

WSU Child Care Resource and Referral is a community service organization dedicated to the provision and development of licensed, quality, affordable early learning environments for all families in Whitman and Asotin Counties. Parents are provided with referrals to licensed child care providers as well as information on evaluating child care, understanding child development and other parenting issues. Child care providers are offered access to valuable training, and support services for both new and established programs.

### Children's Center

WSU Children's Center provides quality, developmentally appropriate childcare and early education for children of WSU students, staff and faculty.

### Compton Union Building (CUB)

The Compton Union is the center of activity on the Washington State University campus. Featuring a variety of opportunities for students to get involved in the community through leadership, professional development, and volunteer possibilities, the Compton Union houses several offices to help students get involved.

### Cougar Admissions Support Team (CAST)

Washington State University has a strong history of academic excellence. Participants in the Cougar Admissions Support Team (CAST) help maintain that reputation by promoting the university in a positive manner; providing accurate information to prospective and admitted students and their families; and conducting or participating in activities that attract, recruit, and retain a diverse, high-quality student body.

### Counseling and Testing Services

Counseling and Testing Services offers a range of psychological services including counseling and psychotherapy, groups, workshops and outreach programs, consultation, crisis service, and psychological testing. Services are available to WSU students, faculty, and staff. The Athletics Department has provided access to a mental health

## Academic Integrity

counselor 8-20 hours per week.

### Dean of Students

The Dean of Students office is committed to developing Washington State University students who are critically reflective and engaged participants in a global society, effective communicators, rigorous scholars, and passionate leaders who welcome the challenge to work and collaborate on behalf of their communities.

### Disability Resource Center

The Disability Resource Center (DRC) coordinates accommodations for students with disabilities in academics. The center provides educational support services for students and disability awareness training for WSU faculty, staff and students.

### Enrollment Management

The primary purpose of Enrollment Management at WSU is to recruit students who are likely to be successful, guide them through the admissions process, work with them to secure scholarships and financial aid, and help them navigate through their academic program.

### EXCELinSE Center

Washington State University has received a \$3.75 million grant from the National Science Foundation (NSF) to increase the representation and advancement of faculty women in science, technology, engineering and mathematics (STEM) disciplines. The five-year grant, awarded under the National Science Foundation's ADVANCE program, will be used to develop and disseminate new strategies for faculty recruitment, retention and advancement.

### Gender Identity/Expression and Sexual Orientation Resource Center

The mission of the Gender Identity/Expression and Sexual Orientation Resource Center (GIESORC) is to support education and advocacy for gay, lesbian, bisexual, transgender, questioning, and straight-allied students, staff, and faculty, as well as alumni/ae and members of the Palouse community.

### Health and Wellness Services

The mission of Washington State University Health and Wellness Services is to provide for the healthcare needs of students; promote and maintain the well-being, health, and safety of the population; assist students to remain in school, achieve academically, function optimally in the university setting, and make informed choices conducive to healthy lifestyles now and in the future. WSU Athletics contracts with Health and Wellness Services for team physician services, and insurance processing.

### Multicultural Student Services

In accordance with the WSU Strategic Plan and in partnership with other units on campus, the Office of Multicultural Student Services (MSS) seeks to facilitate the best undergraduate experience for multicultural students through the provision of culturally relevant services that foster their successful transition, persistence, achievement, and graduation.

### Office of Institutional Research

Institutional Research provides institutional-level information for decision-making and planning purposes.

### Office of Financial Aid and Scholarships

The Office of Financial Aid and Scholarships recognizes that the pursuit of a college education includes a financial commitment on the part of the student and family. Identifying and securing financial resources play a significant role in planning for college. To this end, a commitment is made to reducing financial barriers and offer students the best financial aid package possible in the form of institution, state, federal, scholarships, employment, and loans. The university provides a dedicated counselor for student-athletes.

### Recruitment and Marketing

The communications and public relations team provides leadership for gathering and disseminating information from within The Office of Student Affairs and Enrollment to internal and external audiences. Many communication strategies are utilized including the creation of brochures, web sites, news releases, an annual magazine, and advertising. This office serves as a point of contact for all media organizations seeking information about student programs and issues.

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### Residence Life

Residence Life assists students in making connections with others while providing a safe and supportive environment that promotes scholarship, leadership, personal growth and discovery.

### Student Involvement and Leadership Development

Student Involvement and Leadership Development is committed to developing critically reflective and socially engaged students, effective communicators, rigorous scholars and artists, and passionate leaders, who work and collaborate on behalf of their local and global communities. Programs and services of Student Activities and Leadership Development include Arts and Culture Programs (Art-a-la-Carte, CUB Gallery), ASWSU Advising, Cougar Leadership Program (workshops, leadership portfolio program), Dad's Weekend, Image Shop (student graphic design and printing services), Registered Student Organizations, and Up All Night (late-night weekend entertainment).

### University Recreation

The award-winning Student Recreation Center (SRC) boasts over 200 pieces of cardio and weight equipment, seven courts for basketball, volleyball and badminton, roller hockey, indoor soccer, floor hockey, and inline skating, four racquetball courts, a five-lane lap pool, leisure pool, 53-person spa, activity rooms, elevated four-lane running/walking track, and more. More than 3,000 students use the facility each day and more than 80 percent of students access the facility each semester.

5. Explain how the institution's staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution (this review must be conducted as part of the self-study process).

*The institution must demonstrate that its staffing, physical space and financial support for student-athlete academic support services have been reviewed by appropriate institutional authorities and determined to meet the academic needs of student-athletes at the institution.*

*Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

In September 2010, Dr. Elson Floyd, President, Washington State University, appointed a committee to conduct the required every-four-year external evaluation of academic support services provided to student-athletes. While Dr. Ken Casavant was initially appointed chair, President Floyd approved, on January 24, 2011, a change to Ken Vreeland's chairing the committee and Dr. Casavant's continuing to serve as a committee member. The committee then consisted of the following members:

- Mr. Kenneth R. Vreeland, Committee Chair, Special Assistant to the Provost and Executive Vice President
- Dr. Kenneth L. Casavant, Faculty Athletics Representative and Professor, School of Economic Sciences
- Dr. Mary F. Wack, Vice Provost for Undergraduate Education and Dean, University College
- Dr. Erich J. Lear, Professor of Music
- Dr. Susan L. Poch, Associate Dean, University College and Director, Center for Advising and Career Development

None of the members has day-to-day responsibilities in academic support services. The committee reviewed 14 areas focused on providing services to student-athletes following the guidelines in the NCAA Academic Support Services Evaluation Guide. A final written report with six recommendations was presented to President Floyd and Dr. Warwick Bayly, Provost and Executive Vice President. The report was also presented to the Athletics Council on April 8, 2011 by the committee chair Ken Vreeland and Ken Casavant. For more detail on the committee's membership and process, please see OP 2.2, Items 8, 9, 10, and 11. As required in the Self Study, the Academic Support Services Evaluation report was uploaded to the NCAA ACS system per instructions in OP 2.2, Item 7.

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6. Using the program areas for academic support services listed below, describe the following (this program analysis must be conducted as part of the self-study process):
- The specific academic support services offered to student-athletes (if any);
  - Any policies that govern which students can use these services;
  - The mechanisms by which student-athletes and staff are made aware of these services;

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

*Information related to all academic support services must be clearly communicated to student-athletes and staff (e.g., through inclusion in the student-athlete handbook, discussion during team meetings, through inclusion in personnel manuals, review during staff orientation).*

*The institution must provide effective support services for student-athletes with learning disabilities and/or other special needs, either through institutional programming or through student-athlete support services.*

*The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

**1. Academic counseling/advising:** Course selection, class scheduling, priority registration.

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

All University New Student Orientation and Registration

All incoming students, including student-athletes, are required to participate in the university wide Alive! orientation process. The orientation programming includes an introduction to university resources, support programs, and opportunities. All students meet individually with an academic advisor who assists them in selecting a program of studies. Registration for classes, with the assistance of the orientation counselors (students who are upperclassmen), occurs during Alive! as well.

General Academic Advising

All students, including student-athletes, have mandatory advising by university academic advisors in their chosen major. These advisors assist with course selection, scheduling and progress to degree.

Student-Athlete Advising

The Student-Athlete Development staff officially advises all incoming and undecided student-athletes. Staff provides advising for student-athletes to ensure that student-athletes understand university and NCAA requirements. Advising sessions also ensure that academic schedules meet NCAA progress toward degree requirements. Athletics advisors focus on class selection, major selection, and tracking progress toward a chosen degree program, including the development of graduation plans with "time to graduate" as an important component. The Student-Athlete Development staff's responsibilities include fostering, assisting, and informing the student-athlete of their best academic options. In addition, all student-athletes certified in a major receive academic counseling and monitoring from Athletics academic advisors in addition to that from their university advisor. Athletics academic advisors provide pre- and post-advising

## Academic Integrity

support for certified student-athletes to ensure they understand university and NCAA requirements, and to ensure academic schedules are realistic and meet NCAA requirements.

### Priority Registration

All student-athletes listed on the daily eligibility report and student-athletes receiving athletics aid through the Athletics Department's degree completion program are provided registration appointment times from 9:00 a.m. to 12:00 p.m. on the first day of priority registration. Student-Athletes are one of the few student groups who, regardless of class standing (freshman through senior), have access to the registration system on the first day.

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

#### All University New Student Orientation and Registration

-- All incoming students are required to participate in Alive!

#### General Academic Advising

-- All University students are required to participate in academic advising. Until an advisor approves the student's next-semester schedule and removes the advising hold on the registration system, the student cannot register.

#### Student-Athlete Advising

-- All incoming and undecided student-athletes must be advised through student-athlete advising. All student-athletes certified in a major also receive advising support from Athletics academic advisors.

### Priority Registration

-- All student-athletes listed on the daily eligibility report and student-athletes receiving athletics aid through the Athletics Department's degree completion program are provided registration appointment times from 9:00 a.m. to 12:00 p.m. on the first day of priority registration. Student-Athletes are one of the few student groups who, regardless of class standing (freshman through senior), have access to the registration system on the first day.

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

Student-Athletes and staff become aware of these services by several mechanisms:

- Student-Athlete Handbook
- WSU Athletics Department web site
- New Student Orientation sessions
- Compliance meetings conducted each fall
- Head coach meetings
- Recruiting meetings (on campus)
- Team meetings with athletics academic advisor
- Individual academic meetings with Athletics advisor
- Bulletin board reminders
- Information sent directly to the student through "ZZUSIS" web portal

## 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);

#### Meetings with Faculty/Instructors/Teaching Assistants

All of the new students are expected to meet with their course professors/instructors/TA's by the second week of school and to take advantage of their office hours.

#### Individual Tutoring

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All current student-athletes have access to tutoring opportunities during the academic year and summer sessions. Students are encouraged to meet weekly with tutors to enhance their performance in challenging courses and to maximize academic success. Tutors are recruited, trained, scheduled, and evaluated through the Athletics Department's Tutorial Program at the Center for Advising and Career Development (CACD). Tutors are trained, evaluated, and monitored according to CACD guidelines. The Academic Resource Coordinator occasionally hires tutors (specifically during the summer term when campus tutoring is limited). The Athletics Department uses hiring practices mirroring the expectations of the CACD mentioned above.

### Drop-in Tutoring

Drop-in tutoring is available through CACD and the Multicultural Student Services Center and is free to all WSU students. Drop-in tutoring is also available during the evenings through the Residence Life Tutoring Program in the residence halls. Online tutoring help is available for selected classes. Aid with writing for all courses is available through the WSU Writing Center and online. Colleges and departments also offer additional tutoring in chemistry, math, engineering, and other subject areas.

### Group Tutorials

The Athletics Department offers group tutorials for many General Education courses each semester. These strategy-driven sessions are coordinated by the Athletics Department's Academic Resource Center Coordinator (ARCC) and facilitated by the Athletics Department's academic intern or academic advisors, senior-level students, or teaching assistants. The facilitators are recruited, hired, and supervised by the ARCC.

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

### Meetings with Faculty/Instructors/Teaching Assistants

All student-athletes are expected to participate in such meetings.

### Individual Tutoring

All student-athletes listed on the daily eligibility report (including walk-ons) and former student-athletes receiving athletics aid through the Athletics Department's degree completion program have access to tutoring through the Athletics Department budget. Individual tutor rates start at \$10.00 per hour. All high- and moderate-risk student-athletes are encouraged or required, based on staff assessment of their academic history, to access tutors.

### Drop-in Tutoring

Drop-in help is available to all students at WSU.

### Group tutorials

Priority is given to high-risk student-athletes, but this programming is open to all student-athletes on the daily eligibility report.

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

Student-Athletes and staff become aware of these services by several mechanisms:

- On the WSU tutoring website
- On the WSU Athletics website
- Through Multicultural Student Services publications and website
- Athletics Department e-mails and flyers
- Team academic advisors who refer students for appropriate tutoring activity
- New student-athletes and continuing student-athletes with under 2.20 cumulative GPA learn about tutoring opportunities from their Athletics academic advisor during their weekly academic meeting. These students are expected to access tutoring as needed. High-risk student-athletes (under 2.00 cumulative GPA) are required to access tutoring for each class.
- Student-Athlete Handbook
- Weekly academic meeting with Athletics Department academic advisors
- Student-Athlete meetings

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### 3. 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);

##### 5-9-13 Week Monitoring Programs

The University reports midterm grades for ALL freshmen and entering transfer students. In addition, the Student-Athlete Development Office elicits a request for midterm grades to each professor/instructor of all student-athletes after their first year of enrollment. The faculty is requested to respond on the Athletics Department's confidential website. Coaches and Athletics academic advisors receive the returned evaluations and a summary of all reports for each student-athlete. The midterm report assists the academic staff and coaches in providing immediate intervention and reinforcement at a point in the semester when the student-athletes still have an opportunity to raise their grade. The goal is to provide access to institutional support services as early as possible in the semester.

##### Schedule Review and Monitoring of Degree Progress

The Student-Athlete Development staff monitors student-athletes' degree progress specifically by reviewing every student-athlete's academic schedule each term (both walk-on and scholarship student-athletes). This process allows the advising staff the ability to track potential eligibility issues as well as major interests and/or changes. This review process is an invaluable resource for all student-athletes as it ensures that all course work taken is applicable towards their chosen degree program. This review process also allows the academic advising staff the opportunity to evaluate potential academic and athletic balance issues as well as preventable time conflicts. Lastly this review process aids in the student-athletes' academic experience as it affords the Student-Athlete Development staff the opportunity to counsel and/or refer student-athletes to the appropriate university resources when necessary.

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

##### 5-9-13 Week Monitoring Programs

All new students at WSU receive midterm grades. In addition, a request for midterm grades is made for all student-athletes after their first year. The Student-Athlete Development office initiates evaluation requests to each professor/instructor of all scholarship "High Risk" student-athletes in the 5th and 13th week of each semester. This monitoring system improves communication among the faculty, athletics advising staff, at-risk student-athletes and coaches. Academic advisors working with moderate risk and new high-risk student-athletes will utilize the 5- and 13-Week evaluation forms based on individual performance and specific circumstances.

##### Schedule Review and Monitoring of Degree Progress

All student-athletes progress are monitored.

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

Student-Athletes and staff become aware of these services by several mechanisms:

- Midterm grades are reported to all students through "ZZUSIS"
- New Student Orientation
- Head coach follow up after forms are returned
- Team academic advisor
- Student-Athlete Handbook
- WSU Athletics Department web site

### 4. Assistance for special academic needs: Provisions for diagnosis and treatment of education-impacting disabilities (EID).

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

Individual Success Plan

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Any student-athlete with a documented learning disability or physical impairment will meet with an Athletics Department's learning specialist to develop an Individual Success Plan (ISP), and for possible referral to other University resources. The assigned learning specialist works closely with the Disability Resource Center staff and the student-athlete's academic advisor to ensure the student's specific academic needs are being met. The Associate Director of Athletics, Student-Athlete Development and the Learning Specialist staff monitor implementation, evaluation, and completion of each plan.

### Disability Resource Center

The Disability Resource Center provides services for qualified student-athletes (level of services is consistent with the services provided for any student who provides the appropriate testing documentation). These services are primarily in the form of academic accommodations (access to books on tape, individual testing carrels for extra-time on exams in a distraction-free environment, scribes, note takers, etc.). The Disability Resource Center does not currently have staff who are qualified to provide developmental academic assistance to students.

### Learning Specialist Staff

The Learning Specialist staff coordinates NCAA waiver requests for under 12 credit enrollment with the athletics compliance staff. The Learning Specialist staff coordinates access to additional resources available in the university and internally within the Athletics academic area. Developmental academic services for the special needs population are limited on campus. The Learning Specialist staff attempts to augment university services for the special academic needs of students via consultation with various university resources (faculty/staff, counseling/testing center, disability resource center staff, other professionals). From this input, and working individually with the special needs student-athletes, the Learning Specialist staff and the academic advisors attempt to develop effective academic strategies and academic plans utilizing all available resources.

### **b. Any policies that govern which students can use these services; and**

#### Individual Success Plan

Any student-athlete designated as high-risk or having a documented learning disability or physical impairment has access to these services.

#### Disability Resource Center

All students with a documented disability have access to these resources.

#### Learning Specialist Staff and/or Health Care Provider

Any student-athlete with a documented learning disability, physical impairment or referral by a health care provider has access to these services.

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

Student-Athletes and staff become aware of these services by several mechanisms:

- Athletics academic advisors
- New Student Orientation
- Head coach
- Faculty or parent referral
- Student request for assistance

## **5. Assistance for at-risk students: Availability including institution-wide assistance.**

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

#### Guided Study

Trained study skills facilitators and writing tutors are available to work with student-athletes Tuesday through Thursday nights during the Guided Study Program. The Guided Study Program provides monitored, structured study sessions for students with guided study facilitators. The facilitators serve as "learning strategy tutors" and help students with: 1) study skills in specific content areas, and 2) writing

## Academic Integrity

skills across all content areas. These sessions take place in the Athletics Academic Resource Center, thus allowing students access to technology for their writing and research needs. Many students will integrate tutoring sessions with guided study sessions.

### FAST START Program

To reinforce the importance of studying all 16 weeks of the semester, targeted high-risk student-athletes are expected to attend the FAST START planning session the second week of the semester. FAST START seminars are planning sessions organized and facilitated by the Athletics Department's Student-Athlete Development staff. After attending FAST START, students are prepared to begin the second week of school and their second week meeting with their academic advisor. During FAST START students receive assistance with organizing their syllabi in their binder, completing their semester time management calendar and reviewing the academic skills packet, a quick review of college study skills with easy-to-use instructions and ideas for study skill development. This packet is included in the binder and can be used by the academic advisor and student throughout the weekly meeting process.

### Proactive Weekly Monitoring

The Student-Athlete Development staff meets weekly with high risk, moderate risk, and new student-athletes to provide a structured academic support program and to track academic progress in each class. The academic advisor assists the student-athlete with class selection, major selection, graduation planning, career planning, time management, goal setting, study skills, and learning strategies. Advisors work closely with the University faculty to monitor grades and class attendance. The staff also communicates with the student's faculty to provide assistance with rescheduling or making up class assignments and exams missed due to team travel. Proactive weekly monitoring improves communication among the academic advisors, student-athletes, coaches, advisors, and instructors.

### Soma Program:

The Soma Training Program pairs the use of adaptive technology (Kurzweil 3000) with graduate level literacy education expertise to create a dual reading & educational assistance program.

The program utilizes a networked based comprehensive reading, writing, and learning software geared towards the struggling readers/writers. Specifically, Kurzweil 3000 highlights and reads words aloud to the student in clear, human-like, synthetic speech. This dual highlighting feature adds visual reinforcement that allows the individual to operate at his/her cognitive level rather than his/her reading level. After students who could benefit from Soma programming are identified, the Learning Specialist and student select two courses where Soma would be most beneficial. Upon selection of two courses, the participant is paired with a graduate or undergraduate student from the College of Education and they meet twice a week for the duration of the semester.

### Ten-Hour Study Options Program

The study options program is a required 10-hour per week study program. The intent is to provide a structured learning environment that allows student-athletes the opportunity to determine the most beneficial type of assistance. Almost any structured, monitored study session will help complete the 10-hour requirement. Examples include: tutoring, professor/TA meetings, study sessions, guided study teams, work done in the ARC structured by the lab monitor, work done during guided study structured by a facilitator.

Structured study sessions may take place at the Athletics Academic Resource Center either during daytime hours or in the evenings and are monitored by the Learning Specialist staff, academic intern, academic advisors, ARC coordinator, tutor, or guided study facilitators. Facilitators serve as "learning strategy tutors" and assist students with study skills, writing and research skills, and learning strategies across all content areas.

Head coaches have the option of requiring additional scheduled study sessions each week, monitored by the academic staff. Coaching staffs may also monitor their own team's study hours at other facilities in addition to the study sessions available at the Academic Resource Center (ARC).

### Coordinated Literacy Achievement Support Program (CLASP)

The Coordinated Literacy Achievement Support Program is a collaborative program, College Assistance Migrant Program (CAMP), English, & Athletics Department that strives to address the communication disconnect which intermittently occurs between English 101 instructors and first generational and/or

## Academic Integrity

socioeconomic challenged students. Through the collaborative efforts of instructors and university advocates, identified participants work on bridging the communication gap with their instructors as well as improving their critical thinking and critical writing skills.

### Academic Skills Packet

High-risk students are provided with academic skills packets (available to all student-athletes) and a set of basic time management tools at the start of each semester. These packets contain easy-to-use reviews of, and guides to, developing college-level study skills. The academic advisors use said materials in their weekly meetings.

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

#### Proactive Weekly Monitoring

Weekly meetings are required of all new first-semester student-athletes, returning students under 2.00 cumulative GPA, and most students with 2.00 to 2.20 cumulative GPA. The Associate Director of Athletics, Student-Athlete Development evaluates student-athletes with a 2.20 to 2.49 cumulative GPA on an individual basis to determine if they will be required to meet weekly with an academic advisor. Student-Athletes with over a 2.50 cumulative GPA may also request to meet weekly with their team academic advisor.

#### Soma Program

Targeted student-athletes are screened twice (SDRT and Beta III) and those demonstrating significant reading challenges and/or cognitive discrepancies are incorporated into Soma programming.

#### Ten-Hour Study Options Program

The study program is required for all new student-athletes and at risk student-athletes.

#### Coordinated Literacy Achievement Support Program (CLASP)

Available to high-risk student-athletes who have demonstrated writing deficiencies.

#### Academic Skills Packet

The packets are provided to high-risk students but are available to all students.

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

Student-Athletes and staff become aware of these services by several mechanisms:

- New Student Orientation
- Team academic advisor
- Student-Athlete Handbook
- WSU Athletics Department web site
- Athletics academic advisor
- Head coach
- Athletics Department policies and procedures manual
- On campus meeting with prospective student-athletes by Student-Athlete Development staff

## 6. Academic support facilities: Availability of study rooms, computers and labs.

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

#### Academic Resource Center

The Academic Resource Center (ARC), located in Bohler 290, is equipped with desktop PC computers for use by student-athletes. Each student-athlete is provided with a personal account for this facility. The ARC is staffed with trained learning facilitators who provide academic assistance and assist students with learning through technology, while reinforcing a positive, disciplined learning environment.

The center includes 33 networked desktop computers with Office 2007 (CD-RW/DVD-ROM), two high-speed black/white laser printers, one color laser printer, 9 netbook and 4 notebook laptop computers for

## Academic Integrity

team travel, a flatbed scanner, digital cameras, 35mm SLR camera, individual personalized computer accounts for each student-athlete, one Texas Instruments TI-83 calculator (graphing calculators), and four Texas Instruments TI-30X IIS (scientific calculators).

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

Academic Resource Center

The center is available to all student-athletes.

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

Student-Athletes and staff become aware of the center by several mechanisms:

- New Student Orientation
- Team academic advisor
- Student-Athlete Handbook
- WSU Athletics Department web site
- Athletics academic advisor
- Head coach
- Athletics Department policies and procedures manual
- On campus meeting with prospective student-athletes by Student-Athlete Development staff

**7. Academic evaluation of prospective student-athletes:** Review of academic profiles of prospective student-athletes.

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

All prospective student-athletes who participate in on-campus recruiting visits meet with the Student-Athlete Development staff to discuss support services as well as address any student questions regarding WSU (i.e., majors, housing, general academics). Additionally all prospective freshman student-athletes meet with the Athletics Compliance Office to review their high school transcripts and receive information and advice regarding NCAA qualifier status and other core NCAA and institutional requirements. Prospective transfer student-athletes meet with the Associate Director of Athletics, Student-Athlete Development to assess how their credits will articulate to WSU as well as address degree programs and other academic related questions.

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

All prospective student-athletes who take an on-campus recruiting visit (some non-scholarship, international, or occasionally other prospective student-athletes enroll at WSU without visiting the campus or ever meeting with Athletics; such students begin the academic evaluation process when they arrive and enroll).

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

Student-Athletes and staff become aware of these evaluations by several mechanisms:

- On-campus recruiting visit meetings with Student-Athlete Development staff
- Student-Athlete meetings with Athletics Compliance Office
- Transfer student-athlete meetings with Associate Director of Athletics, Student-Athlete Development
- New Student Orientation, especially for students who did not participate in an on-campus recruiting visit

**8. Student-athlete degree selection:** Degree program assistance.

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

New Student-Athlete Orientation

New student-athletes must participate in an academic, and career services orientation during the first semester of enrollment.

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### Student-Athlete Development Staff

Student-Athlete Development staff officially advises incoming and undecided student-athletes. The staff assists students in selecting a degree program and advise them until that student certifies in the degree.

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

#### New Student-Athlete Orientation

All new student-athletes are required to participate.

#### Student-Athlete Development staff

All incoming and undecided student-athletes have a development staff advisor.

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

Student-Athletes and staff become aware of these services by several mechanisms:

-- New Student Orientation meetings

-- Team academic advisor

-- Student-Athlete Handbook

-- All new student-athletes receive information about the New Student-Athlete Orientation prior to enrollment via an Athletics Department mailing. All incoming and undecided student-athletes have a development staff advisor.

**9. Learning assessments: Provisions for testing and evaluation (e.g., placement testing).**

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

#### Math and Writing Placement Testing

All students must complete the writing placement exam before enrolling in an English class. Students will be placed into a math class based on either their results on the math placement exam or their quantitative SAT or ACT score.

#### Other Assessments

The Student-Athlete Development staff assesses the academic strengths and weaknesses of all student-athletes using existing academic records and assessment instruments. All the academic records of the incoming student-athletes are closely reviewed. Special attention is given to student-athletes with low standardized test scores, marginal high school or college transcripts, special admission status, and those dealing with major changes (i.e., international status, personal issues).

The SDRT (Stanford Diagnostic Reading Test) screening tool is administered to the majority of incoming student-athletes, including at-risk students who were high school non-qualifiers (as defined by the NCAA in Bylaw 14.3) and freshmen with an admissions index number less than 30. When discrepancies are uncovered, the Beta III is utilized as well to provide best practices with regard to cognitive discrepancies. If upon completion of the Beta III there is a demonstrated issue and or suspicion, the SAD learning specialist staff then contracts with a licensed psychologist outside of the Athletics Department to conduct further testing and evaluation.

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

#### Math and Writing Placement Testing

All students at WSU must complete the placement exams.

#### Other Assessments

All student-athletes are assessed but some specific screening tools are targeted to at risk students.

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

## Academic Integrity

Student-Athletes and staff become aware of these services by several mechanisms:

- Athletics academic advisors
- Health care provider
- Head coach
- New Student Orientation
- Student request for assistance
- Faculty referral

**10. 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);

FAST START Program

To reinforce the importance of studying all sixteen weeks of the semester, targeted high-risk student-athletes are expected to attend the FAST START planning session the second week of the semester. FAST START seminars are planning sessions organized and facilitated by the Athletics Department's Learning Services Coordinator. After attending FAST START, students are prepared to begin the second week of school and their second week meeting with their academic advisor. During FAST START students receive assistance with organizing their syllabi in their binder, completing their semester time management calendar and reviewing the academic skills packet, a quick review of college study skills with easy-to-use instructions and ideas for study skill development. This packet is included in the binder and can be used by the academic advisor and student throughout the weekly meeting process.

Learning Strategies/Study Skills

Student-Athletes, based on objective assessments, may need to improve basic academic skills such as vocabulary development, textbook use, reading comprehension, concentration skills, time management, memory skills, note taking, grammar and sentence structure, and general writing. The Athletics Department Learning Specialist staff and academic advisors work individually and in small groups to meet the needs of these students.

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

FAST START Program

All student-athletes have access to this service, but high-risk students may be required to participate.

Learning Strategies/Study Skills

All student-athletes have access to this service.

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

Student-Athletes and staff become aware of these services by several mechanisms:

- Student-Athlete Handbook
- WSU Athletics Department website
- New Student Orientation sessions
- Team academic advisor

**11. Study hall:** Availability, facilities, attendance policies.

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

Guided Study

Trained study skills facilitators and writing tutors are available to work with student-athletes Tuesday through Thursday nights during the Guided Study Program. The Guided Study Program provides monitored, structured study sessions for students with guided study facilitators. The facilitators serve as "learning strategy tutors" and help students with: 1) study skills in specific content areas, and 2) writing skills across all content areas. These sessions take place in the Academic Resource Center, thus allowing students access to technology for their writing and research needs. Many students will integrate tutoring

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sessions with guided study sessions.

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

Guided Study

These monitored study sessions are available for all student-athletes. High-risk student-athletes may be required to attend facilitated study sessions. Monitoring forms are available daily for use by the Athletics academic advisors.

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

Student-Athletes and staff become aware of these services by several mechanisms:

- Student-Athlete Handbook
- WSU Athletics Department website
- New Student Orientation sessions
- Team academic advisor

**12. First year/transfer orientation: Availability, attendance requirements.**

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

Summer Bridge Program

At Washington State University, all incoming scholarship student-athletes in football, men's basketball, & women's basketball are strongly encouraged to participate in the Summer Bridge Program. Students who are considered at-risk are particularly encouraged to attend. Approximately 25-30 student-athletes participate each summer. Summer Bridge is a collaborative effort that partners the Athletics Department with summer session (Advantage). This collaboration affords the opportunity for marginal student-athletes to earn six academic credits, engage in community outreach and transition into a collegiate environment prior to full time enrollment.

All University New Student Orientation

All incoming students are required to participate in the university wide Alive! orientation process. The orientation programming includes an introduction to university resources, support programs, opportunities, as well as other academically minded programming.

New Student-Athlete Orientation

New student-athletes on athletics aid must participate in an academic, personal development, and career services orientation prior to the start of their first semester of enrollment. The orientation will include a survey of existing university and departmental resources and tours of important university student support resources and facilities.

New Student-Athlete Seminar

All new student-athletes on athletics scholarship are required to attend the New Student-Athlete Seminar. The New Student-Athlete Seminar is a graded class for one academic credit. This seminar is designed to assist new student-athletes to manage their introduction into WSU Athletics and explore healthy life skills. Facilitators of the seminar focus on providing the information and skills needed for making a successful transition to the role of WSU student-athlete in a new and unique environment. The seminar meets for one hour a week during the fall semester, and also in the spring semester for January enrollees.

The New Student-Athlete Seminar curriculum covers a range of topics presented both by content experts and student-athlete peers. Typical topics include healthy life choices, media management, career development, leadership, diversity topics, substance abuse, relationships, nutrition, hazing, transitions and change, money management, communication, WSU and community resources, and more. The Senior Associate Director of Athletics, Transition and Retention facilitates the seminar.

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

Summer Bridge Program

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All student-athletes are welcome to attend the Summer Bridge program, but incoming scholarship student-athletes in football, men's basketball, women's basketball & women's volleyball receive funding to attend this program (tuition, fees, books, room & board).

All University New Student Orientation

All university students are required to participate in Summer Alive!

New Student-Athlete Orientation

All new student-athletes are required to participate in the New Student-Athlete orientation.

New Student-Athlete Seminar

All new scholarship student-athletes will be required to attend the New Student-Athlete Seminar.

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

Student-Athletes and staff become aware of these services by several mechanisms:

- All new student-athletes receive information about university and department orientations in the summer prior to enrollment via an Athletics Department mailing.
- Mid-year transfers are also provided an orientation during the first week of the semester by the Student-Athlete Development staff.
- Coaches provide reminders and incorporate the orientation into their required activities.

**13. Mentoring: Availability of mentors, identification and assignment methods, frequency of interaction.**

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

Peer Academic Counseling (PAC) Program

The PAC program is a peer mentoring program designed to assist new student-athletes with their transition from high school or community college to Washington State University. Peer counselors give the new student-athletes a contact person with whom, on a weekly basis, to share accomplishments and challenges. Peer academic counselors emphasize time management, balancing athletics and academic commitments, keys to success, and accessing department/university resources. Peer counselors may also assist student-athletes with learning strategies, writing and research skills, and maintaining successful interaction with professors. Peer counselors meet with each assigned student-athlete weekly. PAC counselors are current or former student-athletes -- successful sophomores, juniors, seniors, or graduate students with a wealth of knowledge about how to succeed at WSU. Peer counselors can receive credit from the Psychology Department, fulfill internship hours for the Athletics Department's Degree Completion Program, or simply volunteer their time.

University Mentoring Programs

University mentoring programs are available through the Office of Multicultural Student Services, Counseling Services, Women's Resource Center and the Gay, Lesbian, Bisexual and Allies Association. Additionally, university faculty and staff mentor students through the advising process.

Student-Athlete Mentor Program

By creating a multicultural environment in the WSU Athletics Department, this program reflects in part the university's commitment to diversity. A mentoring relationship provides the mentor with the opportunity to provide student-athletes with professional and personal growth, and the satisfaction of assisting students to develop the skills necessary to become successful in all of their endeavors. This program will provide benefits to students-athletes by promoting communication among student-athletes, coaches, and Athletics administrators on minority issues and helping all athletes with transition and retention issues unique to minority student-athletes in a predominantly white institution.

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

Peer Academic Counseling (PAC) Program

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Each academic year 50 to 60 moderate to well-prepared incoming freshman and transfer student-athletes participate in this program.

University Mentoring Programs

All student-athletes are encouraged to take advantage of these university resources.

Student-Athlete Mentor Program

All student-athletes are encouraged to take advantage of the program.

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

Student-Athletes and staff become aware of these services by several mechanisms:

- Student-Athlete Handbook
- WSU Athletics Department website
- New Student Orientation sessions
- Head coaches
- Team academic advisors
- On-campus recruiting meetings

**14. Posteligibility programs: Availability of scholarships, assistantships and academic support.**

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

Tutoring

All former student-athletes receiving athletics aid through the Athletics Department's degree completion program have access to tutoring through the Athletics Department budget.

Degree Completion Program (DCP), exhausted eligibility

The purpose of the degree completion program is to provide financial assistance to students who have completed their athletics eligibility to enable them to complete the requirements for their first bachelor's degree. DCP financial aid during the summer term immediately following the students' last year of eligibility will be proportionate to the previous academic year, and DCP financial aid during the first academic year term after eligibility is exhausted will be limited to tuition, required fees, and required text books.

DCP students have access to all available academic services (e.g., tutoring, study teams, computer lab access, midterm grade evaluations, advising/academic planning, weekly academic meetings, career services, senior professional development portfolio and senior meetings).

All student-athletes in the DCP will be assigned an internship in the Athletics Department. The required hours will be determined by previous history of athletics financial assistance (exception: internships are not required during summer school). If a DCP student-athlete has an off-campus internship required for graduation or a student teaching requirement, the Athletics Department's DCP internship requirement will be waived for those student-athletes who are within six years of post secondary enrollment and have not received more than 10 semesters of athletics aid.

Medical Non-counter Financial Aid (MNC)

The purpose of medical non-counter financial aid (MNC) is to assist scholarship student-athletes suffering from a career ending injury in completing their first bachelor's degree. Financial aid may be available for a student-athlete who is injured while participating in his/her sport based upon the team physician's recommendation that they are not physically able to complete four years of eligibility.

If approved for medical non-counter financial aid, the following apply: 1) Students must enroll in a minimum of 15 credit hours each semester of the award unless their degree requirements are less. No more than 18 credit hours can be taken in a semester at WSU expense. 2) Aid will be awarded in proportion to the amount of financial aid received during their last year of eligibility. 3) Students will be assigned a 20-hour a week internship in the Athletics Department. 4) Aid will be awarded by semester on the basis of successful academic progress. Aid may not be renewed for students who become deficient, as defined by university academic regulations. 5) The maximum time of award is four years (determined by the student's clock

## Academic Integrity

start). 6) The degree should be completed during the period of this financial award. If a student earns an "F", "W", or "I" in any class, future aid may be impacted.

MNC students have access to all available academic services (e.g., tutoring, study teams, computer lab access, midterm grade evaluations, advising/academic planning, weekly academic meetings if under 2.00 cumulative GPA, career services, senior professional development portfolio, and senior meetings).

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

Degree Completion Program (DCP), exhausted eligibility

In order to be considered for the DCP, a student-athlete must: 1) Meet all NCAA financial aid requirements. 2) Have a 2.0 cumulative GPA and have earned a minimum of 90 credit hours over 8 semesters. 3) Be within one semester of a degree if they have been on athletics aid for five years or be within two semesters of a degree if they have been on athletics aid for four years or less. 4) Enroll in a minimum of 15 credit hours each semester of the award unless their degree requirements are less. No more than 18 credit hours can be taken in a semester at WSU expense. 5) Aid is approved from semester-to-semester on the basis of successful academic progress. 6) If a student earns an "F", "W", or "I" in any class, future aid may be impacted. If the above criteria are not met, the student-athlete can appeal to the Associate Director of Athletics, Student-Athlete Development.

Medical Non-counter

If a serious injury exists, the head coach and the head athletic trainer will meet to discuss the injury. If warranted and appropriate, the Assistant Director of Athletics, Training Services will consult with the WSU team physician to determine if the injury is career ending. If determined to be career ending, the Assistant Director of Athletics, Training Services will meet with the medical non-counter committee (Senior Associate Director of Athletics, Student Services, Senior Associate Director of Athletics /SWA, Associate Director of Athletics, Compliance, and Assistant Director of Athletics, Training Services) to review the student-athlete's medical history and the recommendation for medical non-counter status. If approved by the sport supervisor, the Assistant Director of Athletics, Training Services will forward the appropriate medical documentation to the Athletics Compliance Office for review.

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

Student-Athletes and staff become aware of these services by several mechanisms:

- Team academic advisors
- Head coach
- Student-Athlete Handbook
- WSU Athletics web site
- Senior student-athlete meetings (annual required meetings in September and January)
- In the case of the medical non-counter, the Assistant Director of Athletics, Training Services and team physician initiate contact with a student-athlete who has suffered a career ending injury. The trainer and physician review the injury with the student-athlete and recommend the student-athlete no longer compete. The physician forwards an official letter to the Athletics Compliance Office to initiate moving the scholarship from the sport to the Athletics Department's degree completion budget.

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7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question on the ACS to submit a copy of the institution's most recent academic support services evaluation.]

*The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

*The comprehensive, written academic support services evaluation must include an evaluation of all services provided to student-athletes. [Note: The list below should provide institutions with a starting point for the evaluation but it is not an exhaustive list. Institutions are required to evaluate all relevant services provided.]*

- a. *Academic counseling/advising resources and services;*
- b. *Tutoring;*
- c. *Academic progress monitoring and reporting;*
- d. *Assistance for special academic needs;*
- e. *Assistance for at-risk students;*
- f. *Academic support facilities;*
- g. *Academic evaluation of prospective student-athletes;*
- h. *Student-athlete degree selection;*
- i. *Learning assessments;*
- j. *Success skills;*
- k. *Study hall;*
- l. *First year/transfer orientation;*
- m. *Mentoring;*
- n. *Post-eligibility programs; and*
- o. *Any other relevant service provided to student-athletes.*

*The institution must submit a copy of the written evaluation of the academic support services. Please note that institutions that do not have a separate academic support program for student-athletes are not required to ensure that its academic support program for students generally is subject to a comprehensive written evaluation at least once every four years by authorities external to athletics.*

*The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

## Academic Integrity

1. WSU Academic Report 2011.doc

### List of attachments

1. WSU Academic Report 2011.doc

8. Identify the academic authorities outside the department of athletics responsible for conducting the institution's academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution's most recent academic support services evaluation.

*The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

The following individuals were appointed by WSU President Elson S. Floyd to complete the most recent academic support services evaluation:

- Mr. Kenneth R. Vreeland, Committee Chair, Special Assistant to the Provost and Executive Vice President
- Dr. Kenneth L. Casavant, Faculty Athletics Representative and Professor, School of Economic Sciences (reports to President Floyd, not to the Athletics Department)
- Dr. Mary F. Wack, Vice Provost for Undergraduate Education and Dean, University College
- Dr. Erich J. Lear, Professor of Music (also Chair, Subcommittee on Academic Integrity for the Current NCAA Cycle 3 Certification)
- Dr. Susan L. Poch, Associate Dean, University College and Director, Center for Advising and Career Development

WSU found that an evaluation of student support services had not been completed as required every four years by the NCAA. WSU subsequently submitted a violation report. Erich Lear, chair of the Academic Integrity Subcommittee, was assigned to meet with other members of the Certification Steering Committee to propose membership on a committee to complete the evaluation. Examples of such evaluations and committee membership were sought from NCAA sources and institutions.

President Floyd approved the proposed committee membership on September 12, 2010. None of the committee members have day-to-day responsibilities in the academic support services area.

The appointed evaluation committee, listed above, began its evaluation September 13, 2010, and completed the evaluation March 11, 2011.

9. If the institution used an outside individual or entity (e.g., conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority's involvement in the academic support services evaluation.

WSU used no outside individual or entity to assist in the coordination or facilitation of the academic support services evaluation. As stated above in Item 8, NCAA sources (the Academic Support Services Guidebook) were used to establish the method to complete the evaluation and to identify knowledgeable WSU committee members who are outside the Athletics Department and do not have day-to-day responsibility for student support services.

## Academic Integrity

- 10.** Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine any necessary corrective actions. In addition, identify the individuals involved in this review.

*The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

Integration of the Academic Support Services Evaluation into this Academic Integrity Subcommittee report was facilitated by the fact that two members of the Evaluation Committee (Lear and Vreeland) were also members of the Academic Integrity Subcommittee. A third Evaluation Committee member (Casavant) was also on the Steering Committee and part of the Work Group established by Steering Committee chair, Dan Bernardo.

Process for determining if any corrective actions are needed:

1. Ken Vreeland, as chair of the Evaluation Committee, participated in many of the interviews necessary to develop the Academic Support Services Evaluation. Part of the evaluation was to assess the physical facilities, staff resources, and financial support for Athletics Academic Support Services. While the Evaluation Committee has made recommendations regarding facilities and staff resources, none of those recommendations rises to the level of needing corrective action. Vreeland, in completing Self Study section OP 2.2, Item 5, refers to the completed evaluation as confirming that facilities, staff resources, and budget meet necessary levels.

2. Erich Lear, as chair of the Academic Integrity Subcommittee, participated in final editing of the evaluation. He also had assigned Mary Sanchez-Lanier (Associate Dean in the College of Sciences) to write the Academic Integrity Subcommittee sections of the Self Study that related directly to Academic Support Services. These are OP 2.1, Item 8 and OP 2.2, Item 6. Her work was independent of the Evaluation Committee's review. Lear compared her two sections to the findings of the Evaluation Committee, found they were in agreement, and concluded that no need for corrective actions emerged from the comparison.

3. After completion of the Academic Support Services Evaluation, Erich Lear referred the document to members of the Cycle 3 Certification Work Group created by Steering Committee chair Dan Bernardo. The members of the Work Group were:

- Dan Bernardo, Steering Committee Chair and Chair of Work Group
- Jim Roche, Self Study Coordinator
- Jane Sherman, Subcommittee Chair
- Nicholas Lovrich, Subcommittee Chair
- Steven Robertello, Associate Director of Athletics, Compliance
- Ken Casavant, Faculty Athletics Representative
- Erich Lear, Subcommittee Chair
- Donna Poire, Campus Contact

The Work Group concluded that, while the evaluation provided several very useful recommendations, no corrective actions were needed.

The individuals involved in review of the evaluation were:

- Erich Lear, Chair, Academic Integrity Subcommittee
- Ken Vreeland, Chair, Evaluation Committee and member Academic Integrity Subcommittee
- Members of the Cycle 3 Certification Work Group (as listed above)

- 11.** Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Provide:

- a. The plan(s) or action(s) implemented; and
- b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).

## Academic Integrity

a. The plan(s) or action(s) implemented.

No corrective actions have been planned or implemented as a result of the most recent academic support services evaluation.

b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).

Since no corrective actions have been planned or implemented, there are no timetables for completion.

**12. List all APR Improvement Plans developed and approved by the institution for any team if required by the Committee on Academic Performance. In each case, provide:**

- a. The original goal(s);
- b. The step(s) taken by the institution to achieve the goal(s);
- c. The date(s) the step(s) was completed; and
- d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

*The institution must provide evidence that the most recent APR Improvement Plans developed and approved by the institution during the previous self-study or as required by the Committee on Academic Performance have been implemented. If the plan(s) was modified or not fully implemented, the institution must provide a written explanation prepared and approved by appropriate institutional authorities.*

### 1. Original Plan

Baseball APR improvement plan:

- Team GPA goal of 2.9
- Achieve highest team GPA ever for Fall 2007 Cougar Baseball Team

#### Action

-- Student-Athlete Assessment Criteria: Work closely with special admits, high-risk and institutional risk student-athletes. This includes tutoring for each course, weekly meetings with academic advisors, thorough weekly reports and grade evaluations.

-- Academic Support Programs Criteria: Weekly meetings, implementation of Individual Academic Success Plans (ISAP), FAST START, a planning and organizational session that is facilitated by a Learning Specialist prior to second week of school each semester and guided study teams.

#### Action Date

Steps implemented are ongoing even though APR scores have seen vast improvement. The multi-year score has increased from 921 (2006-2007) to 968 (2009-2010).

#### Explanation for partial or non-completion

The baseball APR improvement plan (see Additional Document 2.2, 12b available on request) was developed in response to the 2006-2007 APR data that indicated academic and retention issues persisted. By fall 2007, the university implemented all outlined steps in the plan to achieve the stated measurable goals.

## Academic Integrity

Since the implementation of the plan, the 2009-2010 single year APR score for baseball is 973 with a multi-year score of 968 -- an increase from 921 in 2006-2007. Achievements indicate that the multi- and single-year scores now meet minimum criteria, and the team has shown consistent improvement on its cumulative GPA from 2000 to 2010, moving from a 2.40 cumulative GPA in 2000 to a cumulative GPA of 2.84 in 2010.

In the fall of 2007, the team reached its stated goal as it achieved a semester GPA of 2.91, the highest fall GPA in program history. The team also achieved a cumulative GPA of 2.93 for fall 2007, also the highest mark by the baseball program.

### 2. Original Plan

Football APR improvement plan:

- Highest team GPA during a fall semester
- All students above a 2.0 semester and cum GPA

#### Action

- Student-Athlete Assessment Criteria: Work closely with special admits, high-risk and institutional risk student-athletes. This includes tutoring for each course, weekly meetings with academic advisors, thorough weekly reports and grade evaluations.
- Academic Support Programs Criteria: Weekly meetings, implementation of Individual Academic Success Plans (ISAP), FAST START, a planning and organizational session that is facilitated by the Learning Specialist staff prior to second week of school each semester and guided study teams.
- New freshmen/transfers are in weekly meetings during first semester and are monitored closely.
- Coaches enforce a sport-related disincentive for missed classes and/or study resource.
- Advisors meet with assigned student-athletes for specific weekly meetings.

#### Action Date

Steps implemented are ongoing, though APR scores have seen vast improvement, with last two single-year APR scores being 953 and 944, bringing the multi-year score from 918 (2007-2008) to 925 (2009-2010).

#### Explanation for partial or non-completion

A football APR improvement plan (see Additional Documents 2.2, 12 a1 and a2 available on request) was submitted in response to the 2006-2007, 2007-2008, and 2008-2009 single as well as multi-year APR data that demonstrated academic and sport-related issues. By fall of 2008, the university implemented all outlined steps to achieve the stated goals. As a result, the 2009-2010 single year APR score for football is 944 with a multi-year score of 925 -- an increase from 916 in 2006-2007.

The team also achieved its GPA goal by recording a cumulative GPA for fall 2009, which exceeded the previous high mark of 2.75 in fall 2008. As for semester GPA, both fall of 2008 and fall of 2009 the team achieved a 2.54 GPA, matching the highest fall mark in program history. As of spring 2010, the program had 95 of its 104 members above a 2.0 cum GPA.

### 3. Original Plan

Women's Volleyball APR improvement plan:

- Team Cum GPA of 3.4 or higher
- Semester GPA Goal: 3.4 or higher (2.90 minimum)

#### Action

## Academic Integrity

-- Student-Athlete Assessment Criteria: Work closely with special admits, high-risk and institutional risk student-athletes. This includes tutoring for each course, weekly meetings with academic advisors, thorough weekly reports and grade evaluations.

-- Academic Support Programs Criteria: Weekly meetings, implementation of Individual Academic Success Plans (ISAP), FAST START, a planning and organizational session that is facilitated by the Learning Specialist staff prior to second week of school each semester and guided study teams.

-- Schedule study time into travel itinerary and monitor closely.

-- Reinforce advisors duties.

-- Advisors work with assistant coach to proctor exams on the road.

-- Advisors meet with assigned student-athletes for specific weekly meetings

### Action Date

Steps implemented are ongoing, though APR scores have seen vast improvement, with last three APR scores being 1000, 957 and 935, bringing multi-year score from 922 (2006-2007) to 960 (2009-2010).

### Explanation for partial or non-completion

A volleyball APR improvement plan (see Additional Document 2.2, 12d available on request) was developed in response to the 2006-2007 APR data that indicated academic and retention issues persisted. By fall 2007, the university implemented all outlined steps to achieve the stated measurable goals. Since the implementation of said plan, the 2009-2010 APR multi-year score of 960 -- an increase from 922 in 2006-2007. With regard to the stated GPA goal, the team has maintained a minimum cumulative GPA over 3.00 in five of the past six terms since the plan was enacted. The highest team cum GPA came in fall 2007, with a 3.36 GPA. In four of the past six semesters, the team has maintained above the minimum goal threshold of 2.90 for semester GPA.

## 4. Original Plan

Men's Basketball APR improvement plan:

-- Multi-year APR score of 925 in the year 2008-2009

### Action

-- Student-Athlete Assessment Criteria: Work closely with special admits, high-risk and institutional risk student-athletes. This includes tutoring for each course, weekly meetings with academic advisors, thorough weekly reports and grade evaluations.

-- Academic Support Programs Criteria: Weekly meetings, implementation of Individual Academic Success Plans (ISAP), FAST START, a planning and organizational session that is facilitated by the Learning Specialist staff prior to second week of school each semester and guided study teams.

-- New freshmen/transfers are in weekly meetings during first semester and are monitored closely.

-- Advisors meet with assigned student-athletes for specific weekly meetings.

### Action Date

Steps implemented are ongoing, though APR scores have seen vast improvement, with last three APR multi-year scores rising from 905 (2006-2007) to 962 (2009-2010).

### Explanation for partial or non-completion

## Academic Integrity

A men's basketball APR improvement plan (see Additional Document 2.2, 12c available on request) was submitted in response to the 2006-2007 multi-year APR data that demonstrated academic as well as sport-related issues. By fall 2007, the university implemented all outlined steps to achieve the stated goal. Since the implementation of said plan, the 2009-2010 single year APR score for men's basketball is 929 with a multi-year score of 957 -- an increase from 813 in 2003-2004. The multi-year APR score in 2008-2009 was 957 and that exceeded the stated goal of 925.

- 13.** If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

No plans for improvement for Operating Principle 2.2 were developed during the the current self-study process.

## Academic Integrity

### Special-Admissions

#### FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID

1. Indicate the numerical percentage of entering first-year students who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first and include all first-year students entering the institution during the year.  
  
 Column 1. Calculate this percentage by dividing the number of all entering first-year students who were admitted through special exception provisions by the total number of entering first-year students.
2. Indicate the numerical percentage of first-year student-athletes receiving athletics aid\* who were admitted through special exception provisions during the four most recent academic years. Include non-qualifiers who were ineligible for aid. List the most recent academic year's data first.  
  
 Column 2. Calculate this percentage by dividing the number of entering first-year student-athletes receiving athletics aid\* who were admitted through special exception provisions by the total number of entering first-year students.

Year	Percent of Specially Admitted Students	
	1 All First-Year Students	2 All First-Year Student-Athletes on Athletics Aid
2010	2%	21%
2009	1%	26%
2008	4%	26%
2007	3%	21%

\*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: Ray Wallace

Title: Administrative Planning Analyst

## Academic Integrity

### Special-Admissions by Sport

#### FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP

1. Indicate the total number of entering first-year student-athletes receiving athletics aid \* by sport group who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first.
2. Indicate the total number of entering first-year student-athletes receiving athletics aid \*. List the most recent academic year's data first.

Year	All First Year Student-Athletes		Baseball		Men's Basketball		Football		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
2009-2010	16	75	1	6	2	5	6	16	3	5	0	1	1	3	2	8	1	31
2008-2009	23	87	1	10	5	6	7	18	3	10	0	2	1	7	5	11	1	23
2007-2008	20	76	6	11	1	4	7	15	3	8	1	3	0	3	1	8	1	24
2006-2007	15	71	2	12	0	1	7	13	0	5	0	2	2	5	1	6	3	27

\* Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: Ray Wallace

Title: Administrative Planning Analyst

## Academic Integrity

### Test Scores by Gender

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

Year	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	1117	1634		1007	33		1066	1738		1006	42	
	1138	1659		1010	46		1094	1752		1061	41	
	1126	1611		989	41		1096	1597		1042	35	
	1121	1340		1011	33		1087	1358		1057	38	

Name of person completing this chart: Ray Wallace

Title: Administrative Planning Analyst

## Academic Integrity

### Test Scores by Racial or Ethnic Group - Old Race/Ethnicity Categories Chart (IPEDS)

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Racial or Ethnic Group - All Entering First-year Students													
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other	
Year	Average Standardized Test Score	Score #	of Students	Score #	of Students	Score #	of Students	Score #	of Students	Score #	of Students	Score #	of Students	Score #	of Students
2009-2010															
2008-2009															
2007-2008															
2006-2007															

		Racial or Ethnic Group - All Entering First-year Student Athletes on Aid													
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other	
Year	Average Standardized Test Score	Score #	of Students	Score #	of Students	Score #	of Students	Score #	of Students	Score #	of Students	Score #	of Students	Score #	of Students
2009-2010															
2008-2009															
2007-2008															
2006-2007															

Name of person completing this chart: Ray Wallace

Title: Administrative Planning Analyst

# Academic Integrity

## Test Scores by Racial or Ethnic Group - New Race/Ethnicity Categories Chart (IPEDS)

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

Racial or Ethnic Group - All Entering First-year Students																		
Year	Am. Ind./AN	Asian		Native Hawaiian /PI		Black/ African American		Hispanic/ Latino		White/ Non-Hispanic		NR Alien		Two or More Races		Unknown		
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
2009-2010	1037	31	1084	206	1015	31	979	75	1015	271	1105	2490	1016	73	1085	106	1111	89
2008-2009	1096	35	1107	175	1058	16	983	64	1049	202	1124	2622	1018	70	1149	56	1144	171
2007-2008	1071	31	1113	200	1109	14	1006	56	1068	170	1117	2483	1033	54	1075	37	1119	163
2006-2007	1109	33	1090	188	1089	16	948	57	1070	123	1111	2121	1083	26	1046	8	1111	126

Racial or Ethnic Group - All Entering First-year Student Athletes on Aid																		
Year	Am. Ind./AN	Asian		Native Hawaiian /PI		Black/ African American		Hispanic/ Latino		White/ Non-Hispanic		NR Alien		Two or More Races		Unknown		
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
2009-2010			1140	1	885	2	954	16	923	6	1052	33	995	12	923	3	1165	2
2008-2009			1010	1			889	19	920	2	1091	48	1006	9	1110	3	1076	5
2007-2008	1190	1	890	1	1100	1	891	17	1077	3	1051	38	1018	13	910	1	1300	1
2006-2007			950	2			897	9	1015	4	1075	46	1054	8	810	1	800	1

Name of person completing this chart: Ray Wallace

Title: Administrative Planning Analyst

# Academic Integrity

## Test Scores and GPA by Sport

### FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Sport Group														
Year	Core GPA	# of Students	Men's Basketball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports			
			Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students		
2009-2010	2.97	16	2.72	5	3.47	6	2.75	5	3.96	1	3.26	3	3.22	8	3.36	31
2008-2009	2.99	18	2.68	6	3.49	10	3	10	2.92	2	3.41	7	3.23	11	3.57	23
2007-2008	3.09	15	3.46	4	3.1	11	2.88	8	3.15	3	3.27	3	3.52	8	3.59	24
2006-2007	2.98	13	3.72	1	3.43	12	3.39	5	3.43	2	3.16	5	3.5	6	3.55	27
<b>Average Core-Course GPA</b>																

		Sport Group														
Year	Score	# of Students	Men's Basketball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports			
			Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students		
2009-2010	989	16	980	5	1127	6	928	5	1090	1	860	3	985	8	1026	31
2008-2009	982	18	905	6	1071	10	1041	10	1105	2	1031	7	1006	11	1097	23
2007-2008	964	15	1080	4	974	11	1026	8	950	3	1160	3	989	8	1050	24
2006-2007	922	13	1070	1	1018	12	1164	5	1140	2	1052	5	930	6	1082	27
<b>Average Standardized Test Score</b>																

Name of person completing this chart: Ray Wallace

Title: Administrative Planning Analyst

## Academic Integrity

### Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

	FGR
All Students	63%
Student Athletes	59%

# Academic Integrity

## Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

Men's Team	Team FGR by Racial and Ethnic Group										All Male Students FGR by Racial and Ethnic Group										
	Am. Ind./AN	Asian	Native Hawaiian/PI	Black/African American	Hispanic/Latino	White/Non-Hispanic	NR Alien	Two or More Races	Unknown	Team FGR		All SA's	All Male Students	Am. Ind./AN	Asian	Native Hawaiian/PI	Black/African American	Hispanic/Latino	White/Non-Hispanic	NR Alien	Two or More Races
Baseball	0%	0%	0%	0%	100%	43%	0%	0%	0%	42%	59%	60%	45%	54%	0%	50%	56%	61%	0%	0%	65%
Basketball	0%	0%	0%	25%	0%	0%	100%	0%	0%	33%											
CC Track	0%	0%	0%	80%	0%	47%	0%	0%	100%	57%											
Football	0%	50%	0%	56%	0%	68%	0%	0%	67%	58%											
Others	0%	0%	0%	0%	0%	80%	0%	0%	100%	83%											

Women's Team	Team FGR by Racial and Ethnic Group										All Female Students FGR by Racial and Ethnic Group										
	Am. Ind./AN	Asian	Native Hawaiian/PI	Black/African American	Hispanic/Latino	White/Non-Hispanic	NR Alien	Two or More Races	Unknown	Team FGR		All SA's	All Female Students	Am. Ind./AN	Asian	Native Hawaiian/PI	Black/African American	Hispanic/Latino	White/Non-Hispanic	NR Alien	Two or More Races
Basketball	0%	0%	0%	75%	0%	43%	100%	0%	0%	54%	59%	67%	54%	60%	0%	50%	56%	68%	64%	0%	76%
CC Track	0%	0%	0%	75%	100%	75%	50%	0%	100%	71%	63%										
Others	100%	50%	0%	60%	33%	68%	56%	0%	0%	63%											

All Students FGR by Racial and Ethnic Group						
Am. Ind./AN	Asian	Native Hawaiian/PI	Black/African American	Hispanic/Latino	White/Non-Hispanic	Two or More Races
63%	50%	0%	50%	56%	65%	70%

## Academic Integrity

### Federal Graduation Rates by Sport

Information obtained to complete this chart

- 2008-2009 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 3-6 below)

1	2	3	4	5	6
Men's Team	Team FGR	All Students FGR	All Male Students FGR	All SA's FGR	All Male SA's FGR
Baseball	42%	63%	60%	59%	55%
Basketball	33%				
CC Track	57%				
Football	58%				
Golf	83%				

1	2	3	4	5	6
Women's Team	Team FGR	All Students FGR	All Female Students FGR	All SA's FGR	All Female SA's FGR
Basketball	54%	63%	67%	59%	63%
CC Track	71%				
Golf	50%				
Rowing	72%				
Soccer	88%				
Swimming	45%				
Tennis	50%				
Volleyball	44%				

## Academic Integrity

### Academic Progress Rates

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report(Columns 1-2 below)
- 2008-2009 NCAA Projected Federal Graduation Rate Chart(Columns 3 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 4 below)

1	2	3	4
Men's Team	Team Multi Year APR	Team Projected FGR	All Students FGR
Baseball	961	%	63%
Basketball	957	%	
Cross Country	971	%	
Football	918	35%	
Golf	964	%	
Track, Indoor	984	%	
Track, Outdoor	984	%	

1	2	3	4
Women's Team	Team Multi Year APR	Team Projected FGR	All Students FGR

## Academic Integrity

Basketball	933		40%	63%
Cross Country	994		%	
Rowing	971		%	
Golf	973		%	
Soccer	975		%	
Swimming	993		%	
Tennis	977		%	
Track, Indoor	984		%	
Track, Outdoor	986		%	
Volleyball	971		%	

## Academic Integrity

### Graduation Success Rates

Information obtained to complete this chart

- 2008-2009 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 3 below)

1	2	3
Men's Team	Team GSR	All SA's GSR
Baseball	64%	72%
Basketball	38%	
CC Track	57%	
Football	62%	
Golf	100%	

1	2	3
Women's Team	Team GSR	All SA's GSR
Basketball	91%	72%
CC Track	85%	
Golf	73%	
Rowing	89%	
Soccer	100%	
Swimming	91%	
Tennis	56%	
Volleyball	73%	

## Academic Integrity

### Retention Rates - Men's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

Men's Team	Team Retention by Ethnicity										Team Rate
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown		
Baseball	923	909			1000	946			895		943
Basketball				838	**	1000	1000		1000		942
Cross Country					1000	983					986
Football		943		910	1000	946	1000		891		927
Golf	1000	1000				915			1000		941
Track, Indoor		1000		1000	923	986	1000		1000		984
Track, Outdoor		1000		1000	923	987	1000		1000		984
ALL SA's	957	966		937	974	967	969		955		960
ALL Male SA's	944	952		927	957	963	1000		946		952

# Academic Integrity

## Retention Rates - Women's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

Women's Team	Team Retention by Ethnicity										Team Rate
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown		
Basketball				881	1000	966	750				929
Cross Country				1000	1000	977	1000		1000		988
Rowing					1000	960	980		955		963
Golf		1000				985			750		973
Soccer	1000	1000		1000	952	965			1000		966
Swimming						977	1000		1000		986
Tennis				750		889	1000		978		952
Track, Indoor		1000		975	1000	990	900		917		978
Track, Outdoor		1000		975	1000	991	900		929		980
Volleyball	**			958	1000	932	1000		833		941
ALL SA's	957	966		937	974	967	969		955		960
ALL Female SA's	1000	1000		955	990	971	960		960		968

## Gender/Diversity Issues and Student-Athlete Well-Being

### Operating Principle

#### 3.1 Gender Issues.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

##### 1. Condition

WSU had no original "conditions" imposed in its Cycle 2 certification.

##### Action

As a result, there are no dates for actions.

##### Action Date

As a result, there are no dates for actions.

##### Explanation for partial or non-completion

Nor, therefore, were there any partial or non-completed action.

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
  - a. The original goal(s);
  - b. The step(s) taken by the institution to achieve the goal(s);
  - c. The date(s) the step(s) was completed; and
  - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender-issues plan.

## Gender/Diversity Issues and Student-Athlete Well-Being

*The institution must demonstrate that it has implemented its Cycle 2 gender-issues plan or provide an explanation for partial completion of the plan.*

- a. *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.*
  2. *The institution has had personnel changes since the original development of the plan.*
  3. *The institution does not have documentation of actions taken to implement the plan.*
- b. *The committee will accept the following explanation for partial completion or noncompletion:*
  - *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 gender-issues plan.*

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

### 1. Original Plan

1. Gender Equity Committee established by the Blair decision no longer active.

a) Reactivate the committee to monitor/review gender equity issues relative to state and federal laws and HEC Board requirements.

#### Action

b) Established a Gender Equity Committee as a subcommittee of the Athletics Council.

#### Action Date

c) Gender Equity Committee was established in 2002 and was active for at least two years.

#### Explanation for partial or non-completion

d) Recommended action did occur, but it was not carried forward, as this function was assumed by senior staff of the Athletics Department. This approach was taken to assure those members of the Athletics Department that deal with gender equity concerns are part of the review process.

### 2. Original Plan

2. Undergraduate female enrollment rates are rising.

a) Maintain compliance with state and federal gender equity laws.

#### Action

b) Continued to monitor enrollment and athletic participation rates and make recommendations for the possible addition of a future women's sport.

## Gender/Diversity Issues and Student-Athlete Well-Being

### Action Date

c) Annual report of participation rates is prepared each May, beginning 2003.

### Explanation for partial or non-completion

d) Participation rates have remained in balance; thus negating the need to add a sport for either gender. This recommendation has been completed.

### 3. Original Plan

3. Continue to address gender in hiring of head coaches for women's sports.

a) Provide female coaching role models for female athletes.

### Action

b) Aggressively recruit women applicants for head coaching vacancies. The following summarizes the turnover that has occurred in women's sports head coaching positions since 2002:

Basketball-female hired

Golf-the men's and women's teams were split into two separate programs and hired a female head coach for the women's team

Soccer-male, promoted from assistant coach

Tennis-female hired

Volleyball-male hired (after female who was offered the job declined). Female hired in 2011.

Summary: Current staff from turnover since 2002 certification are four women; two women hired.

Overall, for women's sport teams, there currently are six female head coaches and two male.

### Action Date

c) Ongoing.

### Explanation for partial or non-completion

d) Intensive efforts have been successful in increasing the proportion of females coaching women's sports. This recommendation has been completed.

### 4. Original Plan

4. Continue to address salary equity issues for head and assistant coaches.

a) Provide a salary structure that attracts quality candidates for vacancies and retains quality staff.

### Action

b) Senior Associate Director of Athletics, Anne McCoy reviews "Pac-10" and "Division I-A Athletic Director's Association" surveys each year and completes a grid with WSU salaries and the Pac-10 averages (to evaluate salaries within Pac-10 percent of average - but also amongst staff). The salary structure is discussed in the spring, as that is typically when there is a mass salary increase or other process (contract renewals, etc.). Generally there are not built-in increases in the contracts (the university processes are followed with a few retention exceptions).

### Action Date

c) Spring of each year in conjunction with the annual review process.

### Explanation for partial or non-completion

d) The original goal was completed.

### 5. Original Plan

## Gender/Diversity Issues and Student-Athlete Well-Being

5. Review contract, buy-out-clauses, communicated expectations.

a) Ensure that coach's contracts fairly convey expectations and priorities concerning gender issues.

**Action**

b) Continual and annual evaluation initiated in 2001-02 through 2002-03 and completed thereafter.

**Action Date**

c) Completed 2002-03.

**Explanation for partial or non-completion**

d) The original goal was completed.

### 6. Original Plan

6. Strengthen efforts to identify and cultivate ways to enhance public awareness and interest in women's sports. Promote women's contributions to Athletics throughout the year, and especially during Women's History Month and Girls and Women in Sports Day. Continue to review the recently revamped selecting process for the WSU Athletic Hall of Fame to ensure women are equitably represented on the selection committee and in honorees.

a) Promote awareness of women's contributions to create interest in current women's programs. Ensure male and female input from varied constituents into selection process for Hall of Fame.

**Action**

b) Developed special game promotions and recognition activities during game breaks. The Hall of Fame Selection Committee representation developed in 2001 is equitable. However, several members have moved on and need to be replaced. Equity will be a primary consideration in the replacement process. Explore options to include in current criteria/policies/procedures which will provide women competing before Title IX and in the early years thereafter, a fair opportunity for consideration for Hall of Fame induction.

**Action Date**

c) By March of 2003 and ongoing.

**Explanation for partial or non-completion**

d) The original goal was completed.

### 7. Original Plan

7. Continue to develop relationships in the community to encourage interest in women's sports.

a) To increase fan interest in women's programs: increase attendance and ticket sales.

**Action**

b) Enhanced involvement of individual student-athletes and women's teams in community service projects and pursued new opportunities. Enhanced coaches' involvement with campus/community groups and committees. Developed specific goals for attendance and ticket sales included in a comprehensive marketing plan for the women's revenue sports. Evaluated, reviewed, and adjusted the plan with a five year outlook. Developed specific goals for attendance and promotions for women's non-revenue sports. Evaluated, reviewed, and adjusted the plan with a five year outlook.

**Action Date**

c) March 2003-09 and ongoing.

**Explanation for partial or non-completion**

## Gender/Diversity Issues and Student-Athlete Well-Being

d) The original goal was completed.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.1 (Gender Issues). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the steps(s) was completed.

No additional plans were developed during the intervening years.

4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for both department of athletics staff, coaches and student-athletes.

The President of the university is charged by the Regents with oversight of the Athletics Department, including compliance with all NCAA rules and principles. Day-to-day responsibility for such compliance is delegated to the Director of Athletics. The Director of Athletics appoints one of the Senior Associate Directors to also serve as the Senior Woman Administrator (SWA), with responsibility for monitoring and addressing matters of gender equity.

The Faculty Athletics Representative chairs the Athletics Council, which is advisory to the President and the Director of Athletics. This council, on which both genders are equally represented, is comprised of members from outside the department. [see also 3.1.9 (15)]

The Commission on the Status of Women has been a presidentially appointed committee at WSU since 1972 (<http://president.wsu.edu/office/presidential-committees/womens-status.html>). It actively serves to advise the President and Executive Vice President, to gather data, and to make policy recommendations on all issues relevant to women. Important to the women associated with the Athletics Department are matters pertaining to women employees such as job opportunities, hiring practices, career advancement, and salary equity. It recommends policy in matters pertaining to women undergraduate students such as: admission practices, awarding of financial aid, graduation rates, fellowships and assistantships, advising practices and housing. It also functions to establish close working relationships with other groups on campus and in the community working in areas related to the status of women. These include, the Office for Equal Opportunity, Associated Students of WSU, Association for Faculty Women, Coalition for Women Students, Commission on Gender Identity/Expression and Sexual Orientation, Human Resource Services, the Division of Student Affairs, Equity and Diversity and Student Enrollment, Women's Resource Center and Women's Studies. The commission prepares and disseminates an interim report every summer by June 30 advising the President and Executive Vice President of the current year's accomplishments, recommendations and data collected. Every five years, it prepares and disseminates a report advising the President and Executive Vice President and the WSU communities on the status of women at WSU (and should include those associated with Athletics). It recommends to the President and Executive Vice President courses of appropriate action to enhance the status of women and to address inequities or opportunities for women. The previous five year (2001-2006) report is available for review online.

The institution has a number of other organizations that address women's issues specifically. For example, the Women's Resource Center (<http://www.women.wsu.edu/>) is an integral part of Washington State University's commitment to equity and diversity. The Center works to promote a safe and supportive climate that enables women to engage as full and active participants within the university community. The Center helps to transform the educational environment into a more inclusive and progressive institution by assisting, supporting and mentoring women at WSU. On the Center's website is a section devoted to events and activities related to Title IX not only at WSU, but across the nation, to demonstrate how it has improved women and girls' access to educational opportunities as well as protection from discrimination and sexual harassment. The website posts current news and events from WSU, and from around the nation, that shows the successes of women in sports and demonstrates how Title IX has increased the number of girls and women participating in school sports.

5. Describe how matters concerning gender equity for department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

## Gender/Diversity Issues and Student-Athlete Well-Being

WSU has had a long-standing emphasis on gender equity, and taken pride in its achievements in this area. Gender considerations have permeated the Athletics Department's strategic planning, hiring, and every day operations for many years. For example, hiring more women coaches as models for women athletes is a top priority for the department, as well as for institutional leadership. Retirements and other personnel changes have recently brought home the importance of systematically institutionalizing how gender equity is monitored, evaluated and addressed on a continuing basis. Through recent staff reorganization upon the hiring of a new Director of Athletics, the Athletics Department is well organized to further its efforts related to gender equity for Athletics staff, coaches and students. The Director of Athletics reports directly to the university President on all issues concerning the Athletics Department. This includes issues related to gender equity for student-athletes and Athletics staff/coaches. The Director of Athletics has assigned the responsibility of monitoring and implementation of the gender issues plan with the Senior Associate Director of Athletics/SWA. The Senior Associate Director of Athletics/SWA is responsible for addressing all issues related to gender equity, including potential concerns that arise, with all Athletics staff and coaches. Outside of the Athletics Department, the Faculty Athletics Representative chairs the Athletics Council, a Presidential appointed committee that serves as an advisory committee to the Director of Athletics and President on issues related to the Athletics Department. The committee includes diverse representation from across the university and community. One of the goals of the council is to discuss gender issues and develop strategies to resolve them. Below will specifically detail how matters concerning gender equity are monitored and evaluated for student-athletes and staff.

### Student-Athletes

The Athletics Department has several ways to monitor and evaluate gender issues with the student-athletes. The Student-Athlete Advisory Committee (SAAC) provides a forum for student-athletes to discuss a variety of issues, including policies, procedures and gender issues. The Senior Associate Director of Athletics/SWA provides administrative oversight of the committee and the coaches are not permitted to be in attendance at the meetings to encourage free and open discussion. The student-athletes can also provide input regarding gender issues via the student-athlete exit interview and the Athletics Council survey. There are specific questions related to gender equity which assist with providing information about the experience of the female student-athlete. In addition, to these areas above, each sport is supervised by the Senior Associate Director of Athletics/SWA. In this role as a sport supervisor, the Senior Associate Director of Athletics/SWA is available to meet with student-athletes on all issues, in particular in the area of gender equity. In addition the opportunities within the Athletics Department, all student-athletes have the ability to express issues and concerns related to gender equity through the regular university programs related to all students.

### Athletics Staff/Coaches

The Athletics Department has several ways to provide Athletics staff and coaches an opportunity to provide input regarding gender issues. All Athletics staff and coaches are provided an opportunity to discuss their concerns related to gender issues during the annual review process. At the end of each academic year, coaches and staff are asked to provide information regarding how their approach to their job has impacted the Athletics Department's mission to advance gender equity through recruitment, hiring, supervision and staff development. In addition, all Athletics Department area administrators and head coaches are evaluated regarding his/her commitment to gender equity during the annual review process. The Athletics Department senior staff currently reviews the annual EADA report and any issues noted are dealt with at that administrative level. The Athletics Department will continue to monitor and evaluate matters concerning gender equity, based on the Gender Issues Plan developed as a part of the cycle 3 certification process, which covers the 15 required program areas. In the future, the department will prepare an annual report based on the annual evaluation of the 15 areas, and will request the Commission on the Status of Women to include the Athletics Department in the areas on which it reports to the President on an annual basis, as well as in its major five-year reports. The department believes that including Athletics among the gender equity monitoring and evaluation of the larger institution will provide the continuity of attention that it intends to sustain. Ultimate responsibility for correcting any deficiencies resides with the Director of Athletics.

## Gender/Diversity Issues and Student-Athlete Well-Being

6. Describe the programs and activities that the institution has in place for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

*The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.*

Washington State University has a long history of supporting and responding to the needs of women students, faculty, and staff at all levels. Throughout the institution numerous programs, centers, and initiatives are available, all of which make a point of reaching out to the women members of the WSU community, including those associated with the Athletics programs. All staff meetings, team meetings, departmental announcements and other notices serve to inform departmental personnel.

### Women's Resource Center

The mission of the Women's Resource Center (WRC) is to facilitate a work and learning environment at Washington State University that supports the success and empowerment of all women students, staff and faculty, as individuals and as a community. The WRC serves as a resource center for the university community on issues and programs related to women. Its library and reference materials are extensive, and are available to the entire university population. WRC encourages a campus environment that recognizes the contributions of women and supports their diverse concerns. The WRC serves as a home base for many programs and projects presented by women's groups on campus. Embracing change, demanding diversity, and recognizing the dignity to all women, the WRC is an empowering focal point for young women leaders. When the Women's Resource Center provides assistance, support, and mentoring to women at Washington State University, those women help transform the campus into a more inclusive and progressive institution.

### Women's Studies Degree Program

Women's Studies is an interdisciplinary field of research and teaching that places gender and women at the center of inquiry. The Department offers a B.A. in women's studies, a minor in women's studies, and a minor in queer studies. General studies students may complete a bachelor's degree in humanities or social sciences with a primary concentration in women's studies.

### A Century of Women's Athletics at Washington State University

This collection contains over 350 digitized photographs, postcards, book illustrations, and certificates documenting women's athletics at WSU from 1899-2000. The items in this collection are housed in Manuscripts, Archives, and Special Collections <http://www.wsulibs.wsu.edu/masc/> in the Terrell Library.

### Office for Equal Opportunity

The Office for Equal Opportunity (OEO) is a resource to enable every member of the university community to feel welcome and safe. The vision that guides OEO's work is the following:

Everyone, without exception, has a human right to live, work, study, recreate, express themselves, and pursue their goals at WSU, with equal opportunity, respect, and dignity, in safe, welcoming, accessible, and inclusive environments, free from unlawful bias, discrimination, harassment and obstacles.

OEO's mission is to carry out investigative and monitoring activities to ensure equal employment opportunity and respect for civil rights at WSU. OEO also promotes improvements in relevant policies and procedures and conducts affirmative, pro-active activities that educate, train and inform the WSU community in equal employment opportunity, civil rights, and access issues. OEO also seeks to assist university units to detect and address relevant issues before they become problems.

### Commission on the Status of Women

The role of the Commission on the Status of Women is:

1. To advise the President and Executive Vice President, to gather data, and to make policy recommendations on all issues relevant to women, including but not limited to: (a) matters pertaining to all women at the university such as institutional climate, advancement and leadership, safety, childcare, and anti-discrimination/ harassment practices; (b) matters pertaining to women employees such as job opportunities, hiring practices, career advancement, salary equity, appointments to key committees in leadership roles, family medical leave, and other benefits; and (c) matters

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pertaining to women graduate and undergraduate students such as: admission practices, awarding of financial aid, graduation rates, fellowships and assistantships, advising practices, and housing.

2. To establish close working relationships with other groups on campus and in the community working in areas related to the status of women to include, but not limited to, the Office for Equal Opportunity, Associated Students of WSU, Association for Faculty Women, Coalition for Women Students, Commission on Gender Identity/Expression and Sexual Orientation, Campus Climate Response, Graduate and Professional Student Association, Graduate School, Human Resource Services, the Division of Student Affairs, Equity and Diversity, Governor's Interagency Committee on State Employed Women, Women's Resource Center, and Women's Studies.

3. To prepare and disseminate an interim report every summer (to be disseminated no later than June 30) advising the President and Executive Vice President of the current year's accomplishments, recommendations and data collected.

4. To prepare and disseminate a report every five years advising the President and Executive Vice President and the WSU community on the status of women at WSU.

5. To recommend to the President and Executive Vice President courses of appropriate action to enhance the status of women and to address inequities or opportunities for women.

### Women and Leadership Alliance

The Women and Leadership Alliance began in 1993 as monthly gatherings to discuss leadership issues for women at Washington State University. It has evolved to become a critical entity to foster development of women on campus. Its purpose is:

1. To affirm the value of all women as leaders
2. To empower women to assume personal, professional, and institutional leadership roles
3. To provide opportunities for women to develop their leadership skills
4. To promote a supportive environment for women throughout WSU

The alliance sponsors annual Outstanding Mentor Awards to give students, staff, and faculty an opportunity to recognize a member of the WSU community who has acted as a mentor, whether formally or informally, during their academic or professional career.

### Women's Transit

Women's Transit is a sexual assault risk reduction program that provides rides for women who would otherwise walk alone after dark.

### Association of Faculty Women

The role of the Association of Faculty Women is:

1. To provide a means for faculty women to share mutual interests, activities, and concerns, particularly as they relate to the academic responsibilities of teaching, research, and service at WSU.
2. To provide a structure through which issues that impact faculty women, as an academic group, are considered and addressed, particularly by providing input and recommendations to bodies including the University Administration, the Commission on the Status of Women, the WSU Faculty Senate, and university committees.
3. To further the professional growth of faculty women through professional programs, state and national speakers, and consultants.

### Gender Identity/Expression and Sexual Orientation Resource Center

The Gender Identity/Expression and Sexual Orientation Resource Center (GIESORC) supports lesbian, gay, bisexual, transgender, questioning and allied members of the WSU community. There are many ways for students to get involved with GIESORC. Students of all sexual orientations and gender identities are invited to come participate in a safe space. Opportunities for involvement include:

- a) Speakers Bureau for students to contribute their story and help educate the WSU community;
- b) the Gay Lesbian Bisexual Transgender Committee of the Associated Students of WSU; and
- c) use of the Center's library and web resources to explore one's gender identity or gender expression.

### Health and Wellness Services

Health and Wellness Services (HWS) provides healthcare for WSU students to help them stay healthy and perform optimally while at WSU. The HWS staff function as advisors on health and safety issues throughout the campus and local community, and works through research and health promotion to keep the campus community healthy and

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safe. Five of the nine physicians at HWS are women, as are two nurse practitioners, which gives women students the comfort of a choice of genders for their health care needs.

7. For the three most recent academic years in which information is available, analyze the institution's EADA report (i.e., participation, head coaches and assistant coaches). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

*The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.*

As mandated by federal regulations, the Athletics Department's commitment to equity is evaluated annually through evaluation of compliance with the Equity in Athletics Disclosure Act (EADA).

#### Participation.

All three most recent years of data indicate WSU Athletics is in compliance with Title IX participation standards and achieving the goal of having the female student-athlete participation rate within approximately 1 percent of the university female to male student ratio:

In 2007-08, females comprised 47.0% of the undergraduate population and 46.9% of the student-athletes.  
In 2008-09, females comprised 46.4% of the undergraduate population and 47.8% of the student-athletes.  
In 2009-10, females comprised 47.2% of the undergraduate population and 50.9% of the student-athletes.

#### Head Coaches and Assistant Coaches.

In all three of the most recent years, all sports employed the maximum number of coaches allowed by NCAA rules. For example, for 2009-10, men's teams employed a total of five head coaches and 21 (17.5 FTE) assistant coaches; women's teams employed eight head coaches and 18 (14.5 FTE) assistant coaches. The differences are due to the larger number of women's sports (head coaches) and the larger number of assistant coaches allowed for football (nine).

8. For the three most recent academic years in which information is available, analyze the institution's NCAA financial report (specified expense categories). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

*The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.*

The last three years are nearly identical in proportions of expenses allocated by sport, gender, and combined, (see NCAA financial reports) so the numbers below will reflect the most recent year available (2009-10):

#### Athletics Student Aid.

With 50.9% of the athletes; women receive 45.6% of the scholarship aid. Differences between the level of NCAA allowable and WSU funded reflect short term team management and attrition.

#### Guarantees.

Men's sports paid \$1,684,348 in guarantees, while women's sports paid \$38,987, reflecting mainly the higher costs of guarantees to attract men's teams to Pullman, primarily in football, but also in basketball. Through 2012, Pac-10 revenue sharing guarantees in football and men's basketball also skew both revenue and expenses.

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### Coaching salaries/benefits/bonuses.

\$4,210,305 was spent on coaches for men's teams, with \$1,896,893 spent on coaches for women's teams. In other words, 69% of the coaching budget was expended for men's teams and 31% for women's teams. The SWA reviews all salaries annually, with special attention when new coaches are hired, to ensure that salaries are competitive nationally and within the Pac-10 for teams of both genders. While the current discrepancy is large, it is within the norms for both head coaches and assistant coaches in the conference and nationally, meaning that women's teams are presumably not disadvantaged in recruiting the highest quality coaches. WSU is at the following percentage of Pac-10 average for base salaries:

Men's Sport Head Coaches 55%

Women's Sport Head Coaches 90%

Men's Sport Assistant Coaches 88%

Women's Sport Assistant Coaches 93%

Therefore, women's sport head coaches' salaries are much closer to peer average than men's.

Coaching salaries/benefits/bonuses paid by other. None

### Support staff salaries/benefits/bonuses.

The largest amount in this category (87%) supports Athletics generally without regard to sport or gender. Another 8% supports men's sports, with the remaining 5% supporting women's sports. The slightly higher proportion for men's sports is largely due to the higher costs of supporting football.

Support staff paid by other. None

### Recruiting.

While men's teams comprised 49.1% of the athletes, they utilized 62% of the total recruiting budget. There are a number of reasons-and sometimes assumptions-about why women are less expensive to recruit, from the larger numbers of men engaged in high-profile sports like football, to women's supposed tendency to commit sooner with less wooing. It appears male recruits require more continued followup. The same policies cover recruiting travel for all teams and recruiting budget allocations are determined in the same way. As an example, in FY10 women's basketball received 91% of their requested dollar amount for recruiting; men's basketball received 65% of their request.

### Team Travel.

Team travel is one of the most equitable areas by policy, as all teams follow the same travel policies related to modes of travel, lodging, and per diem rates. Women's teams expended just under 37% of the travel budget. Differences are almost entirely due to different competitive schedules for different sports, combined with the number of athletes in each sport.

### Equipment, Uniforms, Supplies.

Expenses in this category are largely determined by the unique needs of each sport. The difference between men's and women's basketball, however, suggests that this area may need to be more closely reviewed to determine that there is no discrepancy, since the men's team expended 64% of the total expended for basketball in this category in 2009; 56% in 2008; and 69% in 2007.

### Game Expenses.

Game expenses for men's teams were considerably higher than for women's teams due to the types of competition and the size of the crowds. There does not appear to be a discrepancy in this category.

### Fund raising, marketing, promotions.

This function is carried out without regard to gender or sport, so expenses cannot be allocated by team or gender. Considerable efforts are expended to promote both men's and women's teams effectively, a challenging prospect in a region with such a small population.

### Sports camp expenses.

Expenses for hosting sports camps reflect the interests of the coaches and teams involved. Nearly three times as much was expended on camps related to men's sports, with the highest amount going to baseball, followed in order by football, women's volleyball, and women's soccer.

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Medical expenses and insurance.

Medical expenses and medical insurance premiums cannot be disaggregated by sport or gender. All teams and athletes are equally covered by the same personnel and insurance policies.

Membership and dues.

All coaches and administrators are supported in belonging to their professional associations and attending professional events and activities, without regard to sport or gender. This category is not disaggregated.

Total Operating Expense.

The above differences result in the following expenses. Total expenses related to women's sports is about half of that related to men's sports. This difference is largely driven by the high costs associated with men's football. However, an even larger total amount supports all athletes, coaches, and administrators, without regard to sport or gender:

Men's Teams \$14,747,710

Women's Teams \$ 7,733,214

Not Allocated by Gender \$15,598,547

### 9. Using the program areas for gender issues:

- a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and
- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

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

*The institution must conduct a thorough and written review of each of the 15-program areas for gender issues. Please see program area definitions located in the Gender, Diversity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's gender-issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.*

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*The review must:*

*Describe how the institution has ensured a complete study of each of the 15-program areas for gender issues. This study should be conducted as part of the self-study process. Please note that for the program area of accommodations of interests and abilities, the use of surveys alone does not constitute a complete study. If an institution chooses to use an interest survey (e.g., a web survey or hard-copy survey) as one of its sources of data, the committee will require an explanation regarding the survey content, populations surveyed, the survey response rate, method used to interpret the data, and written evidence demonstrating the institution's Title IX coordinator has approved the survey. In addition, the institution must describe other methods of measuring interest and ability.*

- a. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
- b. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and*
- c. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.*

**1. Accommodation of Interests and Abilities.** Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for the under represented gender within the athletics program; and/or, full and effective accommodation for the under represented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed the EADA reports for the past three years and interviewed members of the Athletics Department staff.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Participation on intercollegiate athletic teams continues to be proportional by gender to undergraduate enrollment on the Pullman campus as shown in the EADA reports.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

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Based on proportional participation, the institution is accommodating the interests and abilities of both genders.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The institution will continue to monitor participation by gender to ensure ongoing proportional participation.

### **2. Athletics Scholarships.** Scholarship dollars to be awarded to women and men at the 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 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed the EADA reports for the past three years and interviewed members of the Athletics Department staff.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

WSU gives out as many full-headcount and full-FTE scholarships to both men and women as the NCAA allows in every sport.

In 2008-09, 54% of scholarships were awarded to men and 46% to women.

In 2009-10, 53% of scholarships were awarded to men and 47% to women.

In 2010-11, 50.5% of scholarships were awarded to men and 49.7% to women.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

By maintaining proportional participation by gender and awarding the maximum allowed scholarships in each sport, WSU is maintaining gender equity in this area.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The institution will continue to monitor Athletics scholarships to ensure ongoing equity in awards.

### **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 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed the EADA/Financial reports for the past three years and interviewed members of the Athletics Department staff.

## Gender/Diversity Issues and Student-Athlete Well-Being

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Review of EADA Financial Reports shows that expenditures for equipment and supplies varies mainly by sport and very little by gender. However, men's basketball spends somewhat more on equipment and supplies than does women's basketball.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Each sport receives appropriate equipment and supplies, based on the needs of the sport. Nike allotments for men's and women's teams in the same sport are equal. However, the Financial Report suggests that there may be some discrepancy in other areas of equipment or supplies. Each sport has the support of a full-time staff member, with two for football. Student managers are assigned based on the equipment needs of each sport. However, with men's sports assigned 13 student managers and women's sports assigned five, the question could be raised whether the women's teams are receiving sufficient support in this area. Five women's sports, but only two men's sports are assigned no student managers. These assignments reportedly reflect the preferences of the current coaching staff for the various kinds of support available.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The institution will review the equipment and supply budgets and equipment support needs with coaches annually to ensure that appropriate equipment and supplies are available and that student managers are equitably available, depending on the unique needs of each sport and preferences of the head coaches.

**4. Scheduling of Games and Practice Time.** Number of contests; number, length and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed team competition schedules and interviewed members of the Athletics Department staff.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

See <http://www.wsucougars.com/> for the team schedules for both men and women. Scheduling for practices and competitions are centrally managed by the Senior Associate Director of Athletics and Associate Director of Athletics. Women's teams have equitable access to practice facilities during their preferred time of day. As an example, men's and women's basketball maintains a shared-use agreement, which includes location and time, with their primary practice facilities in the Physical Education Building and Beasley Coliseum. As another example, WSU track and field are the primary users of both track facilities. Women's track and field student-athletes practice at their desired time and location, since the track and field coaches train men and women together within their event. Although sharing facilities with campus recreation, ROTC, students, and faculty, the women's tennis team has access to the Hollingbery Fieldhouse and outdoor courts as requested by the head coach. The women's swimming program also

## Gender/Diversity Issues and Student-Athlete Well-Being

shares Gibb Pool with other users; however, the swim team is given priority during their preferred morning and late afternoon hours.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Teams of both genders appear to be treated equitably in the area of contests and practice venues and times.

**d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The institution will continue to monitor scheduling of contests and practice times to ensure equitable opportunity.

**5. Travel Allowance.** Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

**a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed the EADA/Financial reports for the past three years and interviewed members of the Athletics Department staff.

**b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

All transportation for men and women is based on policies that provide the same modes of transportation and the same per diem allowances per athlete. Teams that go on a foreign tour must raise the money for the trip.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Travel arrangements appear to be equitable for both genders.

**d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The institution will continue to monitor travel arrangements for compliance with policies that ensure equitable treatment by gender.

## Gender/Diversity Issues and Student-Athlete Well-Being

**6. Academic Support Services.** Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

**a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed reports and interviewed numerous members of the Athletics Department staff, including those responsible for, as well as some of those directly providing, academic support services.

**b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Academic support services are provided centrally and equally to all student-athletes, regardless of sport or gender.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Academic support services appear to be equally available to both genders although, on average, more intensively needed and therefore utilized by male student-athletes.

**d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The institution will continue to monitor academic support services for equitable opportunity by gender.

**7. Coaches.** Availability of full-time, part-time, assistant and graduate assistants. Training, experience, professional standing, and other professional qualifications. Total rate of compensation package, 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 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed the EADA/Financial reports for the past three years and interviewed members of the Athletics Department staff.

**b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

All teams employ the NCAA-allowed number of coaches. The men's and women's golf program recently transitioned from one program with one coach and an assistant coach to a men's team and a women's team, each led by a head coach. For 2009-10, \$4,210,305 was spent on coaches for men's teams, with \$1,896,893 spent on coaches for women's teams. In other words, 69% of the coaching budget was expended for men's teams and 31% for women's teams. Men and women coaching women's teams were

## Gender/Diversity Issues and Student-Athlete Well-Being

equitably compensated (there were no women coaching men's teams).

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Intensive efforts are always made to hire women coaches for women's teams, with moderate success. The SWA reviews all salaries annually, with special attention when new coaches are hired, to ensure that salaries are competitive nationally and within the Pac-10 for teams of both genders. While the current discrepancy is large, it is within the norms for both head coaches and assistant coaches in the Pac-10 Conference and nationally, meaning that women's teams are not disadvantaged in recruiting the highest quality coaches.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The SWA will continue to monitor coaching openings and compensation to ensure equitable opportunity in hiring female models to the extent possible for female student-athletes, and compensation competitive within the Pac-10, as well as nationally.

**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 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed the EADA/Financial reports for the past three years and interviewed numerous members of the Athletics Department staff.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Several women's teams have received significant facilities improvements in recent years. These improvements include: women's basketball renovated locker rooms and practice facility; new outdoor tennis courts and renovated indoor courts; new 18 hole golf course; new indoor rowing tank; new swimming scoreboard, sound system and renovated head coach's office; and renovated volleyball locker room. WSU is the only school in the conference and one of the few in the country that has a practice and competitive facility dedicated solely for volleyball. The lower soccer field is also dedicated for primary use by the WSU women's soccer team. The rowing team has a dedicated indoor rowing facility in the Bohler Athletics Complex. Also, women's track and field has access to the indoor facility which is only available for WSU athletics teams.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

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Locker room facilities for WSU women's teams are adequate and, in some cases, more than adequate to be competitive in the Pac-10 Conference. However, the locker room for the rowing team is small for such a large team, and less well-appointed than most of the other locker rooms, meaning that overall women student-athletes have less luxurious quarters than men student-athletes. Another area of concern may be in the area of women's soccer. The women's soccer locker room was recently renovated; however, the lower soccer field has not seen any significant improvements since the fencing was installed around the facility several years ago.

**d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The department is committed to maintaining safe and high quality practice and competitive facilities for all WSU teams. In continuing to upgrade facilities for both men's and women's teams as resources allow, the department will continue to monitor to ensure that facilities are increasingly, and remain, equitable.

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

**a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed the EADA/Financial reports for the past three years and interviewed numerous members of the Athletics Department staff.

**b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Nine full-time, nationally certified and state licensed athletic trainers (four women and five men) provide health care services for the 17 WSU sports. A full-time certified athletic trainer is assigned to each sport to ensure equitable and appropriate access to health care for each student-athlete. Four certified interns and several student athletic trainers also assist with coverage for each team. All student-athletes access either the central training room or upstairs training room in the Bohler Athletics Complex.

The Athletics Department contracts with University Health and Wellness to provide student-athletes access to three team physicians 20 hours/week in the Bohler Training Room. Student-athletes also have 24-7 on-call access to the team physicians via their assigned team certified athletic trainer. The Senior Associate Director of Health and Wellness serves as the Coordinator of Athletic Medicine and oversees all health care for student-athletes. In addition, an orthopedic surgeon is available as needed, while also servicing student-athletes in the Bohler Training Room. All health services are provided based on each individual's specific health care needs.

Practice coverage and team travel coverage are based on health risk factors specific to each sport. The athletic training staff and Coordinator of Athletic Medicine rank each team by "risk level" and then coverage decisions are based on this ranking. As an example, due to the low risk nature of men's and women's golf, a certified athletic trainer does not attend practices and does not travel with either the men's or women's team. However, much higher risk sports, such as baseball and women's basketball, will have practice coverage and an athletic trainer traveling to each event. Student-athletes, like all students on campus, also have access to University Health and Wellness services in the Washington Building based on paying their mandatory health and wellness fee each semester. This is an important aspect of the health care services provided to women student-athletes, since the Women's Health Clinic is located within the Health and Wellness facility.

Five nationally certified strength and conditioning coaches, four men and one woman, service all 450-500 student-athletes in the Cougar Mania Strength and Conditioning complex in the Bohler Athletics Complex. Each team is assigned a full-time certified strength and conditioning coach, with student strength coaches

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assisting as appropriate. Facility scheduling can be a challenge when servicing this high number of student-athletes; however, the strength and conditioning staff is very committed to compromising and collaborating to ensure each team and each student-athlete has equitable access to the appropriate equipment, training facilities and coaching. The 2010 weight room renovation project demonstrates the Athletics Department's commitment to meeting each team's needs.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Medical and training facilities and services are equitably provided to all student-athletes, regardless of gender.

**d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The institution will continue to monitor this area, especially if or when one or more of the high-profile men's sports acquire separate 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 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed reports and interviewed numerous members of the Athletics Department staff.

**b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

WSU student-athletes live on campus in their freshmen year as required by the University for all freshmen students. Student-athletes typically select residence halls near the Northside Dining Center, since many scholarship student-athletes access the Cougar Fitness Cafe (CFC). The CFC, an all-you-care-to-eat facility open to all university students, is designed to meet the specific year-round nutritional needs of student-athletes. After moving off campus, scholarship student-athletes continue accessing the CFC for five or seven meals/week. Only student-athletes offered a 1.0/full ride scholarship access the CFC on a regular basis. Of 151 student-athletes accessing the CFC as their meal plan in Fall 2010, 56 were women student-athletes (37%). This disproportionate number is due to fewer women's scholarships offered at 1.0 equivalency (i.e., full ride) in comparison to the 85 scholarships awarded to football student-athletes. All 1.0/full ride scholarship women and men student-athletes are provided the Cougar Fitness Cafe dining plan in their scholarship. Therefore, equitable access is provided based on the level of scholarship awarded to either male or female student-athletes. There are no special services for student-athletes in the residence halls or on campus apartments.

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c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Any inequity in this area is likely due to possible issues related to levels of scholarship.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The institution will continue to monitor housing and dining arrangements for student-athletes to ensure equitable access to meal plans.

**11. Publicity and Awards.** Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed the EADA reports for the past three years and interviewed numerous members of the Athletics Department staff.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Availability and quality of sports information personnel. The Sports Information Office has assigned sports information staff members to each athletics program, with attention to coverage spanning the academic year, but without regard to gender.

Male Director, football, tennis

Female Assistant Director, volleyball, cross-country, track

Male Assistant Director, soccer, swimming, baseball

Female Assistant Director, men's basketball, rowing

Male Assistant Director, football, women's basketball, golf

Access to other publicity resources. Access to other publicity resources are not sport-specific. Everyone has access.

Quantity and quality of publications and other promotional devices. Each athletics program has quality publications and promotional devices for the program. Each program has online guides, record books and resources, event previews and recaps for every event, athletic interviews as requested (available on request), program schedule posters, and regular radio and print ads for home events.

Availability and quality of institutional awards. Letter awards are determined by a committee, based on criteria that may vary slightly by sport, (e.g., minimum games played) but not by gender. The student-athlete handbook addresses the awards process, including the department-wide letter award process managed by Milton Neal, Director of Equipment Operations and Tammy Small, Principal Assistant for Event and Facility Operations/SWA. <http://www.athletics.wsu.edu/arc/Handbook/Files/Awards.pdf>

Opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards). Access to awards are not sport-specific. They are consistent across the department in opportunity and quality and not sport or gender dependent.

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The Academic Awards and Scholarship Committee (AASC) reviews all potential student candidates for each national, conference or departmental award or scholarship, and then selects WSU nominees or recipients based on the criteria for each award or scholarship. Wanda Tennant, Coordinator for Internal Operations, Student-Athlete Development manages this process in conjunction with the Faculty Athletics Representative's Office and the Sports Information Office. The AASC's composition includes nine women and seven men.

The Academic Awards and Scholarship Committee nominates as many qualified student-athletes of both genders as possible for academic awards, leadership awards, conference attendance, and scholarships presented by groups outside the University.

### 2010-11 AASC Committee Members

Chris Cook Associate Director of Athletics, Student-athlete Development  
 Pam Bradetich Senior Associate Director of Athletics, Student Services  
 Will Garcia Athletic Training Services  
 Debra Farwell Men's and Women's Track and Field  
 Lisa Hart Tennis  
 Lindsey Henahan Swimming  
 Michelle Lipsker Cougar Athletic Fund  
 Jason Krump Communications Coordinator  
 Cori Metzgar-Deacon Strength and Conditioning  
 Corrie McGrath Rowing  
 Jessica Schmick Sports Information  
 Donna Poire Office of the Faculty Athletics Representative  
 Matt Potter Soccer  
 Steve Robertello Associate Director of Athletics, Compliance  
 Aaron Schlueter Equipment Operations  
 Wanda Tennant Student-athlete Development

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Publicity and award activities and services appear to be provided equitably to teams and student-athletes of both genders.

**d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The department will continue to provide publicity and awards equitably and will monitor its ongoing activities in this area.

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

**a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed the EADA reports for the past three years and interviewed numerous members of the Athletics Department staff.

**b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

## Gender/Diversity Issues and Student-Athlete Well-Being

6 Senior staff: 4 men; 2 women

5 Associate AD's: 4 men (Student-Athlete Development, Event & Facility Operations, Athletics Foundation, Compliance); 1 woman (Business)

2 Assistant AD's: 2 men (Athletic Training, Athletics Foundation)

6 Directors: 5 men (Marketing, Equipment, Strength/Conditioning, Sports Video, Sports Information); 2 women (Ticket Operations, Compliance)

3 Managers: 2 men (Communications & Tech Support); 1 woman (Business Operations)

23 Total (17 men; 6 women)

Two women are included among the six top-level administrators of the Athletics Department. One of them oversees the sports programs, among other responsibilities, including hiring and evaluating head coaches, although the head coaches of football, men's basketball, and women's basketball report directly to the Director of Athletics. The other woman in a senior staff position is responsible for many of the student-athlete support services, including academic, personal, career, conditioning, nutrition, and athletic training.

Office space/work space is assigned based on duties of the position, proximity to the areas being supported and, to a limited extent, on seniority. Based on the role and specific duties of the position, the assigned space may be a private office, reception area, or cubicle. Each assigned space provides adequate privacy and square footage to effectively conduct business in a professional manner.

All head coaches and full time assistant coaches have a private office within a suite, with the exception of rowing, where the assistant coach has an open space adjacent to the head coach.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The majority of staff members in the various administrative areas are in traditional roles, for example, women appear most frequently as principal assistants and as academic tutors. Men predominate in the Cougar Athletic Fund, Event and Facility Operations, Equipment Operations, Computer Support, and Sports Video areas. Women predominate in the Business Office. The Compliance Office and Sports Information Office include both men and women who are assigned to sports across genders.

In analyzing the availability of administrative and clerical support, it appears that staff members are generally assigned to each sport based on the overall demands of the sport, including the number of athletes, number of coaches, complexity of competition schedules, etc. A couple of possible anomalies may call for additional scrutiny. For example, baseball, men's basketball, women's basketball, and football are each supported by a coordinator of operations plus a principal assistant (or operations assistant, in the case of men's basketball). At the other end of the scale, rowing, soccer, swimming, and men's and women's golf all share the principal assistant assigned to baseball, and none of these sports have additional operations support. Volleyball is assigned a coordinator of operations, but no principal assistant.

All head coaches have an appropriate level of office for their title, with the exception of women's golf. The women's golf coach does not have a window and the square footage is not in line with other head coaches. This is primarily due to the recent move to separate the men's and women's golf program into a men's team and a women's team, with a "last-hired" woman coach. From a space perspective, the Bohler Athletics Complex is fully programmed with very little flexibility and so finding new space is not possible without moving staff out of the Bohler Athletics Complex.

All Senior Associate, Associate and Assistant Directors of Athletics are assigned a private office with adequate space. However, space limitations in Bohler Gym have also impacted the office assignment for senior staff. To accommodate the administrative needs of the new Director of Athletics, two senior staff members (a white woman and a minority male) with primary responsibilities for student-athlete support and development, now have offices in the Physical Education Building, and one senior staff member (a white male in charge of capital planning, facilities, and events) moved into a remodeled conference room in Bohler Gym.

## Gender/Diversity Issues and Student-Athlete Well-Being

Future plans include moving football into its own facility, which will free up considerable space in the Bohler Athletics Complex for other sports, including upgrading some office spaces.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The department will monitor to ensure that support services and space allocations are equitable. Care will need to be taken to assure gender equity as new facilities come online for high profile 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.

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed the EADA reports for the past three years and interviewed members of the Athletics Department staff.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Coaches are generally funded appropriately to recruit for their sports. Some coaches have traveled internationally to recruit, while others may not be able to do so, which may then limit their prospect pool. In general, however, it appears that more women's coaches than men's have traveled when budgets allow anyone to do so.

In 2009, men-only sports accounted for 39% of total recruiting expenditures, while women-only sports spent 21% of the total. The remaining 40% was spent to recruit for sports played by both men and women, including basketball, golf, track & field and cross-country. Women's basketball spent 1/3 less than men's basketball to recruit. Recruiting expenditures for 2007 and 2008, while slightly higher overall, followed a similar pattern.

When prospects visit campus, all sports comply with NCAA on-campus recruiting rules, as monitored by the Athletics Compliance Office staff, and the compliance records reflect what happens on each campus visit. The NCAA rules (i.e., limits on money for hosts, types of activities, location of activities, etc.) tend to keep all recruits on an equitable level during visits to WSU. All prospects have a similar experience on a campus visit. Reviewing the itineraries across sports, shows consistency in the following: meetings with compliance staff, athletics academic advisors, sport supervisor and/or Director of Athletics, meetings with faculty, campus tour, attendance at an athletic event, free time with the team, and sometimes a social activity within the community, like a movie or bowling. The NCAA rules and WSU Athletics prohibit any use of alcohol on a campus visit.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

For the most part, recruiting appears to be equitably funded and conducted, however, further attention should be paid to this area to ensure that the obvious differences in funding are not, or do not become discrepancies.

## Gender/Diversity Issues and Student-Athlete Well-Being

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The department staff will continue to monitor the recruitment of student-athletes.

**14. Retention.** Programs and services to address retention of staff, coaches and student-athletes from the under-represented gender within the athletics program; review of retention and promotion of staff and coaches from the under-represented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the under-represented gender within the athletics program.

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed reports and interviewed numerous members of the Athletics Department staff.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

**Staff:**

Professional development opportunities (e.g., mentoring programs). Professional development is encouraged for all professional staff regardless of gender e.g., Pac-10 committees, professional association membership and leadership opportunities, national conferences by sport, sports management institutes, etc. When budgets curtail opportunities, priority is given to staff holding leadership positions or making presentations, without regard to gender.

Rate of compensation. Rates of compensation for staff are carefully designed to be competitive within the university, the Pac-10, and nationally.

Duration of contracts. Duration of contracts for staff are specified in university and departmental policy and apply regardless of gender.

Conditions relating to contract renewal. All staff are evaluated annually using the Administrative Staff Evaluation Form. Conditions relating to contract renewal for staff are specified in university and departmental policy and apply regardless of gender.

**Coaches:**

Professional development opportunities (e.g., mentoring programs). Professional development is encouraged for all coaches regardless of gender e.g., Pac-10 committees, professional association membership and leadership opportunities, national conferences by sport, sports management institutes, etc. When budgets curtail opportunities, priority is given to coaches holding leadership positions or making presentations, without regard to gender.

Rate of compensation. All coaches' salaries are calibrated to be competitive nationally, as well as within the Pac-10, and are based at the time of hire on experience and success. In general, for 2009 as in past years, head coaches of men-only teams received considerably higher compensation than head coaches of women-only teams, with the exception that the head coaches of the volleyball and soccer teams were paid more than the head coach of the baseball team. The average of the salaries of all assistant coaches of men's teams was just over \$130,000, nearly twice the average of the salaries of assistant coaches of women's teams. A significant portion of the differential for head coaches of revenue sports is collateral compensation for additional duties and time commitments related to media, fund-raising, and other responsibilities.

## Gender/Diversity Issues and Student-Athlete Well-Being

Duration of contracts. Head Coach contract lengths are determined based upon non-gender (of sport or coach) factors such as previous head coaching experience, initial contract vs. renewal, market factors, coach preference (longer terms have buyouts), etc. All current Assistant Coach contracts are one year in length, regardless of sport.

Conditions relating to contract renewal. All coaches are evaluated annually using either the Head Coaches or the Assistant Coaches Evaluation Form, as appropriate. Beginning in Fall 2010, Senior Associate Director of Athletics, Anne McCoy, is responsible for coordinating or conducting, reviewing, and acting on (or recommending action on) all evaluations.

### Student-Athlete:

Programs and services to address retention of student-athletes who are members of the under-represented gender within the athletics program.

Retention is a focus for all of the staff in the student services areas (i.e., Student-Athlete Development which includes Academic Support Services, Career Development, Service and Leadership; Athletic Training Services, Nutrition, and Strength and Conditioning). All student-athletes have access to these services based on specific criteria-based factors. Since the focus in these areas is on health, safety, well-being, and education, each student services area plays a significant role in the retention of student-athletes.

Academic-based criteria determine the student-athletes accessing the intense academic monitoring programs and learning services. The mentoring program is currently led by a male who is committed to equitable access for all student-athletes based on need for the service. All first and second year student-athletes are advised by athletics academic staff until they certify in a major. All student-athletes have access to tutoring, the Athletics Department's Academic Resource Center computer lab and study space located in the Bohler Athletics Complex, as well as to career services programming, which is currently led by a female, throughout their time at WSU, without regard to sport or gender.

In the athletic training services area a full-time certified athletic trainer is assigned to each sport, with mostly men assigned to men's teams and women to women's teams, but with some cross-over in both directions. All services are provided based on each individual's specific health care needs. Practice coverage and team travel coverage are based on health risk factors specific to each sport. All student-athletes access the central training room in the Bohler Athletics Complex. All student-athletes also have access to the Athletics Department's sports nutritionist.

All student-athletes have access to Health and Wellness team physicians 20 hours/week in the Bohler Athletics Complex Training Room, and have 24-7 on-call access to team physicians via their assigned team certified athletic trainer. Since all of the team physicians are male, and some women are likely to prefer to see a woman physician, especially for non-sports related concerns, efforts are underway to more systematically provide women student-athletes the option of access to female physicians.

The strength and conditioning staff services all 450-500 student-athletes in the Cougar Mania Strength and Conditioning Complex in the Bohler Athletics Complex. Each team is assigned a full-time certified strength and conditioning coach, again with both men and women generally, but not always, matching the gender of the assigned teams.

Oversight of both Sports Nutrition and Mental Health Services for student-athletes are currently provided by women professionals, with services equally available to all student-athletes.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Retention policies and actions for staff, coaches and student-athletes appear to be equitable by gender.

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- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The department staff will continue to monitor implementation of retention policies.

**15. Participation in Governance and Decision Making.** Involvement of athletics department staff, coaches and student-athletes from the under-represented gender within the athletics program in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The self-study subcommittee on gender equity reviewed committee rosters and meeting minutes and interviewed members of the Athletics Department staff.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Director of Athletics and all Senior Associate Directors meet weekly to discuss and carry out the work of the department. The entire staff meets monthly for information sharing, Q & A, and discussion. All head coaches meet monthly with the Director of Athletics, the Associate Director of Athletics, Compliance, the Faculty Athletics Representative, and three of the Senior Associate Directors of Athletics.

The Student-Athlete Advisory Committee (SAAC) is comprised of two representatives of each team. Women always predominate on the committee, since there are more women's teams than men's. Current membership includes 17 women and nine men. Leadership is elected by the committee. The 2008-10 president was a man (football), and the current president is a woman (soccer). SAAC functions as a liaison between the department and the student-athletes as a group. It conveys information, responds to proposed new NCAA legislation, meets with other SAACs in the conference, and is very active in developing and coordinating community service activities.

In addition to SAAC, student-athletes typically sit on search committees and many on-going departmental committees, including the new Drug-free Working Group, where their input is valued.

**Athletics Council:** Membership on the Athletics Council is balanced by gender, providing for advisory input into Athletics Department matters by both men and women. The Athletics Council acts in an advisory capacity to the Director of Intercollegiate Athletics in all matters affecting intercollegiate athletics and makes recommendations to the President on matters pertaining to intercollegiate athletics. The Faculty Athletics Representative chairs the Council, which is responsible to the President of the university. The council is composed of:

1. Nine faculty (4-5 men, 4-5 women), with three-year terms.
2. One graduate student and three undergraduate students, including two women, with one-year terms.
3. Four alumni (two men, two women), with three-year terms.
4. Faculty Athletics Representative; Faculty Athletics Representative Pro Tem; Director, Alumni Relations; Director, Center for Advising and Career Development; Assoc. VP for Educational Leadership; Director Intercollegiate Athletics; Senior Associate Director of Athletics; Vice President Business and Finance; and the President.

## Gender/Diversity Issues and Student-Athlete Well-Being

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Opportunities appear to be adequately available for input by both genders into the governance activities of the department. Composition of the SAAC should be monitored and possibly adjusted, if it becomes viewed over time as "housekeeping" that women take care of, rather than gender-neutral student-athlete leadership.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The department will continue to monitor inclusiveness and effectiveness of the current governance structure to ensure equitable participation of both genders.

10. Using the plan for improvement section, provide an institutional gender-issues plan that addresses all 15 aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area (s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

*The institution must develop a five-year written, stand-alone plan addressing gender issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.*

*The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.*

## Gender/Diversity Issues and Student-Athlete Well-Being

11. Describe how the institution will annually compare its gender-issues plan with its EADA reports and NCAA financial reports to determine if the course of action is still appropriate. Further, please provide the names and titles of the individuals who will be responsible for this review.

*The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.*

Primary responsibility for annually monitoring and comparing the gender-issues plan with the EADA reports and NCAA financial reports, and determining if the current course of action is still appropriate, rests with the Senior Woman Administrator, who is currently Anne R. McCoy, Senior Associate Director of Athletics. The Athletics Department will request the Commission on the Status of Women to include Athletics in the areas on which it reports to the President on an annual basis, as well as in its major five-year reports. The department believes that including Athletics among the gender equity monitoring and evaluation of the larger institution will provide the continuity of attention that it intends to sustain. Ultimate responsibility for correcting any deficiencies resides with the Director of Athletics.

12. Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

*If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle. Please note that all institutional plans must contain all of the committee's required elements.*

*The institution's gender-issues plan must include the following requirements:*

- a. *Include identification of issues or problems confronting the institution.*
- b. *Include measurable goals the institution intends to achieve to address issues or problems.*
- c. *Include specific steps the institution will take to achieve its goals.*
- d. *Include a specific timetable(s) for completing the work.*
- e. *Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.*

*Further, the institution's gender-issues plan must meet the following requirements:*

- a. *Be committed to paper and be a stand-alone document.*
- b. *Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.*
- c. *Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.*

## Gender/Diversity Issues and Student-Athlete Well-Being

The institution's gender-issues plan was initially drafted by the senior members of the Athletics Department staff and reviewed first by the gender/diversity and student-athlete well-being subcommittee, followed by the NCAA Work Group Committee, and the full NCAA Steering Committee before being submitted to the President and Board of Regents for review and approval. It will also be vetted at the Provost's Council (Deans) and the Faculty Senate level. The plan will be active for the years 2011-16, after which it will be updated or replaced by a new plan.

## Gender/Diversity Issues and Student-Athlete Well-Being

**Plan Date Range:** 2011-12 thru 2016-17

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Accommodation of Interests and Abilities	Full-time undergraduate enrollment and athletic participation rates fluctuate, but have remained within acceptable tolerances, to date.	Maintain compliance with state and federal gender equity laws regarding participation by gender.	Monitor trends and applicable enrollment and athletic participation rates via "Equity in Athletics" reports and make modifications to participation rate policies and/or sports sponsorships, as needed	Senior Associate Director of Athletics/SWA	January 1, 2012 and annually thereafter
Accommodation of interests and abilities	The Gender Equity Committee established by the Blair decision is no longer an active committee.	Evaluate if there is a need and/or requirement for the committee with the evolution of the EADA reports and other institutional reports.	The Athletics Department will work with the Attorney General's Office to establish a follow-up plan as needed.	Senior Associate Director of Athletics/SWA	January 1, 2012 and annually thereafter
Athletics scholarships	No issues identified in the self-study. Maintenance plan included	Continue maintaining gender equity in the area of athletics scholarships	The Athletics Department will continue to monitor the allocation of athletics scholarships for all sports, particularly women's sports. Also, continue to fund all women's sports to the NCAA maximum limit. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Senior Associate Director of Athletics/SWA (Sport Supervisor) & Associate Director of Athletics, Business Operations	Fall 2011 and monitoring will continue each year thereafter
Equipment and supplies	No issues identified in the self-study. Maintenance plan included	Continue maintaining comparable quality of equipment between men's and women's sports	The Athletics Department will continue to review the equipment and supply budgets and equipment support needs with coaches to ensure the appropriate needs are met. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Senior Associate Director of Athletics/SWA & Director of Equipment Operations	2011-12 and monitoring will continue annually thereafter

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Scheduling of contests and practice time	No issues identified in self-study. Maintenance plan included	Provide equivalent opportunities for all men's and women's teams concerning access to practice time and facilities. Continue to provide all programs with the opportunity to schedule the NCAA maximum allowable competitions.	The Athletics Department will continue to monitor the scheduling of practice time and contests for all sports to ensure equitable opportunity. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Senior Associate Director of Athletics/SWA & Associate Director of Athletics, Event and Facility Operations	2011-12 and monitoring will continue annually thereafter
Travel allowance	No issues identified in self-study. Maintenance plan included	Provide equivalent modes of transportation, accommodations, and per diem for both male and female sports, within institutional and NCAA policies	The Athletics Department will continue to monitor travel arrangements for compliance with institutional policies that ensure equitable treatment for women's sports. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Senior Associate Director of Athletics/SWA & Associate Director of Athletics, Business Operations	2011-12 and monitoring will continue annually thereafter
Academic support services	No issues identified in self-study. Maintenance plan included	Continue to provide equivalent academic support services to each gender as needed.	The Athletics Department and in particular the Student-Athlete Development Staff will continue to monitor academic support services for all sports. Also, continue to enhance the support services as needed for all sports. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Senior Associate Director of Athletics, Student Services & Associate Director of Athletics, Student-Athlete Development	2011-12 and monitoring will continue annually thereafter
Coaches	Continue to address gender in the hiring of head and assistant coaches for women's sports	To provide female coaching role models for female student-athletes	The Athletics Department will aggressively recruit female applicants for head and assistant coaching vacancies. Also the gender composition of all women's sport coaching staffs will be reviewed.	Director of Athletics and Senior Associate Director of Athletics/SWA	Beginning in Fall 2011 and ongoing annually thereafter

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Coaches	Continue to address salary equity issues for head and assistant coaches.	Provide a salary structure that attracts quality candidates for vacancies and retains quality coaching staff	The Athletics Department will continue to review Pac-10 Conference, NCAA and internal salary surveys and criteria to ensure competitive compensation.	Director of Athletics & Senior Associate Director of Athletics/SWA	Beginning in Fall 2011 and ongoing annually thereafter
Coaches	Continue to review contract parameters, buy-out clauses, incentives, and communicated expectations.	Ensure that contracts fairly convey expectations and priorities for coaching staff members.	The Athletics Department will continue review initiated in 2001-2002 and with each coaching hire to insure equitable conditions of employment.	Director of Athletics and Senior Associate Director of Athletics/SWA	Continuing in Fall 2011 and ongoing annually thereafter.
Locker rooms, practice and competitive facilities	Continue to address current and future facility status, with an emphasis on facility development, particularly in the area of Women's Soccer overall facilities.	Continue to provide equitable and adequate facilities for all women's sports that meet competitive expectations for all women's sports.	Review the current facilities; evaluate policies for future project timeline, funding and equity implications.	Director of Athletics, Senior Associate Director of Athletics, Event and Facility Operations, & Senior Associate Director of Athletics, External Operations	Continuing in Fall 2011 and ongoing thereafter
Medical and training facilities and services	No issues identified in self-study. Maintenance plan included	Continue to provide equitable medical and strength and conditioning facilities for men's and women's sports. Communicate availability of female medical providers for women, if preferred.	Continue to monitor and evaluate medical and training facilities to ensure services are provided equitably to all sport programs. Also, continue to enhance the medical and training facilities and services as needed for all sport programs. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Senior Associate Director of Athletics/SWA/Sport Supervisor, Senior Associate Director of Athletics, Student Services, Assistant Director of Athletics. Athletic Training Services, & Director of Strength & Conditioning	Continuing in Fall 2011 and annually thereafter
Housing, dining facilities and services	No issues identified in self-study. Maintenance plan included	Continue to provide equitable housing and dining facilities and services for all men's and women's sport programs, based on athletics scholarship status.	Continue to monitor and evaluate the housing, dining facilities and services to ensure all services are provided equitably for all student-athletes. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Senior Associate Director of Athletics/SWA & Senior Associate Director of Athletics, Student Services	Continuing in Fall 2011 and annually thereafter

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Publicity and awards	Continue to develop relationships in the community and beyond to encourage interest and promote women's sports	To increase fan interest in women's programs, to provide positive influence on young women in the community and increase attendance.	Enhanced involvement of individual student-athletes, women's sport programs and coaches in campus and local community service projects along with pursuing new opportunities, within equitable time constraints.	Senior Associate Director of Athletics, External Operations and Director of Marketing	Beginning in the Fall 2011 and ongoing yearly thereafter
Publicity and awards	Enhance the public awareness and promotion of women's sport programs	To increase fan support of women's sport programs.	The Athletics Department will develop specific goals for attendance and ticket sales included in a comprehensive marketing plan for all women's sport programs.	Senior Associate Director of Athletics, External Operations, Director of Marketing and Director of Ticket Operations.	Beginning in Fall 2011 and ongoing yearly thereafter
Publicity and awards	Strengthen the involvement of former female student-athletes with Gray W club. In addition, more involvement of former female student-athletes in Hall of Fame process.	To increase the connection and involvement of former female student-athletes to promote women's sport programs. To ensure male and female input from varied constituents into the selection process.	The Athletics Department will evaluate and improve former student-athlete database and research events of interest and possible alumnae leadership. Also, the Athletics Department will review policies for WSU Athletics Hall of Fame to ensure women equitable representation on the selection committee and in honorees.	Assistant to the Director for Student-Athlete Relations, Athletics Foundation Staff and Hall of Fame Committee	Beginning in Fall 2011 and ongoing yearly thereafter
Support services	No issues identified in self-study. Maintenance plan included.	Continue to provide equitable administrative and support services for all sport programs	The Athletics Department will continue to evaluate and monitor all administrative and support services for sport programs to ensure equity. Continue to enhance the delivery of the services as needed. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Senior Associate Director of Athletics/SWA and Senior Associate Director of Athletics, Student-Athlete Development.	Continuing in the Fall 2011 and annually thereafter

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals		Steps	
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment of Student-Athletes	No issues identified in self-study. Maintenance plan included.	Continue to provide equitable opportunities for the recruitment of student-athletes for men's and women's sport programs.	The Athletics Department will continue to monitor and evaluate that opportunities for the recruitment of student-athletes are provided equitably to all sport programs. Also, continue to monitor all recruiting expenditures of student-athletes to ensure equitable treatment for all sport programs. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Director of Athletics. Senior Associate Director of Athletics/SWA/Sport Supervisor, and Associate Director of Athletics, Business Operations	Continuing in Fall 2011 and annually thereafter
Retention	No issues identified in self-study. Continue to retain female student-athletes and staff.	Continue to evaluate and monitor the retention of female student-athletes and staff. Provide a salary structure to attract quality candidates and retain quality staff.	The Athletics Department will continue to evaluate and monitor the retention of student-athletes and provide professional development and training opportunities to retain quality female coaches and staff. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Director of Athletics & Senior Associate Director of Athletics/SWA	Continuing in Fall 2011 and annually thereafter
Participation in governance and decision making	No issues identified in self-study. Maintenance plan included	Continue to provide female student-athlete, coaches and staff opportunities to participate in governance and decision-making.	The Athletics Department will continue to provide leadership opportunities for female student-athletes, coaches and staff at the institutional, conference and national levels. The Athletics Department will continue to strive for equitable representation of student-athletes on the Student-Athlete Advisory Committee. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Director of Athletics, Senior Associate Director of Athletics/SWA, and Faculty Athletics Representative	Continuing in Fall 2011 and annually thereafter

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Annual review of Gender Issues plan	The lack of formal process in place to annually review and evaluate the gender issues plan. The lack of a reporting structure that reaches institutional levels.	Annual report covering the 15 required program areas for monitoring, including report of any actions taken.	Report prepared by the Athletics Department included in annual and 5-year reports of the WSU Commission on the Status of Women.	Director of Athletics, Faculty Athletics Representative, Senior Associate Director of Athletics/SWA	2011-2012 and annually thereafter.

## Gender/Diversity Issues and Student-Athlete Well-Being

### Operating Principle

#### 3.2 Diversity issues.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

##### 1. Condition

WSU had no original "conditions" imposed in Cycle 2 certification.

##### Action

Since there were no "conditions", WSU took no actions.

##### Action Date

As a result, there are no dates for actions.

##### Explanation for partial or non-completion

Nor, therefore, were there any partial or non-completed actions.

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
  - a. The original goal(s);
  - b. The step(s) taken by the institution to achieve the goal(s);
  - c. The date(s) the step(s) was completed; and
  - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 minority-issues plan.

## Gender/Diversity Issues and Student-Athlete Well-Being

*The institution must demonstrate that it has implemented its Cycle 2 minority-issues plan or provide an explanation for partial completion of the plan.*

- a. *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.*
  2. *The institution has had personnel changes since the original development of the plan.*
  3. *The institution does not have documentation of actions taken to implement the plan.*
- b. *The committee will accept the following explanation for partial completion or noncompletion:*
- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 minority-issues plan.*

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

### 1. Original Plan

To disseminate the 2002 minority issues plan to the WSU Athletics Department staff and coaches.

#### Action

Steps to achieve the goal: The minority issues developed during the cycle 2 certification process was included in the Athletics Department's policies and procedures manual in 2003. The policies and procedures manual has subsequently been posted online at [www.athletics.wsu.edu](http://www.athletics.wsu.edu) for all athletics staff to review. In addition, a hard copy of the minority issues plan was provided to all athletics staff at that time.

#### Action Date

The goal was to be completed at the conclusion of the self-study and certification process.

Individuals/Offices responsible for Implementation: Senior Associate Director of Athletics

#### Explanation for partial or non-completion

This recommendation has been completed.

### 2. Original Plan

To provide diversity training opportunities for all athletics staff. This will assist in creating a climate that accepts and values diversity.

#### Action

## Gender/Diversity Issues and Student-Athlete Well-Being

Since the implementation of the minority issues plan from the cycle 2 certification process, the Athletics Department has provided some opportunities for diversity training for athletics staff. Prior to the fall of 2003, the Director of Athletics assigned the role of staff development to a senior staff member (Associate Director of Athletics, Student-Athlete and Staff Development). This individual was responsible for developing and coordinating the staff development training opportunities on all topics, including diversity issues. Between 2003 and 2007, several staff development training opportunities were provided for segments of the athletics staff regarding diversity. During the 2005-2006 academic year, a presentation was made by the Vice President for Equity and Diversity to the Athletics Department staff during a scheduled all-staff meeting. The focus of this presentation was a discussion concerning diversity education opportunities. In April 2006, a WSU diversity educator provided diversity training through the National Coalition Building Institute (NCBI). This organization works to eliminate prejudice and inter-group conflict in organizations. This training session was conducted with the Athletics Department area administrators during a staff retreat. In May 2007, a diversity education session focusing on cultural competency was presented to the area administrators during a staff retreat. The area administrator is a group of roughly 20 Athletics Department employees representing the managers and director for the various departments within the department. During this time, the Athletics Department received the Diversity in Athletics Award in 2006 & 2007 from the Laboratory for Diversity in Sport at Texas A&M University. The award recognizes an institution's Athletics Department for overall excellence in diversity and Title IX compliance categories. Prior to the fall of 2008, the Athletics Department staff was re-organized and staff development was assigned to a new Senior Associate Director of Athletics. For the past three years, diversity training opportunities have been available through the institution-wide offerings of the Office of Equity and Diversity; however, the Athletics Department has not required or tracked the participation of the Athletics Department staff in these activities.

Moving forward, the Athletics Department has specifically assigned the staff development responsibility to a senior staff member with the appropriate expectations for the role as defined by the Director of Athletics, and included in the position description for that staff member. This will allow for the implementation and tracking of the appropriate diversity training opportunities, both within and outside of the department.

### Action Date

This recommendation was to be completed on an ongoing basis.

Individuals/Offices responsible for implementation: The Associate Director of Athletics, Staff and Student-Athlete Development.

### Explanation for partial or non-completion

This recommendation has been implemented with various training opportunities occurring for Athletics Department staff and coaches.

### 3. Original Plan

To assist minority staff in gaining skills, knowledge and experience to advance in the profession.

#### Action

## Gender/Diversity Issues and Student-Athlete Well-Being

All minority staff and coaches have been provided the opportunity to attend professional seminars and conferences. This was originally completed in 2003 with the implementation of the original plan and has been ongoing yearly since. The Athletics Department did not implement a mentoring program for minority staff. This step was not reassigned after staff turnover and reorganization. In the area of mentoring the minority staff, the Athletics Department does work with the Pac-10 Conference as a part of the conference's Diversity Leadership Initiative. The Athletics Department has nominated a minority staff member who was accepted into the program and participated in the NCAA Leadership Institute for Ethnic Minority Males and Females during the 2009-2010 academic year. The Athletics Department will continue to submit eligible minority staff members to the conference as a part of this program.

### Action Date

The completion date for the mentoring program for minority staff was September 2003. The completion date to provide opportunities to attend professional seminars was for this to occur yearly.

Individuals/Offices responsible for implementation: Associate Director of Athletics, Staff and Student-Athlete Development and the Director of Athletics.

### Explanation for partial or non-completion

The recommendation concerning providing professional development opportunities has been implemented. The recommendation concerning the implementation of a mentoring program for minority staff was not completed.

#### 4. Original Plan

To provide oversight for the search process with the appointment of a permanent athletics department EEO representative.

### Action

The Director of Athletics appointed the Associate Director of Athletics, Staff and Student-Athlete Development as the EEO representative in fall 2002. The EEO appointment currently resides with the business office operations manager.

### Action Date

The completion date for this recommendation was at the conclusion of the self-study and certification process.

Individuals/Offices responsible for implementation: Director of Athletics

### Explanation for partial or non-completion

This recommendation was implemented.

#### 5. Original Plan

To ensure implementation and tracking of the minority issues plan.

### Action

A subcommittee of the Athletics Council was created in January 2003. This committee remained active for roughly two years with the last meeting of the subcommittee occurring in the spring of 2004. The subcommittee is no longer active, due to turnover in membership on the Athletics Council, along with lack of orientation of new members concerning the minority issues plan and diversity issues. The tracking and implementation of the current diversity issues plan will be specifically addressed in the new plan.

### Action Date

The completion date for this recommendation was January 1, 2003.

## Gender/Diversity Issues and Student-Athlete Well-Being

Individuals/Offices responsible for implementation: Director of Athletics and Faculty Athletics Representative.

### **Explanation for partial or non-completion**

This recommendation was originally implemented; however, the subcommittee of the Athletics Council is no longer active. This has been addressed in the revised Diversity Issues Plan for the cycle 3 certification process.

### **6. Original Plan**

To emphasize that diversity is important to the Athletics Department mission and is recognized in the staff evaluation instrument.

#### **Action**

The annual employee review instrument was revised to include the evaluation of an employee's commitment to diversity. This was originally implemented in the spring of 2003 and remains an active part of the written employee evaluation process.

#### **Action Date**

The completion date for this recommendation was the spring of 2003.

Individuals/Offices responsible for implementation: Associate Director of Athletics, Staff and Student-Athlete Development

### **Explanation for partial or non-completion**

This recommendation has been implemented.

### **7. Original Plan**

To implement a formal process to solicit nominees from athletics staff for candidates for Athletics Department position openings.

#### **Action**

The Athletics Department developed a nomination process that all athletics staff can access regarding any Athletics Department search process. The original plan included the development of a specific nomination form; however the Athletics Department chose a different process to solicit the nominations. The Athletics Department EEO representative sends an email to all staff at the beginning of the search process asking for specific nominations for a diverse pool of applicants. This was implemented in January of 2003 and is currently active in the search process.

#### **Action Date**

The completion date for this recommendation was January of 2003.

Individuals/Offices responsible for implementation: Associate Director of Athletics, Staff and Student-Athlete Development

### **Explanation for partial or non-completion**

This recommendation has been implemented.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.2 (Minority Issues). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s);and
- c. The date(s) the step(s) was completed.

## Gender/Diversity Issues and Student-Athlete Well-Being

Washington State University developed no additional plans for improvement for this Operating Principle since the Cycle 2 certification process.

### 4. Explain how the institution is organized to further its efforts related to the diversity-issues operating principle for both department of athletics staff, coaches and student-athletes.

Washington State University has in place a thorough system of policies and educational programming to help best support the equitable treatment of a diverse population of staff and student-athletes. In terms of the institutional structure, the university has several departments committed specifically to diversity issues.

#### WSU Office of Equity and Diversity

The WSU Office of Equity and Diversity provides institutional leadership in recruiting, retaining, and rewarding diverse faculty and staff; educating the campus and beyond about issues of diversity. Also, the WSU Office of Equity and Diversity offers unique facilities that help students, faculty, and staff honor and celebrate the many cultures represented in the community.

#### WSU Office of Multicultural Student Services (MSS)

WSU also has in place the Office of Multicultural Student Services (MSS). The primary mission of the Office of Multicultural Student Services is to facilitate the best undergraduate experience for multicultural students through the provision of culturally relevant programs and services that foster their successful transition, adjustment, persistence, achievement, and graduation. The MSS seeks to promote a campus community that fosters the holistic development of multicultural students by providing relevant services to support their academic pursuit, expressing genuine care for their personal development and well-being, advocating on their behalf and encouraging the full use of all university resources. MSS programs and services promote the understanding of and appreciation for cultural and ethnic differences recognizing the importance of global interdependence and sustainability. MSS maintains on-going cooperative relationships with students, faculty/staff, alumni, parents and community, builds a community of support for the successful matriculation and retention of students.

#### Diversity Education

The university has a long-term commitment to diversity education and is working to build a program that provides effective education that helps to achieve the mission toward building civility and respect among students, faculty, and staff. The first step of the program is tier 1, which involves diversity awareness. The second tier of the program is the National Coalition Building Institute (NCBI). The NCBI is a prejudice reduction/conflict resolution model that examines ways to reduce racial and inter-group conflict. The final tier of the program is intercultural competence. This session is designed to build understanding of different cultures, values and norms by learning how your culture influences your world view and behavior. More detailed information concerning this program can be found at <https://diversityeducation.wsu.edu>.

Within the Athletics Department, the overall day-to-day responsibility of the department is delegated to the Director of Athletics. Specifically, in looking at the Athletics Department and reviewing diversity strategies and plans, it is apparent that the commitment to diversity programs and support comes from the Director of Athletics and the execution of the plans are led by the Senior Associate Director of Athletics. It is clearly stated in the Athletics Department's mission statement that ethnic diversity is a top priority and that the department is fully committed to equitable opportunities for all students and staff. The Director of Athletics has recently assigned a Senior Associate Director of Athletics with the responsibility of implementing and monitoring the diversity issues plan and advising the Director of Athletics and senior athletics staff on issues related to diversity. In addition, the Faculty Athletics Representative chairs the Athletics Council, which is an advisory group designated by the President and serves as an institutional group that advises the Director of Athletics on issues and concerns. This council, which contains minority representation, is also comprised of members from outside the department and will address issues related to diversity.

#### Student-Athletes

As students at Washington State University, the student-athletes have access to all programs and activities to address the area of diversity. As mentioned previously in this response, the Office of Multicultural Student Services (MSS) provides tutoring, mentoring and culturally relevant programs and activities that welcome the general student population as well as student-athletes. MSS has partnered with the Athletics Department to promote their services to student-athletes. One example of this partnership is through the Student Athlete Handbook, which is distributed through the webpage to all student-athletes. The university's Office of Equity and Diversity, and the Chief Diversity Officer also work with the athletics administration to examine strategies and programs to insure that diversity is embraced and progress is made within the student-athlete population.

## Gender/Diversity Issues and Student-Athlete Well-Being

### Athletics Staff/Coaches

As mentioned previously, through the Office of Equity and Diversity there is a Diversity Education training program that is available throughout the year for staff. The Athletics Department has periodically utilized the elements on the program with the athletics administrative staff. Also, through the annual review process the athletics staff and coaches are provided an opportunity to outline their impact on diversity. In addition, the assigned athletics senior staff member regarding diversity issues plan is responsible for working with athletics staff and coaches to address issues regarding diversity.

5. Describe the institution's written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address issues of diversity, including where the statements are published. Describe how the institution's written statements are communicated directly to department of athletics staff, coaches and student-athletes.

*The institution must demonstrate how the institution's and department of athletics' written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.*

The area of equity and diversity is an important aspect of everyday life at WSU for all students, faculty and staff. WSU has had a long term commitment to diversity education and to provide these services to all faculty, staff and students. The university has formed a clear articulate mission statement for diversity, which is communicated on the institution's website. The Athletics Department's written statements regarding diversity (Mission Statement, Minority Issues Plan Statement) articulate a clear vision and commitment to creating an inclusive and supportive environment for all staff and students. The Athletics Department's mission statement was revised from the cycle 2 certification process to specifically address diversity. The Athletics Department has partnered with WSU's Office of Multicultural Student Services (MSS) in an effort to ensure that the student-athlete has full access to university-wide academic services and diversity programs. One example of this partnership is through the Athletics Department Student-Athlete Handbook which is online. It showcases services and programs that student-athletes of color can take advantage of when they deem necessary. The mission statements are posted on the WSU Athletics web site.

### Student-Athletes

The statements concerning diversity are communicated to student-athletes in several ways. Starting in fall 2002 the information contained in the Student-Athlete Handbook was developed into the course curriculum and syllabus for the New Student-Athlete Seminar. This class is specifically designed for incoming student-athletes (freshmen & transfer students) and was designed around the information in the handbook. The New student-Athlete Seminar contains sections that are aimed specifically at diversity education. The Student-Athlete Handbook contains information pertaining to diversity education and is made available to all student-athletes. In the past, the Student-Athlete Handbook was provided to all student-athletes during the beginning of the year team compliance meetings with a discussion concerning what is included in the handbook. As the handbook changed into an online document for student-athletes available on the Student-Athlete Development website, the Athletics Department has updated the process to provide the document to all student-athletes. Beginning fall 2011, information about the handbook will be e-mailed to all student-athletes with a link to the handbook on line. In addition to the student-athlete handbook, the student-athletes have access to the WSU student handbook which contains information concerning diversity.

### Athletics Staff/Coaches

The minority issues plan from the cycle 2 certification process was originally distributed to the Athletics staff and coaches via hard copy following the development of the plan. The plan currently resides in the Athletics Department Policies and Procedures Manual which is available to all athletics staff and coaches at the following website: [www.athletics.wsu.edu](http://www.athletics.wsu.edu). The Athletics Department mission statement, which contains statements concerning diversity, is also distributed to the athletics staff and coaches at a beginning of the year all-staff meeting, however this does not occur on a consistent basis. The mission statement is posted throughout the department and can also be found in the Athletics Department Policies and Procedures Manual which is available to all Athletics staff and coaches. In the development of the diversity issues plan for improvement as part of the cycle 3 certification process, the Athletics Department has addressed this issue moving forward. The implementation of the diversity issues plan has been assigned to a senior athletics staff member. As a part of the plan, the diversity issues plan will be presented annually to the Athletics Department staff.

## Gender/Diversity Issues and Student-Athlete Well-Being

### 6. Describe how matters concerning diversity issues for department of athletics staff, coaches, and student-athletes are monitored, evaluated and addressed on a continuing basis.

Through recent Athletics staff reorganization upon the hiring of a new Director of Athletics, the department is well organized to further its efforts related to diversity for Athletics staff, coaches and students. The Director of Athletics reports directly to the university President on all issues concerning the Athletics Department. This includes issues related to diversity for student-athletes and Athletics staff/coaches. The Director of Athletics has also assigned the responsibility of monitoring and implemented the diversity issues plan with a Senior Associate Director of Athletics. The Senior Associate Director of Athletics is responsible for addressing all issues related to diversity, including potential concerns that arise, with all Athletics staff and coaches. Outside of the Athletics Department, the Faculty Athletics Representative chairs the Athletics Council, a Presidential appointed committee that serves as an advisory committee to the Director of Athletics and President on issues related to the Athletics Department. The committee includes diverse representation from across the university and community. One of the goals of this council is to discuss diversity issues and develop strategies to resolve them. There is an online survey for staff concerns regarding diversity that the council reviews to gain insight on problems and concerns. The section below will specifically detail how matters of diversity are monitored and evaluated for student-athletes and staff.

#### Student-Athletes

The Athletics Department has several ways to monitor and evaluate diversity issues with the student-athletes. The Athletics Department has developed a student-athlete mentor program that provides services for all student-athletes but specifically for students of color. This program matches WSU faculty and staff as mentors for WSU student-athletes. Although the program is available for all WSU student-athletes, an emphasis is placed on working with minority student-athletes. This program gives the minority student-athletes an opportunity to provide feedback on issues related to diversity. The Director of Athletics and the Senior Associate Director of Athletics monitor, evaluate and address the student experience from a diversity/climate perspective. The Student-Athlete Advisory Committee (SAAC) provides a forum for student-athletes to discuss a variety of issues, including policies, procedures and diversity issues. The Senior Associate Director of Athletics/SWA and Senior Associate Director of Athletics, Student-Athlete Retention and Transition provide administrative oversight of the committee. The coaches are not permitted to be in attendance at the meetings to encourage free and open discussion. The student-athletes can also provide input regarding diversity issues via the student-athlete exit interview and the Athletics Council survey. There are specific questions included on the survey related to diversity which continues to provide information about the experience of student-athletes of color. In addition to these areas above, each sport is supervised by the Senior Associate Director of Athletics/SWA. In this role as a sport supervisor, the Senior Associate Director of Athletics/SWA is available to meet with student-athletes on all issues, in particular to discuss issues of diversity. In addition to the opportunities within the Athletics Department, all student-athletes have the ability to express issues and concerns related to diversity through the regular university programs available to all students.

#### Athletics Staff/Coaches

The Athletics Department has several ways to provide Athletics staff and coaches an opportunity to provide input regarding diversity issues. All Athletics staff and coaches are provided with an opportunity to discuss their concerns regarding diversity issues during their annual review process. As the Athletics Department hires staff and senior administrators, there is an expectation that they embrace diversity and engage in the necessary evaluation that advances diversity. At the end of each academic year, coaches and staff are asked to provide information regarding how their approach to their job has impacted the Athletics Department's mission to advance diversity through recruitment, hiring, supervision and staff development. In addition, all Athletics Department area administrators and head coaches are evaluated regarding his/her commitment to diversity during the annual review process. With a senior athletics staff being assigned the responsibility of implementation and monitoring of the diversity issues plan, an annual review of the plan and report will be prepared. This report will evaluate the Athletics Department current diversity climate to work to address any potential issues.

### 7. Describe the programs and activities the institution has in place for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of the underrepresented groups or individuals of diverse backgrounds.

*The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or individuals of diverse backgrounds.*

## Gender/Diversity Issues and Student-Athlete Well-Being

Washington State University has a long history of supporting and responding to the needs of a diverse population of faculty, staff and students. The Athletics Department continues to strive to improve the programs and activities for Athletics Department staff, coaches and student-athletes. During the review and development of the diversity issues plan as a part of this self-study, the Director of Athletics has refined to the roles of two Senior Associate Directors of Athletics to include the responsibility of staff development and implementation of the diversity issues plan. This will allow for the Athletics Department to enhance the resources in this area. All athletics staff, coaches and student-athletes have access to the university programs that are available through the Office of Equity and Diversity, Office of Multicultural Student Services, and the Diversity Education program. All athletics staff, coaches and student-athletes are encouraged to take advantage of the opportunities that are available through these areas.

### Student-Athletes

The Athletics Department has developed a mentor program for all student-athletes but specifically for students of color. It is designed to partner student-athletes with faculty and staff in an effort to assist students with the transition to WSU. The program is also focused on providing sustainable support to retain students of color through graduation. The student-athlete mentor program provides student-athletes with an opportunity to make the transition to WSU and achieve persistence, retention and graduation rates. There are monthly one-on-one meetings with mentors that take place throughout the academic year. The program also focuses on connecting the minority student-athletes with university programs through the Multicultural Student Services Center concerning diversity. In addition to the student-athlete mentor program, the Athletics Department offers the New Student-Athlete Seminar for student-athletes. The class is required for all first year student-athletes and touches on all aspects of student development. The Senior Associate Director of Athletics teaches the seminar class that touches on diversity issues and how to achieve success as a student-athlete of color.

### Athletics Staff/Coaches

In regard to Athletics Department staff and coaches, the department has periodically provided diversity training opportunities. This has included the Athletics Department working with the WSU Diversity Education program; however the training opportunities have not been offered consistently. The Athletics Department also utilizes the Pac-10 Conference Diversity Leadership program. This has provided opportunities for minority staff to attend professional development training programs. In addition to the programs provided by the Athletics Department, the athletics staff and coaches have access to the university diversity education programs. In the diversity issues plan completed as a part of this self-study process, the Athletics Department has put a plan in place to improve the training opportunities for all athletics staff and coaches.

8. Describe how the institution actively recruits department of athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.

*The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics.*

The Athletics Department is very active in the recruitment of individuals from underrepresented groups or diverse backgrounds for the areas of athletics staff, coaches and student-athletes. The Athletics Department is committed to working on strategies to increase the diversity of the athletics staff, coaches and student-athletes. The sections below will specifically describe the efforts made in each area.

### Student-Athletes

In regard to the recruitment of student-athletes, the goal of head coaches and sport programs is to recruit the best student-athletes available for the university in regard to athletic ability, academic profile along with character and integrity. When recruiting student-athletes from underrepresented groups, the head coaches work within the university structure to ensure a student's visit is welcoming and productive. The Athletics Department involves the student-athlete mentoring program to assist during the campus visit and arranging meetings between minority faculty and staff with prospective student-athletes.

### Athletics Staff

## Gender/Diversity Issues and Student-Athlete Well-Being

Throughout the recruitment process for athletics staff positions a focused effort is made to recruit candidates from underrepresented groups and diverse backgrounds. At the outset of a search process, the Athletics Department puts together a search committee which has a range of individuals and includes representation from underrepresented groups. Besides the representation from the Athletics Department staff, the search committees also include representation from university faculty and staff including minority staff members whenever possible. During the search process, the Athletics Department will advertise the positions within minority professional organizations including the Black Coaches and Administrators, Minority Opportunity Athletics Association and historically black athletics conferences. In addition, the athletics staff is requested to reach out to colleagues within the athletics business to encourage candidates from underrepresented groups to apply. All Athletics Department staff searches are conducted within the guidelines of the institution's Human Resource Services department. This assists with guiding the Athletics Department in the area of diversity within a search process. The goal of all Athletics Department search processes is to recruit as diverse a candidate pool as possible to assist in identifying the appropriate candidate for the position.

### Coaches

The Athletics Department applies the same principles from the procedures to recruit athletics staff into the search process for athletics coaches. The Athletics Department has put together comprehensive procedures regarding the head coach search process with the goal to recruit a diverse candidate pool. During a coaching search the Athletics Department will contact the Black Coaches Association to receive input and potential candidates from the organization. The Director of Athletics or senior staff member will contact the NCAA Minority Opportunities and Interests Committee to help identify qualified minority candidates and remain in contact during the search process regarding the candidates. In addition, the Athletics Department will also potentially utilize a search firm if needed to identify quality candidates. The goals of all Athletics Department searches are recruiting and to identify as diverse a candidate pool as possible to assist with selecting the most qualified candidate for the position.

The Athletics Department continues to work on strategies to assist with recruiting qualified candidates from underrepresented groups to the institution and this is reflected within the diversity issues plan completed as part of the cycle 3 certification process.

9. Describe institutional and department of athletics hiring practices to ensure the department of athletics demonstrates a commitment to diversity in hiring procedures for department of athletics staff and coaches. Compare and explain any differences that exist between institutional hiring practices and department of athletics hiring practices. Please provide the date of your most recent assessment and comparison of the institution's and athletics department's hiring practices. Note: this assessment and comparison must occur at least once every five years.

*The institution must provide evidence that an assessment and comparison of the institution's and department of athletics' hiring practices has occurred at least once every five years.*

The Athletics Department and university are committed to diversity within all hiring practices and procedures. The Athletics Department's hiring practices are all within conjunction with the institutional hiring practices and procedures for all searches. The Athletics Department works directly with the institution's human resources office concerning all hiring practices for civil service and administrative professional positions. These specific searches are coordinated directly through the WSU Human Resources Office, which coordinates all institutional search processes. The university has changed the hiring practices and processes significantly over the past few years; Office of Equal Opportunity (formerly Center for Human Rights) is no longer directly involved in the search/recruitment process. Currently a Human Resource Services (HRS) controlled online process is utilized which by nature requires all departments to follow the university search process. Therefore, the university and Athletics Department hiring practices for Administrative Professional and Civil Service positions are consistent. It should be noted that the state of Washington law, I200, prohibits targeting, recruitment and hiring by race, gender, etc.

The university does not have specific guidelines with regard to temporary contract employee positions and filling those positions. Since all coaching and sport operation positions are temporary contract employee appointments, they are not required to use the Human Resource Services online recruitment system which is used for Administrative Professional, Civil Service and permanent faculty positions. This is also true for university temporary faculty appointments. These types of appointments are at the discretion of the Dean/Vice President, and in the case of the Athletics Department the appointment would be at the discretion of the Director of Athletics. The Athletics

## Gender/Diversity Issues and Student-Athlete Well-Being

Department has previously reviewed the search process for temporary contract appointments with the Office of Equal Opportunity and Human Resource Services and received approval for the process.

Below is a summary of the Athletics Department hiring practices for all positions including the university guidelines for recruiting a diverse staff utilized by the department.

### University Guidelines

#### -- Recruiting for Diverse Staff

Search committees should be made up of a range of individuals whenever possible including ethnic/racial minorities, women, and individuals from other underrepresented groups. When the department/unit does not have such individuals who can be appointed to the search committee, appropriate persons outside of the department/unit, may be sought. Diverse representation on the search committee may expand its abilities to identify and reach qualified diverse candidates. Dean/Vice President may choose to designate an individual(s) as the area's Diversity Liaison (EEO Representative). This individual will assist the search committee chair with appropriate recruitment and hiring processes and serve as a resource person for the search committee.

#### -- Equal Employment Opportunity/Affirmative Action Good Faith Efforts

Outreach and recruitment measures to broaden candidate pools to include ethnic/racial minorities, women, and individuals from other underrepresented groups; and systematic efforts to ensure that hiring selections are made without regard to race, sex, or other prohibited factors.

#### -- Athletics Hiring Practices-Civil Service and Administrative Professional Positions

Searches are conducted according to Human Resource Services guidelines and via the Human Resource Services online recruitment system. The search committee chair (position's immediate supervisor) selects committee members (maximum five members with representation from outside of the unit, outside of the department, from a sport, as well as reflect ethnicity/racial and gender balance). The committee is approved by a senior staff supervisor and EEO representative.

The EEO representative meets with the committee to explain the search process and the committee's role. The representative also provides the committee with the Human Resource Services determined underutilized categories for the position. The representative explains the importance of a fair and equitable search process, focused on the position requirements and the candidates' relevant abilities with an equal opportunity for all to apply.

The committee determines an advertising plan, (taking into account underutilized categories of the position) an advertising copy, reviews the Human Resource Services audited/approved position description, timeline, and applicant evaluation strategy.

The posting is submitted to HRS via an online recruitment system. When approved by Human Resource Services, the advertisement is posted according to the advertising plan. Position vacancies are listed on the Human Resource Services website as well as the Athletics website with further advertising options determined based on the specific position, but typically NCAA Online, NACWAA Online, Multicultural Student Services list serve, and position specific professional organizations as well as other appropriate locations.

Committee members and staff members are asked to network/recruit and encourage individuals from minority groups and women to apply for vacancies.

Following the application deadline, two committee members screen the applicant pool for position required minimum qualifications after which all committee members evaluate qualified applicants using objective and measurable criteria based on preferred qualifications included in the position description. A systematic screening process is used based solely upon the position duties and qualifications to ensure the hiring selection is made without regard to race, sex, or other prohibited factors.

The Committee meets to discuss the applicant pool, identify a long list for telephone interviews, and determine telephone interview questions based upon position related criteria and the interview schedule.

The Senior Staff Supervisor, EEO Representative, Appointing Authority and Human Resource Services must approve the long list prior to moving forward with the telephone interviews.

Telephone interviews are conducted with the entire search committee present after which the committee identifies which candidates should remain under consideration.

The chair conducts reference checks, using the Human Resource Services template, for those still under consideration.

## Gender/Diversity Issues and Student-Athlete Well-Being

The Senior Staff Supervisor, EEO Representative and Appointing Authority must approve the short list prior to moving forward with in-person interviews.

The committee determines the interview structure (candidates meet with a wide range of departmental staff, students, outside Athletics representatives and community members where applicable, and the interview structure includes ethnicity/racial and gender balance) keeping in mind each candidate should meet with the same individuals. The senior staff supervisor and EEO Representative approve the draft interview itinerary.

Following the in-person interviews, the committee meets to review the interview evaluations and determine a hiring recommendation which is approved by the Senior Staff Supervisor and forwarded to the EEO Representative to obtain Appointing Authority and Human Resource Services approval.

Upon Appointing Authority and Human Resource Services approval, the search committee chair may offer the position to the approved candidate.

### -- Exceptions to Open Recruitment (Direct Appointment)-Administrative Professional positions

Under exceptional circumstances Human Resource Services may approve a direct appointment. The appointing authority, with prior approval from the Director of Athletics, may request a direct appointment without a search under limited circumstances which are outlined in the university Business Policies and Practices Manual. A direct appointment is requested via the Human Resource Services online recruitment system by submitting an updated position description, proposed salary, an updated organizational chart, candidate resume, justification to appoint without a formal search and diversity implications. Human Resource Services has the authority to approve or deny such requests. The Athletics Department has made direct appointments to Administrative Professional positions, all of which have been done according to the University policies, as this is the only mechanism that would allow a direct appointment to occur.

### -- Athletics Hiring Practices Temporary Contract Employee Positions (Coaches, Sport Operations, etc.)

#### Head Coach

Traditional candidate recruitment through advertising and/or contacting peers (Pac-10, top programs, etc.) or the securing of a search firm if it is determined it is necessary to a) establish a more comprehensive pool; or, b) it is necessary to protect the confidentiality of the process/pool.

Vacancies are usually well known, resulting in many unsolicited/self-provided candidates.

Typically, there is an advisory committee rather than a search committee. This group helps establish what is necessary and important position/candidate criteria/requirements (Division I experience, head coach experience, regional familiarity, etc.) depending on the sport and/or the program's current status. This group also assists with the initial evaluation of the applicants and/or conducts research to determine potential candidates to include in the pool for consideration.

Campus interview structure typically includes meeting with a wide range of departmental staff/areas, student-athletes (potentially), outside athletics representatives and community members where applicable, and interview structure includes ethnicity/racial and gender balance with each candidate meeting with the same individuals. The exceptions to this typically would be football and basketball which are more likely to have a larger group of candidates meeting with the Director of Athletics and a smaller advisory group off-campus.

#### Assistant Coaches, Sport Operations

This is head coach discretion; however, the expectation is that the head coach works with the sport supervisor on how best to fill vacancies.

The head coach is given a salary pool or knows the salary replacement amount if it is a one coach turn over and takes this into consideration when identifying a candidate pool.

Rarely are these vacancies advertised, rather the head coach networks to find potential candidates.

Typically a review process and campus interview does take place; however, the head coach, with input from the sport supervisor determines the process, itinerary and selection method. Football is the potential exception with regard to the on campus interview.

The Athletics Department conducted the most recent assessment and comparison of the institution's and Athletics Department's hiring practices during the winter/spring of 2011. The assessment was completed in April of 2011. The Athletics Department had previously conducted an assessment and comparison of institutional and departmental hiring practices the summer of 2007.

## Gender/Diversity Issues and Student-Athlete Well-Being

10. Describe institutional and department of athletics policies related to the use of outside firms (e.g., search firms) and truncated or expedited hiring processes. Describe the actual hiring practices used by your institution since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at your institution.

*The institution must demonstrate a commitment to diversity in all athletics department hiring efforts, including those involving outside firms (e.g., search firms) and truncated or expedited processes.*

In reviewing the search process regarding truncated or expedited hiring processes, the Athletics Department does not have a specific policy concerning the use of outside firms, other than they can be used in a particular head coaching search if it is determined to be beneficial. At the outset of a head coach search process, the Director of Athletics will typically meet with the senior athletics staff to discuss and develop specific criteria and goals for the search. The Director of Athletics and athletics senior staff may develop a comprehensive "recruitment plan" and determine a potential need for the use of a search firm or outside consultant. If applicable, the Director of Athletics will select the search firm or outside consultant that best fits the criteria and goals of the search. The university president subsequently reviews the plan and approves the use of a search firm or outside consultant, if applicable.

In reviewing the actual hiring practices used by the institution since the cycle 2 certification process, the high profile hires determined to be the recent Director of Athletics hire and head coach hires for football, men's basketball, women's basketball, & women's volleyball. Minority candidates have been sought and interviewed for various openings.

### Director of Athletics

Since the previous cycle 2 certification process, the institution has made one change in the Director of Athletics position. This occurred in February of 2010 when the then Director of Athletics resigned to take a position at another institution. The University President subsequently conducted a brief search that resulted in the hire of the current Director of Athletics, Bill Moos, within two weeks. A search firm or outside consultant was not used during this process.

### Football

Since the previous cycle 2 certification process, the institution has made two head coaching hires in the sport of football. The first coaching change occurred in December 2003, when the then head coach accepted another position. A current assistant coach was subsequently promoted as the new coach within a short time frame.

The second head coaching change occurred in December of 2007. During this search, the Director of Athletics utilized the athletics senior staff as the search committee and also utilized a small advisory committee. In addition, the institution utilized an outside consultant (former Division I Director of Athletics). The search process lasted roughly 2 weeks.

### Men's Basketball

Since the previous cycle 2 certification process the institution has made three head coaching hires in the sport of men's basketball. The first coaching change occurred in March of 2003. This search was conducted by the Director of Athletics and utilized a small search committee of Athletics Department and university personnel. In addition, an outside consultant was utilized to assist with the identification of potential candidates. The hiring process lasted roughly 3 weeks.

The second coaching change occurred in March 2006 following the retirement of the current head coach. A current assistant was immediately promoted to the head coaching position and a search was not conducted.

The third coaching change occurred in April 2009. The Director of Athletics utilized a small search committee of athletics senior staff and university staff. A search firm or outside consultant was not utilized and the search process lasted roughly one week.

### Women's Basketball

Since the previous cycle 2 certification process the institution has had one coaching change in the sport of women's basketball. The coaching change occurred in April of 2007. The Director of Athletics utilized the athletics senior staff as the search committee along with an advisory committee of university staff and faculty. The Athletics Department

## Gender/Diversity Issues and Student-Athlete Well-Being

also utilized an outside search firm to assist in the search process with the identification of potential candidates. The search process lasted roughly two weeks.

### Women's Volleyball

Since the previous cycle 2 certification process the institution has had three coaching changes in the sport of women's volleyball. The first coaching change occurred in the spring of 2004. The Director of Athletics utilized a small search committee of athletics senior staff during the search process. An outside search firm or consultant was not utilized.

The second coaching change occurred in the winter/spring of 2008. The Director of Athletics utilized the athletics senior staff as the search committee along with an advisory committee of university staff members. In addition, the Athletics Department utilized an outside search firm to assist in the identification of potential candidates during the search process.

The third coaching change occurred in March 2011. The Director of Athletics conducted the search and did not utilize a search committee or an outside search firm. The Director of Athletics identified an appropriate candidate that was an opportunity hire for the institution.

### 11. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

- a. Full-time senior administrative department of athletics staff members (i.e., assistant director of athletics up through the director of athletics level);
- b. Other full- and part-time professional (i.e., nonclerical) department of athletics staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the department of athletics);
- 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 subcommittee for athletics, student athlete advisory committee) members (if any).

a. Full time senior administrative Department of Athletics staff members (i.e., assistant director of athletics up through the director of athletics)

The data show no diversity in this category, except under "other," which is an African-American male, who subsequent to the data, has self-identified.

b. Other full-and part-time professional (i.e., non-clerical) Department of Athletics staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff and facility managers, even if the position is not funded by or does not report to the Department of Athletics);

The data in this category, which is similar for all three years, shows that 7.4% of professional staff members were identified as members of minority groups, compared to 14.7% of WSU employees overall, and 11% of WSU Administrative/Professional employees.

c. Full and Part-time head coaches;

Two Asian/PI head coaches (women's golf and women's volleyball) and one Hispanic head coach bring the overall diversity proportion to 25% in this category. However, although 19% of the student-athletes are African-American, none of the head coaches are of that ethnicity.

d. Full and part-time assistant coaches (including graduate assistant and volunteer coaches);

## Gender/Diversity Issues and Student-Athlete Well-Being

Eight of 30 assistant coaches are counted as of racial or ethnic minority status, with seven of them identified as African-American. This is an area that has shown progress over the three years in question, as one additional African-American assistant coach has been added from each of these years to the next.

e. Faculty based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and

The three minority members of the faculty-based Athletics Council comprise 13% of that group, which is fairly close to the WSU minority faculty proportion of 14.4%. However, it should be remembered that the group about which they are concerned, - student-athletes, is 31% minority, predominantly African-American, while the overall faculty minority numbers are heavily Asian/PI.

f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student-athlete advisory board) members (if any).

The data in this category are not meaningful, as there are more members in the "other" category than in all of the ethnicity categories combined, including white.

### 12. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

During the three-year period from 2007-08 to 2009-10 the number of student-athletes receiving athletics aid changed in the following manner: American Indian recipients increased from two to seven; Asian recipients decreased from seven to five; Hispanic recipients increased from 17 to 19; white recipients decreased by five; non-resident alien recipients increased by two; while black recipients remained the same during the three-year period.

In comparison of all students on-campus for the three years of most academic year data, there is a greater proportion of students of color among the student-athletes who received athletics aid than among the general student body overall. The percentage of the number of Asian students and American Indian students is lower among student-athletes than the general student body overall. The percentage of non-resident student-athletes is greater amongst the student-athlete population than the general student body. In discussions with the Athletics Department staff, the committee believes this is due to an increased focus on international recruiting by the sport programs.

### 13. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

In reviewing the data for the three most recent academic years, the sports of football, men's and women's basketball, and men's and women's track and field are the most diverse, relative to the size of the respective team. The majority of the African-American student-athletes reside within the football program for the men's sports. For the female sports, the African-American student-athletes reside within the women's basketball program and women's track & field program. The other sports include relatively little diversity, which is consistent with similar teams in the Pac-10 and nationally.

### 14. Using the program areas for diversity issues:

## Gender/Diversity Issues and Student-Athlete Well-Being

- a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment across each of the four areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

*The institution must conduct a thorough and written review of each of the four program areas for diversity issues. Please see program area definitions located in the Equity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's diversity issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.*

*The review must:*

- a. *Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process;*

*Please note that for the program area of assessment, the use of student-athlete exit interviews alone does not constitute a complete assessment for purposes of the self-study. An institution may choose to include student-athlete exit interviews as part of a broader assessment conducted, but the institution must ensure that an assessment of the entire department of athletics has been conducted in respect to diversity issues.*

- b. *Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
- c. *Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and department of athletics staff with diverse racial, ethnic and other backgrounds. Please note any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and*
- d. *Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.*

*The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.*

## Gender/Diversity Issues and Student-Athlete Well-Being

**1. Assessment.** Assessment of department of athletics activities to evaluate consistency with objectives set forth in the institution's and department of athletics' written diversity statements; assessment of campus diversity climate through evaluation of various campus constituencies using the five diversity program areas.

**a.** Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The institution ensured a complete study of each of the four program areas by developing a comprehensive subcommittee designed to address the specific areas required by the cycle 3 certification process. The members of Gender/Diversity Issues and Student-Athlete Well-Being subcommittee were selected from various areas from the university community along with local community members. In preparation for the self-study, the full committee met to discuss operating principles 3.1, 3.2, & 3.3, assemble materials needed for dissemination and discussion and outline the schedule and agenda for the full subcommittee committees.

Due to the broad scope of this self-study regarding operating principles 3.1, 3.2 & 3.3, three smaller working groups were created to specifically focus on Gender/Diversity Issues and Student-Athlete Well-Being. The diversity working group included broad based campus and community participation. This included the involvement of the Office of Equity and Diversity along with the WSU Multicultural Student Services area. The diversity's working group responses to the specific self-study items were subsequently reviewed by the full subcommittee, the Steering Committee working group and the full self-study steering committee. This process ensured a complete, comprehensive study of the program areas set forth in operating principle 3.2.

**b.** Provide data demonstrating the institution's status and commitment across each of the four areas;

The Athletics Department has several mechanisms in place to assess the diversity climate with athletics staff and student-athletes. All student-athletes have an opportunity to provide feedback during senior exit interviews and the annual survey provided to all student-athletes conducted by the Athletics Council, chaired by the Faculty Athletics Representative. In both surveys questions related to diversity are posed to the student-athletes. The responses concerning any potential issues are evaluated by the athletics senior staff. The Athletics Department also has a student-athlete mentor program that has a focus specifically on minority student-athletes. This allows an opportunity to connect minority student-athletes with the appropriate university staff or faculty member to discuss all potential issues for the student-athlete, including concerns related to diversity. In regard to the athletics staff, the annual evaluation process contains questions related to diversity and also allows for an athletics staff member an opportunity to address any potential issues related to diversity.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

As discussed in the response to the question above, the mechanisms are in place to allow the Athletics Department to gain important data concerning diversity issues with staff and student-athletes. The Athletics Department uses the feedback to address the quality of a student-athletes' experience at the university. Also, the same feedback gained from the meetings of athletics staff is utilized by the Director of Athletics and the athletics senior staff to improve the quality of a staff member's experience.

In the course of this review, the diversity working group and the Athletics Department senior staff identified several issues. The first issue is the Athletics Department was not providing consistent educational opportunities for the athletics staff and student-athletes in the area of diversity. In response, the Athletics Department has assigned the responsibility of staff development to a senior athletics staff member, who will coordinate and ensure such programs occur. This individual will also develop an instrument to assist the Athletics Department's efforts to track such efforts, which was identified as a potential issue. Also, although the Athletics Department collects comprehensive data concerning student-athletes, the need

## Gender/Diversity Issues and Student-Athlete Well-Being

existed to create specific yearly reports designed to monitor the department's diversity efforts for student-athletes. In response, the athletics senior staff member assigned to monitor and implement the diversity issues plan will develop the yearly reports. It was also identified that the Athletics Department did not have appropriate feedback from the university community concerning the perception of the diversity climate with the Athletics Department. The Athletics Department will explore the creation of an advisory committee to address such issues. All of the issues discussed above have been addressed in detail in the diversity issues plan.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The diversity issues plan developed during the 3rd cycle certification process specifically addresses the specific four program areas. In regard to the assessment program area, all issues identified in the self-study have been incorporated within the diversity issues plan and include specific steps to achieve the measurable goals.

**2. Retention.** Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

- a.** Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The institution ensured a complete study of each of the four program areas by developing a comprehensive subcommittee designed to address the specific areas required by the cycle 3 certification process. The members of Gender/Diversity Issues and Student-Athlete Well-Being subcommittee were selected from various areas from the university community along with local community members. In preparation for the self-study, the full committee met to discuss operating principles 3.1, 3.2, & 3.3, assemble materials needed for dissemination and discussion and outline the schedule and agenda for the full subcommittee committees.

Due to the broad scope of this self-study regarding operating principles 3.1, 3.2 & 3.3, three smaller working groups were created to specifically focus on Gender/Diversity Issues and Student-Athlete Well-Being. The diversity working group included broad based campus and community participation. This included the involvement of the Office of Equity and Diversity along with the WSU Multicultural Student Services area. The diversity's working group responses to the specific self-study items were subsequently reviewed by the full subcommittee, the Steering Committee working group and the full self-study steering committee. This process ensured a complete, comprehensive study of the program areas set forth in operating principle 3.2.

- b.** Provide data demonstrating the institution's status and commitment across each of the four areas;

The Athletics Department is extremely committed to the retention of all student-athletes and has comprehensive programming in place for addressing the retention of student-athletes. The Director of Athletics has assigned a Senior Associate Director of Athletics with the responsibility of transition and retention for student-athletes. In this role, the athletics staff member focuses solely on the retention of student-athletes and works to develop specific strategies in this area. The Athletics Department also has a comprehensive student-athlete mentor program that falls under the Student-Athlete Transition and Retention area. The student-athlete mentor program connects student-athletes with university faculty, staff and community members to assist the student-athletes with the transition to college life. The Athletics Department also provides the New Student-Athlete Seminar required for all new student-athletes with a focus of the class to assist the student-athletes transition to college and thus to improve retention. In addition, the Student-Athlete Development office provides programming to aid in retention through the Life

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Skills program. This program is designed to assist student-athletes personal growth by ensuring each student is provided building blocks for a positive student-athlete experience.

The Athletics Department is also committed to the retention of athletics staff and coaches. Specifically, the Athletics Department engages in activities that focus on retention of staff and coaches via counter-offer proposals, promotion, and compensation packages. The athletics staff and coaches also have access to the institutional activities and programs.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The Athletics Department provides sufficient programming to aid the retention of athletics staff and student-athletes. The area of student-athlete transition and retention will continue to develop programming to improve in this effort, including working more directly with the university retention staff. This area will continue to be monitored within the diversity issues plan for improvement developed during this self-study.

**d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The diversity issues plan developed during the cycle 3 certification process specifically addresses the specific four program areas. In regard to the retention program area, this will continue to be monitored within the diversity issues plan for improvement developed during the self-study process.

**3. Partnerships.** Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

**a.** Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The institution ensured a complete study of each of the four program areas by developing a comprehensive subcommittee designed to address the specific areas required by the cycle 3 certification process. The members of Gender/Diversity Issues and Student-Athlete Well-Being subcommittee were selected from various areas from the university community along with local community members. In preparation for the self-study, the full committee met to discuss operating principles 3.1, 3.2, & 3.3, assemble materials needed for dissemination and discussion and outline the schedule and agenda for the full subcommittee committees.

Due to the broad scope of this self-study regarding operating principles 3.1, 3.2 & 3.3, three smaller working groups were created to specifically focus on Gender/Diversity Issues and Student-Athlete Well-Being. The diversity working group included broad based campus and community participation. This included the involvement of the Office of Equity and Diversity along with the WSU Multicultural Student Services area. The diversity's working group responses to the specific self-study items were subsequently reviewed by the full subcommittee, the Steering Committee working group and the full self-study steering committee. This process ensured a complete, comprehensive study of the program areas set forth in operating principle 3.2.

**b.** Provide data demonstrating the institution s status and commitment across each of the four areas;

The Athletics Department is extremely committed to diversity programming and works with the institutional units and outside entities to further its diversity objectives. Within the university, the Athletics Department has worked with the Office of Multicultural Student Services, Office of Equity and Diversity, and the WSU Diversity Education program. These individual areas have assisted the Athletics Department with diversity

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education and promoting diversity initiatives for both student-athletes and athletics staff. Outside of the university, the Athletics Department has utilized the Black Coaches and Administrators (BCA) to assist with identifying a diverse candidate pool for open positions.

Additionally, the Senior Associate Director of Athletics, Transition and Retention coordinates the student-athlete mentor program. This program connects student-athletes with university faculty, staff, and community members. Also, the Athletics Department provides the New Student-Athlete Seminar for all first year student-athletes. In the curriculum for the course, university faculty, staff and prominent community members serve as presenters on various topics, including diversity and are another area that connects WSU student-athletes and the university.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The Athletics Department attempts to take full advantage of the resources available within the university and community to maintain a positive climate with the athletics staff and student-athletes. Throughout the course of this self-study the diversity working group and Athletics Department staff identified several areas for improvement. There was determined to be a lack of communication and partnership between the university retention programs for students and the Athletics Department retention efforts. In response, the Senior Associate Director of Athletics, Transition and Retention will coordinate monthly meetings with the institution's retention office to discuss and implement joint programming. Overall, the Athletics Department will continue to improve and expand partnerships with the institutional community and utilize campus resources to promote diversity for athletics staff and student-athletes. All of the issues discussed above have been addressed in detail in the diversity issues plan.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The diversity issues plan developed during the cycle 3 certification process specifically addresses the specific four program areas. In regard to the partnerships program area, all issues identified in the self-study have been incorporated within the diversity issues plan and include specific steps to achieve the measurable goals.

**4. Participation in governance and decision making.** Involvement of department of athletics staff, coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making processes of the department of athletics; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and department of athletics staff and coaches (e.g., participation at the conference and/or national level).

- a.** Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The institution ensured a complete study of each of the four program areas by developing a comprehensive subcommittee designed to address the specific areas required by the cycle 3 certification process. The members of Gender/Diversity Issues and Student-Athlete Well-Being subcommittee were selected from various areas from the university community along with local community members. In preparation for the self-study, the full committee met to discuss operating principles 3.1, 3.2, & 3.3, assemble materials needed for dissemination and discussion and outline the schedule and agenda for the full subcommittee committees.

Due to the broad scope of this self-study regarding operating principles 3.1, 3.2 & 3.3, three smaller working groups were created to specifically focus on Gender/Diversity Issues and Student-Athlete Well-Being. The diversity working group included broad based campus and community participation. This

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included the involvement of the Office of Equity and Diversity along with the WSU Multicultural Student Services area. The diversity's working group responses to the specific self-study items were subsequently reviewed by the full subcommittee, the Steering Committee working group and the full self-study steering committee. This process ensured a complete, comprehensive study of the program areas set forth in operating principle 3.2.

- b.** Provide data demonstrating the institution's status and commitment across each of the four areas;

The Athletics Department is committed to achieving a diverse population of student-athletes and staff being a part of the governance and decision making process. The current structure of the athletics senior staff is three white males, one black male, and two white females. The current composition allows for participation in decision making to come from a diverse group. In regard to the coaching staff, they are provided opportunities to participate in the governance and decision making process of the Athletics Department at monthly head and assistant coaches meetings. The student-athletes are provided opportunities to participate in governance and decision making through various mechanisms. The Student-Athlete Advisory Committee (SAAC) provides a forum for student-athletes to discuss a variety of athletics issues including, policies and procedures, and gender and diversity issues. The Athletics Department provides oversight of the committee with the Senior Associate Director of Athletics/SWA/Sport Supervisor and the Senior Associate Director of Athletics, Transition and Retention. Each head coach nominates two student-athletes per sport to participate with the committee and the Athletics Department strives to work towards a diverse population of student-athletes within the committee. The group meets bi-weekly and issues of concern raised by the committee are discussed and reviewed by the Director of Athletics and athletics senior staff. The SAAC group is also involved in the NCAA legislative process. The pending legislation is discussed within the committee and the WSU SAAC provides a voting position with the conference level SAAC group. The student-athletes are also able to provide input regarding Athletics Department issues and policies via the student-athlete exit interview meetings and the Athletics Council annual survey for all student-athletes. Additionally, the SAAC president was a member of the full steering committee along with other SAAC members participating on the three subcommittees.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

After examining the opportunities for athletics staff, coaches and student-athletes the study reveals equitable opportunities for athletics staff, coaches and student-athletes to participate in the governance and decision making process for the Athletics Department. This area will continue to be monitored within the diversity issues plan for improvement developed during this self-study.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The diversity issues plan developed during the cycle 3 certification process specifically addresses the specific four program areas. In regard to the governance and participation in decision making program area, this will continue to be monitored within the diversity issues plan for improvement developed during the self-study process.

- 15.** Using the "plan for improvement" section, provide an institutional diversity-issues plan that addresses all four aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area (s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's diversity-issues plan.

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Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

*The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.*

- 16.** Describe how the institution will periodically compare its diversity-issues plan with its assessment of the campus diversity climate (see Program Area No. 1) using the four diversity program areas to determine if the course of action is still appropriate. Further, provide the names and titles of the individuals who will be responsible for this review.

*The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis to determine if the course of action is still appropriate. This information must be included in the institution's diversity-issues plan.*

*The institution must compare its diversity-issues plan with its written assessment of the campus diversity climate (see Program Area No. 1) at least once every four years, to determine if the course of action is still appropriate.*

In the creation of the institution's diversity issues plan a plan for improvement was developed to ensure an annual review of the plan, which will include an annual assessment of the campus diversity climate. The diversity issues plan will be monitored and implemented by Bob Minnix, Senior Associate Director of Athletics, Retention and Transition. At the conclusion of each academic year, a report will be prepared evaluating the effectiveness of the current plan. This plan will be submitted to the Director of Athletics and the senior athletics staff for review. In addition, as part of the diversity issues plan, the Athletics Department will create an advisory committee on diversity. This advisory committee will include members of the athletics staff, coaches, student-athletes and prominent university personnel. This group will be responsible for the integration of the institution and Athletics Department concerning diversity initiatives. This group will meet periodically throughout the academic year to review the plan and pertinent issues related to diversity. In addition, this advisory committee will review the annual report prepared by the Senior Associate Director of Athletics and make the appropriate recommendations concerning the diversity issues plan.

- 17.** Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

\*If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

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*If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the applicable operating principle. Please note that all institutional plans must contain all of the committee's required elements.*

*The institution's diversity-issues plan must include the following requirements:*

- a. Include identification of issues or problems confronting the institution.*
- b. Include the measurable goals the institution intends to achieve to address issues or problems.*
- c. Include the specific steps the institution will take to achieve its goals.*
- d. Include a specific timetable(s) for completing the work.*
- e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.*

*Further, the institution's diversity-issues plan must meet the following requirements:*

- a. Be committed to paper and be a stand-alone document.*
- b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.*
- c. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.*

The institution's diversity-issues plan was initially drafted by the senior members of the Athletics Department staff and reviewed first by the Gender/Diversity Issues and Student-Athlete Well-Being subcommittee, followed by the NCAA Work Group Committee, the full NCAA Steering Committee, and The Athletics Council, before being submitted to the President and the Board of Regents for review and approval. It will also be vetted at the Provost's Council (Deans) and the Faculty Senate level. The plan will be active for the years 2011-16, after which it will be updated or replaced by a new plan.

## Gender/Diversity Issues and Student-Athlete Well-Being

**Plan Date Range:** 2011-12 thru 2016-17

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department commitment and Organization	The Athletics Department does not regularly communicate diversity plans and objectives to athletics staff, coaches and student-athletes.	The Athletics Department diversity issues plan along with statements and goals concerning diversity and minority issues are regularly presented to the athletics staff, coaches and student-athletes.	The diversity issues plan will be included in the athletics department policies and procedures manual. A hard copy of the plan will be provided to the athletics staff, coaches and student-athletes along with specific presentations made to these groups concerning the plan.	Director of Athletics and Senior Associate Director of Athletics, Transition and Retention	Fall 2011 and ongoing annually thereafter
Assessment	The lack of an appropriate instrument or review process to monitor and track the Athletics Department diversity education efforts.	The Athletics Department will specifically create an instrument to track educational sessions on diversity.	The Director of Athletics will assign the responsibility of staff development to an athletics senior staff member. This individual will create the instrument and will track the training programs provided to staff, coaches and student-athletes.	Director of Athletics	September 1, 2011
Assessment	The Athletics Department does not provide consistent educational opportunities for staff, coaches and student-athletes in the area of diversity.	The Athletics Department will develop and implement annual diversity education programs.	The athletics senior staff member assigned with the staff development responsibility will coordinate the development and implementation of annual training programs for all staff, coaches and student-athletes.	Director of Athletics and Senior Associate Director of Athletics, Transition and Retention, and Senior Associate Director of Athletics, Student Services	2011-2012 and ongoing annually thereafter

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Assessment	Though the Athletics Department collects comprehensive data concerning student-athletes, the need exists to specifically create yearly reports designed to monitor the department's commitment to diversity.	The Athletics Department will monitor the department's activities related to the commitment to diversity.	The Athletics Department senior staff member assigned to monitor and implement the diversity issues plan will be responsible for collecting data designed to assess the athletics department's progress towards achieving written goals in the area of diversity.	Senior Associate Director of Athletics, Transition and Retention	Fall 2011 and ongoing annually thereafter
Assessment	The Athletics Department does not receive appropriate feedback from the university concerning the perception of the diversity climate within the department.	The Athletics Department will monitor and review the climate regarding diversity within the department.	The Athletics Department and university will explore the creation of an advisory committee on diversity which would include athletic staff, coaches and university personnel and student-athletes. This group will be responsible for assisting with integrating the institution and Athletics Department concerning diversity initiatives.	Director of Athletics and Senior Associate Director of Athletics, Transition and Retention	Fall 2011 and ongoing annually thereafter

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Retention	No issues identified in the self-study. Maintenance plan included	The Athletics Department will continue to work to retain minority student-athletes and staff.	The Athletics Department will continue to evaluate and monitor the retention of minority student-athletes and staff. This will be done through an athletics senior staff member recently being assigned the responsibility of transition and retention for all student-athletes. The athletics transition and retention area will continue to develop programs and educational opportunities to assist in retention, with a focus on minority student-athletes. The Athletics Department will continue to provide minority staff and coaches with professional development opportunities and training and continue to evaluate graduation rates and APR data of minority student-athletes. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Senior Associate Director of Athletics, Transition and Retention, Associate Director of Athletics, Student-Athlete Development, and the Faculty Athletics Representative	Fall 2011 and ongoing annually thereafter
Retention	No issues identified in the self-study. Maintenance plan included	The Athletics Department will continue to add depth and expansion to the department's student-athlete mentoring program.	The Athletics Department will continue to add quality faculty and staff as mentors to minority student-athletes involve former student-athletes in the program, and continue to expand the specific programs for minority student-athletes in the program. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Senior Associate Director of Athletics, Transition and Retention and Mentoring Program Coordinator	2011 - 2012 academic year and annually thereafter

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals		
Recruitment	The Athletics Department lacks specific recruitment efforts to increase the diversity of athletics staff at entry-level opportunities (interns). To further define the recruiting efforts to increase the depth of candidate pools for manager and coach level positions.	The Athletics Department will attempt to increase opportunities for minorities through the use of a newly created intern program. Continue to increase the level of minority candidates in the hiring pool for manager and coach level searches.	The Athletics Department will put together a specific strategy to hire minorities and females for all positions within the external area of the athletics department as part of the newly created intern program. Improve the recruitment efforts of minority candidates through appropriate networking with specific minority professional organizations.	Senior Associate Director of Athletics, Transition and Retention and Senior Associate Director of Athletics, External Operations, Athletics Department area managers	Fall 2011 and annually thereafter
Partnerships	Lack of communication between the Athletics Department retention programs and the university retention programs.	The Athletics Department and university will develop and implement a plan to improve communication between the athletics department and campus in the area of student retention.	The Senior Associate Director of Athletics, Transition and Retention will coordinate monthly meetings with the institution's retention office to discuss and implement joint programming.	Senior Associate Director of Athletics, Transition and Retention, Associate Director of Athletics, Student-Athlete Development	2011-2012 academic year and annually thereafter
Partnerships		Continue to improve and expand partnerships with the institutional community and utilize campus resources to promote diversity for athletic staff, coaches, and student-athletes.	The Athletics Department will work to improve partnerships with the institutional community. Specifically with the Multicultural Student Center and the Office of Equity and Diversity. Also create programs that honor and celebrate current and former minority student-athletes. Also, continue to involve campus personnel in providing education on diversity topics in the New Student-Athlete Seminar.	Director of Athletics, Senior Associate Director of Athletics, Transition and Retention, Associate Director of Athletics, Student-Athlete Development, and Mentor Program Coordinator	Beginning Fall 2011 and continuing annually thereafter

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Participation in Governance and decision making	No issues identified in the self-study. Maintenance plan included.	The Athletics Department will continue to provide minority student-athletes, coaches and staff opportunities to participate in governance and decision making.	The Athletics Department will continue to monitor and evaluate programs to ensure equitable leadership opportunities for all student-athletes, coaches and staff. Also, continue to monitor and evaluate the Student-Athlete Advisory Committee to ensure equitable representation of minority student-athletes on the committee. The Athletics Department will adjust and revise the plan accordingly as determined by the annual review process.	Director of Athletics, Senior Associate Director of Athletics/SWA (Sport Supervisor), Senior Associate Director of Athletics, Transition and Retention and Faculty Athletics Representative	2011-2012 academic year and continuing annually thereafter
Annual review of Plan	The lack of a formal process in place to annually review and evaluate the diversity issues plan.	The Athletics Department will create a comprehensive procedure to annually review diversity issues plan.	The implementation and monitoring of the diversity issues plan will be assigned to an athletics senior staff member. The assigned staff member will prepare an annual report that discusses the implementation of the diversity issues plan to determine if stated goals in the plan are being addressed and still appropriate.	Director of Athletics	September 1, 2011

## Gender/Diversity Issues and Student-Athlete Well-Being

### Operating Principle

#### 3.3 Student-Athlete Well-Being.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

##### 1. Condition

WSU had no original "condition" imposed in its Cycle 2 certification.

##### Action

Since there were no "conditions", WSU took no actions.

##### Action Date

As a result, there are no dates for actions.

##### Explanation for partial or non-completion

Nor, therefore, were there any partial or non-completed actions.

## Gender/Diversity Issues and Student-Athlete Well-Being

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 Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each issue identified, provide:
- The original goal(s);
  - The step(s) taken by the institution to achieve the goal(s);
  - The date(s) the step(s) was completed; and
  - An explanation for any partial or noncompletion of the original goal(s) and/or steps to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

*If the institution developed a plan for improvement for Operating Principle 3.3 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.*

*The committee will not accept the following explanations for partial completion or noncompletion:*

- The institution did not possess sufficient funds to implement the plan.*
- The institution has had personnel changes since the original development of the plan.*
- The institution does not have documentation of actions taken to implement the plan.*

*The committee will accept the following explanation for partial or noncompletion:*

- The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

### 1. Original Plan

To improve the process related to informing student-athletes about resources and services contained in the Student-Athlete Handbook.

#### Action

Starting in fall 2002 the information contained in the Student-Athlete Handbook was developed into the course curriculum and syllabus for the New Student-Athlete Seminar. This class is specifically designed for incoming student-athletes (freshmen & transfer students) and was designed around the information in the handbook. In addition, the Student-Athlete Handbook is provided to all student-athletes during the beginning of the year team compliance meetings with a discussion concerning what is included in the handbook.

#### Action Date

This plan was originally implemented in the fall of 2002 and has continued thereafter.

#### Explanation for partial or non-completion

This recommendation has been implemented.

### 2. Original Plan

To gain feedback from student-athletes throughout their athletic experience, rather than at the conclusion of the career or departure of the student-athlete.

## Gender/Diversity Issues and Student-Athlete Well-Being

### Action

The institution used a different process, rather than a one page questionnaire, to achieve the goal of allowing for timely student-athlete feedback as originally included in the plan for improvement. One method was through the student-athlete mentor program, which has been enhanced and emphasized by the Athletics Department since the plan for improvement was put into place. This program connects WSU student-athletes with members of the WSU faculty and staff or a Pullman community member. The activities of the mentor program include weekly meetings for the mentees, day outings as a group, social outings with mentees and attendance at cultural events on-campus and in the community. The student-athlete is able to gain perspective from an individual outside the Athletics Department. The mentor can share any feedback or areas of concern with the appropriate Athletics Department staff personnel.

In addition, a separate survey instrument was developed by the University Athletics Council, chaired by the Faculty Athletics Representative. This survey is designed to measure all aspects of a student-athlete's experience at the university, and is distributed to all student-athletes on a yearly basis. The results are compiled and reviewed by the Athletics Council. Any concerns are then communicated to the Director of Athletics for appropriate action.

### Action Date

The mentor program was redeveloped in 2002-03 and continued thereafter. The new survey instrument was developed in 2007 and continued thereafter annually.

### Explanation for partial or non-completion

This recommendation has been implemented.

### 3. Original Plan

To improve awareness for student-athletes' of the departmental and university grievance procedures and the means by which the student-athlete can address specific concerns.

### Action

Starting with the 2002-2003 academic year the grievance procedures are now included as a specific section of the Student-Athlete Handbook. The handbook is provided to the student-athletes at the beginning of the academic year and the elements are taught as a part of the New Student Athlete Seminar for student-athletes.

### Action Date

This step was originally completed in 2002-2003 and has been ongoing thereafter.

### Explanation for partial or non-completion

This recommendation has been implemented.

### 3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s);and
- c. The date(s) the step(s) was completed.

Washington State University did not develop any additional plans for improvement for the operating principle since the cycle 2 certification process.

## Gender/Diversity Issues and Student-Athlete Well-Being

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

*The institution's instrument used to conduct student-athlete exit interviews must contain questions related to the following: (Note: Institutions should note the list of examples below is not an exhaustive list and institutions are not limited to addressing only those provided.)*

- a. *The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches' support).*
- b. *The institution's commitment to opportunities for student-athletes to integrate into campus life.*
- c. *The institution's efforts to measure the extent of time demands encountered by student-athletes.*
- d. *The institution's efforts to measure the effectiveness of the institution's mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).*
- e. *The institution's efforts to measure the effectiveness of the institution's SAAC.*
- f. *The institution's commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.*
- g. *The institution's efforts to measure the effectiveness of the institution's mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.*
- h. *The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.*
- i. *The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.*
- j. *The institution's commitment to a safe and inclusive environment for all student-athletes.*
- k. *The institution's commitment to diversity.*
- l. *The value of student-athletes' athletics experience.*
- m. *The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.*
- n. *The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate.*

*Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

The institution has developed a plan for improvement to revise the student-athlete exit interview instrument to meet the current measurable standard along with improving the overall effectiveness of the instrument.

The Athletics Department has developed a working group that is reviewing the current instrument and making the appropriate improvements. The working group is led by the Senior Associate Director of Athletics/SWA (Sport Administrator for all WSU sports and also includes the Senior Associate Director of Athletics, Student Services, Coordinator of Life Skills, Associate Director of Athletics, Compliance and the Compliance Coordinator. The group will have a new revised exit interview instrument completed by June 15, 2011.

## Gender/Diversity Issues and Student-Athlete Well-Being

5. Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.

*The institution must demonstrate that it conducts interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2. please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

Previous to the 2010-2011 academic year, the Athletics Department had several athletics administrators serving as designated sport supervisors. With the arrival of a new Director of Athletics in April 2010 and subsequent re-organization, the process has moved back to a more centralized model. All sports are now supervised by Anne McCoy, Senior Associate Director of Athletics/SWA. Towards the conclusion of the sport season, Mrs. McCoy sends an email to the senior student-athletes for each sport. The email includes a link to the student-athlete exit interview instrument along with information concerning arranging a one-on-one meeting with Mrs. McCoy. The exit interview instrument was moved to an online survey within the last two years to allow for better access and review of the aggregate data.

As the information is accumulating and one-on-one interviews are conducted with the senior student-athletes, Mrs. McCoy reviews the information for any relevant concerns or issues. These concerns are then shared with the Director of Athletics and the senior staff for review and to implement any necessary changes. In addition, all information from the online survey is also forward to the Faculty Athletics Representative for review and evaluation.

6. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., SAAC, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

There are numerous opportunities available for student-athletes to provide input regarding the student-athlete well-being and experience. Besides the yearly student-athlete exit interview distributed to senior student-athletes, the University Athletics Council, chaired by the Faculty Athletics Representative, conducts a yearly survey with all student-athletes. The Athletics Council has the assigned responsibility to guide and counsel the Director of Athletics and the President on athletics matters. This survey is designed to measure all aspects of a student-athletes' experience at the university. This allows for the Athletics Department to be provided with timely feedback concerning a student-athlete's experience and make the appropriate changes as necessary. The survey results are then compiled and reviewed by the Athletics Council for particular trends and concerns. The concerns are then discussed and forwarded to the appropriate Athletics Department staff.

The student-athletes also have an established Student-Athlete Advisory Committee (SAAC). The SAAC group meets twice a month and each sport is represented by two student-athletes. The mission of SAAC is to: 1) communicate the concerns of student-athletes to the athletics administration in order to foster a more cooperative and successful Athletics Department; 2) assume the responsibility of team leader thereby representing WSU, the Pac-10 Conference and the NCAA in a reasonable and responsible manner while sponsoring the positive growth of each respective level; and 3) serve as an organizational tool in order to facilitate cooperation and support among other student-athletes, the athletics administration and the community. In addition, two Athletics Department senior administrators serve as the staff representatives during the meetings.

The Athletics Department also has a student-athlete mentor program available for all student-athletes. This program allows for student-athletes to connect with a university staff member or community member and meet on a regular basis. The student-athlete is encouraged to provide any feedback or areas of concern to the student-athlete mentor. The mentor will provide the information to the appropriate Athletics Department staff member as needed.

In addition, all student-athletes have access to an athletics academic advisor and weekly academic meetings where concerns and issues can be raised. The designated sport supervisor also conducts periodic team meetings to discuss departmental issues and allow for the student-athletes to raise issues of concern. Also, all Athletics

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Department administrators including the Director of Athletics, Senior Woman Administrator, and Faculty Athletics Representative have an open door policy for any student-athlete to bring an area of concern forward to the athletics administration.

7. Describe the department of athletics written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name (s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

*The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.2, 14.5.5.2.10 and 14.5.5.2.10.1]). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

*The institution must demonstrate that all grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.1, 14.5.5.2.10, and 14.5.5.2.10.1]) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

The grievance and appeal procedures for the area required by the NCAA (athletics financial aid and transfer appeals) are found in the Student-Athlete Handbook which is distributed to the student-athletes at the beginning of each academic term.

### Athletically Related Financial Aid Appeals

If a student-athlete's athletics financial aid has been reduced, canceled or not renewed, he/she is notified in writing of the non-renewal and subsequent opportunity for an appeal. Besides the Student-Athlete Handbook, there is a link for Athletics Financial Aid on the financial aid website. <http://www.finaid.wsu.edu/athletics.html>. Athletic Award Appeal Guidelines (pdf file) can be found here. For student-athletes who wish to appeal the decision, the process is coordinated directly by the Office of Financial Aid.

Within two weeks after receiving the non-renewal or reduction notification, the student-athlete must submit the Student-Athlete Appeal Petition Form to the Financial Aid Office. The student-athlete must select either a written or in-person appeal to be heard by the appeal committee.

The Assistant Director of Financial Aid (Athletics Financial Aid Coordinator) notifies the Department of Athletics and appeals committee of the request. The appeals committee consists of three staff members from the student services departments within the university. The members of the committee are selected by the Director of Financial Aid.

If the student-athlete selects the written appeal option, both parties (the student-athlete and Department of Athletics) have two weeks to submit a written statement to the appeal committee. A copy of each statement is immediately sent to the opposite party. The Department of Athletics and student-athlete each are then given the opportunity to send back a rebuttal statement. The committee will review all documents submitted and reach a decision within two weeks of receipt of all final documents. The response is then issued from the chairperson of the committee in writing to the student as soon as possible after a decision is reached.

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If the student-athlete selects a formal appeal hearing, the student-athlete and Department of Athletics provide a written statement to the appeal committee within two weeks after being notified of the appeal. The Assistant Director of Financial Aid (Athletics Financial Aid Coordinator) will then promptly schedule the in-person appeal hearing. During the hearing, each side will present their information to the appeals committee. Subsequent to the hearing, the chairperson will issue the committee's response to both parties as soon as possible in writing.

In all athletics financial aid appeals, the decision of the appeal committee is final.

Names and titles of individuals responsible for overseeing the administration of the athletics financial aid appeals procedures:

Chio Flores, WSU Director of Financial Aid

Joy Scourey, Assistant Director of Financial Aid/Athletics Financial Aid Coordinator

Transfer Appeal procedures

The WSU Athletics Department typically does not deny a student-athlete's request for permission to speak to another institution about exercising the one-time transfer exception. However, in the event of a denied request, WSU has a written appeal procedure in place that provides a hearing opportunity to the involved student-athlete in a timely manner. The appeal process is coordinated by the Faculty Athletics Representative and works as follows:

Following the denial of the transfer request, the Office of the Faculty Athletics Representative sends written notification to the student-athlete, which includes information related to the transfer appeal process.

The Faculty Athletics Representative convenes a three member ad hoc committee of university faculty and student service staff members. The FAR is an ex-officio member and does not have a vote in the final process.

Each involved party (Athletics Department and student-athlete) submits a written statement to the Faculty Athletics Representative for consideration by the appeal committee within one week of the notification of appeal. The student-athlete has the opportunity to request either a written or in-person appeal hearing. If the student-athlete requests a written appeal, the appeal committee then reviews the statements and issues a decision. If the student-athlete requests an in-person hearing, a timely appeal hearing is scheduled with the appeal committee. During the appeal hearing, each side presents their information to the committee. Subsequent to the hearing, the Faculty Athletics Representative then notifies the student-athlete in writing of the appeal committee's decision. All decisions by the committee are considered final.

Names and titles of individuals responsible for overseeing the administration of the athletics transfer appeals procedures:

Dr. Ken Casavant, Faculty Athletics Representative

Ms. Donna Poire, Principal Assistant to the Faculty Athletics Representative

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8. Describe the institution's written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

*The institution must have established written grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

*The institution must demonstrate that all grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

The following information is provided to student-athletes via the Student-Athlete Handbook and reviewed by SAAC annually.

WSU student-athletes are encouraged to report all types of discrimination, harassment, hazing, or abusive behavior to their head coach and/or sport supervisor. Also, since one of the Faculty Athletics Representative's (FAR) main roles is to serve as student-athlete advocate, student-athletes are also encouraged to report any issue(s) or incident(s) impacting their safety, health and well-being to the FAR while enrolled at Washington State University. If a situation warrants further follow-up, students are referred to the appropriate university office for assistance. If students do not feel comfortable reporting an incident to Athletics Department personnel or an issue has not been resolved, student-athletes are encouraged to discuss the issue directly with university personnel in the appropriate office on campus. Complaints filed by student-athletes to university personnel are handled in the same manner as all university students.

WSU student-athletes are referred to one or more of the offices listed below:

-- University Ombudsman provides procedural advice and potential mediation. The Ombudsman reflects Washington State University's commitment to "providing students access to an effective, informal, and neutral channel to voice university-related concerns".

-- University Student Affairs Office (Student Conduct or Dean of Students) facilitates resolution of student behavior and/or misconduct that places a WSU student(s) health and safety at risk; and/or

-- Office of Equal Opportunity investigates discrimination and harassment complaints and compiles official written reports.

Office of the University Ombudsman

The mission of the Washington State University Office of the University Ombudsman is to provide an impartial, neutral and confidential process that facilitates fair and equitable resolutions to concerns that arise within the university. The primary purpose of the office is to protect the interests, rights and privileges of students, staff and faculty at all levels of university operations and programs. The Ombudsman's Office has the authority and responsibility to informally investigate academic and non-academic concerns referred to the office. The Ombudsman serves as a source for the provision of information relevant to University policies and procedures and facilitates the resolution of problems and grievances through informal investigation and mediation. The Ombudsman makes recommendations and initiates processes to effect policy change that might serve to prevent future grievances. Because the Ombudsman's Office is separate from the university's administrative structure, the office neither has legitimate decision-making authority nor power to judge or enforce. The power of the Ombudsman is

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derived from the office's reputation for fairness, objectivity, tact and concern for the welfare of all members of the university.

Raymond Jussaume and Judy Krueger serve in the role of University Ombudsman. <http://www.wsu.edu/~ombuds/>  
Student Affairs - Student Conduct and Dean of Students

University Student Affairs and Student Conduct Office serve as a resource for students in the following areas: mediation and conflict resolution, student conduct procedures, early alert network, awareness, and educational programming. If concerned about a student's health and safety, University Student Affairs staff encourages students to complete and return to their office an "Assistance & Referral Alert Form" (<http://aware.wsu.edu/default.asp?PageID=1241>)

Bernadette Mencke serves as the Director of Student Conduct and Chris Wuthrich serves as the Dean of Students  
<http://deanofstudents.wsu.edu/Default.asp>  
<http://conduct.wsu.edu/default.asp?PageID=109>

### Office of Equal Opportunity

Washington State University is committed to maintaining a university environment free from all forms of discrimination, including sexual harassment. Discrimination on the basis of race, sex, sexual orientation, gender identity/expression, religion, age, color, creed, national or ethnic origin, physical, mental or sensory disability, marital status, and/or status as a veteran is prohibited by the WSU Policy Prohibiting Discrimination and Sexual Harassment.

The Office of Equal Opportunity conducts prompt and effective investigations of incidents of alleged discrimination and sexual harassment; informing supervisors of the progress in the conduct of investigations; and report the results of the investigations to the supervisors, complainants and complaint respondents. Final reports are also reviewed by the University President and/or Provost and the University Attorney General's Office.

Raul Sanchez, Director of the Office of Equal Opportunity, serves as the lead investigator for all claims of discrimination and harassment. Dr. Sanchez reports directly to the University President.  
<http://oeo.wsu.edu>  
[http://www.wsu.edu/~forms/HTML/EPM/EP15\\_Discrimination\\_and\\_Sexual\\_Harassment.htm](http://www.wsu.edu/~forms/HTML/EPM/EP15_Discrimination_and_Sexual_Harassment.htm)

### 9. 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.

Washington State University is committed to maintaining a safe environment for all students. Many units within the WSU campus and agencies within the Pullman community play a major role in meeting this goal, such as Health & Wellness Services, WSU Counseling and Testing Services, Office of the University Ombudsman, Faculty, Office of Student Conduct, Office of the Dean of Students, Office for Equal Opportunity, WSU Police Department, Student Recreation Center, Intercollegiate Athletics Department, Multicultural Centers, International Center, Gender Identity/Expression and Sexual Orientation Resource Center, Women's Resource Center, Pullman Police Department, Pullman Regional Hospital, and Alternatives to Violence on the Palouse (ATVP).

To meet this commitment, Washington State University maintains and enforces a university policy prohibiting discrimination and sexual harassment. This policy is posted at the following site:  
[http://www.wsu.edu/~forms/HTML/EPM/EP15\\_Discrimination\\_and\\_Sexual\\_Harassment.htm](http://www.wsu.edu/~forms/HTML/EPM/EP15_Discrimination_and_Sexual_Harassment.htm)

At Washington State University all students are encouraged to be open and accepting of others. As an example of this expectation, note the Dean of Students message to all students in October 2010

October 7, 2010 To the Washington State University Community,  
The senseless deaths, harassment, assaults, and stalking of college and teen GBLTQ students across the nation reminds us all that more work needs to be done to end acts of hate against lesbian, gay, bisexual and transgendered youth and adults. The letter is a call to action and I ask you to come together with Washington State University students, faculty, and staff next week in celebration of National Coming Out Day and a Week Without Violence.  
I encourage all members of the WSU community to take part in these educational and awareness events. Not only

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will you strengthen your knowledge base by attending, you will lend your voice and support to the GLBTQ community. Individuals can play a key role on campus by raising awareness, advocating, and working to create inclusive communities.

At times, it can seem daunting when the realities of society intrude on our personal lives. Our conceptions and feelings about a safe community and our role as a member of society can be fractured. At WSU there is no room for acts of hate, violence, and intolerance around difference. Please report all harassment or acts of violence to the police. Also, work with members of the GLBTQ community and allies to be positive role models and active bystanders.

Thank you in advance for participating the week's events and celebrations.

Go Cougs!

Christian K. Wuthrich, Ph.D.

Dean of Students

As another example of Washington State University's commitment to the safety, health, and well-being of our students, President Floyd recently appointed a broad-based and diverse group of university personnel to lead the Project Healthy Campus initiative. Dr. Bruce Wright, Executive Director of Health and Wellness, has been given the charge to lead this campus-wide safety and well-being initiative. The mission of Project Healthy Campus is "to create and sustain a university community in which all students feel secure from threat, danger or injury, and supported in making healthy lifestyle choices. The overarching goals are to build capacity for implementing, evaluating and sustaining evidence based, culturally appropriate strategies designed to increase the safety, health and well-being of all WSU students; while working within a coherent, comprehensive, framework for talking/thinking about and planning initiatives to increase student health, well-being and safety."

Several resources and services are available for students seeking support, education, and counseling regarding sexual orientation.

### Campus Climate Response Group

WSU takes a team approach to maintaining a safe environment on campus. The Campus Climate Response Group is an example of this approach. Campus Climate Response is a group of WSU administrators, students, faculty and staff, each committed to supporting WSU's efforts to cultivate a safe and supportive campus climate community. Chris Wuthrich, Dean of Students, serves as chair of this group.

Campus Climate Response (CCR) supports WSU's commitment to a diverse educational environment challenging students to explore ideas, world-views, values, and experiences. To fulfill this mission, the CCR:

- Maintains strong internal communication and cooperation to facilitate anticipation of potential conflicts and to reduce their negative impact.
- Negotiates and discusses proactive alternatives before a crisis occurs.
- Creates protocols for organized and timely institutional response to campus issues.
- Supports anti-bias, conflict management, and intercultural communication education and training through workshops, activities, dialogues, and other means.

<http://deanofstudents.wsu.edu/default.aspPageID=4305>

### WSU Counseling and Testing Services

WSU Counseling and Testing Services provides individual and group counseling for students exploring sexual orientation issues.

<http://counsel.wsu.edu/Default.asp>

### Gender Identity/Expression and Sexual Orientation Resource Center

The Gender Identity/Expression and Sexual Orientation Resource Center (GIESORC) at Washington State University supports lesbian, gay, bisexual, transgender, questioning and allied members of the WSU community. The GIESORC is located in the Compton Union Building Room 401 and supports lesbian, gay, bisexual, transgender, and questioning students through a wide variety of programs and special events. GIESORC provides a variety of services to encourage learning, to help ensure student safety, and to assist in establishing a social network.

<http://thecenter.wsu.edu/Default.asp>

### Gay, Lesbian, Bisexual, Transgender, and Allies

Washington State University also supports the Gay, Lesbian, Bisexual, Transgender, and Allies Committee of the Associated Students of WSU. They meet every Tuesday in the CUB Junior Ballroom during the academic year at 7:00 PM. The ASWSU Gay, Lesbian, Bisexual, Transgender, and Allies group is recognized as an ASWSU Awareness and Multicultural Committee and is committed to representing concerns of the GLBTA community to

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WSU students, faculty, staff, and surrounding community. Although the GLBTA is a separate organization from GIESORC, the two organizations work closely together on most programs. For up-to-date information about the GLBTA, visit [glbta.wsu.edu](http://glbta.wsu.edu). The GLBTA works with GIESORC for National Coming Out Day, Pride Week, Family Thanksgiving Celebration, and Freedom to Marry Day, among other events. The committees also sponsor the Q&A T-shirt Campaign in the Spring, showing support for queer individuals as well as their allies.

### 10. Describe the policies, organization and structure of the department of athletics and how it enhances student-athlete well-being. Further, describe the commitment of the institution to enhance the overall student-athlete educational experience including how issues are monitored, evaluated and addressed on a continuing basis.

Historically, Washington State Athletics has maintained a strong commitment to the educational experience and well-being of student-athletes. Student welfare, commitment to academic achievement, personal development, equity, integrity, health and well-being are a priority and are prominent within the Athletics Department's mission statement. In addition, one of the department's five core values is "student-athlete experience". Each unit's mission statement also references student-athlete welfare and making a commitment to the student experience. To support this commitment, oversight of each student services unit is assigned to senior staff administrators who report directly to the Director of Athletics. Currently, three of the five members of senior staff oversee and manage the programs and services that directly impact the educational experience, health and well-being of WSU student-athletes. Within the Athletics Department's current structure, the following units are provided staffing, facilities, and funding to meet the educational, health and safety needs of WSU student-athletes: Academic Support Services, Career and Personal Development, Compliance Services, Strength and Conditioning, Nutrition Services, Athletic Training Services, Mental Health Services, and Equipment and Event Operations.

Since the cycle 2 certification process in 2002, three significant structural changes have impacted how the Athletics Department supports the student experience. As a result of these changes, student-athletes have access to additional staff and programs to enhance their educational experience, personal development, career development, as well as their health and well-being.

In 2002, life skills programming was given greater emphasis when the area was moved to the Student-Athlete Development Unit. During this reorganization, funding was allocated to create a full-time Coordinator of Career and Personal Development position that focused on personal development, career development, leadership/SAAC, and community service. Also, a full-time academic advisor was reassigned to serve as Coordinator for the Student-Athlete Mentor program. In addition to the changes in staffing, a new student-centered space opened for all students to access life skills resource materials and information on a self-directed basis. The P.R.O.W.L. Resource Center (Providing Responsible Options with Life Skills) has served as a student lounge and resource facility with access to the department's student-athlete mentoring program since 2002. The Coordinator of Career and Personal Development position provides student-athletes an enhanced level of one-one-one service in the area of career development and provides a greater focus on the non-academic factors impacting student-athlete well-being, retention and graduation.

The Mentor Coordinator began developing a program that would assist student-athletes entering college as a first-generation student and/or help students facing transition issues associated with enrolling at a predominantly white campus in a rural community.

As a result of this enhanced focus on the student-athlete experience, Washington State University's Athletics Department was recognized by the Division IA Athletic Directors' Association as a Program of Merit in 2005. And then the following year, WSU was recognized as a Program of Excellence for "establishing student-athlete welfare as the cornerstone of their operating principles". Both national awards required the submission of a comprehensive evaluation packet to demonstrate the comprehensive level of service provided to WSU student-athletes. The binders representing all of the submitted documentation is available for review in the Coordinator of Career and Personal Development's Office in the Bohler Athletics Complex, 286.

A second significant organizational change occurred in 2008 when the Director of Athletics recruited and hired a senior level administrator with extensive experience in college athletics. This structural change was designed to improve the Athletics Department's focus on the academic achievement, retention and graduation rates of WSU student-athletes of color. This area has been strengthened even more recently with the addition of the services of an experienced university senior staff administrator. Also in 2007, the retirement of a highly successful senior administrator allowed the oversight of all student services to be consolidated and comprehensive approach to the delivery of services for student-athletes.

## Gender/Diversity Issues and Student-Athlete Well-Being

The most recent organizational and structural change occurred in the summer of 2010 when the newly hired Director of Athletics enhanced the Athletics Department's commitment to the educational experience, personal development and well-being of student-athletes by assigning transition and retention, professional sport development, mentoring, and student conduct to one senior staff administrator, while maintaining the oversight of all student services under another senior staff member. Additionally, all sport supervision was centralized under another senior level administrator/SWA. By committing two senior-level administrative positions specifically to student services and by strengthening the role of the Senior Associate Director of Athletics/SWA, the Director of Athletics has clearly prioritized the well-being, health and educational experience of Washington State University student-athletes.

Issues, policies, and department-wide programming and expectations are discussed on a regular and consistent basis during weekly senior staff meetings led by the Director of Athletics. Topics requiring head coach input, discussion, and/or action are then added to the agenda for monthly head coach meetings, chaired by the Senior Associate Director of Athletics/Sport Supervisor/SWA. Since one of the primary roles of the FAR is to serve as student-athlete advocate, the WSU Faculty Athletics Representative is an active and engaged member of the monthly coaches meetings, and also has an office in the Bohler Athletics Complex to provide better access for students, coaches, and staff. Significant student issues are reviewed, as needed, with the Faculty Athletics Representative and University President.

Washington State University Athletics Department's department-wide policies reflect a commitment to equity and the student-athletes' educational experience, as well as to the priority placed on the health and well-being of WSU student-athletes (see Department Policies and Procedures Manual).

Examples of important policies include:

- All teams are assigned a full time staff member to service their teams in the following areas: academic support services, athletic training services, strength and conditioning, and equipment operations (note: interns and GA's are not primary contacts for any sport)
- Pre-participation physicals are required with completion tracked on the Daily Eligibility Report
- University Health and Wellness Physicians serve as Team Physicians and oversee the health care for WSU student-athletes
- Home and away sport coverage is based on objective risk-based criteria
- Emergency Medical Plans for each WSU athletic facility
- All WSU strength and conditioning coaches are required to be licensed by Strength & Conditioning Coach Certified (SCCC) and maintain updated First Aid/CPR/AED certification
- All full time athletic trainers are required to maintain the following certifications: Commission on Accreditation of Athletic Training Education, (CAATE) First Aid, CPR, AED, OSHA
- All sport coaches are required to maintain current First Aid/CPR/AED certification
- All students under 2.5 cum gpa are closely monitored, with all deficient and/or students under 2.2 required to meet weekly with an athletics academic advisor
- Student-athletes attend university mandated new student orientation programs
- Washington State University provides student-athletes access to priority registration

Other policies addressing student-athlete well-being include:

- Supplement approval and dispersal policies
- Sickle cell testing for all student-athletes
- Concussion management plan
- Pregnancy policy for women student-athletes
- Policy for weight gain or loss
- Policy regarding student-athletes with eating disorders
- Drug testing and early intervention program
- Disciplinary workout policy
- Medical Non-Counter Financial Aid Program (available based on medical and administrative approval)
- Summer School Financial Aid Program (open to all scholarship student-athletes, within NCAA rules)
- Degree Completion Program (open to all scholarship student-athletes, within NCAA rules)
- New Student-Athlete Seminar (all new scholarship student-athletes are required to complete this transition course)
- WSU Athletics Scheduling Policy
- WSU Athletics Code of Conduct

## Gender/Diversity Issues and Student-Athlete Well-Being

11. Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the SAAC.

*The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

Washington State University student-athletes are provided leadership opportunities within the Athletics Department through their team experience, community outreach activities, Student-Athlete Advisory Committee, (SAAC) Peer Academic Advisor Program, P.R.O.W.L. Center and Mentor Program activities, and Drug Free Team Workgroup.

Through their involvement with SAAC, WSU student-athletes have a voice in evaluating department policies/procedures and/or recommending new policies. Through the Student-Athlete Advisory Committee, two student representatives from each team provide input to senior administrative staff regarding department policies, procedures, and programs. The SAAC bylaws are available for review by the Committee on Athletics Certification.

Senior level administrators work closely with the Student-Athlete Advisory Committee, P.R.O.W.L. Center, and Drug Free Team Workgroup and so the students have convenient, consistent, and meaningful contact with the senior leadership for the Athletics Department.

Also, during head coach searches student-athletes are included in preliminary discussions regarding search criteria, and then provide input by participating in on-campus interviews.

12. List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., CHAMPS/Life Skills program and/or programming involving career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Further, describe the policies and procedures in place to encourage and ensure student-athletes' access to these programs.

*The institution must demonstrate that it has an active CHAMPS/Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address nonacademic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

Washington State University and the WSU Athletics Department offer a variety of personal development programs that are open and available for all WSU student-athletes.

The Athletics Department mission statement, core values, policies, and expectations reflect a commitment to student-athlete welfare, the students' educational experience, as well the health and well-being of WSU student-athletes. (See Department Policies and Procedures Manual and Student-Athlete Handbook).

Listed below are several examples of programs and services available for WSU student-athletes within the Athletics Department and campus community. Student-athletes are referred and made aware of these services and programs through the Athletics Department's staff dealing with student services, team physicians, counseling services staff, faculty, advisors, coaches, and administrators.

Athletics Department Programs:

- Nationally recognized guest speakers funded annually by Athletics address topics including gambling, hazing, sexual orientation, impact of driving drunk, maintaining safe relationships and preventing violence. (mandatory for all student-athletes)
- New Student-Athlete Academic Orientation (mandatory for all student-athletes)
- New Student-Athlete Summer Bridge Program (optional for specific sports)

## Gender/Diversity Issues and Student-Athlete Well-Being

- New Student-Athlete Transition Seminar (required for first semester scholarship student-athletes)
- Summer School Financial Aid Program (available to all scholarship student-athletes)
- Degree Completion Financial Aid Program (available to all scholarship student-athletes)
- Medical Non-Counter Financial Aid Program (available based on medical recommendation and senior staff approval)
- Career Planning (available for all student-athletes via Athletics Department and University Career Center)
- Access to CareerAthletes.com (online service available for all student-athletes for career education, exploration, and networking)
- Access to SIGI+ Online Service for Career Exploration and Self-Assessment (funded by Athletics, available for all student-athletes)
- It's Senior Time Dinner - junior career planning meeting, preparing for Senior Professional Development Portfolio.
- Senior Dinner Planning Meeting - senior career planning meeting with careerathletes.com.
- Senior Professional Development Portfolio - senior student-athlete career development project - includes resume development and careerathletes.com networking.
- Senior Folder - senior career development project; includes resume, business card, cover letter.
- Etiquette Dinner - professional development program open to all student-athletes.
- Team CARE - community service and outreach opportunities; open to all student-athletes.
- Personal Development Resources and Mentoring at P.R.O.W.L. Resource Center (open to all student-athletes)
- Athletics Department's Mental Health Team - collaborative effort with Athletics, Health and Wellness and WSU Counseling and Testing Services.
- Mental Health Counseling - dedicated mental health counselor, assigned to the Athletics Department for access by all student-athletes.
- ADHD and ADD Assessment - referrals to Health and Wellness, WSU Counseling and Testing Services and Disability Resource Center (available for student-athletes referred by learning specialist, mental health counselor or team physician).
- University Substance Abuse Counselor (assigned significant % of duties to Athletics Department to assist with managing the department's drug testing, education and counseling program)
- ADCAPS (Alcohol and Drug Counseling and Prevention Services) Website?WSU Counseling and Testing Services maintains the student-athlete resource pages on the ADCAPS website - available for all student-athletes.
- ADCAPS staff also provide technical support for myPlaybook, an online alcohol and drug education course that all student-athletes are required to complete during their first semester on campus.
- Drug Free Team Workgroup - collaborative effort with Athletics, WSU Counseling and Testing Services, coaches, and student-athletes to develop and implement educational programs to improve health, safety and performance of all student-athletes. Programming focuses on increasing protective factors and decreasing risk factors.
- Registered Dietician/Coordinator of Sport Nutrition - funded by Athletics and services provided to all student-athletes.
- Gender Identity/Expression and Sexual Orientation Resource Center and Gay, Lesbian, Bisexual, Transgender Association - University services that assist all students with sexual orientation issues and questions.

### University Programs:

- University Orientation (mandatory for all WSU students)
- International Student Orientation (mandatory for all international students)
- University Career Expo (open to all University students)
- Center for Civic Engagement - community outreach opportunities available for all students.
- Financial Aid Counseling - dedicated staff in the Office of Financial Aid and Scholarships for student-athletes.
- University Wellness Office - facilitates wellness events and activities for all students.
- Women's Health Clinic at University Health and Wellness - required student fees allow access for all students.
- The Office of the Dean of Student - services include crisis assistance, faculty courtesy notifications for student emergencies, academic integrity resources, notary service for students, enrollment cancellation coordination, and support services referrals.
- The Office of the Dean of Students also supports a wide variety of initiatives geared toward student success, safety, civility, and emergency response.
- Women's Resource Center (available for all students).
- Multicultural Student Centers (available for all students).
- "Project Health Campus" - Launched by the University President in fall 2010. The mission of Project Healthy Campus is "to create and sustain a University community in which all students feel secure from threat, danger or injury, and supported in making healthy lifestyle choices. The overarching goals are to build capacity for implementing, evaluating and sustaining evidence based, culturally appropriate strategies designed to increase the safety, health and well-being of all WSU students; while working within a coherent, comprehensive, framework for talking/thinking about and planning initiatives to increase student health, well-being and safety." Senior level athletics administrator included on steering committee.

## Gender/Diversity Issues and Student-Athlete Well-Being

13. Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Further, describe methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.

The Athletics Compliance Office monitors the 20 hour/week practice rule and summer activities by tracking time reports submitted by coaches and randomly auditing/interviewing student-athletes and staff on a periodic basis. If any concerns are reported, the compliance staff notifies the Senior Associate Director of Athletics/Sport Supervisor. If a violation were to occur, the compliance staff files a self-report and administers the appropriate corrective action. After investigation, the Athletics Compliance Office staff files a self-report to the Pac-10/NCAA if necessary and administers the appropriate corrective action.

The Athletics Department implemented a scheduling policy in 2002 that focuses on limiting travel during finals week. The policy allows team travel for Pac-10 competition only. Exceptions to this policy must be approved by the sport supervisor and Faculty Athletics Representative.

Athletics academic advisors assist student-athletes with scheduling classes that will not conflict with practice. If conflicts are unavoidable, the athletics academic advisor meets with the head coach to resolve the situation. Resolution may include delaying enrollment in that particular class until a later semester, and if so the scholarship student-athlete will be provided funding through the Athletics Department's summer school or degree completion program. Another solution may be the coach agreeing to have the student miss practice to attend class. Although seen as a last resort, many of the coaches are open to this if the impact is minimal on the student's and team's performance (e.g., football student-athletes may take a lab in the spring semester and miss one day of spring practice, and the same could be true for a baseball student-athlete in the fall semester). Athletics academic advisors also monitor missed class time through weekly academic meetings and 5-9-13 week professor evaluations. If for some reason a student-athlete attends a rescheduled practice session rather than class, the advisor addresses this immediately with the student and the coach, while also keeping the compliance staff updated on the issue. The athletics academic advisor also assists students with final exam scheduling conflicts and/or rescheduling finals if three or more are scheduled for one day.

On a periodic basis the compliance staff and the Faculty Athletics Representative discuss time demand issues with coaches at monthly head and assistant coaches meetings. When the Associate Director of Athletics, Student-Athlete Development and Senior Associate Director of Athletics, Student Services are tracking academic progress and managing health care issues, individual student issues are identified and referred to the sport supervisor for further follow-up with the head coach.

In addition, student-athletes have several options for discussing the challenges associated with finding balance in their academic and athletic life. Bi-monthly SAAC meetings provide students with an open and safe environment to discuss issues and challenges. All student-athletes also have daily interaction with individuals committed to their personal development, health and well-being such as; Student-Athlete Development staff, strength and conditioning coaches, athletic trainers, team physicians, mental health counselors, or mentors.

WSU student-athletes are integrated on campus and within the community in many ways. For example, student-athletes are actively engaged in community and campus outreach. In recent years, student-athletes have volunteered approximately 1500 hours/year to assist with a variety of service activities. Also, new student-athletes attend the University Orientation and University Convocation and live on campus during their first year of enrollment. And, after student-athletes certify in their major they meet each semester with a faculty advisor within their academic department. Student-Athletes certify into a broad range of majors (the 2010 senior class represented 30 different majors) and are well-represented in all colleges, as well as in the Honors College. In addition, statistics from the University Recreation Center reflect a high number of student-athletes accessing student recreation activities and facilities.

WSU student-athletes have the time to be more integrated on-campus, however, not enough student-athletes are engaged with campus activities due to their personal choices. To excel in their sport, many student-athletes invest more than the allowable 20 hours/week toward improving their athletic performance. Student-Athletes spend many hours on a voluntary basis viewing video, training and practicing, or spending time with their teammates. But most importantly, when student-athletes have free time, they seek out and need their own personal time. Personal time is the one commodity student-athletes do not feel they have enough of. And so, recognizing this common factor among all student-athletes is important when discussing engagement and involvement on campus.

## Gender/Diversity Issues and Student-Athlete Well-Being

14. Please submit a copy of the department of athletics and/or institution's written travel policies to ensure the safety and well-being of student-athletes with the submission of your self-study report (e.g., road travel; air travel, including charter policies; driver selection; training; privately owned vehicles). [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department and/or institution's written travel policies].

See attached written travel procedures

### List of attachments

1. WSU Travel Policies.pdf

15. Describe the annual evaluation of the department of athletics and/or institution's travel policies to ensure these policies are effective. Further, describe how the travel policies are directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

*The institution must have written travel policies that are annually evaluated for their effectiveness in protecting the health and providing a safe environment for student-athletes. Further, the administrator(s) responsible for annually evaluating travel policies must be identified and travel policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, including coaches, and student-athletes.*

#### Annual Review Procedures

In addition to the updating of policies as changes are made to NCAA, State and University rules and policies, the Athletics Compliance Office and Business Office conducts an annual review at the end of each academic year to ensure that policies are in place to ensure compliance with those rules and policies. The annual review also focuses on the policies in regard to student-athlete safety and well-being. As part of the review, the administration specifically reviews individual trips that occurred during the previous year along with any concerns or other issues that arose during the year. This also includes meetings with a sampling of student-athletes for feedback related to the travel experiences for student-athletes. Once the annual review is complete, the results of the review, including any recommended changes, are presented to the senior staff for approval.

#### Communication Process

All travel policies and procedures are communicated to the staff via the Athletics Department Policies and Procedures Manual. The Athletics Business Office staff communicates the procedures during the appropriate department meetings including all-staff meetings, head coaches meetings and assistant coaches meetings. In addition, each sport or departmental unit has a support person assigned who receives additional instruction from the Business Office staff with the expectation that they assist with compliance in their respective areas. The Athletics Compliance Office also reviews the travel procedures (more specifically related to the NCAA regulations) during monthly assistant coaches meetings with the staff. Also, as new staff is hired, the Business Office will conduct a meeting with each individual to discuss the specific state and university travel policies and procedures that may impact their positions. The travel policies and procedures are also communicated to the student-athletes via the WSU Student-Athlete Handbook located at <http://www.athletics.wsu.edu/arc/Handbook/>. In addition, the sport administrator reviews specific policies related to the student-athletes during the sport administrator meetings with the sports.

#### Administrative Oversight

-- Associate Director of Athletics, Compliance (Steve Robertello) and Associate Director of Athletics, Business (Leslie Johnson).

## Gender/Diversity Issues and Student-Athlete Well-Being

16. Please submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for practices, contests, strength training and skills sessions].

See Attached Athletic Training and Sports Medicine Policies and Procedures

### List of attachments

1. WSU Medical Policies (#1).pdf
2. WSU Medical Policies (#2).pdf
3. WSU Medical Policies (#3).pdf
4. WSU Medical Policies (#4).pdf

17. Describe the annual evaluation of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

*The institution must have a written emergency medical plan for practices, contests, strength training and skills sessions. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and studentathletes.*

#### Annual Review Process

All athletic training and sports medicine policies and procedures are located in the WSU Athletics Department's Policies and Procedures Manual (on-line at [wsucougars.com](http://wsucougars.com) and see attached). This review focuses on issues related to student-athlete well-being in the following areas.

The policies and procedures are reviewed annually prior to the start of each academic year by the following individuals:

- Assistant Director of Athletics, Athletic Training Services
- Coordinator of Athletic Medicine and Team Physicians
- Coordinator of Sport Nutrition-- Senior Associate Director of Athletics, Student Services
- Associate Director of Athletics, Compliance
- Associate Director of Athletics, Event and Facility Operations

#### Communication Process

All athletic training and sports medicine policies and procedures are communicated to staff via the Athletics Department's Policies and Procedures Manual, as well as reviewed as appropriate during the following staff meetings: all staff, senior staff, head coaches, assistant coaches, athletic training services, strength and conditioning, Student-Athlete Development, student services, mental health team, and drug free team workgroup. In addition, department policies and procedures are reviewed with mentors, Athletics Council, and the University Compliance Committee.

Pertinent athletic training and sports medicine policies and procedures for WSU student-athletes are communicated to the student-athletes via the Student-Athlete Handbook located at <http://www.athletics.wsu.edu/arc/Handbook/>, team meetings with team's assigned certified athletic trainer, as well as reviewed and discussed during SAAC

## Gender/Diversity Issues and Student-Athlete Well-Being

meetings as requested or needed. In addition, many of the athletic training services policies and procedures include an informational/release form that requires student-athlete signatures (access forms via links within the Athletic Training Services Policies and Procedures).

### Administrative Oversight

- Dr. Dennis Garcia, Coordinator of Athletic Medicine/Senior Associate Director University Health & Wellness
- Pam Bradetich, Senior Associate Director of Athletics, Student Services

**18.** Please submit a copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for out-of-season workouts].

See Attached Athletic Training and Sports Medicine Policies and Procedures

### List of attachments

1. WSU Medical Policies (#1).pdf
2. WSU Medical Policies (#2).pdf
3. WSU Medical Policies (#3).pdf
4. WSU Medical Policies (#4).pdf

**19.** Describe the annual evaluation of the department of athletics written emergency medical plan for out-of-season workouts to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for out-of-season workouts is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

*The institution must have a written emergency medical plan for out-of-season workouts. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.*

### Annual Review Process

All athletic training and sports medicine policies and procedures related to emergency medical plans and out of season workouts are located in the WSU Athletics Department's Policies and Procedures Manual (on-line at wsucougars.com and see attached).

The policies and procedures are reviewed annually prior to the start of each academic year by the following individuals:

- Assistant Director of Athletics, Athletic Training Services
- Coordinator of Athletic Medicine and Team Physicians
- Coordinator of Sport Nutrition
- Senior Associate Director of Athletics, Student Services
- Associate Director of Athletics, Compliance
- Associate Director of Athletics, Event and Facility Operations

### Communication Process

All athletic training and sports medicine policies and procedures are communicated to staff via the Athletics Department's Policies and Procedures Manual, as well as reviewed as appropriate during the following staff

## Gender/Diversity Issues and Student-Athlete Well-Being

meetings: all staff, senior staff, head coaches, assistant coaches, athletic training services, strength and conditioning, Student-Athlete Development, student services, mental health team, and drug free team workgroup. In addition, department policies and procedures are reviewed with Mentors, Athletics Council, and the University Compliance Committee.

Pertinent athletic training and sports medicine policies and procedures for WSU student-athletes are communicated to the student-athletes via the Student-Athlete Handbook located at <http://www.athletics.wsu.edu/arc/Handbook/>, team meetings with team's assigned certified athletic trainer, as well as reviewed and discussed during SAAC meetings as requested or needed. In addition, many of the athletic training services policies and procedures include an informational/release form that requires student-athlete signatures (access forms via links within the Athletic Training Services Policies and Procedures).

### Administrative Oversight

- Dr. Dennis Garcia, Coordinator of Athletic Medicine/Senior Associate Director University Health & Wellness
- Pam Bradetich, Senior Associate Director of Athletics, Student Services

- 20.** Please submit a copy of the athletics department's athletic training and sports medicine policies and procedures with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's athletic training and sports medicine policies and procedures].

See Attached Athletic Training and Sports Medicine Policies and Procedures

### List of attachments

1. WSU Medical Policies (#1).pdf
2. WSU Medical Policies (#2).pdf
3. WSU Medical Policies (#3).pdf
4. WSU Medical Policies (#4).pdf

- 21.** Describe the annual evaluation of the department of athletics written athletic training and sports medicine policies and procedures. Further, describe how the department of athletics athletic training and sports medicine policies and procedures is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in these areas.

*The institution must have written athletic training and sports medicine policies that are reviewed annually.*

*Further, the administrator(s) responsible for annually evaluating athletic training and sports medicine policies*

*must be identified and the athletic training and sports medicine policies must be directly communicated in*

*writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.*

### Annual Review Process

All athletic training and sports medicine policies and procedures are located in the WSU Athletics Department's Policies and Procedures Manual (on-line at [wsucougars.com](http://wsucougars.com) and see attached).

## Gender/Diversity Issues and Student-Athlete Well-Being

The policies and procedures are reviewed annually prior to the start of each academic year by the following individuals:

- Assistant Director of Athletics, Athletic Training Services
- Coordinator of Athletic Medicine and Team Physicians
- Coordinator of Sport Nutrition
- Senior Associate Director of Athletics, Student Services
- Faculty Athletics Representative
- Associate Director of Athletics, Compliance

### Communication Process

All athletic training and sports medicine policies and procedures are communicated to staff via the Athletics Department's Policies and Procedures Manual, as well as reviewed as appropriate during the following staff meetings: all staff, senior staff, head coaches, assistant coaches, athletic training services, strength and conditioning, academic support services, student services, mental health team, and drug free team workgroup. In addition, department policies and procedures are reviewed with Mentors, Athletics Council, and the University Compliance Committee.

Pertinent athletic training and sports medicine policies and procedures for WSU student-athletes are communicated to the student-athletes via the Student-Athlete Handbook located at <http://www.athletics.wsu.edu/arc/Handbook/>, team meetings with team's assigned certified athletic trainer, as well as reviewed and discussed during SAAC meetings as requested or needed. In addition, many of the athletic training services policies and procedures include an informational/release form that requires student-athlete signatures (access forms via links within the Athletic Training Services Policies and Procedures).

### Administrative Oversight

- Dr. Dennis Garcia, Coordinator of Athletic Medicine/Senior Associate Director University Health & Wellness
- Pam Bradetich, Senior Associate Director of Athletics, Student Services

**22.** If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 3.3, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

The institution did not develop any additional plans for improvement during the current self-study process for operating principle 3.3.



# Gender/Diversity Issues and Student-Athlete Well-Being

## Racial or Ethnic Composition of all Students - Old Race/Ethnicity Categories Chart (IPEDS)

### 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)	NR Alien (N)	Other (N)				
1	2	3	1	2	3	1	2	3	1	2	3
All Students											
Student-Athletes											

Name of person completing this chart: \_

Title: \_

# Gender/Diversity Issues and Student-Athlete Well-Being

## Racial or Ethnic Composition of all Students - New Race/Ethnicity Categories Chart (IPEDS)

### STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

	Racial or Ethnic Group														
	Am. Ind./AN (N)	Asian (N)	Native Hawaiian /PI (N)	Black/African American (N)	Hispanic/Latino (N)	White/Non-Hispanic (N)	NR Alien (N)	Two or More Races (N)	Unknown (N)						
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students															
Student-Athletes															

Name of person completing this chart: \_

Title: \_

# Gender/Diversity Issues and Student-Athlete Well-Being

**Racial or Ethnic Composition of Student-Athletes by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)**

	Racial or Ethnic Group																					
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)			
Sports** Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Baseball																						
Men's Basketball																						
Football																						
Men's Track / Cross Country																						
Men's Other Sports and Mixed Sports																						
Women's Basketball																						
Women's Track / Cross Country																						
Women's Other Sports																						
Total																						

Name of person completing this chart: Ray Wallace

Title: Administrative Planning Analyst

# Gender/Diversity Issues and Student-Athlete Well-Being

**Racial or Ethnic Composition of Student-Athletes by Sport Group - New Race/Ethnicity Categories Chart (IPEDS)**

Sports** Year	Racial or Ethnic Group														
	Am. Ind./AN (N)	Asian (N)	Native Hawaiian /PI (N)	Black/African American (N)	Hispanic/Latino (N)	White/Non-Hispanic (N)	NR Alien (N)	Two or More Races (N)	Unknown (N)						
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball															
Men's Basketball	1	1													
Football				7	4	2	1	1	3	5	6	3	4		1
Men's Track / Cross Country				30	36	7	5	4	35	31	28	3	2	1	2
Men's Other Sports and Mixed Sports				3	5	3	4	4	15	18	20	1	2	1	2
Women's Basketball									7	7	6	1			
Women's Track / Cross Country				4	6	4		1	7	8	4	1	1		
Women's Other Sports	1	1	2	6	4	4	6	2	55	58	58	28	27	1	3
Total	0	2	2	58	57	58	19	15	160	166	165	41	39	8	6

Name of person completing this chart: Ray Wallace

Title: Administrative Planning Analyst