

2003-2004
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: 1892
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 12594
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 665
7. Highest level of academic degree offered: Doctoral
8. Institution's governing entity: R.I Board of Governors for Higher Education
9. a. Regional accreditation agency: New England Association of Schools and Colleges
9. b. Date of most recent regional accreditation self-study: 1997
9. c. Current accreditation status: Fully accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2004): I-AA
2. Conference affiliation(s) or independent status (Academic Year 2004):

Baseball	Atlantic 10 Conference
Field Hockey	Atlantic 10 Conference
Football	Atlantic 10 Conference
Men's Basketball	Atlantic 10 Conference
Men's Cross Country	Atlantic 10 Conference
Men's Golf	Atlantic 10 Conference
Men's Soccer	Atlantic 10 Conference
Men's Swimming	Atlantic 10 Conference
Men's Tennis	Atlantic 10 Conference
Men's Track, Indoor	Atlantic 10 Conference
Men's Track, Outdoor	Atlantic 10 Conference
Softball	Atlantic 10 Conference
Women's Basketball	Atlantic 10 Conference
Women's Cross Country	Atlantic 10 Conference
Women's Gymnastics	Independent

Introduction to Self-Study Report

Women's Rowing	Atlantic 10 Conference
Women's Soccer	Atlantic 10 Conference
Women's Swimming	Atlantic 10 Conference
Women's Tennis	Atlantic 10 Conference
Women's Track, Indoor	Atlantic 10 Conference
Women's Track, Outdoor	Atlantic 10 Conference
Women's Volleyball	Atlantic 10 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 previous certification self-study and impact (if any) on the areas of the certification program.

There have been no major infraction cases to report since the previous certification of March 31, 1997. However on June 9, 2004 the NCAA enforcement staff concluded its review of a self-report submitted by the University of Rhode Island concerning possible violations of NCAA legislation in its basketball program from the 1997-98 through the 1999-00 academic years. It was determined that the violations acknowledged by the University were secondary in nature.

The NCAA staff accepted the University's self-imposed corrective and punitive actions as appropriate and took no further action. The University retained The Compliance Group (TCG) of Lenexa, Kansas, in March 2003 to assist in the inquiry, add expertise on NCAA infractions matters, and obtain an outside, independent assessment of the information. The University's report clarified in detail that nearly all violations occurred prior to the fall of 1999. The majority of the members of the coaching staff who were present during the time of many of the violations left the University in 1998 or 1999 and no current member of the men's basketball coaching staff were involved (nor were they employed) during the time of the violations. Further, the violations did not provide any significant recruiting or competitive advantage for the University.

The punitive actions accepted by the NCAA included a reduction in the number of total scholarships in men's basketball by one each year during the 2005-06, 2006-07, and 2007-08 academic years. It also included a reduction in the number of off-campus evaluation days during the academic year by three (from 40 to 37) during the 2004-05 academic year and two (from 40 to 38) during the 2005-06 academic year.

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

Since the last certification in March 1997 the University of Rhode Island has witnessed great change and growth in its athletics program. The biggest example of growth within the University community came in June of 2002 with the completion of the Thomas M. Ryan Center. This 200,000 square foot building is home to the University of Rhode Island's Rams Men's and Women's Basketball teams. The Ryan Center is a complete multi-purpose facility that hosts family entertainment, concerts and other community events. Amenities include two state-of-the-art, full-color scoreboards with video capabilities. The sound system is designed with acoustic provisions and provides a full range of high power sound to all of the 7,657 seats. When constructing the Ryan Center the emphasis remained on keeping the fans, particularly the student fans, enthusiastic at all times. As a result, the students have been given 700 courtside seats, including 50 reserved at mid-court for the "Fanatical Fans," who stand the entire game and make the Ryan Center an unfriendly place for visiting teams and coaches.

In addition to the Ryan Center, the University is also home to the new Bradford R. Boss Ice Arena, which hosts the university's men's and women's club hockey teams. This new arena opened its doors on September 15, 2002 and seats 2,500 spectators. It is the first indoor ice facility in all of Southern Rhode Island. More significantly, the Boss

Introduction to Self-Study Report

Ice Arena is one of only two year-round operational ice rinks in the state of Rhode Island, with its doors opens seven days a week, fifty weeks out of the year, and for over fifteen hours a day.

The University has also witnessed numerous achievements from its athletes since the 1997 certification. Below is a summary of some of the highlights since the 1997 certification.

a. The men's basketball team is coming off two-straight 20-win seasons and back-to-back NIT appearances. The Rams won the 1999 Atlantic 10 Championship and earned their third-straight NCAA appearance. In 1998, Rhode made the school's first-ever appearance in the NCAA Elite Eight after upsetting No. 1 ranked Kansas and finishing the season ranked No. 11 in the country.

b. In 2004, the baseball team posted a school record in wins finishing 35-20 and posting a 20-4 mark in Atlantic 10 play, just the second time an A-10 school had won 20 conference games. The Rams won their second-straight Atlantic 10 East Division crown and won the Atlantic 10 regular season title. The baseball team has had three players selected in the Major League Baseball Draft in the past two years (Dan Batz, Jared Trout, and Reid Willett).

c. The men's soccer team won Atlantic 10 Championships in 1999, 2000, & 2003 and regular season crowns in 1999 and 2001.

d. The football team started the year 7-0 in 2001, being ranked as high as No. 4 nationally in the Division I-AA poll before finishing 8-3 and ranking No. 20 in the country.

e. The golf team has won four of the last six Atlantic 10 championships and seven-straight New England Division I titles. The Rams made their 13th-straight appearance in the NCAA Regional in 2004, finishing eighth at the NCAA East Regional, their highest finish ever, and becoming the first team from Northeast District I to qualify for the NCAA National Championships since the regional format was adopted in 1988.

f. The men's outdoor track & field team has won four-straight Atlantic 10 Championships and the men's indoor track & field team has won conference titles in three of the last four years.

g. The women's outdoor track & field team has won three-straight Atlantic 10 Championships and the women's indoor track & field team has won four of the last five titles.

h. Between the Fall of 1997 and the Spring of 2004 the number of student-athletes on academic probation has decreased from 9% to 7%.

i. Between the Fall of 1997 to the Spring of 2004 the number of student-athletes on the Dean's List has increased from 22% to 25%.

j. Since 1998, the University of Rhode Island has been ranked in the top 3 of the overall standings in the Atlantic 10 Commissioner's Cup.

Previous Certification Self-Study

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

The university has made several key senior level administrative changes and additions. Each of these changes and additions have been made to bring a higher degree of management oversight and accountability to the Department of Athletics. These changes and additions will enable the Department of Athletics to be more efficient in its management of financial resources as well as to effectively design and manage strategic goals.

In April 2002, the University of Rhode Island hired Ms. Susan Bergen, as its Associate Director of Athletics for Business and Finance. Ms. Bergen joined the University community with over 17 years of finance and budgeting experience. Prior to joining the University, Ms. Bergen served as the Financial Analyst and Associate Controller for the Mashantucket Pequot Tribal Nation. Ms. Bergen's financial and accounting experience also includes a former position as a Property Accounting Manager/Financial Accountant with Foxwoods Resort Casino. She has been a Certified Public Accountant in the State of Rhode Island since 1994. Ms. Bergen's diverse work experience is a crucial asset to the University and the entire athletics program.

It is significant to note that the Associate Director of Athletics for Business and Finance reports directly to the Controller. This reporting structure establishes a greater degree of fiscal integrity and expertise in the overall financial management of the Department of Athletics.

Introduction to Self-Study Report

On June 2, 2004, the University of Rhode Island announced Thomas P. McElroy as the new Director of Athletics. Mr. McElroy's position became effective on July 1, 2004. Prior to coming to the University of Rhode Island, Mr. McElroy was the deputy director of athletics at the University of Connecticut. Mr. McElroy has over twenty years of experience in the administration of the Big East Conference, including policy decision-making, daily management with member institutions, television negotiations, scheduling and production, bowl administration, communication programs and championship management, including arena relations.

Mr. McElroy is expected to provide leadership in the development and management of a strategic plan and acquisition of resources to support growth for the Department of Athletics. He has already been instrumental in recommending and implementing administrative changes to facilitate the effective management of the department.

In September 2004, Mr. Gregg Burke joined the University's Department of Athletics as Deputy Director of Athletics. Gregg Burke joined the University with nearly 25 years of athletics administration experience. He has served in sports information roles at Boston College, the University of Michigan, and Holy Cross. In addition, Mr. Burke served as assistant and associate athletic director at Providence College for thirteen years. While at Providence College he was responsible for all revenue-producing activities including tickets, marketing, licensing, development, corporate partnerships and advertising in addition to a myriad of other responsibilities.

Mr. Burke's addition to the administrative structure in the Department of Athletics adds a critical level of management to the department. He provides additional operational management of the department as well fulfilling a supervisory role with the Associate Directors of Athletics.

Another key administrative change in the Department of Athletics has been the assignment of the role of "sport administrator" to the Associate Directors of Athletics. This new role enhances equitable management and resource acquisition and utilization by the various sports programs.

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

Some of the significant changes impacting the University since the last certification (March 31, 1997) include:

1. Women's Rowing has been added to the Atlantic 10 Conference;
2. The University's Athletic and Recreational Services Mission Statement has been revised to correspond with growth of the University's Athletic Program. The Mission Statement as of May 7, 2004 reads as follows:

The mission of the Department of Athletics and Recreational Services is to provide experiences that are consistent with the mission of the University and the NCAA Division I philosophy. The Department provides opportunities for students and the larger community that encourage the pursuit of lifetime activities, commitment, teamwork, competitive success, the development of personal character, and leadership skills. We maintain an environment that values integrity, diversity, gender equity, high academic achievement, and sound fiscal management. Athletics and Recreational Services strives to provide quality facilities and programs that cultivate an exciting atmosphere for the University and the community. WE SERVE, CHALLENGE, AND SUCCEED.

3. There have been no changes in admission policies since 1997. However, the number of freshmen applicants, the percentage of students accepted for admission, and the academic profile of the entering class has changed dramatically. In 1997, the University received 8,730 applications for freshmen admission and accepted 79% of the pool. At that time, enrolling students presented average SAT scores of 1082. For fall 2003, the University received 12,965 applications for freshmen admission and accepted 70% of the applicants. Enrolling students presented average combined SAT scores of 1112.

4. Two (2) FTE positions have been added to Athletic Fundraising. Both FTE's report to Division of University Advancement.

Certification Self-Study Information

1. Steering Committee Chair: Abu R. Bakr
2. Chief report writer/editor of self-study report: Ania Hopkins

Introduction to Self-Study Report

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

A detailed plan of how the University is addressing public input and the structure of the NCAA Certification process can be found in the University's NCAA Certification Plan. (See answer #4 for complete copy of plan). Below is a summary of the University's plan regarding public input and response.

The University has assigned the responsibility of researching pertinent data consistent with the issues outlined by the NCAA and drafting answers to corresponding questions to three committees. Each committee is made up of faculty, staff, and students from within the University community. Upon completion of its data gathering and its analysis, each subcommittee will prepare a draft report summarizing its findings, setting forth its conclusions, and making recommendations for current and future action. Below is a list of each subcommittee, their assignments, and the subcommittee's respective chair.

Governance and Commitment to Rules Compliance - Chairperson Harry Amaral, Director of Enrollment Services. This group is addressing institutional control, presidential authority, and shared responsibilities and rules compliance.

Academic Integrity - Chairperson Judith M. Swift, Vice Provost for Academic Affairs. This group is examining academic standards, academic support, and scheduling.

Equity and Welfare, Chairperson Lynne Derbyshire, Chair & Associate Professor of Communication Studies. This subcommittee is addressing gender issues, minority issues, and student-athlete welfare.

In addition to the subcommittee assignments, the University has also established a Steering Committee made up of university faculty, staff and students, as well as alumni and other members to oversee and review the progress of each subcommittee. The Chair of the NCAA Steering Committee, along with the Director of Athletics, and the Faculty Representative will conduct a preliminary review of the drafts submitted by the three subcommittees and then work with the subcommittee chairs for follow-up revisions.

Subcommittees will rework their reports based upon the Steering Committee's feedback, campus forums, and other sources of activity and input. Ultimately, the Chief Report Writer, under the guidance of the Steering Committee Chair, will prepare the final self-study report based upon and incorporating, the three (3) subcommittee reports and community feedback.

To ensure that community concerns and suggestions are taken into consideration during the University's Certification, open forums will be scheduled to invite and provide a venue for the community to express their comments for athletics at the University within the context of NCAA Certification Process issues. These forums will be held for students, faculty, staff, and external constituencies.

In addition to the open forums the public will also be fully informed of certification process through periodic public reports and/or announcements, as appropriate. These reports and announcements will be issued to print and broadcast media throughout Rhode Island and to select media in New England covering URI athletics. They will also be distributed to the URI community and alumni through e-mail, the student newspaper, the University's official publication (the PACER), and alumni magazine (QUAD ANGLES).

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

PROPOSED PLAN FOR NCAA CERTIFICATION REVIEW AT THE UNIVERSITY OF RHODE ISLAND

I) The objectives of the Self-Study are as follows:

A) To conduct a comprehensive self-study of the University of Rhode Island athletic program in order to identify its strengths and weaknesses in the areas of academic integrity, governance and commitment to rules compliance, and equity, welfare, and sporting conduct.

B) To build upon existing strengths and to address existing weaknesses in order to improve the overall athletic program and to remain consistent with current and emerging NCAA priorities;

C) To help identify areas of potential growth and change within the athletics program;

Introduction to Self-Study Report

D) To engage internal and external constituencies in the self-study process in order to more fully evaluate the program while engaging those constituencies in an understanding and appreciation of a Division I program at URI;

E) To assist the Athletics Department with the development of a long-range strategic plan.

F) To review the goals, objectives, and plans from the first-cycle self-study, including all appropriate supplemental material.

II) Institutional Plans and Committee Required Actions from First-Cycle Study 1997

A) Governance and Commitment to Rules Compliance

1) Revise the Department of Athletics' Mission statement. This amendment was to take place by March 1997 in draft form and be submitted to the Athletic Advisory Board (hereinafter "AAB") for review and approval.

2) In the Spring semester of 1997, the AAB shall send its final recommendation to the President for final approval.

3) Sixty (60) days post, the officially approved version shall be widely circulated to no less than the Faculty Senate, Rhode Island Rams Athletic Association as well as all athletic publications.

4) The University will develop an athletic compliance policies and procedures manual to be reviewed by the Board of Governors Athletics Committee, the Athletic Advisory Board, the Student Athletic Advisory Committee, the Registrar, the Vice Provost, and the Director of Financial Aid. The Athletic Advisory Board and the University President will approve the manual by January 1998. The manual will be distributed to all personnel responsible for compliance by February 1, 1998.

5) The Compliance Coordinator will meet with all booster Boards of Directors (women's basketball, women's booster club, Fifth Quarter, and Fast Break Clubs). The Compliance Coordinator will distribute written materials outlining rules compliance to all booster clubs by November 1, 1997. The Compliance Coordinator will arrange for compliance information to be published in the University's alumni publication. The Compliance Coordinator will post all updates on the URI Athletics Home Page website. The Compliance Coordinator will expand ongoing compliance educational efforts with coaches.

6) Booster Club members must be made more aware of NCAA Regulations. Thus, the Executive Director of the RIRAA will attend each booster club's annual meeting to review NCAA Rules and Compliance Issues.

7) To better centralize information about individual booster clubs, the Executive Director of the RIRAA will request a written summary of each booster club's activities.

8) The Athletic Advisory Board should be formally expanded to include at least one (1) representative from the Student Athletic Advisory Committee. This is to be implemented by September, 1997 and the University Manual's description of the Board composition should be thereafter amended.

9) The Self-Study Committee recommends that the budget of the Compliance Office should be funded entirely through the President's budget.

10) The President shall appoint a Rules Compliance Evaluation Committee, consisting of members from outside the Department of Athletics, to perform an evaluation of the Compliance Officer on a biannual basis.

11) By September 1, 1997, the President will appoint a Rules Compliance Evaluation Committee. The Committee will consist of the University Registrar, the Assistant Dean of Admissions, and the Director of Financial Aid. The Committee's mission will be to evaluate the Compliance Office in four (4) areas: Eligibility, Recruiting, Financial Aid and Rules-Education. The start date for conducting the initial evaluation will be mid-October 1997, with completion targeted for early February, 1998.

12) Reporting of alleged or self-discovered violations shall continue to be made by the Compliance Coordinator to the Athletic Director, the appropriate Associate Director, the NCAA faculty Athletics Representative, and to the president.

13) The peer review team suggests that the financial aid and eligibility sections of the current draft of the athletics compliance policies and procedures manual be reviewed by the individuals external to athletics who have compliance responsibilities in specific areas.

B) Academic Integrity

1) The 1997-1998 institutional budget will reflect a full funding commitment of at-risk academic counselors, and

Introduction to Self-Study Report

tutorial support as the same level as 1995. One 9-month position has been expanded to 12 months, and the other 9-month position has been expanded to 10 months.

- 2) The updating and redrafting of the Athletic Student Handbook will be completed no later than April 1, 1998.
- 3) The University will request from each Booster Club that a portion of their funds be earmarked for academic support services annually.
- 4) At-risk academic counselors will continue to have a dual reporting relationship to the Associate Director of Athletics and the Dean of University College.
- 5) The Athletic Academic Review Committee will develop an instrument to measure student satisfaction with academic services. The data collected will be shared with academic personnel outside the Department of Athletics. Suggestions for improvement will be considered for implementation during the 1998-1999 year.
- 6) The Department of Athletics will develop a statement of philosophy and written policy concerning scheduling and absence from class. The policy will be presented to the Athletic Advisory Committee for review and submitted to the President for approval by December 1997.
- 7) The Department of Athletics will forward a recommendation to the Athletic Advisory Board and the University Registrar to allow priority registration for basketball players during the 1997-98 academic year.
- 8) The Athletics Advisory Board will prepare a proposal by December 1997 delineating a procedure for insuring Athletics Advisory Board oversight of the Department of Athletics' activities in the area of academic support services.
- 9) The University, through the President and the Department of Athletics, will transmit up-to-date information regarding the academic performance of student athletes to the Athletic Committee of the Rhode Island Board of Governors for Higher Education at the completion of each semester.
- 10) The Department of Athletics will develop two (2) written statements of philosophy for institutional adoption to be recommended to the Athletics Advisory Board for approval by the President by December 1997. The first statement will outline the scheduling philosophies to be employed and the travel procedures to be followed in order to minimize class absences by student athletes. The second statement shall outline the posture to be taken in encouraging the Atlantic-10 Conference to implement schedules that will minimize class absences by participants in men's and women's basketball.
- 11) The Department of Athletics will hold a workshop each fall to discuss the changes in policy or procedures regarding NCAA regulations, as well as appropriate procedures regarding the admission process with regard to acceptance at the institution. All coaches, academic deans involved with certification, as well as professional staff (e.g., registrar, associate dean of admission) should be included in these workshops.

C) Commitment to Equity (Gender Equity Plan)

- 1) The Director of Athletics will continue to appoint the Senior Woman Administrator to serve on committees that deal with equity-related issues.
- 2) The Department of Athletics will phase out the current system of sports prioritization and replace it with a new management strategy that is based on a common set of goals and aspirations. Initial implementation starting in the Summer of 1997; to occur by September 1 of each year.
- 3) The Department of Athletics will implement a plan to increase support for men's and women's soccer.
- 4) The Senior Woman Administrator will coordinate a plan with the Dean of the New Students Program to implement permanent procedures to gather data regarding students' athletic interests and abilities. The data will be used to determine if the sports offered match the athletic interests and abilities and previous high school experience of new students, with a specific goal of evaluating the availability of women's sports interest.
- 5) Participation opportunities for women athletes will be increased, and firm numbers of each large men's team will be established and maintained.
- 6) The ratio of total scholarships for male and female student athletes will improve at a rate of at least 1% per year from approximately 60:40 percent to 50:50 percent.
- 7) A plan to add one new women's varsity sport within the next five years will be refined and implemented.

Introduction to Self-Study Report

- 8) For the 1998-99 school year, discussions are under way to develop plans for remedial upgrade for women's swimming, women's soccer, and field hockey, women's basketball, volleyball, baseball, and men's soccer. Approval has been given for the Second Floor Keaney Team Room/Locker Room Project, which provides upgrades to women's track and field, gymnastics, volleyball, men's soccer, track and field baseball, as well as equitable locker rooms for staff.
- 9) Requests for non-restricted funds will be made annually to the RIRAA. The Executive Director will continue to ask each sport's coach for their budget request.
- 10) The Department of Athletics has hired an outside marketing and advertising firm to provide us with recommendations on marketing, promotions, and advertising. After a full review, a policy will be developed to ensure equitable provision of services for women's sports programs.
- 11) The Department of Athletics will plan to recruit and hire minority employees as part of the overall University plan.
- 12) The compiling of data by the Affirmative Action Office will be used to identify under-represented individuals of a particular racial/ethnic group within the Department of Athletics. Targeted recruitment will be developed to address under-represented groups.
- 13) The Department of Athletics will continue to observe all University hiring policies and proactively seek qualified minorities.
- 14) The Office of the Director of Athletics will develop an internal mailing list comprised of relevant minority groups, institutions, and individuals who will be routinely notified when vacancies exist.
- 15) A formal working relationship will be developed with the Director of the Multicultural Center by inviting its Director, Melvin Wade, to be a guest speaker at a staff meeting and making presentation(s) on diversity issues on campus.
- 16) We will co-sponsor Bridges 1997, a student organization to bring diverse students together for a two-day retreat. Twenty (20) of the sixty (60) participants will be student athletes.
- 17) Efforts will be made to introduce and include new minority student athletes to a campus-wide support group entitled, Faculty/Staff and Friends of Color.
- 18) Support services for student athletes will be a regular agenda item at weekly and monthly staff meetings.
- 19) Every effort will be made to ensure that exit interviews are conducted by senior staff members in the Department of Athletics of all student athletes, prior to their leaving the sports program. Additional questions regarding gender and minority issues will be included as part of the exit interview.
- 20) An Equity Plan will be adopted before fall 1997. Many of the issues identified in this report have been addressed by this plan, which will be reviewed by the University Advisory Board, the Student Athletic Advisory Committee, and the Athletics Committee of the Board of Governors.
- 21) The Department of Athletics will work closely with the University's Affirmative Action Office. The Affirmative Action Office is currently reviewing the institution's Minority Equity Plan, which will be completed by fall 1997. The Department of Athletics' goals parallel the institutional goals.
- 22) The Department of Athletics will be revising its mission statement before the start of the 1997-98 academic year. This statement will reflect the program's commitment to Title IX and the NCAA's equity-related principles.
- 23) Every effort will be made to work with the Board of Governors to gain approval for increases in the Title IX portion of the Athletics fee in 1998 and 1999 to support increases in athletic scholarships for women.
- 24) The Director of Athletic Training and the Director of Physical Therapy will be asked to explore a collaborative partnership between the Department of Athletics and graduate students in Physical Therapy.
- 25) The Sports Information Director will meet with the coaches by the end of the 1996-97 academic year to see how the publicity budget could be better spent to address the publication needs of each team. A review of brochures for all sports will also be done.
- 26) The peer view team recommends that the institution revise its gender equity plan to assign a specific timetable for the addition of women's crew.

Introduction to Self-Study Report

27) The peer view team recommends that the institution revise its gender equity plan to assign individuals or offices responsible for carrying out each task outlined in the plan.

28) The peer view team suggests that the institution review the apparent discrepancy in the allocation of discretionary funds in regards to the women's sport programs.

III) Steering Committee

A) The Chair of the Steering Committee, Abu Bakr, has been appointed by the Chief Executive Officer and is a member of the University's senior management team.

B) Steering Committee Responsibilities

1) Collect and organize pertinent data

2) Coordinate activities of the subcommittees and monitor progress of the self-study

3) Review reports of the institution, the peer-review team and the NCAA Division I Committee on Athletics Certification in relation to the institution's previous self-study.

4) Review reports of the steering committee and the subcommittees.

5) Maintain a written record of:

a) dates of subcommittee and steering committee meetings and those in attendance,

b) individuals responsible for writing each section of the self-study report, and

c) invitations to subcommittee and steering committee members to review and comment on draft reports and dates the invitations were extended

6) Produce and distribute the final self-study report.

C) Steering Committee Membership - The appointments of the Steering and subcommittees are complete, and specific requirements have been satisfied.

IV) Proposed self-study activities:

A) Preparation of Subcommittee Reports

B) Steering Committee Participation

C) Participation by University constituencies (both internal and external)

D) Preparation of Institutional Self-Study Report

E) Public Communication.

As stated previously, each of the three (3) subcommittees under the leadership of its chairperson will gather pertinent data, and analyze this data consistent with the issues and self-study items outlined by the NCAA. Each sub-committee has a broad representation of University constituencies. (See answer #3 in Introduction to Self Study).

Upon completion of its data gathering and its analysis, each subcommittee will prepare a draft report summarizing its findings, setting forth its conclusions, and making recommendations for current and future action.

The Chair of the NCAA Steering Committee, along with the Director of Athletics and the Faculty Representative will conduct a preliminary review of the drafts and then work with the subcommittee chairs for follow-up revisions. Upon completion of these preliminary reviews and follow-up activity, the Steering Committee as a whole will receive the three (3) reports for reaction and comment.

Subcommittees will rework their reports based upon the Steering Committee's feedback, campus forums, and other sources of activity and input. Ultimately, the Chief Report Writer, under the guidance of the Chair, will prepare the final self-study report based upon and incorporating, the three (3) subcommittee reports.

Concurrent with this work, there will be open campus forums, each designed to invite and provide for comment on athletics at URI within the context of NCAA Certification Process issues. These forums will be held for students, faculty, staff, and external constituencies.

V) Timeline:

A) November - December 2003: Filling of Steering Committee and subcommittees.

B) February 2004: Subcommittees begin their work based upon the guidelines and issues set forth in the NCAA Division I Athletics Certification Handbook and the Self-Study Instrument. Subcommittees will meet as needed but not less than once per month.

Introduction to Self-Study Report

- C) February - March 2004: Steering Committee has periodic meetings to discuss strategic plan for process, to review committee memberships, and related matters.
- D) February 23, 2004: NCAA Orientation Visit
- E) March - April 2004: Public announcement regarding the initiation of the process and its implementation and purpose.
- F) June 30, 2004: Subcommittee preliminary drafts completed. The Steering Committee will receive periodic updates from each of the subcommittee chairs during this time period.
- G) July 2004: Preliminary drafts reviewed by Steering Committee.
- H) August/September 2004: Subcommittees rework draft reports based upon feedback from the Steering Committee.
- I) September, 2004: Open Forums
- J) November/December 2004: Second draft reports due.
- K) November/December 2004: Second draft reports reviewed by Steering Committee Chairperson.
- L) December 2004: Preparation of final self-study report by Steering Committee Chairperson and Chief Report Writer, in consultation with subcommittee chairpersons and other individuals, for submission to NCAA ten (10) weeks prior to site visit.
- M) January 2005: Steering Committee Chairperson reports highlights of report to President Carothers, including plans for improvement, for approval.
- N) January 15, 2005: Final self-study report submitted to NCAA ten (10) weeks prior to campus evaluation visit. Copies of the report will be delivered to the Faculty Senate, the Student Senate, the Board of Governors, and the Ram Athletic Association Board.
- O) February/March 2005: Campus information sessions
- P) April 2005: First Review by the Certification Committee
- Q) May 2005: Campus Evaluation Visit
- R) July 2005: Final Review by the Certification Committee
- VI) Other Factors:

The Steering Committee, on behalf of the University, will issue periodic public reports and/or announcements, as appropriate, in order to keep all internal and external constituencies fully informed of the certification process and its work. These reports and announcements will be issued to print and broadcast media throughout Rhode Island and to select media in New England covering URI athletics. They will also be distributed to the URI community and alumni through e-mail, the student newspaper, the University's official publication (the PACER), and alumni magazine (QUAD ANGLES).

Final decisions by the NCAA Committee on Athletics Certification, as well as the University's actions based upon its self-study and peer review evaluation, will be communicated in the same manner. Dave Lavallee, a member of the University's Communications staff, has been appointed as the certification process communications coordinator and as an ex-officio member of the Steering Committee.

We have appointed Eileen Orabone the Administrative Assistant/Campus Liaison for the NCAA Athletics Certification Program and Ania Hopkins, Esquire as Chief Report Writer. Working with and under the supervision of Abu Bakr, the Steering Committee Chair, Ms. Hopkins will be responsible for drafting the self-study report, but Abu Bakr will be primarily responsible for the final report.

Appendix A.1.

STEERING COMMITTEE

Abu R. Bakr, Chair, Assistant to the President
Dr. Robert L. Carothers, President
Dr. Thomas R. Dougan, Vice President for Student Affairs
Dr. Yngve Ramstad, Professor and Faculty Representative to NCAA

Introduction to Self-Study Report

Mr. Thomas McElroy, Director, Athletics
Ms. Lauren Anderson, Senior Associate Director, Athletics
Mr. Paul C. Kassabian, Compliance Coordinator
Ms. Susan Bergen, Associate Director, Athletics/Finance
Mark M. Higgins, Professor of Accounting
Dr. Lynne Derbyshire, Associate Professor, Communication Studies
(Chair, Equity, Welfare, and Sportsmanship)
Mr. Harry Amaral, Director of Enrollment Services (Chair, Compliance)
Dr. Judith M. Swift, Vice Provost, Academic Affairs (Chair, Academic Integrity)
Ms. Roxanne M. Gomes, Assistant Director, Affirmative Action (Also on Equity Subcommittee)
Ms. Laura Kenerson, Director, Personnel Services, Human Resource Management
Ms. Michele Nota, Executive Director, Alumni Relations
Mr. Mike Mancuso, Director, Ram Athletic Association
Ms. Gail Delaney-Kimball, Chair, Women's Athletic Booster Club
Mr. Kevin Lopes, President, Student Senate; Track Team Member (Also on Academic Integrity)
Ms. Kelly Liebowitz, Graduate Student
Ms. Kirsten Olsen, Softball, Student Athletic Advisory Committee Chair, Student Representative to A-10
Ms. Joanne M. DiBello, Director of Marketing & External Relations, CCE,
URI Feinstein Center, Providence Campus

Serving Ex-Officio:

David Lavallee, Communication Liaison for URI, Communications and News Bureau
Ms. Elizabeth Perry, Atlantic-10 Conference Liaison
Ms. Eileen Orabone, Administrative Assistant, Campus Liaison
Ms. Ania Hopkins - Report Writer

Appendix A.2.

GOVERNANCE & COMMITMENT TO RULES COMPLIANCE COMMITTEE

Chair: Mr. Harry Amaral, Director, Enrollment Services
Mr. Tom Drennan, Coach, Men's Golf
Ms. Julia Beasley, Head Coach, Rowing
Mr. John Vanner, Associate Director, Athletics
Dr. R. Choudary Hanumara, Professor, Computer Science & Statistics
Ms. Fran Cohen, Dean of Students
Mr. George Landes, URI Alumnus
Ms. Kathy Goulding, President, URI Alumni Association
Ms. Wes Lessard, Alumnus, President, 5th Quarter Club
Ms. Theresa Martins, Student-Athlete, Track
Mr. Domenic Macia, Student-Athlete, Swimming

Appendix A.3.

ACADEMIC INTEGRITY COMMITTEE

Chair: Dr. Judith Swift, Vice Provost for Academic Affairs

Ms. Lauren Anderson, Senior Associate Director, Athletics
Ms. Christine Sutcliffe, Head Coach, Women's Softball
Mr. Tim Stowers, Head Coach, Men's Football
Ms. Nancy Kelley, Academic Advisor, University College
Mr. Michael Scott, Academic Advisor, Student Athletes, University College
Dr. John Boulmetis, Professor, Department Chair, Human Science and Services
Ms. Catherine W. Zeiser, Assistant Dean of Admissions
Dr. Timothy J. Tyrrell, Professor, College of Environment and Life Sciences
Kevin Lopes, President, Student Senate, Track
Jess Arnold, Student-Athlete, Field Hockey
Lauren Worm, Gymnastics

Appendix A.4.

COMMITMENT TO EQUITY, WELFARE, AND SPORTSMANSHIP

Introduction to Self-Study Report

Chair: Dr. Lynne Derbyshire, Associate Professor, Communication Studies
Mr. Mick Weskott, Coach, Swimming
Mr. Paul Kassabian, Compliance Coordinator
Ms. Roxanne Gomes, Assistant Director, Affirmative Action
Ms. Laura Kenerson, Director, Personnel Services, Human Resource Management
Ms. Katie Stallings, Student-Athlete, Women's Basketball
Mr. Jamal Wise, Student Athlete, Men's Basketball
Mr. Frank Leone, Coach, Baseball
Ms. Lauren Anderson, Senior Associate Director, Athletics
Ms. Laurie Feit-Melnick, Coach, Women's Track
Ms. Mary Abigail Thornbladh, Student Athlete, Volleyball
Ms. Laurisa Ewert, Student-Athlete, Women's Basketball
Dr. Arthur C. Mead, Professor, Economics

Note: The Director of Athletics and the Faculty Representative will serve on all subcommittees as ex-officio members.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Mission of the Athletics Program and the Institution

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.1 (Mission of the Athletics Program and the Institution). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.
2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.1 (Mission of the Athletics Program and the Institution). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.
3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.1 (Mission of the Athletics Program and the Institution) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.
4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.1 (Mission of the Athletics Program and the Institution). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.
5. Please provide the athletics program mission statement and indicate the date of formal approval of the latest versions.
6. Please provide text excerpts from the institution's mission statement that correlate to the mission statement of the athletics program.

Governance and Commitment to Rules Compliance

7. Explain how the mission of the athletics program relates to that of the institution as a whole.
8. Describe how and to whom the athletics program's mission statement is circulated.
9. Please provide specific examples demonstrating how the athletics program's mission and goals are or are not supported by the actual practices of the athletics program.

Evaluation

1. Does the institution demonstrate that the mission and goals of the athletics program relate clearly to the mission and goals of the institution? **Currently Yes**
2. Does the institution demonstrate that the mission and goals of the athletics program support the educational objectives, academic progress and general welfare of student-athletes? **Currently Yes**
3. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff, including women? **Currently Yes**
4. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff who are minorities? **Currently Yes**
5. Does the institution demonstrate that the mission and goals of the athletics program embrace the Association's principles of sportsmanship and ethical conduct? **Currently Yes**
6. Does the institution demonstrate that the mission and goals of the athletics program are widely circulated among the institution's internal and external constituencies? **Currently Yes**
7. Does the institution demonstrate that the actual practices of the institution's athletics program are consistent with the athletics program mission and goals? **Currently Yes**

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

THE PEER REVIEW TEAM RECOMMENDS THAT THE COMPLIANCE COORDINATOR BE THE PRIMARY INDIVIDUAL RESPONSIBLE FOR BOOSTER EDUCATION.

University Action:

The Compliance Coordinator meets with representatives of all URI booster clubs. The Compliance Coordinator communicates NCAA regulations, provides changes and interpretations, and responds to inquiries by e-mail, memoranda, and personal interaction.

Compliance information is also distributed to booster club members through Rhode Island Ram Athletic Association mailings. In addition, the Compliance Coordinator meets annually with the Executive Director of the Rhode Island Rams Athletic Association to communicate NCAA regulations. The Executive Director subsequently meets with booster clubs throughout the year. The URI Athletics website (gorhody.com) also provides information on all booster club by-laws, identification of athletic representatives, as well as permissible and prohibited activities.

THE PEER REVIEW TEAM SUGGESTS THAT THE COMPLIANCE COORDINATOR INCREASE THE IN-PERSON EDUCATIONAL EFFORTS AIMED AT THE COACHING STAFF.

University Action:

Currently the Compliance Coordinator provides periodic reviews with coaching and administrative staff. In-person education is done on an ad-hoc basis. A general compliance educational session is conducted yearly at the start of each academic year. Three educational sessions are planned for the 2004-05 academic year.

THE PEER REVIEW TEAM RECOMMENDS THAT THE PRESIDENT AND THE ATHLETIC ADVISORY BOARD REVIEW AND APPROVE THE ATHLETICS COMPLIANCE POLICIES AND PROCEDURES MANUAL TO ALLOW THE COMPLIANCE COORDINATOR TO PUBLISH AND CIRCULATE THE MANUAL TO ALL INDIVIDUALS WITH COMPLIANCE RESPONSIBILITIES.

University Action:

Currently the Department of Athletics Compliance Manual is produced in August and provided to the President and the Athletic Advisory Board (AAB) for review. Any recommendations to the manual are discussed and implemented as appropriate. The first review was conducted in the Fall of 1998.

THE PEER REVIEW TEAM SUGGESTS THAT THE FINANCIAL AID AND ELIGIBILITY SECTIONS OF THE CURRENT DRAFT OF THE ATHLETICS COMPLIANCE POLICIES AND PROCEDURES MANUAL BE REVIEWED BY THE INDIVIDUALS EXTERNAL TO ATHLETICS WHO HAVE COMPLIANCE RESPONSIBILITIES IN SPECIFIC AREAS.

University Action:

Governance and Commitment to Rules Compliance

Currently Enrollment Services, which comprises the financial Aid, registrar and bursar functions of the university, reviews all athletics-related financial aid policy and procedures as well as any legislative changes from the NCAA. The University has a Compliance Policies and Procedures Manual distributed to all individuals responsible for compliance and oversight. The latest complete compliance policies and procedures manual was designed, compiled, produced, and distributed by the URI Compliance Coordinator for the academic years 2001-2003. This manual is updated annually to include revised regulatory changes approved for inclusion in the NCAA Manual.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION APPOINT THE RULES COMPLIANCE EVALUATION COMMITTEE AND COMPLETE THE INITIAL EVALUATION WITHIN SIX MONTHS AFTER IT RECEIVES ITS FINAL CERTIFICATION DECISION.

University action:

President Robert L. Carothers appointed a rules-compliance evaluation committee made up of the Associate Director of Enrollment Services/Registrar, the Assistant Dean of Admissions, and the Associate Director of Enrollment Services/Financial Aid. The committee completed the evaluation in 1998.

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

The original plan from the 1997 is noted in UPPERCASE followed by institutional actions to address these items.

THE EXECUTIVE DIRECTOR OF THE RIRAA WILL ATTEND EACH BOOSTER CLUB'S ANNUAL SEASONAL ORGANIZATIONAL MEETING AND REVIEW NCAA RULES AND COMPLIANCE ISSUES.

University Action:

All booster club meetings and events are attended by the Rhode Island Ram Athletic Association's (hereinafter "RIRAA") Executive Director, the particular sport's Sport Administrator, the Deputy Director of Athletics, and/or the Director of Athletics.

THE EXECUTIVE DIRECTOR FOR RIRAA WILL REQUEST THAT A WRITTEN SUMMARY OF EACH BOOSTER CLUB'S ACTIVITIES BE GIVEN TO HIM AT THE END OF EACH FISCAL YEAR.

University Action:

The Executive Director of the RIRAA works in conjunction with the Athletics Business Office to generate income/expense reports for all booster fundraising events in addition to monthly reports on the status of each booster club account.

3) THE ATHLETIC ADVISORY BOARD SHOULD BE FORMALLY EXPANDED TO INCLUDE AT LEAST ONE REPRESENTATIVE FROM THE STUDENT-ATHLETE ADVISORY COMMITTEE, PREFERABLY THE CHAIRPERSON. THIS IS TO BE IMPLEMENTED BY SEPTEMBER 1997, AND THE UNIVERSITY MANUAL'S DESCRIPTION OF THE BOARD COMPOSITION SHOULD BE THEREAFTER AMENDED.

University Action:

In the Fall of 1997 the Athletic Advisory Board was expanded to include a member of the Student-Athlete Advisory Committee. The University Manual has been amended to reflect the change in the Board composition.

4) THE BUDGET OF THE COMPLIANCE OFFICE SHOULD BE FUNDED ENTIRELY THROUGH THE PRESIDENT'S BUDGET IN ORDER TO MINIMIZE THE PERCEPTION OF THE COMPLIANCE COORDINATOR APPEARING AS A STAFF MEMBER OF THE ATHLETICS DEPARTMENT. REALLOCATION OF FUNDING IS TO OCCUR AT THE BEGINNING OF THE NEXT FISCAL YEAR.

University Action:

Governance and Commitment to Rules Compliance

As of August 1997, the Compliance Office is funded directly through the Office of the President and appears as a line item in that budget.

- 3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.**

No additional plans/recommendations relating to Operating Principle 1.2 have been developed except those plans/recommendations that came about as a result of the rules compliance evaluation that is referred to in Operating Principle 1.3 Item #21.

- 4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation (s) for partial completion of such required actions.**

No interim report was issued related to the Operating Principle 1.2 (Institutional Control, Presidential Authority, and Shared Responsibilities).

- 5. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved (if any).**

The Rhode Island Board of Governors of Higher Education (hereinafter "RIBGHE") approved the construction of the Thomas M. Ryan Convocation Center and the Bradford R. Boss Ice Arena. In addition, the RIBGHE approved the athletic fee pursuant to Title IX which supports athletic activities.

- 6. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved.**

President Robert L. Carothers has been significantly involved and/or authorized the following:

1. The construction of the new Thomas M. Ryan Convocation Center, which is used for men's and women's basketball events, offices of athletics department administration, training and locker room facilities and various social and cultural events for the campus community and public.
2. The construction of the Bradford R. Boss Ice Arena, an ice rink used for recreational hockey, figure skating, club and professional hockey;
3. The placement of all athletic advising under the direct oversight of the Dean of University College, the University's advising arm for all students;
4. Restructuring of the administrative reporting lines for athletics administration to facilitate more effective day-to-day supervision and monitoring of athletics. The Director of Athletics now reports to the Vice President for Student Affairs and when appropriate has direct access to the President.
5. Hiring of a new director of athletics, men's head football coach, men's head basketball coach, and NCAA compliance coordinator;
6. Approved the Athletic Advisory Board's recommendation to the Faculty Senate to restrict athletic contests during reading days and final examinations;
7. Approved the hiring of an independent assessment team for the certification of compliance and for compliance rules investigation;

Governance and Commitment to Rules Compliance

8. Approved the engagement of an external consulting agency to perform evaluation of the compliance office, March 2003;
9. Approved two (2) FTE positions for athletics fundraising; and
10. Approved the new deputy director of athletics position.

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

The associate directors comprise the senior level administration in the Department of Athletics. Administrative decisions at this level are accountable to review and approval by the Deputy Director of Athletics. The Deputy Director of Athletics subsequently reports to the Director of Athletics, who has overall responsibility for administration of the Department of Athletics. The Director of Athletics reports to the Vice President of Student Affairs. The Vice President of Student Affairs subsequently reports to the President who serves as the Chief Executive Officer of the institution.

The Rhode Island Board of Governors for Higher Education (hereinafter "RIBGHE") is the ultimate authority for the state colleges and university. The RIBGHE has the authority to approve the budget for the institution, including tuition and fees as well as approval of and funding for major facilities construction projects. In addition, major policy and personnel hiring decisions are subject to the approval of the RIBGHE.

The Mission Statement (Approved: 08/06/1992; Amended: 06/15/1995, 09/25/1996, 06/28/2004) of the RIBGHE is as follows:

The mission of the Rhode Island Board of Governors for Higher Education is to provide an excellent, efficient, accessible, and affordable system of higher education designed to improve the overall educational attainment of Rhode Islanders and thereby enrich the intellectual, economic, social and cultural life of the state, its residents, and its communities.

To fulfill this mission, the Board of Governors monitors policies to strengthen the quality of the public institutions of higher education and produce a system of higher education that:

Offers the highest quality academic programs from the community college through the graduate and professional school levels;

Establishes high standards for student academic success and ensures that support services are in place to help students meet those standards and earn degrees;

Provides multiple points of entry into a higher education system free of discrimination for students of all ages and backgrounds;

Works to keep the price affordable and to make sufficient financial aid available to support students with financial need as they move toward achieving degrees;

Establishes a clear, distinct mission statement for each of the three institutions with the goal of minimizing duplication and maximizing efficiency;

Advances the cohesiveness and interdependency of the system;

Provides residents with life-long learning opportunities to update their skills and knowledge continuously as they cope with rapidly changing living and work environments;

Provides opportunities for cultural enrichment to add enjoyment to lives;

Supports research that creates new knowledge and promotes economic development;

Develops links with the state's system of pre-K-12 education to ensure an integrated system of higher education that prepares quality teachers and ensures that K-12 students are properly prepared to succeed at college-level work;

Fosters cooperation with the independent institutions of higher education; and

Governance and Commitment to Rules Compliance

Encourages cooperative ventures with other education and training sectors and with institutions of higher education around the world.

Members of the RIBGHE include:

Frank Caprio, Chairman
 Kenneth Aurecchia, Secretary
 Kenneth Carter, designee
 Miriam Coleman
 Jose Gonzalez
 Daniel Issa, designee
 Pierre LaPerriere
 Thomas Rockett
 Daniel Ryan
 Michael Ryan
 Michael Schuster
 Solomon A. Solomon
 Anne Szostak
 James DiPrete
 Paula Arruda
 Jack R. Warner, Commissioner of Higher Education

Oversight of the University's athletics programs was formerly the purview of the Athletics Sub-Committee. This committee visited the University annually to gain first-hand knowledge of all aspects of intercollegiate athletics. Since the initial self-study, this committee has been abolished. The RIBGHE has assumed overall responsibility for monitoring the Department of Athletics. Depending on the nature of issues under review by the RIBGHE, subcommittees such as Facilities and Finance may have the authority to review and make recommendations to the RIBGHE.

The University Manual outlines the process and procedures for internal monitoring of the Department of Athletics. (Last updated June 29, 2004)

5.14.10 - The Athletics Advisory Board shall serve as a policy review board for all athletic programs for men and women, including intercollegiate, club, intramural, and recreational sports and the management of facilities and equipment. The Board shall make its recommendations to the President. In performing its functions, the Athletics Advisory Board shall advise and review, on a continuing basis, all fiscal, educational and social policy affecting all athletic programs, make recommendations regarding level of competition, and the nature of intercollegiate schedules.

For the role of the Athletics Advisory Board on issues regarding championships and special tournaments during the final examination period see section 8.51.31. The Board shall also approve University athletic awards.

5.14.11 - The Board shall be comprised of nine voting members: four faculty members, one undergraduate student, one graduate student, two alumni; the President shall appoint one additional faculty member to serve as the ninth member and chairperson. The faculty membership shall be appointed in consultation with the Faculty Senate; the student membership shall be appointed in consultation with the Student Senate and the Graduate Student Association; the Alumni representatives shall be appointed in consultation with the Alumni Association. For each appointment made to the Board, each constituency shall nominate two persons.

The President shall make appointments from among these nominations. Terms of appointment for faculty, administrators and representatives of the Alumni Association shall be for three years, renewable once at the end of the first term. Terms of appointment for students shall be for one year, renewable at the end of the first term. The Director of Athletics, the Associate Director of Athletics for Women, and the Vice Provost for Academic Affairs shall be ex-officio non-voting members of the Athletics Advisory Board.

5.14.12 - The Chairperson of the Faculty Senate shall submit his/her recommendations for faculty membership not later than September 15 each year. No member of the Athletics Advisory Board shall be an active coach during the term of appointment.

5.14.13 - The faculty representatives on the Athletics Advisory Board shall report to the Faculty Senate at least once each year and whenever there is a major change in policy. They shall keep the Senate informed of policies in effect.

5.14.14 - The Alumni Association shall submit its recommendations for alumni membership not later than Alumni Day each year.

Governance and Commitment to Rules Compliance

5.14.15 - The President of the Student Senate and the President of the Graduate Student Association shall submit their recommendations for student membership no later than October 1st of each year.

5.14.16 - The Chairperson shall be responsible for preparing the agenda and calling the meetings. The senior alumni member shall be vice chairperson. The junior faculty member shall be secretary.

5.14.17 - The Athletics Advisory Board shall meet each month during the academic year. Special meetings shall be called by the chairperson, or in the absence of the chairperson, by the vice chairperson. All members shall be advised in advance of the date, time, place and agenda of the meeting.

8. Please provide the composition of the athletics board or committee, if one exists, including titles and positions.

Current Members of the Athletic Advisory Board (AAB):

John Boulmetis, Faculty

David Heskett, Faculty

Yngve Ramstad, Faculty, Chairman

Richard Rendine, Alumni member

Gerald McKinney, Alumni member

George Nippo, graduate Student Representative

Thomas McElroy, Athletic Director, ex-officio 07/04

Lauren Anderson, Associate Director, ex-officio

Judith Swift, Vice-Provost, ex-officio

Barbara Luebke, Faculty member

Tim Tyrell, Faculty member

Brian McGuire, Undergraduate Student

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

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

Evaluation

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

Governance and Commitment to Rules Compliance

Operating Principle

1.3 Rules Compliance

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.3 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION APPOINT THE RULES COMPLIANCE EVALUATION COMMITTEE AND COMPLETE THE INITIAL EVALUATION WITHIN SIX MONTHS AFTER IT RECEIVES ITS FINAL CERTIFICATION DECISION

University Action:

The University President appointed a rules-compliance evaluation committee made up of the Registrar, the Assistant Dean of Admissions, and the Director of Enrollment Services. The committee completed the evaluation in 1998. The most recent evaluation of the Compliance Office was conducted by the external team, Hall, Render, Killian, Heath, and Lyman.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.3 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

The original institutional plan from 1997 is noted in UPPERCASE followed by institutional actions to address these items.

THE BUDGET FOR THE COMPLIANCE OFFICE SHOULD BE FUNDED ENTIRELY THROUGH THE PRESIDENT'S BUDGET.

University Action:

Since 1997, the Compliance Office's budget has been funded entirely through the President's Office.

REPORTING OF ALLEGED OR SELF-DISCOVERED VIOLATIONS SHALL CONTINUE TO BE MADE BY THE COMPLIANCE COORDINATOR TO THE ATHLETIC DIRECTOR, THE APPROPRIATE ASSOCIATE DIRECTOR, THE NCAA FACULTY ATHLETIC REPRESENTATIVE, AND THE PRESIDENT.

University Action:

The Compliance Coordinator continues to follow the recommended reporting procedures for all alleged and self-discovered violations.

Governance and Commitment to Rules Compliance

BY SEPTEMBER 1998, THE PRESIDENT SHALL APPOINT A RULES-COMPLIANCE EVALUATION COMMITTEE, CONSISTING OF MEMBERS FROM OUTSIDE THE ATHLETICS DEPARTMENT, TO PERFORM AN EVALUATION OF THE COMPLIANCE OFFICE ON A BI-ANNUAL BASIS.

University Action:

The University President appointed a rules-compliance evaluation committee made up of the Registrar, the Assistant Dean of Admissions, and the Director of Enrollment Services. The committee completed the evaluation in 1998. The most recent evaluation of the Compliance Office was conducted by the external evaluation team, Hall, Render, Killian, Heath, and Lyman. (See Operating Principle 1.3 Items #18- 21).

Currently the President conducts an annual performance evaluation of the Compliance Coordinator.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.3 (Rules Compliance) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The following are additional actions taken by the institution relating to Operating Principle 1.3 (Rules Compliance) that were developed since the 1997 Certification.

University Action:

1. The University developed a more indepth Compliance Manual;
2. The University developed a Hazing Policy and sign-off form for student-athletes;
3. The University developed an Official Visit sign-off form for recruits, student hosts, and coaches;
4. The University developed a Transfer Procedure Form;
5. The University developed an Unofficial Visit monitoring form;
6. The University created a Camp, Clinic, and Promotional Activity form for student-athletes; and
7. The Compliance Office currently monitors the recruitment activity of all twenty-two (22) sports. All official visits must be reviewed and approved by the Compliance Coordinator. Incoming student-athletes' folders now contain their official visit approval sheet (if applicable), an NCAA Clearinghouse form, a scholarship letter (if applicable), and any other pertinent material.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.3 (Rules Compliance). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

No interim report was issued for Rules Compliance.

5. 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.

All URI athletic booster clubs and support groups fall under the umbrella of the Rhode Island Rams Athletic Association (hereinafter "RIRAA"). Any and all booster club fundraising events must receive prior approval by the RIRAA Executive Director, the Associate Director of Athletics for Business and Finance, and the Deputy Director of Athletics, and/or Director of Athletics. Any compliance issues relating to the event are brought to the attention of the Compliance Coordinator for immediate review.

Governance and Commitment to Rules Compliance

The Executive Director of RIRAA meets with the Compliance Coordinator on an annual basis (August/September) to discuss any rules interpretations or changes in NCAA legislation. Those regulations pertaining to each organization are then disseminated through the Executive Director.

All booster club meetings and events are attended by the RIRAA Executive Director, the particular sport's Sport Administrator, the Deputy Director of Athletics, and/or the Director of Athletics.

Any board member or a member of the association known to be or alleged to be in violation of NCAA rules shall be removed immediately by the President of the association and thereafter subject to reappointment by a two-thirds vote of the board of directors present at a scheduled meeting.

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

The Director of Enrollment Services is the responsible individual for rules-compliance concerning eligibility certification and financial aid.

The Associate Director of Enrollment Services, performs both eligibility certification and financial aid monitoring.

The reporting lines for compliance are: President, Vice-President of Student Affairs, The Athletic Advisory Board, and the Director of Athletics.

*The Compliance Coordinator reports directly to the President. The Athletic Advisory Board also reports to the President.

*The Faculty Advisor Representative, who serves as chairperson of the Athletic Advisory Board, provides an annual report to the Faculty Senate.

*The Director of Enrollment Services is responsible for eligibility certification as well as financial aid and reports to the Vice Provost for Academic Affairs.

*The Dean of Admissions reports to the Vice Provost for Academic Affairs.

*The Senior Associate Director and the Associate Directors of Athletics report to the Deputy Director of Athletics.

*Coaches report to the Senior Associate Director and Associate Directors of Athletics.

*The Associate Director of Athletics for Business and Finance reports directly to the Controller.

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

COMPLIANCE AUDIT- RULES REVIEW

The Director of Athletics believes that education of staff members, coaches and student-athletes regarding rules and regulations is vital to maintaining an athletics program that remains in compliance with NCAA, and the Atlantic 10 Conference rules and regulations. The Compliance Office conducts an annual Certification of Compliance meeting each August with all Department of Athletics staff members. All administrative staff members are required to attend the meeting for their specific areas. All compliance policies and procedures of the department are

Governance and Commitment to Rules Compliance

reviewed during this meeting. New rules and/or additional interpretations of existing rules are emphasized with special emphasis on updates on NCAA and Atlantic 10 Conference legislation.

Furthermore, the Compliance Office circulates rule interpretations to staff members and coaches throughout the year and holds educational sessions each academic year with head coaches and designated staff members from each sport. Interpretations are provided to each sport and staff member as appropriate, as a result of a specific question, published interpretations, etc.

Regarding student-athletes, the Compliance Office conducts compliance meetings with each athletic team prior to the start of its season. Each student-athlete receives a mandatory NCAA educational packet as well as a University of Rhode Island information sheet. Compliance meetings with athletic teams include question and answer sessions. Department of Athletics administrators and coaches do not attend these sessions. During all meetings it is strongly emphasized that the Compliance Coordinator reports directly to the President of the University. These question and answer sessions allow student-athletes to ask questions or discuss issues that they may feel uncomfortable addressing in the presence of Department of Athletics administrators or coaches.

The Compliance Coordinator also interacts with the Student-Athlete Advisory Committee (hereinafter "SAAC") chairman regarding legislative voting issues, rules interpretations, and general NCAA regulations.

8. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department.

All administrative and coaching staff contracts and job descriptions mandate strict adherence to NCAA rules and regulations. The Compliance Coordinator is involved in all Department of Athletics administrative staff meetings. It is during these meetings that compliance issues are discussed and information is shared with all department heads. Additionally, the Compliance Coordinator conducts regularly scheduled compliance issues training sessions.

9. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities.

Each person responsible for rules compliance issues has those duties specifically stated in their official job description. The Compliance Coordinator works closely with the Director of Enrollment Services and the Associate Directors concerning all eligibility certification and financial aid monitoring. A representative from Enrollment Services attends the annual NCAA educational session. In addition, the Compliance Coordinator and the Enrollment Services representative review the current certification process for eligibility. Enrollment Services in conjunction with the Compliance Office educate the individuals responsible for certification in each degree granting college.

10. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of initial-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]

The POLICIES and STEP-BY-STEP PROCEDURES that include assignment of specific responsibilities pertaining to rules compliance in the area of initial-eligibility are as follows:

- 1) The initial-eligibility process begins when the individual athletic teams submit an institutional Clearinghouse request form with all prospective student-athletes to the Compliance Office;
- 2) The Compliance Office inputs that information to the NCAA Clearinghouse for review. The coach then submits the name and identification number of the prospect on an Institutional Athletic eligibility form to be reviewed by the Enrollment Services designee;
- 3) An Enrollment Services designee in turn reviews the NCAA Clearinghouse database for the status code for the prospective student-athlete in question. The designee then posts the current status of each individual in the institution's database;
- 4) The Compliance Office produces bi-weekly Clearinghouse reports for each athletic program. In addition to the reports, the Compliance Coordinator also conducts educational sessions with the coaches regarding the Clearinghouse codes. The sessions also address any additional actions that need to be taken by prospective student-athletes regarding their certification from the Clearinghouse; and

Governance and Commitment to Rules Compliance

5) After final status has been determined, Enrollment Services then indicates, via paper copy and through the institution's database, the final status for those specified individuals. This information is then relayed to the appropriate coach through the Compliance Office.

POLICY:

Admission to the University is competitive and applications are reviewed as soon as complete credentials are submitted. Primary emphasis in the application review process is placed on the secondary school record, the quality of courses selected, and the grades earned. The results on standardized tests (SAT and ACT) are viewed as supplemental information. All freshmen candidates are required to present a minimum of 18 credits of college preparatory work as follows: 4 units in English, 3 in algebra and plane geometry, 2 in a physical or natural science, 2 in history or social science, 2 in foreign language and additional units that meet specific college requirements. Students majoring in business, chemistry, computer science, engineering and physics must complete 4 units of mathematics (trigonometry). Engineering students should select chemistry and physics as well. All students are encouraged to select their additional units from the arts, humanities, foreign languages, mathematics, social sciences, or laboratory sciences. Candidates who have been out of secondary school three years or less are required to submit an SAT or ACT. Non-native English speaking students and international students are required to submit the TOEFL or ELPT. Any applicant, whose secondary school language of instruction was other than English, must submit an official TOEFL score of 550 or above (213 or above in the computerized version) or an ELPT score of 965 or above.

Transfer students who have taken courses or have been enrolled at another college, regardless of how brief the stay, must have been in good standing at the time they left and eligible to return. Preference for admission is given to students with 24 or more transferable credits and a minimum quality point average of 2.5 on a 4.0 scale. Transfer admission is assured for applicants from the Community College of Rhode Island with an Associate of Arts degree and a QPA of 2.4 or higher. Transfer to the College of Business Administration requires successful completion of specific prerequisite courses as listed in the University Catalog. The Dean of Admissions may exercise discretion in the admission of Special Admission students if the Dean is convinced that the student has a reasonable chance to successfully complete an academic degree with the availability of academic support services.

Applications from student-athletes are identified by sport through lists of recruits submitted by coaches and by specific sport labels attached to applications. The Dean of Admissions (mens' basketball) and the Assistant Dean of Admissions (all other sports) evaluate all student-athletes. Admission requirements for student-athletes are the same as for all other applicants to the University. Starting in December, bi-weekly meetings are held by the Associate Director of Athletics and the Assistant Dean of Admissions to review the applications of prospective student-athletes. A status report is generated at this meeting informing the coaches of the admissibility of the prospective student-athletes whose applications have been reviewed. This report also informs the coaches if required material is missing from the applicant's file. The Associate Director of Athletics shares the report with the coaches prior to the next meeting with the Assistant Dean of Admissions. At the next meeting of the Associate Director and the Assistant Dean, student-athletes may be accepted, placed on hold to await further information, or denied admission because of academic profile. Athletic department access to the Dean or Assistant Dean of Admissions is restricted to the coaches of major sports as designated by the Director of Athletics. All other sports are represented by the Associate Director of Athletics.

If an applicant is evaluated by the Dean or Assistant Dean of Admissions as an academic risk, the head coach may appeal to the Director of Athletics for support. If the Director of Athletics chooses to support the candidacy, he or she may request a meeting with the Dean of Admissions. As with any admission decision, the President and/or Provost and Vice President for Academic Affairs may set aside the Dean's decision.

- 11.** Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of continuing-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]

The POLICIES and STEP-BY-STEP PROCEDURES that include assignment of specific responsibilities pertaining to rules compliance in the area of continuing-eligibility certification are as follows:

All returning and transfer student-athletes must meet NCAA and University academic requirements in order to practice and compete for the University of Rhode Island.

- 1) At the end of each academic year, the Compliance Coordinator and Enrollment Services requests an update of each athletics team roster.

Governance and Commitment to Rules Compliance

- 2) The Compliance Office updates the Master Eligibility Lists and forwards those lists to Enrollment Services.
- 3) Both the relevant Dean's office and Enrollment Services evaluates each student-athlete's academic status at the end of the Spring Semester.
- 4) The Compliance Coordinator then distributes the Enrollment Services eligibility forms to each head coach for review. Any discrepancy is brought to the attention of the Compliance Coordinator through electronic or hard copy correspondence for re-evaluation.
- 5) If the original evaluation is incorrect, then the Compliance Office notifies Enrollment Services of a possible oversight and also notifies the Dean's office that they are to review the discrepancy.

POLICY:

In association with past procedures and regulations as outlined in the NCAA Manual the athletic teams notify the Compliance Coordinator, through an athletic eligibility form, of those individuals who will no longer be associated with a particular teams. The remaining student-athletes are then reviewed by the Office of Enrollment Services as to the individual student-athlete's associated college. Enrollment Services then e-mails the appropriate dean of each college a list of regulations as to which student-athlete(s) must be reviewed for certification towards continuing eligibility. It should be noted that the use of e-mail certification/notification is a new procedure that has been implemented to work in conjunction with the University's new computer data management system. All certification must adhere to the rules and regulations of the NCAA Manual (bylaw 14 et al.) as well as the University's standards. Each record is reviewed for declaration of major (subsequent to the student's fourth semester).

Following the notification process which includes matriculation status, quantitative assessment of accumulated credits, percentage earned during normal academic year, cumulative grade point average, minimum six credits passed from previous semester, five-year rule, minimum 12 credits enrolled, etc., each dean is provided both standards of certification for those entering full-time enrollment prior to and after August 1, 2003 (effective date for new NCAA academic standards).

After review the deans forward their assessment to Enrollment Services for notification to the Compliance Coordinator and subsequently to each athletic team and athletic administrator. If there is a question regarding the status of a student-athlete, coaches will notify the Compliance Office. After review from the Compliance Coordinator, the coordinator will notify Enrollment Services of a request for review and they in turn will request another review by the appropriate dean. Ultimately, the Director of Enrollment Services has the final authority to certify any and all student-athletes for continuing eligibility.

- 12. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of transfer-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]**

The POLICIES and STEP-BY-STEP PROCEDURES that include assignment of responsibilities pertaining to rules compliance in the area of transfer-eligibility certification are as follows:

All transfer student-athletes must meet NCAA and University academic requirements in order to practice and compete for the University of Rhode Island.

NOTE: If the student transfers to the University from a Division III member institution and meets all NCAA and University academic requirements, he or she may be eligible to compete but shall not receive athletic-related financial aid during the first academic year in residence.

- 1) The coach notifies the Compliance Office of the prospective student-athlete's intent to transfer from another institution.
- 2) If a transfer release form has not been received by the University, the Compliance Office requests submission of the form from the prospective student-athlete's current institution.
- 3) When the transfer release form has been received, the Compliance Office gives a photocopy to the coach, which allows the coach to have communication with the prospective student-athlete.
- 4) When and if the prospective student-athlete submits an application for admission to the University, the coach submits to the Compliance Office an "athletic eligibility form" and the transfer release form.

Governance and Commitment to Rules Compliance

5) The coach informs the Sport Administrator (Associate Director of Athletics) that an application has been submitted, who subsequently will inform the Assistant Dean of Admissions of the prospective student-athlete's pending application.

6) The Compliance Office submits the athletic eligibility form and the transfer release forms to the Office of Enrollment Services to verify the prospective student-athlete's eligibility and status of his/her application.

7) The Office of Enrollment Services records the eligibility of the prospective student-athlete in the University's database and communicates the prospective student-athlete's eligibility status via e-mail and/or hardcopy to the Compliance Office.

8) The Compliance Office notifies the coach of the prospective student-athlete's eligibility status.

POLICY:

Transfer students who have taken courses or have been enrolled at another college, regardless of how brief the stay, must have been in good standing at the time they left and eligible to return. Preference for admission is given to students with 24 or more transferable credits and a minimum quality point average of 2.5 on a 4.0 scale. Transfer admission is assured for applicants from the Community College of Rhode Island with an Associate of Arts degree and a QPA of 2.4 or higher. Transfer to the College of Business Administration requires successful completion of specific prerequisite courses as listed in the University Catalog. The Dean of Admissions may exercise discretion in the admission of Special Admission students if the Dean is convinced that the student has a reasonable chance to successfully complete an academic degree with the availability of academic support services.

Applications from student-athletes are identified by sport through lists of recruits submitted by coaches and by specific sport labels attached to applications. The Dean of Admissions (men's' basketball) and the Assistant Dean of Admissions (all other sports) evaluate all student-athletes. Admission requirements for student-athletes are the same as for all other applicants to the University. Starting in December, bi-weekly meetings are held by the Associate Director of Athletics and the Assistant Dean of Admissions to review the applications of prospective student-athletes. A status report is generated at this meeting informing the coaches of the admissibility of the prospective student-athletes whose applications have been reviewed. This report also informs the coaches if required material is missing from the applicant's file. The Associate Director of Athletics shares the report with the coaches prior to the next meeting with the Assistant Dean of Admissions. At the next meeting of the Associate Director and the Assistant Dean, student-athletes may be accepted, placed on hold to await further information, or denied admission because of academic profile. Athletic department access to the Dean or Assistant Dean of Admissions is restricted to the coaches of major sports as designated by the Director of Athletics. All other sports are represented by the Associate Director of Athletics.

If an applicant is evaluated by the Dean or Assistant Dean of Admissions as an academic risk, the head coach may appeal to the Director of Athletics for support. If the Director of Athletics chooses to support the candidacy, he or she may request a meeting with the Dean of Admissions. As with any admission decision, the President and/or Provost and Vice President for Academic Affairs may set aside the Dean's decision.

13. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of investigation and self-reporting of rules violations.

The POLICIES and STEP-BY-STEP PROCEDURES and assignment of specific responsibilities pertaining to rules compliance in the area of investigation and self reporting of rules violations are as follows:

In response to a report of a potential violation, the Compliance Coordinator and/or the Director of Athletics / Associate Director of Athletics will determine the following information:

- (1) The nature of the incident or violation;
- (2) Names of coaches, staff members, student-athletes, prospective student-athletes, alumni or representatives of athletics - as well as identification of their individual interest - who are involved in the incident;
- (3) Date(s) and place(s) when and where the violations are thought to have taken place;
- (4) Sources of information including names and addresses of the individuals involved; and
- (5) Any available supporting evidence and possible "leads" to other evidence.

Governance and Commitment to Rules Compliance

The standard of evidence that will be applied follow NCAA guidelines: "credible, persuasive and of a kind on which reasonably prudent persons rely on in the conduct of serious affairs."

The Compliance Coordinator is responsible for interviewing all individuals who were involved or who may have knowledge of the potential violation, and requesting and reviewing relevant documents and applicable legislation. If the Director of Athletics or Associate Director of Athletics determines that extenuating circumstances exist, such as a potential conflict of interest, then an alternative investigating officer(s) may be selected to perform the above stated duties. Regardless of the individual(s) assigned with responsibility to conduct the investigation, the investigator is required to document, in writing, the investigation process, all evidence reviewed, and any conclusions and/or recommendations resulting from the review of the evidence.

In the case of a secondary violation (one that appears to be isolated, inadvertent and resulting in no significant competitive or recruiting advantage), the Compliance Coordinator conducts the investigation, secures the necessary information from all appropriate personnel, and reports the progress of the investigation to the President. When the violation involves an issue of eligibility, the student-athlete(s) in question will be declared ineligible until further notification from the NCAA. In all cases, a self-report letter including all relevant information is sent to the NCAA through the Atlantic 10 Conference Office.

Both the Compliance Coordinator and the Director of Athletics notify the University President. If a violation has occurred, meaningful, corrective, and punitive measures are taken against those individuals involved. Finally, an evaluation of the existing rules education program relating to the particular violation is conducted and, if necessary, appropriate changes are made.

In the event of a potential "major" violation or in cases where secondary violations appear to be part of a pattern of violations or involve the failure of a monitoring system, the Compliance Coordinator immediately informs the Director of Athletics to develop a plan for investigating the potential violations. The President of the University is informed of the potential violation and the Compliance Coordinator initiates the investigation. If necessary, the core of the investigation is conducted only by individuals who are not employed by the Department of Athletics. If a violation is determined to have occurred, the external investigators and legal counsel inform the Compliance Coordinator and the President.

Accordingly, the Compliance Coordinator promptly notifies the Director of Athletics of the violation. The Compliance Coordinator, operating with the advice and consent of the President, determines the appropriate corrective and disciplinary actions to be taken. The Compliance Coordinator and the President consult with the Atlantic 10 Conference Office in determining the appropriate and disciplinary corrective action. The Compliance Coordinator prepares a written report, endorsed by the Director of Athletics and Faculty Athletics Representative for submission to the appropriate athletics governing body (Atlantic 10 Conference).

Secondary or major infractions that involve the eligibility of student-athletes will be handled as follows:

- 1) The student-athlete will be informed of the nature of the inquiry and of its potential effect on his or her eligibility.
- 2) The student-athlete will be given the opportunity to comment on the potential violation.

If the facts are not in dispute, the University provides an opportunity for a "hearing" for the involved parties. The University notifies the parties of the time, date, and location of such hearing. The involved parties receive notice of the charges, including the right to refute or confirm the evidence, the opportunity to hear the evidence presented against him/her, the opportunity to have an advisor and/or counsel present, and the right to receive a tape recording of the proceedings.

Due to the institution's obligation to withhold ineligible student-athletes from competition, the University may have to withhold a student-athlete from competition prior to receiving a final disposition based on the hearing. Under circumstances where a student-athlete's participation in practice or receipt of athletic financial aid would result in an institutional violation, the University may also have to withhold a student-athlete from practice or from receiving athletic financial aid, pending a final determination of the case.

In responding to reported rules and/or violations that involve a Department of Athletics staff member or student-athlete, the University reviews such factors as whether or not the violation was intentional, whether an advantage was gained (i.e., recruiting, competitive or for the student-athlete involved), whether a student-athlete's eligibility was affected, and whether violations were of a recurring nature.

The NCAA must approve the action taken or recommend other specific corrective actions. Strict confidentiality is maintained throughout the violation reporting and investigation process.

Governance and Commitment to Rules Compliance

14. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of financial aid.

The POLICIES and STEP-BY-STEP PROCEDURES that include assignment of specific responsibilities pertaining to rules compliance in the area of financial aid are as follows:

The rules for financial aid disbursement are in the NCAA Manual and may be updated on a yearly basis following the NCAA convention. The Associate Director of Enrollment Services/Financial Aid, is the neutral party who certifies that students meet eligibility requirements and also assigns financial aid. The Director of Enrollment Services is also responsible for this work.

The Compliance Coordinator reports to the President as the outside-athletics party who oversees the application of NCAA policy. Alleged violations of compliance are handled by the Compliance Coordinator. The Director of Enrollment Services may assist the Compliance Coordinator's investigation by responding to questions about financial aid and eligibility certification. The Director of Enrollment Services is also involved when students appeal the termination of their athletic scholarships.

POLICY: REGARDING INDIVIDUAL FINANCIAL AID LIMITS FOR STUDENT- ATHLETES

Financial aid should not exceed the cost of education. The cost of education includes tuition (out-of-state or in-state), fees, room, board, and books. When students live off-campus, they are given room and board equivalents at the lowest room rate and meal plan (\$2,128 and \$1,631 respectively). The financial aid assigned to the final term bill is compared and adjustments are made. The student receives a notification of change to his/her financial award.

Personal expenses and transportation are factored into financial aid awards for non-athletes, but not for student-athletes. Student-athletes are responsible for their own personal expenses and transportation. If the student-athlete is among the "most needy" s/he will receive a Pell award. The Pell Grants are a federal entitlement of \$4,500. If the student is eligible for this award, it is never affected by the disbursement of other aid or awards.

There are two special funds that the NCAA permits students to access. The Compliance Coordinator administers the Special Assistance Fund which has special criteria. The application, which is evaluated by the Compliance Coordinator and the Director of Enrollment Services, certifies that the student has eligibility to participate in the fund. The money is then disbursed by the Compliance Coordinator. This fund is used for special needs such as eyeglasses.

The Special Opportunity Fund is administered by the Associate Director of Athletics for Business and Finance and is new as of this academic year. The following criteria pertain to this award:

Any money a student receives through the University from any source goes through Financial Aid and is recorded as part of the financial aid award. This includes the two funds mentioned above, monetary awards given by academic departments (e.g., English prize), and URI Foundation funds. The award of funds or prizes may affect the total aid package depending on when the award is made in relation to disbursement of funds. As noted above, the Pell Grant, however, is never affected by other awards.

The Director of Enrollment Services initiates certification and aid as soon as he receives team rosters from the Director of Athletics. The Associate Directors of Athletics submit a Grant-in-Aid Agreement for each student to the Director of Enrollment Services. The student, coach and Associate Director sign off on this agreement. The Director of Enrollment Services must certify that student-athletes are full time (minimum of 12 credits) and are making satisfactory progress towards a degree (as defined by the NCAA). The college deans also certify that the student has received passing grades for at least 25% of the minimum number of credits required. However, this minimum is not applied for the first year.

POLICY: REGARDING TEAM LIMITS FOR FINANCIAL AID

The team limit is the maximum number of scholarships that can be offered by a particular sport. The NCAA sets limits for the sport and the Compliance Coordinator ensures that these limits are not exceeded.

15. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of recruiting.

All coaches are subject to NCAA and University regulations regarding recruiting and in-state and out-of-state travel.

The POLICIES and STEP-BY-STEP PROCEDURES that include assignment of specific responsibilities pertaining to rules compliance in the area of recruiting are as follows:

Governance and Commitment to Rules Compliance

1. The coach identifies a prospective student-athlete.
 2. The coach then determines if the prospective student-athlete is recruitable as defined by the NCAA.
 3. If the prospective student-athlete is recruitable the coach may initiate contact via telephone, electronic transmission, U.S. mail or through other means of communication.
 4. If the coach deems that the individual is a good prospect, then the coach may offer the prospective student-athlete an official visit.
 5. Prior to an official visit, the coach must submit to the Compliance Office an "Official Visit Pre-Approval" form. This form confirms that the prospective student-athlete has been sent:
 - a) an NCAA Drug Testing Information Letter and
 - b) a Graduation-Rates Report
- Additionally, the coach must provide copies of the prospective student-athlete's:
- a) High School Transcript
 - b) Standardized Test Scores
6. Prior to a coach leaving the institution to observe or communicate with a prospective student-athlete, the coach must pass the NCAA coaches certification exam.
 7. Prior to recruiting off-campus, coaches must submit a Travel Authorization Request (TAR) form with each sport administrator for funding approval.
 8. The TAR must be approved by the Compliance Coordinator to that the coach is certified and that the recruiting trip will take place during the permissible time period allowed by the NCAA for that particular sport.
 9. After the visit any reimbursement for expenses are submitted to the Department of Athletics' Business Office for review.
 10. Any questionable expenditures are brought to the attention of the Associate Director of Athletics for Business and Finances. The Associate Director then notifies the Compliance Coordinator for review.
 11. If a violation has occurred then the University Compliance procedures (derived from the University Compliance Manual) are followed.

2-4 YEAR COLLEGIATE TRANSFER:

If a student-athlete from another four-year institution (or someone in their first year of junior college) contacts a coaching staff member regarding transfer possibilities to the University of Rhode Island, the following steps need to be performed:

1. The coach is to inform the student that the coach may not communicate with the student until the University receives a transfer release from the student's current institution.
2. The coach then submits to the Compliance Office the student-athlete's name and social security number (if available). A Transfer Release Request will be forwarded to his or her current institution.
3. The coaches are instructed to NOT CONTACT the transfer student until they have received official written "permission to speak" from the Compliance Office.
4. The Compliance Office will send a "Transfer In" form to the former institution for verification of continuing eligibility. The student-athlete must be in good academic standing, as determined by the former institution to be eligible for immediate competition.

POLICY:

Prior to recruiting off-campus, all head and assistant coaches must take and pass the NCAA recruiting exam. Study sessions are scheduled on an individual basis. All recruiting regulations are included in the University Compliance Manual which is distributed to all coaching staff. Also all head coaches receive the Recruiting Guide booklets published by the NCAA for reference while recruiting off-campus. Any information that becomes available subsequent to the publishing of the Compliance Manual is distributed through electronic communication as well as hard copy memoranda. Recruiting material is distributed and discussed at annual staff meetings.

All coaches are required to submit a recruiting log on a monthly basis. The logs consist of phone calls, contacts,

Governance and Commitment to Rules Compliance

evaluation dates, and must disclose the number of times the student was contacted or evaluated. Coaches are also required to submit a monthly log on individuals who made unofficial visits to their offices.

16. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of camps and clinics.

The POLICIES and STEP-BY-STEP PROCEDURES that include assignment of specific responsibilities pertaining to rules compliance in the area of camps and clinics are as follows:

All sport camps and clinics must be registered with the Compliance Office prior to any advertising or promotion of the camp. The steps listed below must be followed:

1. Camp or clinic director must submit the Camp or Clinic Description Form to the Compliance Office with any necessary attachments.
2. The camp director must also submit a copy of the camp brochure or flyer before printing or sending the brochure/ flyer to potential campers.
3. If compensation will be given to staff employees, the Sports Camp/Clinic Compensation Forms must be submitted prior to the start of the camp.
4. All student-athletes must receive prior written approval from the Director of Athletics in order to be employed by the camp or clinic.
5. Subsequent to the camp or clinic, the following forms must be submitted to the Compliance Office:

Sports Camp/Clinic Payment Ledger

Sports Camp/Clinic Refund List

Individual Discount Form

Group Discount Form

All high school and 2-year college coaches' clinics must also be approved by the Compliance Office prior to any advertising or promotion of the clinic.

17. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in other areas (if applicable).

Not applicable. Procedures are outlined in previous questions.

18. Indicate the dates of the institution's rules-compliance program evaluation conducted by an authority outside of athletics at least once every four years.

The University's rules-compliance program evaluation was conducted as recently as March 19 - 21, 2003.

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

The University's rules-compliance evaluation was conducted by the professional business corporation of Hall, Render, Killian, Heath, and Lyman. The institution preferred to hire an outside agency to complete the evaluation to ensure an unbiased review of the institution's rules-compliance. Hall, Render, Killian, Heath, and Lyman have conducted similar evaluations at other Division I institutions.

Governance and Commitment to Rules Compliance

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

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

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

The President approved the engagement of an external consulting agency to perform an evaluation of the Compliance Office in March 2003.

The Assessment Team made several recommendations (denoted in UPPERCASE) and the University took action on the following recommendations:

URI SHOULD ENSURE THAT ALL JOB DESCRIPTIONS, PERFORMANCE EVALUATION TOOLS AND CONTRACTS (LETTERS OF APPOINTMENT) INCLUDE ALL DUTIES AND RESPONSIBILITIES RELATED TO THE RULES-COMPLIANCE PROGRAM. THIS INCLUDES PERSONNEL INSIDE AND OUTSIDE OF THE ATHLETICS DEPARTMENT WITH RULES-COMPLIANCE RESPONSIBILITIES (E.G., FINANCIAL AID OFFICE, REGISTRAR'S OFFICE AND ADMISSIONS OFFICE).

Please refer to University Action immediately following this corrective action. (Please see below).

URI SHOULD REVIEW ALL CONTRACTS AND LETTERS OF APPOINTMENT TO ENSURE THAT ALL SUCH DOCUMENTS INCLUDE THE STIPULATION SET FORTH IN NCAA BYLAW 11.2.1 (CONTRACTUAL AGREEMENTS - STIPULATION THAT NCAA ENFORCEMENT PROVISIONS APPLY).

University Action:

Currently all job descriptions, performance evaluation tools, contracts, and letters of appointment include language that dictate adherence to NCAA rules and regulations. The Department of Athletics has initiated the process of editing the language of bylaw 11.2.1 to ensure compliance with NCAA regulations.

CONSIDERATION SHOULD BE GIVEN TO THE INCLUSION OF THE COMPLIANCE COORDINATOR IN SENIOR ATHLETIC DEPARTMENT ADMINISTRATIVE MEETINGS. THIS INCLUSION WILL ENABLE THE COMPLIANCE COORDINATOR TO CONTRIBUTE ON TOPICS THAT HAVE COMPLIANCE IMPLICATIONS, DIRECTLY OR INDIRECTLY. ADDITIONALLY, THE PRESENCE OF THIS POSITION IN SENIOR MANAGEMENT MEETINGS WILL REINFORCE CREDIBILITY TO THE IMPORTANCE OF RULES-COMPLIANCE TO THE REMAINDER OF THE STAFF.

University Action:

The Compliance Coordinator has been included in administrative staff meeting. However, the Compliance Coordinator has not attended these meetings in the past four months. The recommendation of this committee is that the new Director of Athletics review the appropriateness of this recommendation.

Governance and Commitment to Rules Compliance

COACHES' ANNUAL PERFORMANCE EVALUATIONS SHOULD INCLUDE COMPONENTS/DISCUSSION RELATED TO EACH INDIVIDUAL'S RESPONSIBILITY FOR MEETING RULES-COMPLIANCE EXPECTATIONS (E.G., TIMELY AND COMPLETE RECRUITING LOGS).

University Action:

The Associate Directors of Athletics perform annual evaluations with all head coaches. The Compliance Office has recently implemented the practice of supplying each Associate Director of Athletics with a copy of the tracking spreadsheet of all recruiting logs that are submitted by each sport.

AN ATHLETIC DEPARTMENTAL HANDBOOK SHOULD BE DEVELOPED THAT IDENTIFIES THE EXPECTATIONS, PROCEDURES AND POLICIES FOR COMPLIANCE IN ADDITION TO OTHER DEPARTMENTAL POLICIES AND PROCEDURES THAT REFLECT ACTUAL PRACTICES. THIS HANDBOOK SHOULD BE DISTRIBUTED TO ALL STAFF MEMBERS WITHIN ATHLETICS AND TO ALL INVOLVED OFFICES OUTSIDE ATHLETICS.

University Action:

The Department of Athletics is currently revising its departmental handbook. The Senior Woman Administrator has been given the responsibility of updating and revising the departmental handbook. The suggestions listed above are under consideration.

THE PHYSICAL ENVIRONMENT OF THE COMPLIANCE OFFICE DOES NOT PRESENT A PROFESSIONAL ATMOSPHERE; THEREFORE, IT SHOULD BE EVALUATED TO ENSURE IT IS CONDUCIVE TO A PROFESSIONAL ATMOSPHERE. ADDITIONALLY, THE PHYSICAL SPACE SHOULD PROVIDE ADEQUATE SPACE FOR MAINTAINING RECORDS.

University Action:

The Compliance Office has been expanded and renovated to present a more professional atmosphere. The location of the Compliance Office is ideally situated for easy access by coaches and administrators as well as student-athletes. Additional expansion should be considered to accommodate added personnel.

THE CURRENT PART-TIME ADMINISTRATIVE ASSISTANT FOR THE COMPLIANCE OFFICE PROVIDES QUALITY SUPPORT. HOWEVER, AN EVALUATION SHOULD BE CONDUCTED OF THE QUANTITY OF WORK THAT CAN BE ADEQUATELY ACCOMPLISHED DUE TO THE VOLUME OF WORK THAT IS REQUIRED OF THIS OFFICE. THIS POSITION IS RESPONSIBLE FOR COMMUNICATION AND PERSONAL INTERACTION WITH STAFF AND STUDENTS IN ADDITION TO MAINTAINING EASILY ACCESSIBLE FILES AND ACCURATE RECORDS.

University Action:

The administrative position is currently being upgraded to a full time equivalent.

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

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.

Governance and Commitment to Rules Compliance

- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.

Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the chief executive officer assigns overall responsibility for the athletics program? **Currently Yes**
2. Does the institution demonstrate that In critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**
3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**
4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**
5. Does the institution demonstrate that at least once every three years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

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

The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

THE ATHLETIC DEPARTMENT WILL HOLD A WORKSHOP EACH FALL TO DISCUSS THE CHANGES IN POLICY OR PROCEDURES REGARDING NCAA REGULATIONS, AS WELL AS APPROPRIATE PROCEDURES REGARDING THE ADMISSION PROCESS WITH REGARD TO ACCEPTANCE AT THE INSTITUTION. ALL COACHES, ACADEMIC DEANS INVOLVED WITH CERTIFICATION, AS WELL AS PROFESSIONAL STAFF (E.G., REGISTRAR, ASSOCIATE DEAN OF ADMISSION) SHOULD BE INCLUDED IN THESE WORKSHOPS.

The URI Department of Athletics conducts a mandatory all-staff meeting each August, which includes the Compliance Coordinator and the Assistant Dean of Admissions. The Compliance Coordinator conducts a workshop on changes in NCAA policy and regulations to the staff at this meeting as well as providing updates to the staff during regular monthly staff meetings. Enrollment Services (the academic unit at URI charged with maintaining and monitoring academic eligibility for student-athletes) and the Compliance Coordinator educate the academic deans and professional staff involved with certification about changes in policy or procedures regarding NCAA regulations through workshops and mailings.

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

The institution did not have any original plans for improvement/recommendations as they relate to Operating Principle 2.1

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

The University of Rhode Island has made a concerted effort to improve admissions standards, retention, graduation rates and time toward graduation for all students, which includes student-athletes. URI also reports to the Board of Governors for Higher Education on these data. The institution has made positive progress in all of the aforementioned areas.

Academic Integrity

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.1 (Academic Standards). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

The University of Rhode Island (hereinafter "URI") had no required "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards).

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

Admission to the University is competitive and applications are reviewed as soon as complete credentials are submitted. Primary emphasis in the application review process is placed on the secondary school record, the quality of courses selected and the grades earned. The results on standardized tests (SAT and ACT) are viewed as supplemental information. All Freshmen candidates are required to present a minimum of 18 credits of college preparatory work as follows: 4 units in English, 3 in algebra and plane geometry, 2 in a physical or natural science, 2 in history or social science, 2 in foreign language and additional units that meet specific college requirements. Students majoring in business, chemistry, computer science, engineering and physics must complete 4 units of mathematics (trigonometry). Engineering students should select chemistry and physics as well. All students are encouraged to select their additional units from the arts, humanities, foreign languages, mathematics, social sciences, or laboratory sciences. Candidates who have been out of secondary school three years or less are required to submit an SAT or ACT. Non-native English speaking students and international students are required to submit the TOEFL or ELPT. Any applicant, whose secondary school language of instruction was other than English, must submit an official TOEFL score of 550 or above (213 or above in the computerized version) or an ELPT score of 965 or above.

Transfer students who have taken courses or have been enrolled at another college, regardless of how brief the stay, must have been in good standing at the time they left and eligible to return. Preference for admission is given to students with 24 or more transferable credits and a minimum quality point average of 2.5 on a 4.0 scale. Transfer admission is assured for applicants from the Community College of Rhode Island with an Associate of Arts degree and a QPA of 2.4 or higher. Transfer to the College of Business Administration requires successful completion of specific prerequisite courses as listed in the University Catalog. The Dean of Admissions may exercise discretion in the admission of Special Admission students if the Dean is convinced that the student has a reasonable chance to successfully complete an academic degree with the availability of academic support services.

Applications from student athletes are identified by sport through lists of recruits submitted by coaches and by specific sport labels attached to applications. The Dean of Admissions (men's basketball) and the Assistant Dean of Admissions (all other sports) evaluate all student athletes. Admission requirements for student athletes are the same as for all other applicants to the University. Starting in December, bi-weekly meetings are held by the Associate Director of Athletics and the Assistant Dean of Admissions to review the applications of prospective student-athletes. A status report is generated at this meeting informing the coaches of the admissibility of the prospective student-athletes whose applications have been reviewed. This report also informs the coaches if required material is missing from the applicant's file. The Associate Director of Athletics shares the report with the coaches prior to the next meeting with the Assistant Dean of Admissions. At the next meeting of the Associate Director and the Assistant Dean, student-athletes may be accepted, placed on hold to await further information, or denied admission because of academic profile. Athletic Department access to the Dean or Assistant Dean of Admissions is restricted to the coaches of major sports as designated by the Director of Athletics. All other sports are represented by the Associate Director of Athletics.

Academic Integrity

If an applicant is evaluated by the Dean or Assistant Dean of Admissions as an academic risk, the head coach may appeal to the Director of Athletics for support. If the Director of Athletics chooses to support the candidacy, he or she may request a meeting with the Dean of Admissions. As with any admission decision, the President and/or Provost may set aside the Dean's decision.

6. Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts and the graduation-rates disclosure form methodology to compile these data.]

The average standardized test scores of entering student-athletes on athletic aid have improved over the last three years just as the average standardized test scores of non-athletes have improved at the University. The gap of scores between the student-athletes receiving aid and the non-athletes has narrowed despite the fact that the entering class has increased in number by almost 200 freshmen.

Please note that in regard to the Core GPA in "Men's Other Sports" the GPA's for three individual international-student-athletes (2 '01-'02 and 1 '02-'03) were not available. After conferring with the NCAA, the lowest corresponding GPA to Standardized Test Score ratio for initial eligibility was utilized.

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

Rhode Island residents who do not meet the University's normal admission requirements may apply for admission through the University's Special Program for Talent Development, a program instituted by the University in 1968 to increase opportunity for disadvantaged students to attend the University and to increase diversity among the student body. Staff from both the Talent Development Program and the Office of Admissions recruit students for the Talent Development Program. Applications are labeled "Talent Development" when they are received in the Admissions Office. All Talent Development applications are initially reviewed by Admissions and those candidates who meet regular admission criteria are offered regular admission. Candidates who have completed all secondary school unit requirements, and have submitted required standardized test scores, but do not meet regular admission criteria, are reviewed by Talent Development for selection to a pre-matriculation academic program.

Upon successful completion of the program, participants are offered admission to the University as Talent Development students. Applicants missing high school units and those not selected for either regular or Talent Development admission are advised to consider the Community College of Rhode Island. Community College of Rhode Island students who wish to transfer to the Talent Development Program must complete a minimum of 24 transferable credits and earn a 2.0 GPA for consideration for admission. Ultimately, they apply through the Office of Admissions and are reviewed for completion of admission criteria. Talent Development additionally reviews them for inclusion in the program. No equivalent program exists for non-Rhode Island residents. However, academic support services are available for all University students.

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

The number of students in this group is two or less and therefore insignificant in accordance with FERPA guidelines.

Academic Integrity

- 9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility for transfer student-athletes. Identify by name and title the individual(s) with final authority for certifying initial eligibility.**

In association with past procedures and regulations as outlined in the NCAA Manual all initial transfer student-athletes must spend one academic year (excluding summers) in residency at the certifying institution prior to competing. The Department of Athletics, through the Compliance Coordinator, Paul Kassabian, must provide the office of Enrollment Services with transfer release forms for new transfers who are expecting to compete in the upcoming year. No student-athletes are eligible to compete until the transfer release form from the student-athlete's previous institution, has been completed with all the necessary information for waiver of the residency requirement (Bylaw 14.5 et al.) and eligibility cleared and processed by the Department of Enrollment Services.

Any issue regarding interpretation of eligibility is reviewed with the Compliance Coordinator in accordance with the NCAA Manual and/or through the NCAA's database or consultation with the Atlantic 10 Conference Compliance Associate or with the NCAA Membership Services conference representative. The University's Director of Enrollment Services, Horace J. Amaral, Jr. holds the final authority for certifying initial eligibility.

- 10. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility.**

In association with past procedures and regulations as outlined in the NCAA Manual, the athletic teams notify the Compliance Coordinator, through an athletic eligibility form, of those individuals who will no longer be associated with particular teams. The remaining student-athletes are then reviewed by the Office of Enrollment Services as to the individual student-athlete's associated college. Enrollment Services then provides (via e-mail) the appropriate dean of each college with a list of regulations by which to review the student-athlete for certification towards continuing eligibility. It should be noted that the use of e-mail certification/notification is a new procedure that has been implemented to work in conjunction with the University's new computer system. All certification must adhere to the rules and regulations of the NCAA Manual (bylaw 14 et al.) as well as the University's standards. Each record is reviewed for declaration of major (subsequent to the student's fourth semester).

After the notification process which includes matriculation status, quantitative assessment of accumulated credits, percentage earned during normal academic year, cumulative grade point average, minimum six credits passed from previous semester, five year rule, minimum 12 credits enrolled, etc., each dean is provided standards of certification for both those entering full-time enrollment prior to and after August 1, 2003 (effective date for new NCAA academic standards).

After review, the deans forward their assessment to Enrollment Services for notification to the Compliance Coordinator and subsequently to each athletic team and athletic administrator. If there is a question regarding the status, coaches will notify the Compliance Office. After review from the Compliance Coordinator, the coordinator will notify Enrollment Services requesting a review and they in turn will request another review by the appropriate dean. Ultimately, the Director of Enrollment Services has the final authority to certify any and all student-athletes for continuing eligibility.

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

Graduation rate data for URI were examined for the four most recent freshman cohort years for which data are available, i.e., 93-94, 94-95, 95-96, and 96-97. A four year average rather than a three year average was examined

Academic Integrity

since the data were already available and most of the sample sizes were too small to calculate meaningful averages given FERPA guidelines. The data were taken from the 2000, 2001, 2002, and 2003 NCAA Graduation Rate reports and federal reporting guidelines. These data are discussed below.

General Student Athlete Graduation Rates

The four-year average graduation rate for student-athletes compares favorably with that of URI's general student population with student-athletes graduating at 59 percent while general students do so at 57 percent.

Male and Female Student-Athlete Graduation Rates

Both male and female student-athletes at URI graduate at a similar rate or higher than do their counterparts in the general student population. The four-year average graduation rate for male student-athletes is similar to that of males in the general student body with a 51 percent graduation rate for male student-athletes and a 52 percent rate for males in the general student body. Female student-athletes graduate at a higher rate than do females in the general student population with 68 percent of the female student-athletes graduating in six years compared to 60 percent of the females in general student body.

Minority Student-Athlete Graduation Rates

Since only white and African-American student-athletes exceed FERPA reporting numbers at URI during the reporting period, this analysis will focus on those two sub-groups. White male student-athletes (50%, n = 70) graduate at a similar rate to white males in the general student body (54%), while white female student-athletes (75%, n = 80) graduate at a higher rate than do white females in the general student body (62%). African-American male student-athletes (48%, n = 31) graduate at a substantially higher rate than do African-American males in the general student population (28%, n = 147) and at a similar rate to white male student-athletes. African-American female student-athletes (33%, n = 15) graduate at a lower rate than do African-American females in the general student population (41%, n = 132) for this cohort.

The fact that African-American male student-athletes graduated at a higher rate than their counterparts in the general student population (and at similar rate to white male student-athletes) might be attributed to - among other factors - a strong academic support network as well as strong motivation to remain enrolled in college, participate in college athletics and make progress towards a degree.

There may be several factors explaining the lower graduation rate for African-American female student-athletes than for African-American females in the general student body. First, it should be noted that the number of scholarship African-American student-athletes in this cohort is quite small (specifically 15) and in small samples the behavior of a single student can greatly influence the findings. For instance, if one additional African-American female student-athlete had graduated in that cohort (e.g., six rather than five graduates), then the graduation rate would have been 40% - similar to that of African-American females in the general student body.

Additionally, one of the two teams examined (women's basketball) with high numbers of African-American student-athletes went through a change of head coach during their tenure and quite a few of the team members (both white and African-American) left the team during this period. Finally, it should be noted that the 10 female African-American student-athletes that failed to graduate departed URI in good academic standing, suggesting that their departure was not due to lack of academic capability, achievement or support services but for other reasons such as lack of social opportunities or dissatisfaction with their athletic participation.

Student Athlete Graduation Rates for Specific Teams

The four-year average graduation rate for football (55%, n < 20), men's basketball (50%, n = 5-10), and other sports (54%, n < 20) are similar to that for all male student-athletes (51%, n= 120) and for all male students in the general student body (53%); graduation rates are unavailable for baseball due to FERPA reporting guidelines. For football (the only sport with sub-group scholarship numbers higher than FERPA reporting guidelines) the graduation rates for whites (56%) and African-Americans (52%) were similar.

The four-year average graduation rate for women's cross country/track & field (58%, n = 16-20) is similar to that for women in the general student population (60%) and lower than that for female student-athletes (68%, n = 105), while the graduation rate for women's basketball (43%, n = 11-15) was lower than both comparable groups. African-American student-athletes in women's basketball (38%, n = 6-10) graduated at a lower rate than the white student-athletes (60%, n = 5), while a similar pattern can be inferred from the graduation rates for women's cross country/track & field despite the fact that only graduation rates for white student-athletes (69%, n = 11-15) are reported.

As noted above in the discussion of lower female African-American graduation rates, several factors are significant: the small sample sizes, the change of the head coach of women's basketball, and the the vast majority of the

Academic Integrity

athletes from the two teams in this cohort who failed to graduate departed URI in good academic standing. All these factors combine to suggest that issues other than the students' academic capabilities and the institution's academic support led to their departure.

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

The University Manual, which contains the academic rules and regulations for all faculty, staff and students, has specific sections relevant to student-athletes, e.g., eligibility, 9.12.10-13; off-campus playing restriction, 9.12.12; scheduling during final examinations, 8.51.30-31, 5.14.10, and responsibility for the academic advising program, 3.21.21. The University's catalog/bulletin, Department of Athletics' manual, student-athlete handbook and/or institutional handbook for students all reflect or expand upon the basic rules and regulations of the University Manual.

In essence, student-athletes must abide by the same academic standards and policies as the regular student body. The only real exception is the excused absence policy (8.51.12) which applies to all student groups with a policy for excused absences for University sanctioned events.

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

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

Evaluation

- 1.** Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**

Academic Integrity

2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**
3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**

Academic Integrity

Operating Principle

2.2 Academic Support

Self-Study Items

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

The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

THE 1997-1998 INSTITUTIONAL BUDGET WILL REFLECT A FULL FUNDING COMMITMENT OF AT-RISK ACADEMIC COUNSELORS, AND TUTORIAL SUPPORT AT THE SAME LEVEL AS 1995.

Three full-time academic advisors for student-athletes were included in the 1997-98 institutional budget with all three positions filled by January, 1998. At the time, two positions were funded by the Department of Athletics budget while the coordinator's position was funded by the University College budget. A fourth position for an academic advisor for student-athletes was added to the 2001-02 institutional budget (funded by the University College budget). The line item for all four academic advisors for student-athletes was consolidated in the University College budget starting with the 2003-04 (FY04) institutional budget. This led to a direct and primary reporting line from the Dean of University College to the Provost and Vice President for Academic Affairs for all academic advisors, both for student-athletes and all students.

The line item for tutorial support in the 1997-98 institutional budget was \$5000, the same level as the 1995 budget. This line item for tutorial support was supplemented by funds from various teams' booster clubs. In the 2003-04 institutional budget, the tutorial support line was increased to \$25,000 and moved to University College, again with a direct reporting line to the Provost and Vice President for Academic Affairs.

THE UNIVERSITY WILL REQUEST FROM EACH BOOSTER CLUB THAT A PORTION OF THEIR FUNDS BE EARMARKED FOR ACADEMIC SUPPORT SERVICES ANNUALLY.

Each booster club that participated in the Athletic Department study hall contributed funds towards supervising the study hall. Additionally, men's and women's basketball booster clubs regularly funded the tutorial support for those respective teams in the 1997-1998 through 2002-2003 fiscal years, while the football booster club funded tutorial support for the football team during the 2002-2003 fiscal year. Starting with the 2003-2004 fiscal year (as noted above in the response to the first institutional plan for academic support), tutorial support was significantly increased as a line item in the institutional budget in an effort to reduce the strain on the booster clubs and to ensure that academic support was ultimately under the aegis of the Provost and Vice President for Academic Affairs.

AT-RISK ACADEMIC COUNSELORS WILL CONTINUE TO HAVE A DUAL REPORTING RELATIONSHIP TO THE ASSOCIATE DIRECTOR OF ATHLETICS AND THE DEAN OF UNIVERSITY COLLEGE.

As shown in the Institution's organizational chart, the academic advisors for student-athletes report to both the Dean of University College (their direct report) who reports to the Provost and Vice President for Academic Affairs and have a less formal but no less important reporting relationship to the Senior Associate Director of Athletics.

THE ATHLETIC ACADEMIC REVIEW COMMITTEE WILL DEVELOP AN INSTRUMENT TO MEASURE STUDENT SATISFACTION WITH ACADEMIC SERVICES. THE DATA COLLECTED WILL BE SHARED WITH ACADEMIC PERSONNEL OUTSIDE THE ATHLETIC DEPARTMENT. SUGGESTIONS FOR IMPROVEMENT WILL BE CONSIDERED FOR IMPLEMENTATION DURING THE 1998-1999 YEAR.

Academic Integrity

Questions assessing student satisfaction with academic services were included in the end-of-season evaluations that student-athletes on each team complete annually, as well as in senior and transfer-student exit interviews. These questions have been regularly reviewed and updated, including a significant revision in Fall 2003. The information collected on the evaluations and in the exit interviews is reviewed by the associate athletic directors, with academic areas of concern brought to the attention of the Athletic Advisory Board, the Dean of University College, and the academic advisors. The data collected have been used to implement changes to academic services, with changes reported to the Athletic Advisory Board, which includes at least 5 faculty members.

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

The institutional plan from 1997 is denoted in all UPPERCASE and is followed by the institutional actions.

THE UNIVERSITY, THROUGH THE PRESIDENT AND THE ATHLETIC DEPARTMENT, WILL TRANSMIT UP-TO-DATE INFORMATION REGARDING THE ACADEMIC PERFORMANCE OF STUDENT ATHLETES TO THE ATHLETIC COMMITTEE OF THE RHODE ISLAND BOARD OF GOVERNORS FOR HIGHER EDUCATION AT THE COMPLETION OF EACH SEMESTER.

The Athletic Committee of the Rhode Island Board of Governors for Higher Education no longer exists; however, the President reports to the Board of Governors on many issues including the Department of Athletics' and student-athletes' academic progress.

The Senior Associate Director of Athletics compiles an end-of-term academic report on student-athletes each semester that includes term GPA, cumulative GPA, number of students on probation, and number of students on Dean's List for each team. This report is presented to the Athletic Advisory Board and the President.

THE ATHLETICS ADVISORY BOARD WILL PREPARE A PROPOSAL BY DECEMBER 1997 DELINEATING A PROCEDURE FOR ENSURING ATHLETIC ADVISORY BOARD OVERSIGHT OF THE ATHLETICS DEPARTMENT'S ACTIVITIES IN THE AREA OF ACADEMIC SUPPORT.

In a fall meeting in 1997, the Athletic Advisory Board (AAB) required the academic advisors for student-athletes to prepare and present an annual report for that body. Additionally, the academic advisors were invited to attend the AAB meetings in order to answer questions and participate in discussions relevant to student-athlete academic affairs. During the current academic year, the AAB has limited the attendance of academic advisors to those meetings where agenda items warrant their presence.

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

An additional academic advisor for student-athletes was hired with the support of booster club funds in 2000 and made a permanent position as part of the University's budget in 2001-2002. In addition, a computer lab for student-athlete use was opened in the athletic facilities in Fall 2001.

In the Fall of 2002, University College opened the Academic Enhancement Office in the athletic facilities and relocated three of the four academic advisors for student-athletes to this facility to better serve and monitor student-athlete academic progress. In the Fall of 2003, a campus-wide Academic Enhancement Center (AEC) was opened in University College to serve all students, including student-athletes. The academic advisors for student-athletes work closely with the AEC to provide tutorial support for student-athletes. The major benefit of the AEC for student-athletes is that it provides support in a setting which does not segregate student-athletes from the mainstream population.

Academic Integrity

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.2 (Academic Support). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

The University of Rhode Island (hereinafter "URI") had no required "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support).

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

The academic advisors for student-athletes report directly to the Dean of University College and Special Programs through the Associate Dean, as well as informally, but no less importantly to the Senior Associate Director of Athletics. There are four full-time academic advisors for student-athletes. Three of the advisors work primarily with at-risk student-athletes, while the fourth works primarily with unassigned student-athletes and coordinates communication with other academic units.

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

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

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

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

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

Four full-time academic advisors/learning specialists are available to meet with student-athletes. The athletic advising staff's role is to supplement the advising that all URI students receive from their assigned faculty advisors. It is not to replace this advising. One athletic advisor specifically works with the unassigned student-athletes. The other three athletic advisors work with academically at-risk student-athletes. Services offered include assisting student-athletes with course selection, selection of major, time management and the acquisition and improvement of study skills. URI does not offer priority registration for any population except for students diagnosed as learning disabled.

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

All student-athletes may utilize the services of academic advising programs for student-athletes.

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

Advising programs for student-athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students

Academic Integrity

to the Advising Programs for Student-Athletes offices. Student-athletes advising staff also teach URI 101 (Freshman Seminar: Transitions and Transformations) classes for student-athletes and introduce academic services through this venue.

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

The staff of advising programs for student-athletes reports to the Dean of University College (administrative unit through which all freshmen enter URI and remain until the transfer to a degree-granting college) and makes an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President, which is comprised of at least five faculty among its membership.

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

The staff of advising programs for student-athletes reports to the Dean of University College and makes an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as an annual presentation to the Faculty Senate.

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.

Tutoring is available both within and outside the Department of Athletics. URI's Academic Enhancement Center is open to all students. Tutors are available in a wide range of content areas. Services also include a writing center, and peer-to-peer as well as tutor-mentored study groups. The Department of Athletics offers developmental tutors within specific study halls such as men's and women's basketball and football. There are also content tutors (e.g., Math, Biological Sciences, and Spanish) available during study hall hours which any student athlete can attend for extra help on a first-come-first-served basis. Most of the Department of Athletics' tutors come from graduate programs and either hold assistantships or internships. Any tutor must have matriculated status as a student to be hired. The Department of Athletics pays the same rate that is determined by the University for any undergraduate or graduate student employee. Undergraduates are paid in the range of \$6.15 to \$8.60 per hour and graduate student pay ranges from \$14.74 to \$16.00 per hour. One of the learning specialists is in charge of both hiring and payroll for the tutor program. Many of the tutors hired for tutoring are teaching assistants so they are already trained in pedagogical methods. If not, tutors participate in training sessions focused on effective tutoring.

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

All student-athletes may utilize tutorial services from Advising Programs for Student Athletes. In addition, developmental and content tutors are assigned to study halls for football and men's and women's basketball. The content tutors may be utilized by any student-athlete, not just the student-athletes assigned to that study hall.

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

Advising Programs for Student Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce the range of academic services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student Athletes offices. Advising Programs for Student Athletes staff also teach URI 101 (freshman seminar) classes for student athletes and introduce services through this venue.

Academic Integrity

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

Advising Programs for Student Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as an annual presentation to the Faculty Senate.

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

Advising Programs for Student Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as an annual presentation to the Faculty Senate.

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

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

Four sections of URI 101 (freshman seminar) are focused on interests and concerns pertinent to student-athletes and are taught by Advising Programs for Student Athletes staff. Part of the curriculum focuses on study skills and time management. In addition, at-risk student-athletes identified and assigned for special advisement receive regular instruction in study skills and time management. Developmental tutors assigned to the various study halls also reinforce study skills and time management skills. Furthermore, University College's Academic Enhancement Center offers periodic study skills seminars to all URI students.

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

Student-athletes may sign up for the athletic interest URI 101 sections. At-risk students are selected for special advisement by Advising Programs for Student-Athletes upon the advice of the Office of Admissions and/or the recommendation of the coaching staff.

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

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student-Athletes offices. Advising Programs for Student-Athletes staff also teach URI 101 (freshman seminar) classes for student-athletes and introduce services through this venue.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as an annual presentation to the Faculty Senate.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

4. Freshman/transfer orientation. Availability, attendance requirements.

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

Academic Integrity

Student-athletes attend the regular orientation program offered by URI's University College. A one-hour informational session is available for student-athletes as part of the overall program.

International student-athletes as well as those who live in other regions of the country who are unable to attend the summer orientation are accommodated by Advising Programs for Student-Athletes.

As required by NCAA legislation, an orientation session for freshman football players is conducted by Advising Programs for Student-Athletes during the first week of preseason practice.

The URI Life Skills Team is currently planning a one-day orientation for new freshman student-athletes that will be scheduled the day before classes begin.

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

All URI students should attend the regular orientation program. In addition, student-athletes will be notified by mail about the new one-day orientation for student-athletes.

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

Mailings from URI's University College, contact from Advising Programs for Student-Athletes and coaching staff all serve as mechanisms to communicate matters of academic concern to student-athletes.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as an annual presentation to the Faculty Senate.

5. 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.

All URI freshman receive mid-semester grade reports (Satisfactory/ Unsatisfactory) during their first two semesters. In addition, Advising Programs for Student-Athletes sends out mid-semester academic reports (including both attendance and academic progress) to the instructors of academically at-risk student-athletes. These grade reports are returned to the Advising Programs for Student-Athletes which in turn makes them available to the coaching staff. Academic advisors use these two reports to identify any problems and develop a program with the student-athlete to address and deficiency.

In addition, head coaches may elect to work with Advising Programs for Student-Athletes to send out midsemester academic report requests to the instructors of all student-athletes on their teams. These grade reports are returned to the Advising Programs for Student-Athletes and then passed along to the coaching staff - again, the goal is to identify problems and implement plans for improvement on the part of the student-athlete.

While Advising Programs for Student Athletes does not systematically track classroom attendance for all student athletes, the office will work with coaching staffs to monitor attendance for at risk student athletes on a case-by-case basis.

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

Any student-athlete may use these services as outlined in response 5 (a) listed above.

Academic Integrity

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

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student-Athletes office. Advising Programs for Student-Athletes staff also teach URI 101 (freshman seminar) classes for student-athletes and introduce academic services through this venue.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as presenting an annual report to the Faculty Senate.

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

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

Advising Programs for Student-Athletes provides study halls for three specific teams: men's basketball, women's basketball and football.

Women's Basketball — The study hall is conducted in a reserved room in the University Library and is monitored by a developmental tutor. Student-athletes below a 3.0 GPA are required to attend as well as other student-athletes identified by the head coach.

Men's Basketball — study hall takes place in the Athletics Department Computer Lab and is monitored by a developmental tutor and a member of the coaching staff. Student-athletes below a 2.5 GPA are required to attend as well as all newcomers (freshman and transfer student-athletes) to the program.

Football — study hall is conducted in classrooms adjacent to the football offices and is monitored by a developmental tutor and a member of the coaching staff. Student-athletes below a 2.5 GPA are required to attend study hall as well as all newcomers (freshman and transfers student-athletes) to the program.

In addition, there is a general study hall for most other teams, although several teams (i.e., Baseball, Men's Track & Field) run their own at various times during the year and are supervised by the coaching staff. The general study hall is conducted in both the Athletic Department Computer Lab and a study room and is monitored by part-time employees.

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

Decisions regarding which students are assigned to study hall are made by Advising Programs for Student-Athletes and the student-athlete's head coach. Factors for inclusion in mandatory study hall include all freshman in their first semester, probation students, and other academically at-risk student-athletes.

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

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Coaches notify those student-athletes assigned to study hall that they will be required to attend.

Academic Integrity

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President as well as an annual presentation to the Faculty Senate.

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

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

Advising Programs for Student-Athletes works closely with URI's Office of Student Life/Disability Services to ensure that the needs of learning disabled (LD) students are met.

Typically, LD students are assigned to special advisement during their first two years at URI and will continue to receive support from academic advising staff as needed throughout their academic career. One of the Advising Programs for Student-Athletes learning specialists is the learning disabilities mentor for the Department of Athletics.

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

Student-athletes with certified learning disabilities are assigned to special advisement during their first year and remain on special advisement until the student-athlete is determined to be able to operate independently.

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

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student-Athletes office. Advising Programs for Student-Athletes staff also teach URI 101 (freshman seminar) classes for student athletes and introduce LD services through this venue.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President, as well as making an annual presentation to the Faculty Senate.

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

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

Academic Integrity

Student-athletes with suspected learning disabilities are referred for testing to either URI's Counseling Center or to an outside psychologist recommended by URI's Disability Services.

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

All student-athletes are eligible.

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

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student-Athletes office. Advising Programs for Student-Athletes staff also teach URI 101 (freshman seminar) classes for student-athletes and introduce LD services through this venue.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President, as well making an annual presentation to the Faculty Senate.

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

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

Student-athlete mentors serve as teaching assistants for athletic interest sections of URI 101/Freshman Seminar class.

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

Any student-athlete may sign up for athletic interest URI 101 sections.

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

Potential mentors are recruited by Advising Programs for Student-Athletes.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President, as well as making an annual presentation to the Faculty Senate.

Academic Integrity

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

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

Three full-time members of the Advising Programs for Student-Athletes staff and an undergraduate or graduate student intern work with academically at-risk student-athletes. The learning specialists meet with students on a weekly basis to monitor their academic progress; to act as liaison between and among the student, faculty, and coaches; and to provide weekly reports to coaches on their individual student-athlete's progress. Advising Programs for Student-Athletes staff also provide a summer school program where tutoring and supervised study halls are available. A summer school budget pays for many student-athletes to receive aid for summer school that is over and above their scholarship.

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

Student-athletes from any sport are eligible for special advisement. They are selected for special advisement as follows: (1) nomination from the Admissions Office; (2) coaching staff request; and (3) past academic performance. All members of the men's and women's basketball teams are placed on special advisement due to the nature and requirements of their sport.

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

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student-Athletes office. Advising Programs for Student-Athletes staff also teach URI 101 (freshman seminar) classes for student-athletes and introduce services through this venue.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President, as well as making an annual presentation to the Faculty Senate.

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

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

URI is committed to graduating student-athletes; therefore, student-athletes are provided with summer school aid to help them graduate in a timely manner. They may be given a fifth year of scholarship aid in order to complete their academic program. Academic support services are available to post-eligible student-athletes. Also student-athletes have earned assistantships within the athletic department which aids them in the completion of their degrees.

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

Athletes are considered for post-eligible support on a case-by-case basis.

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

Academic Integrity

Advising Programs for Student-Athletes staff meet with all student-athletes during team meetings at the beginning of each academic year to introduce services. Orientation meetings for all student-athletes are conducted during the University College Summer Orientation. In addition, coaches regularly refer students to the Advising Programs for Student Athletes office. Advising Programs for Student-Athletes staff also teach URI 101 (freshman seminar) classes for student-athletes and introduce services through this venue.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President.

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

Advising Programs for Student-Athletes staff report to the Dean of University College and make an annual presentation to the Athletics Advisory Board, a special committee appointed by the University President, as well as making an annual presentation to the Faculty Senate.

Evaluation

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

Academic Integrity

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

Academic Integrity

Operating Principle

2.3 Scheduling

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.3 (Scheduling). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

THE ATHLETICS DEPARTMENT WILL FORWARD A RECOMMENDATION TO THE ATHLETIC ADVISORY BOARD AND THE UNIVERSITY REGISTRAR TO ALLOW PRIORITY REGISTRATION FOR BASKETBALL PLAYERS DURING THE 1997-98 ACADEMIC YEAR.

In October 2001, the Athletic Advisory Board passed a motion to support priority registration for student-athletes and forwarded the recommendation to the Dean of University College. The Dean endorsed the recommendation and forwarded it to the Enrollment Management Advisory Committee in November of 2001. The recommendation was presented to the Faculty Senate at its January 2002 meeting and ultimately the Faculty Senate established a subcommittee to study the issue. The subcommittee met during Spring 2002, but elected not to endorse priority registration. Their decision was based on the principle of equal treatment for all students.

THE ATHLETICS DEPARTMENT WILL DEVELOP A STATEMENT OF PHILOSOPHY AND WRITTEN POLICY CONCERNING SCHEDULING AND ABSENCE FROM CLASS. THE POLICY WILL BE PRESENTED TO THE ATHLETIC ADVISORY COMMITTEE FOR REVIEW AND SUBMITTED TO THE PRESIDENT FOR APPROVAL BY DECEMBER 1997.

The current version of the Athletics Department statement of philosophy and written policy concerning scheduling and absence from class was approved by the Athletic Advisory Board and the President in December 1997 and reads as follows:

"In general, the Athletic Department's scheduling policy is to minimize conflict between academic responsibility and athletic commitment. Each head coach will meet with their respective Associate Athletic Director to review their competitive schedule and travel itineraries.

The University's policy regarding scheduling of athletic events during the final exam period is detailed in the University Manual (8.51.30 and 8.51.31).

University Manual 8.51.30 - Final Examinations and Athletic Events. Intercollegiate athletic contests at the University of Rhode Island shall not be scheduled so as to require travel or competition during either the final exam period, on designated reading days, or on Sunday of the intra-exam weekend. Games may be scheduled on Saturday of an intra-exam period weekend provided it is not a designated exam day and that all off-campus travel, if necessary, is limited to that day. Compulsory practice sessions shall not be scheduled on designated reading days, final exam days, or Sunday of the intra-exam period weekend.

University Manual 8.51.31 - No waiver shall be required for participation in conference-scheduled competitions, conference championships, and NCAA championships; however, the Athletics Advisory Board must be notified in advance on a timely basis when such participation, or associated off-campus travel, is scheduled to occur during the final exam period, on designated reading days, or on Sunday of the intra-exam period weekend. Issues regarding special tournaments and other major athletic competitions not controlled through University scheduling that occur, or require associated off-campus travel, during the final exam period, on designated reading days, or on Sunday of the intra-exam period weekend shall be forwarded to the Athletics Advisory Board for their

Academic Integrity

recommendation to waive the above policy and permit participation. The board's recommendation shall be forwarded to the University President for final 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 first-cycle certification process as they relate to Operating Principle 2.3 (Scheduling). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

The institutional plan from 1997 is denoted by UPPERCASE and followed by the institutional actions.

THE ATHLETIC DEPARTMENT WILL DEVELOP TWO (2) WRITTEN STATEMENTS OF PHILOSOPHY FOR INSTITUTIONAL ADOPTION TO BE RECOMMENDED TO THE ATHLETIC ADVISORY BOARD FOR APPROVAL BY THE PRESIDENT BY DECEMBER 1997. THE FIRST STATEMENT WILL OUTLINE THE SCHEDULING PHILOSOPHIES TO BE EMPLOYED AND THE TRAVEL PROCEDURES TO BE FOLLOWED IN ORDER TO MINIMIZE CLASS ABSENCES BY STUDENT ATHLETES. THE SECOND STATEMENT SHALL OUTLINE THE POSTURE TO BE TAKEN IN ENCOURAGING THE ATLANTIC 10 CONFERENCE TO IMPLEMENT SCHEDULES THAT WILL MINIMIZE CLASS ABSENCES BY PARTICIPANTS IN MEN'S AND WOMEN'S BASKETBALL.

The current version of the Athletics Department statement of philosophy and written policy concerning scheduling and absence from class was approved by the Athletic Advisory Board and the President in December 1997 and reads as follows:

"In general, the Athletic Department's scheduling policy is to minimize conflict between academic responsibility and athletic commitment. Each head coach will meet with their respective Associate Athletic Director to review their competitive schedule and travel itineraries.

The University's policy regarding scheduling of athletic events during the final exam period is detailed in the University Manual (8.51.30 and 8.51.31)."

This policy is implemented by following a set procedure: At the beginning of each semester, coaches will prepare a draft of their competition and travel schedule. The form is prepared, reviewed, and signed by the senior associate director of athletics. The departure and return times for each trip (home and away) are carefully reviewed to minimize missed class time.

At the spring conference meeting in 1998, the athletic director requested that the scheduling coordinator consider minimizing missed classes by looking at the academic calendars of competing schools. Although academic calendars varied widely from school to school, there was an effort to look at scheduling longer road trips (those prior to the start of classes in January 2001) over weekends. After the conference schedule is finalized, each school's athletic director has a one-week window to review the schedule and suggest changes.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.3 (Scheduling) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The change in the scheduling of athletic events as outlined in Operating Principle 2.3, Item 2 demonstrates the University's commitment to more considered control over the potential clash of scheduled athletic events and academic commitments. In 2001, a subcommittee of the Faculty Senate recommended a change to the University Manual that reduced exceptions to the prohibition of scheduling athletic contests during the final exam period. This was adopted by the Faculty Senate and approved by the President. In Fall of 2003, the Faculty Senate added language to this section of the University Manual which requires that the Faculty Senate be informed of any waivers to this policy recommended to the President by the Athletics Advisory Board. This mandate ensures oversight by the Faculty Senate in addition to the approval of the Athletics Advisory Board and the President.

Academic Integrity

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.3 (Scheduling). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

The University of Rhode Island (URI) had no required "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.3 (Academic Scheduling).

5. Describe the institution's written policies related to the scheduling of intercollegiate athletics competitions and practices and describe how they minimize interference with class time and examination periods.

Coaches develop the competitive schedule for their respective sports one to three years in advance of each season. Each sport schedule is reviewed with the coach by a senior administrator to discuss the following items: number of contests as it relates to NCAA regulations; strength of schedule; balance of home and away contests; days of the week and times of contests as it relates to impact on student-athletes' class time; team travel, spectator appeal, and the master calendar of events; and the budget impact.

The fall sport schedules for the coming year are completed by February 1, the winter schedules by March 1, and the spring schedules by April 1. The master athletics' calendar is presented to the athletics department coaches and administrators in mid-April for their review. In early May, the schedule is presented to the Athletics Advisory Board for their approval.

At the beginning of each semester, coaches will prepare a draft of their competition and travel schedule. The form is prepared, reviewed, and signed by the senior associate director of athletics. The departure and return times for each trip (home and away) are carefully reviewed to minimize missed class time.

In compliance with NCAA rules, practices do not supercede classes. In compliance with department policy and the University Manual, practices during reading days and final exams shall not be mandatory.

The University's policy regarding scheduling of athletic events during the final exam period is as follows:

University Manual 8.51.30 Final Examinations and Athletic Events.

Intercollegiate athletic contests at the University of Rhode Island shall not be scheduled so as to require travel or competition during either the final exam period, on designated reading days, or on Sunday of the intra-exam weekend. Games may be scheduled on Saturday of an intra-exam period weekend provided it is not a designated exam day and that all off-campus travel, if necessary, is limited to that day. Compulsory practice sessions shall not be scheduled on designated reading days, final exam days, or Sunday of the intra-exam period weekend.

University Manual 8.51.31

No waiver shall be required for participation in conference-scheduled competitions, conference championships, and NCAA championships; however, the Athletics Advisory Board must be notified in advance on a timely basis when such participation, or associated off-campus travel, is scheduled to occur during the final exam period, on designated reading days, or on Sunday of the intra-exam period weekend. Issues regarding special tournaments and other major athletic competitions not controlled through University scheduling that occur, or require associated off-campus travel, during the final exam period, on designated reading days, or on Sunday of the intra-exam period weekend shall be forwarded to the Athletics Advisory Board for their recommendation to waive the above policy and permit participation. The board's recommendation shall be forwarded to the University President for final action.

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

As noted in the answer to 2.3, Item 5, the Athletics Advisory Board reviews and approves the master athletics calendar each May for the following academic year. Coaches will prepare a draft of their competition and travel schedule at the beginning of each semester, which is used to generate an Excused Absence Form that is prepared, reviewed, and signed by the senior associate director of athletics. The departure and return times for each trip (home and away) are carefully reviewed to minimize missed class time.

Academic Integrity

Student-athletes take a copy of the excused absence form to each of their instructors and request that they sign a form to acknowledge receipt of the excused absence form; the signature forms are returned to the coaches' offices and kept on file.

In order to monitor additional missed class time (i.e., unexcused absences), mid-semester academic progress forms — which include questions regarding attendance — are sent to the instructors of academically at-risk student-athletes as well as those on academically at-risk teams. Furthermore, athletic department staff spot check attendance for academically at-risk student-athletes.

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

There was a concern on the part of some faculty that a significant amount of class time was being missed in men's and women's basketball and that there was a possible negative impact on the student-athletes' academic progress. However, this subcommittee reviewed data for the period of this report and found no evidence of a negative impact. On the contrary, student-athletes on both the men's and women's basketball teams were making normal progress toward graduation.

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

The institution's policies and procedures regarding the scheduling of athletic competitions and practices are communicated to student-athletes by: (1) discussion at the annual compliance meetings that all student-athletes must attend; (2) instructions by coaches when excused absence forms are given to student-athletes; (3) including the complete written policy (as well as relevant sections of the University Manual) in the Student-Athlete Handbook; (4) discussion in URI 101 (freshman seminar) student-athlete sections.

Evaluation

1. Does the institution demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12? **Currently Yes**

Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	1111	1064	1026	28	1063	1354	1077	32
	2002-2003	1092	943	1005	40	1067	1237	1044	38
	2001-2002	1112	857	1017	34	1068	1157	1060	31

Name of person completing this chart: Paul C. Kassabian
 Title: Compliance Coordinator

Academic Integrity

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

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

		Racial or Ethnic Group - All Entering Freshman Students											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	912	9	978	62	859	91	924	96	1105	1887	1097	271
	2002-2003	971	9	960	56	876	101	861	100	1107	1772	1065	138
	2001-2002	860	5	996	63	898	79	873	75	1108	1664	1099	123
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	0	0	0	0	977	11	1135	2	1068	47	0	0
	2002-2003	0	0	1320	1	933	16	840	1	1047	60	0	0
	2001-2002	0	0	0	0	941	13	1030	1	1064	51	0	0

Name of person completing this chart: Paul C. Kassabian

Title: Compliance Coordinator

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
Academic Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2003-2004	2.88	7	0	0	2.97	5	3.07	7	3.33	8	0	0	3.18	6	3.05	25
	2002-2003	2.86	19	2.96	3	2.97	3	2.82	4	2.96	10	2.87	6	3.3	8	3.05	24
	2001-2002	2.86	9	2.46	3	2.94	5	3.08	6	3.08	11	3.26	5	3.05	4	3.17	22
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	997	7	0	0	1038	5	974	7	1093	8	0	0	1050	6	1092	25
	2002-2003	980	19	943	3	1073	3	1034	4	1038	10	1025	6	1068	7	1042	25
	2001-2002	905	9	910	3	1106	5	1053	6	1079	11	1032	5	997	4	1081	22

Name of person completing this chart: Paul C. Kassabian

Title: Compliance Coordinator

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2000-2001	%	%	%	%	%	%	%	%	%	%
	2001-2002	%	%	%	%	%	%	%	%	%	%
	2002-2003	%	%	%	%	%	%	%	%	%	%

Name of person completing this chart: Catherine Czeiser

Title: Assistant Director of Admissions

Fiscal Integrity

Operating Principle

3.1 Financial Practices

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Financial Practices). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.
2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process that relate to Operating Principle 3.1 (Financial Practices). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.
3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.1 (Financial Practices) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.
4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.1 (Financial Practices). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.
5. List all revenue sources for intercollegiate athletics that are under the clear accounting and financial control of the institution.
6. List all other sources (i.e., those not under the accounting and financial control of the institution) generating revenue on behalf of the institution's intercollegiate athletics program, including outside foundations.

Fiscal Integrity

7. Describe the step-by-step process for budget development and approval, and highlight any areas that may differ from the institution's standard or normal budgeting procedures.
8. Prepare a description for those sources of revenue under the institution's direct control and prepare a description for revenue sources not under the institution's direct control.
9. Describe the process used in selecting the independent auditor for the institution's external financial audit for intercollegiate athletics that verifies the institution is in compliance with Constitution 6.2.3, including any methods used to ensure the independent nature of the auditor.
10. Describe the institution's efforts to ensure the audit that verifies the institution is in compliance with Constitution 6.2.3 meets the standards of the NCAA Financial Audit Guidelines.
11. Describe relevant corrective actions planned or implemented from the three most recent external financial audits.
12. Describe the ways in which your institution approves expenditures for intercollegiate athletics, including a description of different procedures based on various sources of funding (e.g., booster and support group funds, state funds vs. restricted/foundation funds).

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

- Copies of the institution's three most recent external (per Constitution 6.2.3.1) and internal (if any) financial audits for intercollegiate athletics.
- Documentation (e.g., management letters, executive summaries) from the institution's three most recent external audits that verifies the institution is in compliance with Constitution 6.2.3 (annual independent financial audit requirement).
- Copies of all athletics staff members' most recently completed and signed statements related to the reporting and approval of athletically related income and benefits from sources outside the institution, per NCAA Bylaw 11.2.2.

Evaluation

1. Does the institution demonstrate that all funds raised for and expended on athletics are subject to institutionally defined practices of documentation, review and oversight?

Fiscal Integrity

2. Does the institution demonstrate that all expenditures from any source for athletics are approved by the institution?
3. Does the institution demonstrate that budget and audit procedures for athletics are consistent with those followed by the institution generally and with the provisions of NCAA Constitution 6.2?
4. Does the institution demonstrate that the institution's annual budget for athletics is approved by the institution's chief executive officer or designee from outside the athletics department?
5. Does the institution demonstrate that an annual financial audit is performed by a qualified auditor who is not a staff member of the institution and who is selected by the chief executive officer or designee from outside the athletics department?

Fiscal Integrity

Operating Principle

3.2 Fiscal Management and Stability

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Fiscal Management and Stability). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.
2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process that relate to Operating Principle 3.2 (Fiscal Management and Stability). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.
3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Fiscal Management and Stability) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.
4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.2 (Fiscal Management and Stability). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.
5. Explain the institution's philosophy with respect to the funding of the athletics program.
6. Using the institution's established budgetary format, prepare a list of both projected and actual athletics revenues (by source) and expenditures (by budget category) for the three most recently completed fiscal years. In doing so, make sure that all athletics administrative costs are included. Provide any revenues and expenditures on a sport-by-sport basis. To add a sport to the list, please click "Add Sport to List."

Fiscal Integrity

7. Describe the institutional procedures that are in place to address any deficit in the intercollegiate athletics budget incurred during any fiscal year(s).
8. Outline the sources, uses and amounts of funds received by the intercollegiate athletics program from nonathletics department and/or noninstitutional sources.
9. Identify the sources, uses and amounts of athletics department surplus and/or reserve funds.
10. Describe how the university will accommodate future financing needs of the intercollegiate athletics program or plans to respond to changing conditions based upon the institution's future financing projections.
11. Using the institution's Equity in Athletics Disclosure Act survey forms, athletic department budget reports, and other appropriate documentation for the three most recent years for which the information is available, evaluate each of the following areas for every sport sponsored by the institution. On the basis of this review, state the institution's determination of its ability to provide relatively full and stable opportunities to student-athletes in each sport in the specific areas of:
 - a. Coaching;
 - b. Scholarships;
 - c. Recruiting;
 - d. Operating expenses (e.g., travel, facilities, equipment); and
 - e. Percentage of the sport budget that has to be obtained each via fundraising (i.e., by institutional entities, department, team and individual student-athletes).

To add a sport to the list, please click "Add Sport to List."

12. Using your institution's NCAA Sports Sponsorship Report for the three most recent academic years indicate whether the institution meets the Division I membership requirements for sports sponsorship and scholarships.

Evaluation

1. Does the institution provide evidence that the management and fiscal practices of the institution assure the financial stability necessary for providing all student-athletes with relatively full and stable opportunities for athletics participation?

Fiscal Integrity

Operating Principle

3.3 Established Fiscal Policies and Procedures

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Established Fiscal Policies and Procedures). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process that relate to Operating Principle 3.3 (Established Fiscal Policies and Procedures). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Established Fiscal Policies and Procedures) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.3 (Established Fiscal Policies and Procedures). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

5. Describe the policies and standard operating procedures that help to ensure that all expenditures for athletics are handled in accordance with NCAA, conference and institutional rules including:
 - a. Identification of person(s) responsible for these areas; and
 - b. Means of monitoring compliance with these rules.

Fiscal Integrity

6. Describe the university's policies and standard operating procedures for ensuring that prospects do not receive recruiting inducements (e.g. official visit procedures, policies regarding staff travel advances for recruiting trips/expenses, etc.) contrary to NCAA, conference and institutional rules, including:
- a. Identification of person(s) responsible for these areas;
 - b. Means of monitoring compliance with these rules; and,
 - c. Means of ensuring that only institutional or athletics department funds are expended in these areas.
7. Describe the university's policies and standard operating procedures for ensuring that enrolled student-athletes do not receive extra benefits (e.g., per diem policies, student-host reimbursement procedures, financial aid review policies, equipment checkout/retrieval procedures, etc.) contrary to NCAA, conference and institutional rules, including:
- a. Identification of person(s) responsible for these areas;
 - b. Means of monitoring compliance with these rules; and,
 - c. Means of ensuring that only institutional or athletics department funds are expended in these areas.

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

- Monitoring records or other documentation for the most recent year, related to impermissible recruiting inducements and prohibited extra benefits (e.g., official visit records, off-campus recruiting records, team travel forms, records related to distribution of meal money, entertainment expenses, equipment).

Evaluation

1. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that prospective student-athletes are not provided with impermissible recruiting inducements?
2. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that enrolled student-athletes are not provided with benefits that are expressly prohibited by NCAA legislation?

Fiscal Integrity

3. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that all expenditures for athletics are handled consistently in accordance with NCAA, conference and institutional rules?

Equity, Welfare and Sportsmanship

Operating Principle

4.1 Gender Issues

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

THE PEER REVIEW TEAM CONCURS WITH OUR RECOMMENDATION THAT REMEDIAL UPGRADES TO WOMEN'S TEAM AND LOCKER ROOMS BE IMPLEMENTED WITH THE COMING YEAR.

University Action:

In the fall of 1997, the second floor Keaney "Team Locker Room Project" funding was approved through the University's Asset Protection Plan and construction was scheduled to begin in late spring and summer of 1998. The project provided six (6) new team rooms and two (2) new staff locker rooms as well as new shower areas affecting the following intercollegiate teams: baseball, men's soccer, men's and women's track and field, gymnastics, and volleyball. During that same time discussions and plans were under way for remedial work in the Tootell locker room for team rooms for women's and men's swimming, women's soccer, field hockey, and softball. A department-wide capital fundraising drive paid for the lockers, stools and benches, white-boards, and A/V equipment.

The project, as specified in the original plan, was completed in 1998-99. The conversion of the room for women's basketball mentioned in the original plan was made obsolete by the movement of the men's and women's basketball teams to the newly constructed Ryan Center in 2002.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION REVISE ITS GENDER EQUITY PLAN TO ASSIGN A SPECIFIC TIMETABLE FOR THE ADDITION OF WOMEN'S CREW.

University Action:

The University added a new women's rowing program with a specific timetable for funding and it has supported rowing above the targets specified in the original plan. A review of the aggregate costs, which would be the appropriate level of analysis when assessing the University's support, reveals that the actual expenses exceeded the plan by a substantial amount, about 32 percent above the plan. Rowing data can be found in Appendix D.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION REVISE ITS GENDER EQUITY PLAN TO ASSIGN INDIVIDUALS OR OFFICES RESPONSIBLE FOR CARRYING OUT EACH TASK OUTLINED IN THE PLAN.

University Action:

The revised gender equity plan assigned specific offices and/or individuals responsibility for accomplishing specific tasks. Time tables and/or expected dates of completion were identified for each task.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION RECEIVE APPROVAL OF THE UNIVERSITY ADMINISTRATION, THE ATHLETICS DEPARTMENT, THE STUDENT-ATHLETE ADVISORY COMMITTEE, THE ATHLETIC ADVISORY BOARD, AND THE ATHLETICS COMMITTEE OF THE BOARD OF GOVERNORS FOR HIGHER EDUCATION SUBSEQUENT TO IMPLEMENTING THE RELATED RECOMMENDATIONS LISTED ABOVE.

University Action:

Equity, Welfare and Sportsmanship

In order to support necessary budgetary increases to support new programs to achieve gender equity, the gender equity plan, which included proposals to increase the Title IX fee as well as the athletic fee, was presented to the Board of Governors. These increases were accepted and both fees more than tripled since the last report.

THE PEER REVIEW TEAM SUGGESTS THAT THE INSTITUTION CONTINUE THE DISTRIBUTION OF RESOURCES INTO SCHOLARSHIPS FOR WOMEN'S SPORTS BEYOND THE YEAR 1999-2000.

University Action:

The University has moved toward gender equity in scholarships since the last plan was developed and the scholarship ratio is close to the goal of a 50:50 ratio in male to female scholarships specified in the previous gender equity plan. However, the University did not reach the goal in absolute terms. There is an appropriate management structure in place to monitor goal achievement and should be a priority focus for achievement for the new administration in the department of athletics.

The University established a goal of 50:50 distribution of scholarship. The male/female student population ratio shows a trend of increasing percentage of female students. This shift would suggest a future readjustment of the desired ratio of participation and scholarships for women.

The data demonstrates evidence of progress toward equity and achievement of the goal of the scholarship ratio equal the ratio of participants. Between 1996 and 2003 the women's rate of participation in athletics increased from 39 to 48 percent of the total. During this same period of time the number of scholarships increased from 39 to 49 percent.

Specifically, from 1996-2003:

- * the number of women students receiving aid increased from 41% to 47%;
- * the number of scholarship equivalents received by women increased from 39% to 49%;
- * the total of scholarship dollars received by women increased from 39% to 47%;
- * the rate of participation for women increased from 39% to 48%

The President has authorized a Title IX audit to be conducted by an experienced, external consultant. The new administration should analyze the trend of increasing percentage of women in the student population, the recommendations of the Title IX audit and develop a plan and reasonable goals to increase rates of participation and scholarships for women.

THE PEER REVIEW TEAM SUGGESTS THAT THE INSTITUTION REVIEW THE APPARENT DISCREPANCY IN THE ALLOCATION OF DISCRETIONARY FUNDS IN REGARD TO THE WOMEN'S SPORTS PROGRAMS.

University Action:

Between 2001 -2003 there was a substantial reallocation of alumni cash, contributions towards women's sports as a result of a near 400 percent increase in contributions to women, more than five times the rate of increase for the men's sports.

THE PEER REVIEW TEAM SUGGESTS THAT THE INSTITUTION EVALUATE THE MARKETING, PROMOTIONS, AND TICKET SERVICES PROVIDED TO THE WOMEN'S SPORTS PROGRAMS.

University Action:

The University web site (www.gorhody.com) has a standard format for all of the teams and there was no apparent discrepancy between the teams. All teams had up to date scheduling information and there seemed to be no gender inequities in the information. The printed material quality seems to be improving. In the last report the printing budget was reviewed and it was discovered that priority sports had significant media guides.

In addition, the 1996-97 media guides for basketball teams were also reviewed and found them to be similar, but not equal, in quality. All others had schedule cards and team brochure (except tennis). Several marketing and promotions initiatives have been implemented including the assignment of an individual to conduct marketing for women's basketball, the close monitoring and tracking department advertising and promotional expenses, the development of an annual marketing and promotions plan for women's basketball, and the development and implementation of unique promotions for women's basketball including Girls and Women in Sport Day, the Rhode to Success Field Trip and the Girl Scout Overnight.

The Associate Director of Athletics for Business and Finance provides overall management of ticket services

Equity, Welfare and Sportsmanship

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

In 1997 the vision for the University's Athletics Program was "to achieve gender equity by developing a model in which resources, opportunities, support and benefits are available to men and women student-athletes in proportion to the gender makeup of the full time undergraduate population. Ultimately it is the institution's vision to support each varsity sport offered at the University at a level where there is (at a minimum) a full time head coach, full funding of the maximum number of NCAA scholarships allowed for the sport, and an appropriate operating budget."

As part of its effort to realize this vision the University developed a seven-point gender equity action plan that was, according to the peer review committee's recommendation number 7, to be approved and adopted by the University administration, the athletics department, the student-athlete advisory committees, the athletics advisory board and the athletics committee of the Board of Governors for Higher Education as per the recommendation of the peer review committee.

In order to support necessary budgetary increases to achieve gender equity, the gender equity plan included a proposal to be presented to the Board of Governors to increase the Title IX fee as well as the athletic fee in order to arrive at a level of revenues sufficient to support the new programs. These increases were accepted and both fees more than tripled since the last report.

Step#2 - The Director of Athletics will continue to routinely appoint a senior woman administrator to serve on all committees that deal with gender equity issues such as the feasibility and future planning of facilities, upgrades, coaching salaries, addition of new sports, etc.

The commitment of the University to the concept of gender equity is partially reflected in the fact that two of four senior administrators are women and that on all committees and groups involved in decision making where gender could be an issue, at least one of these senior women administrators is involved. It is also reflected in the actions taken by the University to achieve the targets set out in Step 1 in the past report.

At the time of the initial report, and as a response to the peer review report, the University indicated the senior woman administrator was serving on the Keaney Feasibility Study Committee and was also a member of the Committee overseeing the Second Floor Keaney Project. At that time it was noted that women's basketball was to talk with the registrar and Space Allocation Committee to convert a classroom into a team room and remedial work was in process for women's volleyball, baseball, and men's soccer. During that time discussions were under way to develop a plan for remedial work for women's swimming, women's soccer, and field hockey for 1998-99 and approval had been given for a renovation plan for Keaney's 2nd floor to provide upgrades for women's track & field, gymnastics, volleyball, men's soccer track & field, baseball, and equitable locker rooms for athletics staff. Construction was to begin in Spring 1998 with completion expected by September 1, 1998.

The Second Floor Keaney Project specified in the original report was completed and with the renovations three men's and three women's team rooms and a men's and women's locker room were created. The peer review committee recommended the remedial upgrades (Recommendation No. 1) and the renovations created upgrades to the facilities for gymnastics, volleyball, and track and field on the women's side and baseball, soccer, and track and field on the men's side. The three men's teams share a common shower room as do the three women's teams. The conversion of the room for women's basketball mentioned in the report was made obsolete by the movement of men's and women's basketball into the new Ryan Center that is home to the men's and women's basketball teams.

Since that time there have been a number of committees and initiatives affecting athletics, and in all cases the senior women administrators have been involved. In the setting of schedules and practice times, the hiring of coaches and allocation of scholarships, the determination of travel and per diem rates and plans, the upgrading of offices, locker rooms, training facilities, and practice and competitive facilities, and the allocation of support services a senior woman administrator has always been involved in the decision making process.

Equity, Welfare and Sportsmanship

The commitment of the University to gender equity can also be seen in the strategic plan developed by the University during the 2003-2004 year on which both senior woman administrators served. What is not clear is how the University addressed the third recommendation of the peer review committee and assigned an individual or office to be responsible for carrying out each task outlined in the plan, although the plan does appear to have been largely enacted since 1997.

Step #3 - Phase out current system of sport prioritization and replace it with a new management strategy that is based on a common set of goals and aspirations for coaches:

- a. To have winning record.
- b. Be regular contenders for conference titles.
- c. Be competitive on national level by advancing to NCAA championships on regular basis.

At the present time the University has ten women's teams, four of which were designated as tier one sports (basketball, gymnastics, soccer and volleyball), and eight men's teams, three of which were classified as tier one sports (basketball, football, soccer) when the original report was written. Since then the University is on record as having dropped the tiered system and replaced it with a management strategy based on common goals that are reflected in the coach's annual reviews and contracts.

To evaluate how well the plan was implemented, the EADA data was examined by breaking down the sports into the traditional two- tier system. It would appear based on these data that there has been some reallocation of resources. For example, there was a substantial reallocation of scholarships favoring the lower tier women's programs.

For the women's programs, the share of scholarships going to the level 1 teams (62 to 52 percent) the share of athletes getting aid (42 to 38 percent), and the share of aggregate scholarship monies (66 to 55 percent) all dropped substantially suggesting a more balanced distribution of scholarships.

Between 1996 and 2003, the share of participants playing on the men's and women's level 1 teams decreased. In 2003 the three men's level 1 teams accounted for 42% of participants, down from 50% in 1996, while for women's sports the drop was from 34% to 26%.

Between 1996 and 2003, the percentage of recruiting funds allocated to men's and women's level 1 teams decreased.

Between 1996 and 2003, the percentage of total salary dollars allocated to men's and women's level 1 teams declined slightly from 85 percent to 80 percent for the men and 71 to 66 percent for the women's. There was a substantial reallocation of travel funds away from the level 1 teams between 1996 and 2003.

A review of total expenditures, including scholarships, reveals the percentage of total expenses going to men's and women's level 1 teams declined slightly between 1996 and 2003, with the share of total expenditure monies going to the level 1 teams falling from 85 to 83 percent for men and 66 to 59 percent for women. Although, earlier equipment and supplies data is not available, in the past 3 years the share of equipment and supplies money going to level 1 teams has decreased sharply for the men's teams and increased sharply for the women's teams.

Finally, between 1996 and 2003 the percentage of total coaches salary going to level 1 teams declined slightly for both men's and women's teams and these teams that accounted for 79% of the salary monies in 1996 accounted for 75% in 2003. The three teams that dominated coaching salaries were football and the two basketball programs that accounted for 57 percent of total coach salaries in 2003, down from 60 percent in 1996.

This step was not fully implemented by the Department of Athletics because the goals and aspirations set were not feasible for all the teams.

Explanation:

Gender Equity Section 4.1.2. Step 3.

The objectives of this step in the 1997 Self-Study was to address gender inequities, the demoralization of coaches and athletes of perceived inequitable distribution of resources throughout the athletic department.

The university has achieved the following in accomplishing the objectives stated above by:

1. increasing participation in the lower tier sports,
2. reallocating resources from tier one to lower tier sports, especially women's programs, including recruiting, travel funds, scholarships, supplies and equipment, and coaches salaries.

Equity, Welfare and Sportsmanship

Consequently, resources previously allocated to the university's tier one sports have declined significantly in relationship to those of the lower tier's sports.

Additionally, the university has established more reasonable performance goals for programs that have not achieved a full complement of scholarships. The expectation of common competition goals for all coaches is not realistic and coaches are evaluated accordingly.

Step #4 - Implement 5-year plan to increase support for men's and women's soccer.

The 1997 gender equity plan contained a timetable for increased support for the University's soccer programs. The University has achieved the goals set forth in the plan regarding additional funding. The total funding for soccer exceeded the plan's targets by approximately 10 percent. The additional support for soccer is also reflected in the fact that between 1996-2003 the total expenditures for men's soccer grew substantially faster (50%) than the overall men's total expenditures, while for the women's team the growth was faster than for the men's team and more than twice as fast as the overall women's total expenditures.

The University did not, however, achieve all of the specific targets. In particular it did not achieve the targets for scholarships in both the men's and women's programs. The transfer of the men's head and women's assistant coaches from part-time to full-time status was accomplished, but the scholarship targets in the last two years of the projection were not achieved. The supporting data can be found in Appendix A.

Explanation:

Gender Equity Section 4.1.2. Step 4.

As stated previously specific scholarship targets were not achieved in the last two years of the plan to increase support for men's and women's soccer. However, the university believes that the overall goal of increasing support for these programs was achieved in a timely fashion. The growth in participation, scholarships, coaching positions and salaries, resources expended and the performance of the respective teams is reflective of this increased support. It should be noted that the university allocated scholarships at the desired 50-50 target. During this period of time, the university has discovered that there is generally greater attrition for women in athletics programs and there is a generally lower yield for women compared to men with comparable scholarship offers. Future recruitment strategies will take this attrition phenomenon into account.

The total additional funds directed to the men's and women's soccer program exceeded the plan's targets by approximately 10 percent. The total expenditures for men's soccer grew substantially faster (50%) than the overall men's total expenditures. Moreover, the women's team growth was faster than for the men's team and more than twice as the overall women's total expenditures.

Step #5 - A Senior Woman Administrator will coordinate a plan with the dean of New Students program to implement permanent procedures to gather data related to students' athletic interests and abilities (such as freshman interest and abilities survey and the varsity and club sport inventory developed by the equity subcommittee). Incoming students would be surveyed at the annual summer orientation. The senior woman administrator, in conjunction with the Department of Athletics staff, will use the data collected to determine if the sports offered match the athletic interests, abilities and previous high school experience of new students, with a specific goal of evaluating the availability of women's sports interests. Data will also be shared, on an annual basis, with all athletics and recreational staff, as well as the office of Student life.

A very lengthy survey of students was developed and administered, as best as can be determined, for two years to incoming freshman students at orientation, at which time it was replaced by a shorter survey of three questions. The decision was made to reduce the number of questions due to the fact the University had already made the decision regarding what sport to be added and there were no changes foreseen in the near future and University College was under pressure to reduce the number of surveys and survey questions being asked of incoming freshman. The University implemented a survey of students' athletic interests and abilities conducted during summer orientation. Our experience demonstrates that participation in club sports provides a more indicator than the survey information for making strategic decisions regarding the potential addition of varsity sports. The addition of rowing as an intercollegiate sport is an example. We have determined that resources can be better utilized in other ways, rather than conducting the surveys.

Explanation:

Gender Equity Section 4.1.2. Step 5.

The university developed and administered a lengthy survey for the purpose of assessing students' athletic interests and abilities. It has subsequently been shortened in light of demands on freshman students as well as University College, which has responsibility for conducting Freshman Orientation. A new strategy for effectively assessing students' athletic interests and abilities must be developed in the future.

Equity, Welfare and Sportsmanship

It is our experience at the university is that the interest and participation in club sports is a more reliable indicator for student interest and ability and for making strategic decisions regarding the potential addition of varsity sports programs. The addition of women's rowing as an intercollegiate sport, formerly a popular and successful club sport, is an example of the soundness of this strategy, and in part has functioned as the vehicle for accomplishing this step.

Step #6 - Participation opportunities for women athletes will be increased and firm caps on large men's squads will be established and maintained.

In the 1997 plan a timetable was established that would effectively cap men's programs and increase women's programs so that by the year 2002 there would be approximately a 50:50 balance in terms of participants as well as specific targets set for the individual sports. At the aggregate level the University came very close to achieving its target for balance with a 51:49 Men's/ Women's balance in terms of participation in 2003. When looking at the individual sports, meanwhile, the cap on football, the largest sport, does not appear to have been maintained during the period under review. Participation data can be found in Appendix B and Table 2.

Explanation:

Gender Equity Section 4.1.2. Step 6.

This step in the Equity Plan has been achieved without placing an arbitrary cap on large men's squads.

Step #7 - Ratio of total scholarships for male and female student athletes will improve at a rate of at least 1% per year from approximately 60%:40% to 50%/50%.

In the final gender-equity report the stated goal was 50:50 for men's and women's scholarships, a substantial change from the 55:45 mentioned in an earlier draft of the report. In that report it was also mentioned that the University would generate a 1 percentage point a year improvement in the rate from the existing rate of 58:42. Over the period of the previous plan the goal of 50/50 was achieved in the first years of the plan, but the percentage of scholarships awarded to women decreased slightly in the last two years (49/51). In analyzing the data we have determined that there is a pattern of greater attrition in recruitment of women as compared to men. The new gender-equity plan provides an accounting for the pattern of greater attrition in recruitment of women, thus enabling the University to reliably achieve an equitable distribution of scholarships.

Step #8 - A plan to add one new women's varsity sport within the next five years will be refined and implemented.

The University added a new NCAA women's rowing program with a specific timetable for funding. The support for the program has exceeded the targets specified in the original plan. Analysis of the aggregate costs, the appropriate level of analysis when assessing University support, reveals that the actual expenses exceeded the plan by substantial amount, approximately 32 percent. Rowing data can be found in Appendix D.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The following are additional actions taken by the institution relating to Operating Principle 4.1 (Gender Issues) that were developed since the 1997 Certification.

The Department of Athletics instituted a budgeting policy that was based upon the funding level of scholarships.

The tasks that relate to team travel, recruiting, and scholarships have been assigned to an Associate Director of Athletics. This delineation helps to ensure that all teams are being treated in the same manner as it relates to team travel arrangements, recruiting arrangements and scholarship dollars. Also one Associate Director of Athletics is assigned all the admission and housing concerns. This Associate Director of Athletics deals directly with the other departments on campus. The Associate Director of Athletics for Business and Finance works directly with the coaches on their budgets and expenditures.

The Associate Directors of Athletics and the Director of Athletics meet weekly to discuss any concerns. Separate meetings are scheduled during the annual budgeting cycle, as well as the Mid Year review cycle.

Equity, Welfare and Sportsmanship

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.1 (Gender Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

To be omitted.

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

The Department of Athletics holds weekly administrative staff meetings that include the Director of Athletics, the Associate Directors of Athletics, and two head coaches, assigned on a rotating basis, as well as other administrative staff. These staff meetings can function as a vehicle for discussing issues related to gender equity. This would be best served if the staff meeting agendas periodically identified gender equity as a priority topic.

The Department of Athletics has a policy of asking each athletic team, at the end of the season, to complete an evaluation of its program, its coaching staff and the support functions provided by the department. Each coach is then expected to review these evaluations with an Associate Director of Athletics. This evaluation process has been used inconsistently. In addition, the department also conducts senior exit interviews. These are reviewed but the data is not compiled in any systematic fashion.

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

The EADA reports for the last three years together with data from 1996 (where possible) were reviewed in an effort to identify the extent to which the University has moved toward its goal of gender equity since the original plan was developed. A number of the "statistics" measured in the EADA report are mentioned elsewhere, so they are only briefly described here.

1. Scholarships:

The University used the 25 percent increase in scholarship equivalents between 1996 and 2003 to significantly reallocate scholarships toward the women's programs. Men's scholarship equivalents increased 5 percent while women's scholarship equivalents increased by 56 percent so that by 2003 the University approached its goal of 50:50 male/female scholarship ratio. The ratio at the University as of 2003 was 51:49, up from 61:39 in 1996 and 53:47 in 2001. In terms of scholarship dollars the ratio in 2003 was 53:47, down sharply from 61:49 in 1996 and down marginally from the 54:46 rate in 2001.

There was very little difference when comparing comparable sports. Men's and women's both increased but there was not shift in the balance. In soccer, the imbalance favoring the men's soccer team that had existed in 1996 had been virtually eliminated by 2003. For example, in 1996 the scholarship dollars allocated to women's soccer equaled 60 percent of the figure allocated to men's soccer. By 2003 the rate stood at 91 percent. The baseball/softball comparison, meanwhile, indicates a slight erosion in the advantage once held by softball. (See Table 3)

2. Participants:

Between 1996 and 2001 the number of participants in women's teams increased almost 45 percent while the number of participants on men's teams dropped 3 percent, so that by 2001 women accounted for 49 percent of the participants in athletics, up from 40 percent in 1996. This pattern held constant through the three years with men representing 52 percent of participants in 2003. During this period the participants in the women's basketball, soccer, and softball teams all grew faster than in the comparable men's sport. (See Table 3)

3. Expenditures:

a. Recruiting expenditures: Between 1996 and 2003 recruiting expenditures grew approximately 25 percent, with most of the growth occurring in the men's sports. As a result of a 36 percent growth in men's and 10 percent growth

Equity, Welfare and Sportsmanship

in women's sports, between 2001 and 2003 the percentage of recruiting funds allocated to men's sports increased from 55 to 60 percent of total recruiting expenses. The largest increase in recruiting expenses was in men's basketball which accounted for nearly 45 percent of the entire increase in recruitment during the period, although there was little change in the most recent three years. When looking at comparable sports we see there was divergence in the recruiting expenses for men's and women's basketball over the period. The amount allocated to the women's basketball team fell from 78 percent of the men's total in 1996 to 61 percent of the men's total in 2003.

In soccer, the imbalance favoring the women's soccer team that had existed in 1996 had been reversed by 2003. In 1996 the recruiting monies allocated to women's soccer equaled 125 percent of the figure allocated to men's soccer, but by 2003 the rate stood at 55 percent and over the last three years men's soccer outspent women's soccer on recruiting by about 45 percent. The baseball/softball comparison, meanwhile, indicates a significant erosion in the advantage once held by softball that brought parity in 2003. (See Table 3)

b. Salary expenditure: Between 1996 and 2003 the percentage of total salary monies going to men's teams increased slightly from 56 percent to 58 percent, an increase that reflects substantial increases in the salaries in golf, soccer, and baseball. Football and women's and men's basketball account for the largest share of salary expenses, although their share of the total dropped sharply from 72 percent of the total salary to 57 percent. When looking at comparable sports, there was little change in the relative salary expenses for men's and women's basketball when we compare 2003 and 1996.

In soccer, the imbalance favoring the women's soccer team that had existed in 1996 had been reversed by 2003. In 1996 the salaries allocated to women's soccer equaled 150 percent of the figure allocated to men's soccer, but by 2003 the rate stood at 80 percent. The baseball/softball comparison, meanwhile, indicates a significant erosion in the advantage once held by softball due to an exceptionally low figure for men's in 1996 and virtually no change in the salaries in softball. In 2003 the salaries in baseball were 37 percent above those in softball. (See Table 4)

c. Travel expenditure: Between 1996 and 2003 the share of travel allocated to the men's teams dropped from 56 to 52 percent as funds were reallocated toward the women's teams. The reallocation in part reflects the drop in the share going to football and women's and men's basketball. The share dropped from 60 percent to 31 percent, with most of the change taking place before 2001. When looking at comparable sports there was little change in the relative travel expenses for men's and women's basketball over the period, with the share allocated to women's basketball dropping slightly.

In soccer, the imbalance favoring the women's soccer team that had existed in 1996 had been reduced by 2003, but if we look at the average during the period the expenses are comparable. The baseball/softball comparison, meanwhile, indicates a significant erosion in the advantage once held by softball as a result of large increases in baseball's travel budget. (See Table 4)

d. Equipment and supplies expenditure: Between 2001 and 2003 the share of equipment and supplies allocated to the men's teams decreased from 55 to 51 percent. (See Table 4)

e. Total expenditure: Between 1996 and 2001 the percentage of total expenses going to men's programs declined from 60 to 55 percent, but since then the ratio has risen back to 59 percent. The share of total expenditures in 1996 accounted for by football and men's and women's basketball declined from 57 to 55 percent during the 1996 to 2001 period. When looking at comparable sports we see there was little change in the relative expenses for men's and women's basketball over the period, with the share allocated to women's basketball dropping slightly. Once again, however, the endpoint analysis hides the 1996-2001 move toward convergence and the 2001-2003 move toward divergence. In soccer, the imbalance favoring the men's soccer team that had existed in 1996 had been reduced by 2003, but still remained positive. Expenses for the men's soccer team that had been almost 50 percent higher than the women's team in 1996, were only 17 percent higher in 2003. The baseball/softball comparison, meanwhile, indicates a significant erosion in the advantage once held by softball, although it remained 28 percent above the figure for men's baseball in 2003. (See Table 4)

f. Operating expenditure: Between 1996 and 2001 there was a substantial reallocation of expenditures toward the women's programs that was reflected in the percentage of operating expenses going to men's teams declining from 64 to 50 percent, but since then the ratio has risen back to 53 percent. This was accomplished with virtually no change in men's operating expenses between 1996 and 2003 and a 55 percent increase for women's teams. The share of operating expenditures accounted for by the BIG three in 1996 (ie. football and men's and women's basketball) declined sharply from 53 to 37 percent of the total.

When looking at comparable sports we see there was a significant reallocation of operating funds in favor of women's basketball and softball and baseball over the period. The baseball/softball comparison, meanwhile, indicates a significant erosion in the advantage once held by softball with baseball's expenses rising from 70 percent of softball's to 143 percent of softball's. (See Table 4)

Equity, Welfare and Sportsmanship

g. Per capita expenditures: Between 1996 and 2001 there was a dramatic move toward equity in the per capita expenses for the women's and men's teams. In 1996 per capita expenses for the men's teams averaged 57 percent more than the women's teams, but by 2001 per capita expenses for men were 4 percent below the corresponding figure for women's teams. During the next three years there was a slight redistribution with the per capita expenses for the men's teams rising to 4 percent above the expenses for the women's teams. The biggest changes were in men's basketball where the per capita figure declined over 40 percent. Among the women's sports the largest gains were made in track and field. (See Table 4)

h. Coaches' salaries: Between 1996 and 2003 the percentage of total coaches' salaries going to men's teams increased slightly from 56 percent to 58 percent, an increase that largely reflects substantial increases golf and soccer. Football and women's and men's basketball account for the largest share of salary expenses, approximately 58 percent of the total salary expense throughout the period. There was a slight reallocation of coaching salaries in favor of women's basketball, but in both soccer and softball there was a reversal of the differential once favoring the women's team. By 2003, there was a slight differential in favor of the men's teams.

The number of assistant coaches for men's teams was the same in 2003 as 2001, while the number of female assistant coaches dropped by one. The number of male assistant coaches increased over the period as females were replaced by male assistant coaches. The situation looks somewhat different when we look at the salaries per FTE, and the movement is away from gender equity when looking at the head coach salaries and toward gender equity when looking at assistant coaches. Between 1996 and 2003 the ratio of men's to women's salaries per FTE for head coaches increased from 120 percent to 150 percent, while the ratio for assistant coaches dropped from 200 to 142 percent.

Finally, the men's to women's ratio in salary per position rose sharply between 1996 and 2003. In 1996 on the men's teams the average salaries per position was only 5 percent above the figure for females, but by 2003 the differential had increased to 46 percent. (See Table 5 and Table 7)

4. Revenues:

a. Ticket sales revenues: Revenues from ticket sales continue to be dominated by men's sports, which consisted of: football and men's basketball accounted for 98 percent of total ticket sales in 2003, up slightly from 97 percent in 2000. Men's basketball remains the biggest income generator accounting for 87 percent of total ticket sales in 2003, while football accounts for 11 percent, down sharply from 1996. Between 2001 and 2003 there was a substantial reallocation of alumni cash contributions towards women's sports as a result of a near 400 percent increase in contributions to women's programs, more than five times the rate of increase for the men's sports. The peer reviewers for the last report suggested the University review the apparent discrepancy in discretionary funds (Suggestion No. 2), and the data suggests the University has made some progress toward this goal, but there is still room for continued movement.

As a result of the reallocation men's teams accounted for 80 percent of alumni contributions in 2003, down from 92 percent in 1996. Combining the ticket and alumni contributions we see that the men's share of revenue drops from 97 to 89 percent, in large part the result of a 11 percentage point reduction in football's share of revenues. (See Table 6)

7. Using the program areas for gender issues, please:

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

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

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

Equity, Welfare and Sportsmanship

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

The committee reviewed the EADA reports for the years 2001-2003 and the previous gender equity report to develop data on scholarships for the years 1996, and 2001-2003.

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

The data demonstrates evidence of progress toward equity and achievement of the goal of the scholarship ratio equal the ratio of participants. Between 1996 and 2003 the women's rate of participation in athletics increased from 39 to 48 percent of the total. During this same period of time the number of scholarships increased from 39 to 49 percent.

Specifically, from 1996-2003:

- * the number of women students receiving aid increased from 41% to 47%;
- * the number of scholarship equivalents received by women increased from 39% to 49%;
- * the total of scholarship dollars received by women increased from 39% to 47%;
- * the rate of participation for women increased from 39% to 48%

c. Identify areas of deficiency and comment on any trends.

The University has moved toward gender equity in scholarships since the last plan was developed and the scholarship ratio is close to the goal of a 50:50 ratio in male to female scholarships specified in the previous gender equity plan. However, the University did not reach the goal in absolute terms. There is an appropriate management structure in place to monitor goal achievement and should be a priority focus for achievement for the new administration in the department of athletics.

The university established a goal of 50:50 distribution of scholarships. The male/female student population ratio shows a trend of increasing percentage of female students. This shift would suggest a future readjustment of the desired ratio of participation and scholarships for women.

The President has authorized a Title IX audit to be conducted by an experienced, external consultant. The new administration should analyze the trend of increasing percentage of women in the student population, the recommendations of the Title IX audit and develop a plan and reasonable goals to increase rates of participation and scholarships for women.

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

The gender equity plan contains a specific goal of 50:50 in terms of scholarships beginning next year and the development of a target ratio for scholarships to be developed within two years that will be in place in four years. That target will be the outgrowth of the work conducted by the Department of Athletic's strategic plan and the Title IX audit.

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

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

The committee reviewed the EADA reports for the years 2001-2003 and the previous gender equity report to develop data on participation for the years 1996, and 2001-2003. The committee also interviewed individuals in the Department of Athletics and at University College to determine what had been done regarding the original plan that involved an annual survey conducted by University College.

Equity, Welfare and Sportsmanship

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

The University has worked aggressively to expand women's sports that were seriously underrepresented at the time of the last report. In 1996 women represented 54 percent of the undergraduate student population but only 39 percent of the student athletes, but over the next seven years the number of women student athletes increased about 130 percent faster than the number of women students. In 2003 as well as 1996 about 7 percent of the male students participated in sports, while the share of females participating increased from 4 percent to 5 percent between these years.

The women's share of student athletes has also risen to 48 percent, while the 14 percentage point gap between student and athlete shares had been reduced to 8 percentage points. This gap would have been smaller if that during the period we had seen a small shift in the composition of the undergraduate students with the female's share of undergraduate enrollment increasing from 54 to 56 percent.

c. Identify areas of deficiency and comment on any trends.

The university established an equity goal of 50:50 in 1997. The university has made significant strides in reaching this target (see 7.1.b.). However, the male/female student ratio was 44:56 in 2003. Therefore, participation in NCAA sports at the university is not proportional to the student population. We do not expect the male to female ratio of the student population to be reversed in the near-term. In order to achieve proportionality we expect the University will need to make a concerted effort to expand the opportunities for female student-athletes.

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

The gender equity plan contains a specific goal of participation relative to the full time student population, beginning next year and the development of a target ratio for participation to be developed within one year and achieved within five years. That target will be the outgrowth of the work conducted by the Department of Athletic's strategic plan and the Title IX audit. The committee realizes that the goal in the original plan to have an annual survey of students interests has not been achieved. This has been addressed in the current gender equity plan. It is possible that athletics will undergo significant restructuring to achieve the goals of the proposed gender equity plan and there is a need for information regarding students interests and abilities.

We also recognize the problems of information overload and the costs of excessive requests for information of all sorts that have been placed on the University, especially on the summer orientation program run by University College. Therefore, we are proposing the development of a questionnaire that will be administered at least once every three years. The information will be incorporated into the strategic plans of the Department of Athletics at the University, and used in concert with the interest and participation in club sports, a more reliable measure of student interest.

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

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

The committee reviewed the EADA data, surveyed the coaches, and interviewed the equipment manager and Department of Athletics personnel to determine the nature of the system in place that allocates the equipment and supply budget.

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

In the last report there was an indication that the size of equipment and supply budget for individual teams and level of priority were directly correlated with the priority system in place and that the level I men's teams received more institutional support and private support. The committee discovered that there have been some significant changes over the period under review. There has been a pronounced decrease in the share of equipment and supply expenses going to the level 1 teams. The share of expenses going to

Equity, Welfare and Sportsmanship

the men's level 1 teams declined from 80 to 56 percent, while the decline for the women's teams was from 54 to 44 percent. There has also been a reallocation from the men's to women's teams. Between 2001 and 2003 the share of the equipment and supplies expenditures allocated to the women's teams increased from 20 to 44 percent.

c. Identify areas of deficiency and comment on any trends.

There appears to be no problem with regard to gender equity at the present time. However, there does not appear to exist a monitored system for conducting inventories to ensure equipment, supplies and uniforms are supplied and replaced on a non-discriminatory basis.

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

The committee has recommended development of a regularly monitored system, including regularly scheduled inventories of equipment and supplies, including uniforms, and the development of a schedule for uniform replacement that assures gender equity in the allocation of funds.

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

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

The committee interviewed individuals in the Department of Athletics, surveyed coaches, and reviewed athletic schedules.

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

The scheduling of games and practices for all sports is done by a group of athletics staff, including the senior woman administrator. She has made gender equity a key factor in the decision making process. In terms of game scheduling, comparable sports were reviewed for evidence of gender inequity. One indicator of inequity would be the geographic scope of the competition and at URI there appears to be no differences between the geographic scope of the competition. Although the University's sports do not all have the same market, comparable sports have comparable markets. The basketball and soccer programs are national in reach, while the other teams are restricted to an area that includes the East Coast to the Midwest. Both the baseball and softball teams have southern tours in the spring semester, as does the women's tennis team. When looking at the number of games, during the three-year period the only significant difference between the men's and women's teams was in tennis where the men played 22 more matches over the three-year period than the women's team.

With regard to practice times and facilities, basketball, tennis, swimming & diving, and track & field all share practice and game facilities so the issue of equity is only an issue when scheduling the facilities. Each semester the coaches meet with a senior administrator to allocate the facilities for practice and games. For all of the comparable sports every effort is made to guarantee gender-equity in assigning the facilities. For example, basketball teams practice in the Ryan Center, the site of the team's home games, and in Tootell. The practice schedule is the same for both teams, with the teams alternating between the two facilities. Men's and women's soccer receive the same number of hours in the Tootell East and Tootell West gyms by alternating days. The same is true for the softball and baseball teams.

c. Identify areas of deficiency and comment on any trends.

The committee found no indication of any gender inequity.

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

The committee's recommendation is for a continuation of the current practices.

Equity, Welfare and Sportsmanship

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

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

The committee reviewed the EADA data and travel records, interviewed individuals in the Department of Athletics, and surveyed coaches.

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

At the present time the University has a uniform travel plan that specifies the mode of travel for all sports teams, although the plan has yet to be formally adopted. At the time of the 1997 report, the Department of Athletics had a standard policy of allotting students \$18 per day when traveling. At present the per diem has been increased to \$20. The base travel allowance is the same for all teams. Coaches have the option of supplementing this travel per diem with additional funding.

Upon review of the travel budget at aggregate level, it was revealed that between 1996 and 2001 there was a pronounced reallocation from men's to women's sports, with the share of travel expenses going to women's sports (44 to 53 percent). In the last three years, however, the trend has reversed and by 2003 women's teams received 48 percent of the travel budget. The big gainers in men's sports were golf (350%), swimming & diving (220%), and baseball (100%), while in women's sports rowing, soccer, and swimming & diving all had increases above 100%. The two largest travel budgets, football and men's basketball, declined during this period from 81% to 73%, while for women the share going to basketball and volleyball rose slightly from 47% to 48%.

c. Identify areas of deficiency and comment on any trends.

The committee found no indication of any gender inequity. There was agreement that the policy in place should be formalized and included as part of the operating procedures for athletics.

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

The committee's recommendation is for a continuation of the current practices and the inclusion of a written statement of the gender-equity guidelines for travel.

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

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

The committee interviewed individuals in the Department of Athletics and surveyed coaches.

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

At the present time, Advising Programs for Student-Athletes provides study halls for three specific teams: men's basketball, women's basketball, and football.

Women's basketball - The study hall is conducted in a reserved room in the University Library and is monitored by a developmental tutor. Student-athletes below 3.0 GPA are required to attend, as well as other students as deemed by the head coach.

Men's basketball - study hall takes place in the Department of Athletics Computer Lab and is monitored by a developmental tutor and a member of the coaching staff. Student-athletes below 2.5 GPA are required to attend, as well as all newcomers (freshman and transfers) to the program.

Equity, Welfare and Sportsmanship

Football - study hall is conducted in classrooms adjacent to the football offices and is monitored by a developmental tutor and a member of the coaching staff. Student-athletes below 2.5 are required to attend study hall, as well as all newcomers (freshman and transfers) to the program.

In addition to these team-specific programs, there is a general study hall for most other teams, although several teams (i.e., baseball, men's track & field) run their own at various times during the year and are supervised by the coaching staff. The general study hall is conducted in both the Department of Athletics Computer Lab and a study room, and is monitored by part-time employees.

c. Identify areas of deficiency and comment on any trends.

The committee found no indication of any gender inequity.

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

The committee's recommendation is for a continuation of the current practices.

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

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

The committee reviewed the EADA and staffing level data, interviewed individuals in the Department of Athletics and surveyed coaches.

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

Since the original gender-equity report the University has not achieved its goal of a full-time coach for all of its sports. As of 2003 swimming & diving and tennis did not have full-time coaches, although by 2004 only tennis did not have full-time head coaches. When we examine comparable sports, meanwhile, there would appear to be gender-equity. In the case of the six comparable sports examined, baseball/softball, basketball, swimming & diving, tennis all have the same number of full-time and part-time coaches. For soccer, the men's team has one additional part-time coach while in track and field the women's team has one additional part-time assistant coach. The number of assistant coaches for men's teams was the same in 2003 as 2001, while the number of female assistant coaches dropped by one. The number of male assistant coaches increased over that period as females were replaced by male assistant coaches.

At the aggregate level the salaries for head coaches have begun to diverge in past three years. In 2001 the aggregate salaries of all the men's teams equaled that of the women's head coaches, but by 2003 the men's teams' salaries were about 17% above those of females. When reviewing salaries, however, one should acknowledge the fact that there are a few teams that are revenue generators through ticket sales and many that generate no ticket sales. If you exclude the two basketball programs and the football program and then examine the salary data for the remaining sports you find little evidence of gender inequity. By 2003, the average salary per head coach was the same for the men's and women's teams, while the average for the assistants was substantially lower for the men's teams. When looking at the total coaches' salaries adjusted for the number of teams, the men's coaches' salaries average approximately 90 percent of the women's coaches' salaries, up from 57 percent in 1996.

c. Identify areas of deficiency and comment on any trends.

The committee found that women's soccer assistant coach was not a FTE position. The number of participants on the women's rowing team currently has 43 participants. The coaching staff has not been increased from 1 head and 1 assistant coach. These programs can be deemed to be lacking adequate coaching support.

Equity, Welfare and Sportsmanship

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

The committee's recommendation is to reevaluate and reassign as appropriate assistant coaches to provide additional support to women's programs. The women's soccer and women's rowing programs should be priorities when identifying funds to establish new coaches positions. The coaching staff salaries should be reviewed when positions are being filled to ensure that the university remains competitive for qualified coaches.

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

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

The committee interviewed individuals in the Department of Athletics, surveyed coaches, and toured the locker rooms and facilities.

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

With regard to practice times and facilities, basketball, tennis, swimming & diving, and track & field all share practice and game facilities so the issue of equity is only an issue when scheduling the facilities. Each semester the coaches meet with a senior administrator to allocate the facilities for practice and games. For all of the comparable sports every effort is made to guarantee gender-equity in assigning the facilities. (see 4.1 Item 7 (4b))

At the time of the initial report, and as a response to the peer review report, the University indicated the senior woman administrator was serving on the Keaney Feasibility Study Committee and was also a member of the Committee overseeing the Second Floor Keaney Project. The Second Floor Keaney Project specified in the original report was completed and with the renovations three men's and three women's team rooms and a men's and women's locker room were created. The peer review committee recommended the remedial upgrades (Recommendation No. 1) and the renovations created upgrades to the facilities for gymnastics, volleyball, and track and field on the women's side and baseball, soccer, and track and field on the men's side. The three men's teams share a common shower room as do the three women's teams. The conversion of the room for women's basketball mentioned in the report was made obsolete by the movement of men's and women's basketball into the new Ryan Center that is home to the men's and women's basketball teams.

Four teams (three women's teams and one men's team) have lockers in Tootell Athletic Complex. The team's locker rooms in this building are larger, but the facilities are not comparable to those in Keaney. The only comparable features of these rooms are the lockers that are the same vintage as those in Keaney. The women's softball team has the best of the facilities given that it contains its own showers and toilets. The women's field hockey, soccer, and swimming and diving are all housed in an area that shares showers and toilets with the main women's shower room that services open recreation and visiting teams. The men's swimming and diving is in temporary space in the men's open locker room due to the substandard conditions in its assigned space.

c. Identify areas of deficiency and comment on any trends.

The teams that have locker room space in Tootell, clearly have inferior locker facilities. This becomes a gender issue since there is disparate impact on the women's teams. Three of the four teams are women's teams.

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

The committee has included in its gender equity plan a timetable for addressing the imbalance.

Equity, Welfare and Sportsmanship

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

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

The committee interviewed individuals in the Department of Athletics, surveyed coaches, and toured the locker rooms and facilities.

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

At the present time all athletes, with the exception of the football players, share two weight rooms. In terms of medical facilities, between 1996 and 2003 there was a 30 percent increase in student-athletes and no increase in the medical and training facilities. The head trainer was interviewed to determine any gender-equity issues in terms of service. This committee notes that in this report as well as the last report, there seems to be a gender-neutral implementation of their services.

c. Identify areas of deficiency and comment on any trends.

The University has recognized the need to improve the training and conditioning facilities. A bond issue was placed on the November 2004 ballot that would have financed construction of a new training and conditioning facility for athletes. Unfortunately, the bond issue did not pass and the Department of Athletics will begin evaluating alternative plans for generating the funds for improving the facilities.

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

The committee does not believe that at this time the medical and training facilities is a gender issue and recommends an annual review of the medical and training facilities and staff.

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

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

The committee interviewed individuals in the Department of Athletics and surveyed coaches.

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

At the University the housing and dining choices for all student-athletes are the same indicating there is no equity problem in housing and dining. In past years the two basketball teams lived in graduate village but now all students receive the same treatment.

c. Identify areas of deficiency and comment on any trends.

The committee finds no deficiencies in housing and dining facilities and services.

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

The committee does not believe that at this time the housing and dining facilities and services is a gender issue and recommends an annual review of the housing and dining facilities and services.

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

Equity, Welfare and Sportsmanship

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

The committee interviewed individuals in the Department of Athletics including the person in charge of publicity, surveyed coaches, and reviewed printed and web-based material concerning published information for the teams (i.e. Media guides, schedule cards, team information on the internet, etc.).

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

The University web site (www.gorhody.com) has a standard format for all of the teams and there was no apparent discrepancy between the teams. All teams had up to date scheduling information and there seemed to be no gender inequities in the information. The printed material quality seems to be improving. In the last report they looked at the printing budget and found priority sports had significant media guides. In addition, the 1996-97 media guides for basketball teams were also reviewed and found them to be similar, but not equal, in quality. All others had schedule cards and team brochure (except tennis). Several marketing and promotions initiatives have been implemented including the assignment of an individual to conduct marketing for women's basketball, the close monitoring and tracking of department advertising and promotional expenses to insure equity, the development of an annual marketing and promotions plan for women's basketball, and the development and implementation of unique promotions for women's basketball including Girls and Women in Sport Day, the Rhode to Success Field Trip and the Girl Scout Overnight.

c. Identify areas of deficiency and comment on any trends.

The committee has found no evidence of gender discrimination.

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

The committee has recommended that the Gender Equity in Athletics Subcommittee of the President's Commission on the Status of Women review the information annually to ensure that there is equity in the University publications.

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

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

The committee interviewed individuals in the Department of Athletics, surveyed coaches, toured the facilities, and reviewed the building plans in the assessment to determine the equity of the office space.

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

As with the locker and team rooms, the men's and women's basketball teams have the largest and best equipped offices, lockers, and shower rooms in the new Ryan Center. Each of the team has full-time secretarial support. The football team has their offices on the second floor of Keaney, shower and locker rooms in the Ryan Center, and has two secretaries.

The offices for the remaining sports are spread throughout Keaney, Mackel and Tootell. The largest space, which includes separate offices and team rooms, is allocated to men's soccer on the third floor of Keaney, a space substantially larger than the space allocated to women's soccer. This is the only notable example where comparable sports have very dissimilar office space.

c. Identify areas of deficiency and comment on any trends.

At the present time there are a number of offices that would be considered inadequate, but much of this is due to the structural problems with the Keaney building that directly affects a number of offices.

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

Equity, Welfare and Sportsmanship

The committee has recommended an evaluation and reallocation of the secretarial support staff.

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

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

The committee reviewed EADA, interviewed individuals in the Department of Athletics and surveyed coaches.

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

The University has a uniform policy with regard to recruits. A review of the aggregate data to compare treatment of men's and women's sports indicates that between 1996 and 2001 the share of recruiting monies going to men's teams increased from 55 to 59 percent of the total and by 2003 the share had risen to 60 percent. Men's basketball and football account for 83% of recruiting expenses for men's sports, down from 92% in 1996, while women's basketball and volleyball accounted for 69% of recruiting expenses in 1996 and 64% in 2003.

When comparing comparable sports there was divergence in the recruiting expenses for men's and women's basketball over the period. Overall, the amount allocated to the women's basketball team fell from 78 percent of the men's total in 1996 to 61 percent of the men's total in 2003. In soccer, the imbalance favoring the women's soccer team that had existed in 1996 had been reversed by 2003. In 1996, the recruiting monies allocated to women's soccer equaled 125 percent of the figure allocated to men's soccer, but by 2003 the rate stood at 55 percent and over the last three years men's soccer outspent women's soccer by about 35 percent. The baseball/softball comparison, meanwhile, indicates significant erosion in the advantage once held by softball that brought parity in 2003.

c. Identify areas of deficiency and comment on any trends.

Although the scholarships have been allocated 50:50, the current trend is 60:40 in favor of the men's sports. The recruiting dollars for men's and women's basketball show a disparity of 62:38.

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

Since, the gender equity plan contains a specific goal of 50:50 in terms of scholarships beginning next year and the development of a target ratio for scholarships to be developed within two years that will be in place in four years. That target will be the outgrowth of the work conducted by the Department of Athletics' strategic plan and the Title IX audit.

The committee recommends that the recruiting dollars be allocated 50:50 beginning next year and the recruiting dollars must be allocated proportionally with the scholarship goals. It is understood there will be varying percentages when comparing comparable sports, due to the recruiting areas and the make up of the team (i.e. Number of freshmen, sophomores, etc.). The committee also recommends that coaches' contracts be reviewed to determine the appropriateness of scholarship guarantees.

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

Equity, Welfare and Sportsmanship

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

University of Rhode Island
Athletic Department
Gender Equity Plan
FY2005 and Beyond

PURPOSE:

The purpose of this Plan is to guide the University of Rhode Island in its continuing efforts to achieve gender equity in its intercollegiate athletic programs. It has been developed to ensure the institution continues to comply with NCAA operating principles regarding the participation of women in intercollegiate athletics and with Title IX regulations, as interpreted, to date, by the Office of Civil Rights. The plan is based on the NCAA Self-Study conducted during FY2004 and 2005.

OPERATING PRINCIPLES

The Operating Principles of the NCAA in regards to equity state:

4.1 Gender Issues. Consistent with NCAA Constitution 2.3, it is the responsibility of each institution to implement the Association's principle of gender equity. In accordance with this fundamental principle, the institution shall:

- a. Have implemented its approved gender-equity plan from the previous self-study. If modified or not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.
- b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel.
- c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

The institution shall have available adequate information for assessing its current progress in this area and an institutional plan for assessing it in the future. The Plan shall provide for accommodating the evolving standards of the NCAA in the area of gender equity.

INITIATIVES:

To help the University of Rhode Island in its continuing efforts to achieve and maintain gender equity for both genders the following items will be implemented by Fall 2005.

* Change in gender make-up of the Athletic Advisory Board -

The Athletic Advisory Board (AAB) currently consists of 9 members. The AAB currently has 1 female member. For the fiscal year 2006 (Fall 2005) the membership of the Athletic Advisory Board will include:

- 4 faculty members; with a minimum of 2 members being women
- 2 undergraduate student athletes (one being a woman) & 1 graduate student
- 2 alumni; one of whom should be a woman
- 1 chairperson (a faculty member appointed by the president)

All the appointments must be made as indicated by the University manual.

The recommendation of this committee is that the Athletic Advisory Board increase the diversity in all appointments. The goal for the membership of the Athletic Advisory Board is a ratio of 50% female (not including the chairperson and the ex-officio members).

* Create a Gender Equity in Athletics Subcommittee of the President's Commission on the Status of Women -

The Gender Equity in Athletics Subcommittee will be charged with completing an annual review of the progress Department of Athletics' gender equity plan, provide input and recommendations to the President and Director of Athletics on the ongoing implementation of the plan.

The recommended membership of the Gender Equity in Athletics subcommittee of the President's Commission on the Status of Women requests that its members include:

Equity, Welfare and Sportsmanship

2 members from the President's Commission on the Status of Women,
2 members from the Athletic Advisory Board,
1 member from Student Athletic Advisory Committee,
1 male and 1 female student-athlete,
1 female, non-athlete,
support staff from the following departments: Athletics (Director of Athletics and the Senior Women Administrator) and Affirmative Action (1 staff person).

Charge to the Gender Equity in Athletics Subcommittee:

1. Meet at least six times each year.
2. Annually review the progress of the approved gender equity plan.
3. Provide input and recommendations to the President and the Director of Athletics on issues related to the on-going implementation of the gender equity plan.

* Title IX Audit -

The University of Rhode Island's Department of Athletics will initiate a gender equity audit to be conducted by an external, expert consultant to provide an accurate assessment of the university's compliance with Title IX. The university will develop a request for proposals during the spring semester, 2005.

The primary purpose of the audit is to help identify areas of concern, help in the creation of an accurate baseline for gender equity, to help establish goals for gender equity and strategies for achieving goals. The audit will be completed by the Fall 2005. A plan to address the findings of the audit and the internal strategic planning process will be developed within one year of the audit. The plan's goals will be achieved by 2010.

* Computerize the student-athlete end-of-the-season survey -

To help with the analysis of the student-athlete end-of-the-season surveys, the Department of Athletics must have the results of the end-of-the-season surveys computerized.

*Allocation of resources for scholarships and recruiting:

During the period of this plan, a minimum of 50% of expenditures of resources for scholarships and recruitment will be used for women's sports.

*Please see "plan for improvement" section for detailed Gender Equity Plan in regards to all gender equity topic areas.

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

A subcommittee was formed to draft the Gender Equity plan. This committee was made up of the following people; Lynne Derbyshire, Professor of Communication; Art Mead, Professor of Economics, Lauren Anderson, Senior Woman Administrator; Sue Bergen, Associate AD for Business and Finance. The subcommittee also called in additional staff as necessary, including Tom McElroy, Athletic Director, Gregg Burke, Deputy Director of Athletics and Abu Bakr, Assistant to the President.

Abu Bakr then brought the Gender Equity plan to President Carothers for review.

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

- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).
- Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

Equity, Welfare and Sportsmanship

Evaluation

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

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Scholarships	The University will achieve equity in regards to scholarships in proportion to the rate of participation.	University of Rhode Island's Department of Athletics must undergo a Title IX audit.	Director of Enrollment Services, Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Audit complete by Summer of 2005.
		Develop plan based on the Title IX audit's recommendations and strategic planning process.	Director of Enrollment Services, Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator	Plan complete by Fall 2005. Achievement of plan's goals by Spring 2010.
Accommodation of Interests and Abilities.	Pending the findings from the Title IX audit, the University will ensure female student-athlete participation is equal to women's enrollment, based upon a three 3 year average, or within 5% of enrollment, based upon the same 3 year average.	University of Rhode Island's Department of Athletics must undergo a Title IX audit.	Director of Enrollment Services, Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Audit complete by Summer of 2005.
		Develop plan based on the Title IX audit's recommendations and strategic planning process.	Director of Enrollment Services, Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator	Plan complete by Fall 2005. Achievement of plan's goals by Spring 2010.
Equipment and Supplies.	Ensure equitable budget availability for all sports based upon the completed inventory and rotation schedule as set by the Equipment Manager.	Review budgets and expenditures annually.	Athletic Director, Deputy Director of Athletics, Assoc. Athletic Director for Business & Finance, Equipment Manager, Sport Administrators, and Senior Woman Administrator.	Fall 2005.
		Complete equipment inventory.	Athletic Director, Deputy Director of Athletics, Assoc. Athletic Director for Business & Finance, Equipment Manager, Sport Administrators, and Senior Woman Administrator.	June 2005

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Develop written strategies for addressing inequities.	Athletic Director, Deputy Director of Athletics, Assoc. Athletic Director for Business & Finance, Equipment Manager, Sport Administrators, and Senior Woman Administrator.	June 2005
		Develop uniform replacement schedule.	Athletic Director, Deputy Director of Athletics, Assoc. Athletic Director for Business & Finance, Equipment Manager, Sport Administrators, and Senior Woman Administrator.	June 2005
Scheduling of Games and Practice Time.	Ensure games and practices continue to be administered equitably.	Continue administrative support and procedures related to the coordination of game and practice schedules.	Athletic Director, Deputy Director, Senior Woman Administrator, and Sports Administrators.	Spring 2005 (this has been an ongoing university process).
Travel and Per Diem Allowance.	Ensure team travel policies and procedures remain equitable. Increase per diem levels to the State allowed amount.	Continue administrative review and equitable applications concerning the mode of transportation, per diem levels, and accommodation.	Athletic Director, Deputy Director of Athletics, Assoc. Athletic Director for Business & Finance, Sport Administrators, and Senior Woman Administrator.	Fall 2005
Tutors.	Ensure academic advising services and tutoring services continue to be equitable.	Conduct annual review.	Dean of University College, Academic Advisors, Athletic Director, Senior Woman Administrator, and Sport Administrators.	Fall 2005
Head Coaches.	Ensure the University continues provides competitive salaries to all head coaches.	Conduct regular review of head coaches' salaries relative to market value and conference rank, every 3 years.	Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, Assistant VP of Human Resources, and Senior Woman Administrator.	Fall 2006
Assistant Coaches.	Achieve equitable assistant coach support for women's sports.	Re-evaluate and re-assign Assistant Coaches to provide more support to women's sports.	Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, Assistant VP of Human Resources, and Senior Woman Administrator.	Fall 2007

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Review alternative sources of funding for assistant coaching positions, prioritizing women's soccer and rowing.	Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, Assistant VP of Human Resources, and Senior Woman Administrator.	Fall 2007
Locker Rooms, Practice and Competitive Facilities.	Ensure equitable locker room facilities for all sports.	<p>Renovate the following women's team locker rooms: Softball, Soccer, Field Hockey, Swimming.</p> <p>Renovate the following men's locker room: Swimming.</p> <p>Reallocate former men's basketball locker in Keaney to a woman's sport.</p>	Athletic Director, Deputy Director of Athletics, Asst. AD for Facilities Mgmt., University Planner, Director of Development, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Must achieve equity within 4 years.
Medical and Training Facilities and Services.	Continue to provide equitable medical and training services.	Conduct an annual review. Specifications to be developed	Athletic Director, Deputy Director of Athletics, Gender Equity in Athletics Subcommittee, Associate Athletic Director for Business & Finance, Head Trainer, Associate Athletic Directors, Health Services, Counseling Center, and Senior Woman Administrator.	Fall 2005
Housing and Dining Facilities and Services.	Ensure housing and dining services continue to be equitable.	Conduct annual review.	Athletic Director, Senior Woman Administrator, Sport Administrators, Administrator of Food Services, and Director of ORL.	Fall 2005
Publicity.	<p>Provide equitable media promotions for women's teams and events.</p> <p>Increase marketing of women's sports.</p>	Analyze and revise promotional material, allowing for portions illustrating longer history or higher achievements.	Deputy Director for Athletics, Sport Administrators, Assistant Athletic Director for Media Relations, and Senior Woman Administrator.	Fall 2005

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Develop plan for added professional assistance.	Deputy Director for Athletics, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Spring 2005
		Continue to allocate giveaways and program attractions for women's programs	Deputy Director for Athletics and Senior Woman Administrator.	Fall 2005
Support Services.	Achieve equitable secretarial support for all sports.	Re-evaluate and re-assign secretarial support for a more equitable distribution of work.	Deputy Director for Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Fall 2005
Recruitment of Student-Athletes.	Achieve equitable recruitment of student-athletes for all sports.	University of Rhode Island's Department of Athletics must undergo a Title IX audit.	Director of Enrollment Services, Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Audit complete by Summer of 2005.
		Develop plan based on the Title IX audit's recommendations and strategic planning process.	Director of Enrollment Services, Athletic Director, Deputy Director of Athletics, Sport Administrators, Associate Athletic Director for Business & Finance, and Senior Woman Administrator.	Plan complete by Fall 2005. Achievement of plan's goals by Spring 2010.

Equity, Welfare and Sportsmanship

Operating Principle

4.2 Minority Issues

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION REVISE ITS MINORITY OPPORTUNITIES PLAN TO ASSIGN A SPECIFIC TIMETABLE FOR EACH TASK OUTLINED IN THE PLAN AND ASSIGN INDIVIDUALS OR OFFICES RESPONSIBLE FOR CARRYING OUT EACH TASK.

University Action:

A new Athletics Recruitment and Hiring Program was put in place in the 1997-98 academic year. The Senior Woman Administrator assumed responsibility for ensuring that searches follow affirmative action procedures and, with support from the Office for Affirmative Action, Equal Opportunity and Diversity, for maintaining "a list of relevant groups, institutions and individuals who are routinely notified when hiring opportunities exist, particularly for the positions of head coaches, and senior athletics administrative staff."

There were no additional timetables or specific assignment beyond the responsibility delegated to the Senior Woman Administrator listed above.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION REVISE ITS MINORITY OPPORTUNITIES PLAN TO INCLUDE WAYS IN WHICH THE ATHLETICS DEPARTMENT WILL CONTINUE ITS EFFORTS TO IDENTIFY MINORITY ATHLETICS STAFF AND STUDENT-ATHLETES.

University Action:

See response to RECOMMENDATION #4 above.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION REVISE ITS MINORITY OPPORTUNITY PLAN TO ADDRESS MINORITY OPPORTUNITIES AND NEEDS FOR STUDENT-ATHLETES, AS WELL AS ATHLETIC STAFF MEMBERS.

University Action:

The plan was revised to address minority opportunities. However, needs for student-athletes, as well as athletic staff members was not addressed.

Explanation:

Although the plan was not revised to address needs for student-athletes, the Department of Athletics has addressed this concern in several ways. The university has addressed student-athletes' needs by conducting annual exit interviews, end-of-the-season surveys, and the NCAA CHAMP/Life Skills Assessment. Student programs such as NCAA CHAMP/Life Skills, Responsible Alcohol Management (RAM) Choices, the Career Counseling Center, and the Counseling Center have provided student-athletes with venues to address their career counseling, personal counseling, and health needs.

Equity, Welfare and Sportsmanship

The University acknowledges that similar programs must be made available to address the staff members' needs. As a result, the Minority Plan for Improvement addresses the need for needs assessments to be conducted with department of athletics staff.

* Please note that a detailed description of the above-referenced student programs/centers can be found in Operating Principle 4.3, Item #6.

THE PEER REVIEW TEAM RECOMMENDS THAT THE INSTITUTION RECEIVE APPROVAL OF THE UNIVERSITY ADMINISTRATION, THE AFFIRMATIVE ACTION OFFICE, AND THE ATHLETICS DEPARTMENT SUBSEQUENT TO IMPLEMENTING THE RELATED RECOMMENDATIONS LISTED ABOVE.

University Action:

The revised plan was approved by the university administration. Elements of the plan, such as computation of availability/utilization analyses and overall monitoring of hiring searches to ensure that minorities are afforded equal opportunity in the search process is the responsibility of the Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD). The AAEOD office requests and reviews all college and department affirmative action plans.

THE PEER REVIEW TEAM SUGGESTS THAT THE INSTITUTION ESTABLISH A WORKING RELATIONSHIP BETWEEN THE ATHLETICS DEPARTMENT AND THE OFFICES ON CAMPUS THAT PROVIDE AND SPECIALIZE IN DIVERSITY SERVICES AND ISSUES.

University Action:

The Department of Athletics does not have a formal working relationship with the office of Multicultural Student Services or with Special Programs for Talent Development (hereinafter "SPTD"), the two offices/programs at the University that provide support for minority students. However, efforts are often made during on-campus visits by prospective student-athletes and during freshman orientation to introduce students to these departments. Minority student-athletes usually make informal connections with SPTD and Multicultural Student Services.

Several other sources of connection have been made or established that facilitate a working relationship between the Department of Athletics and offices that provide services and address issues relating to minority students. Below is a list of other sources:

1. The Student Athletic Advisory Committee (SAAC) provides an important vehicle for student athletes to become more engaged with other activities on campus. While a very successful organization, it would benefit from more involvement of male athletes, and in particular athletes from men's basketball and football. The past two recipients of the Rainville Leadership Award have been student athletes involved in SAAC and SAAC received the group leadership award, clear indications of the success of the group.
2. The URI Peer Advocates, Violence Against Women Prevention Program has successfully created links between student-athletes and the larger campus community, partially due to the explicit recruiting they do when they present programs to athletic teams, and partially due to having a co-director who is a former member of the football team.
3. The Rose Butler Brown Mentor and Leadership Program for women of color have successfully recruited student athletes but a more formal relationship would be beneficial.
4. Bridges, a program designed in 1997 to promote understanding and collaboration among student groups on campus, served an important role early on when the Director of Athletics strongly encouraged coaches to have members of their teams participate. Only a few teams continued to be involved. Reestablishing that support would be valuable, however, the SAAC has been a valuable program initiative that achieves many of the objectives of Bridges.

(Note that Peer Advocates and Rose Butler Brown are sponsored by the Women's Center).

Equity, Welfare and Sportsmanship

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

The original plan from 1997 is noted in UPPERCASE followed by the institutional actions that addressed these items.

THE ATHLETICS DEPARTMENT'S GOALS PARALLEL THOSE OF THE INSTITUTION IN TERMS OF RECRUITING AND HIRING MINORITY EMPLOYEES. PLANS TO EXPAND INSTITUTIONAL RECRUITMENT EFFORTS ARE CURRENTLY IN PROGRESS. COMPUTATION OF AVAILABILITY/UTILIZATION ANALYSES WILL PROVIDE VALUABLE DATA REGARDING THE UNDERUTILIZATION OF MINORITIES AND WILL ALSO FACILITATE DETERMINATION OF UNDER-REPRESENTATION OF A PARTICULAR RACIAL/ETHNIC GROUP WITHIN THE ATHLETICS DEPARTMENT. TARGETED RECRUITMENT ACTIONS CAN BE DEVELOPED TO MEET SPECIFIC NEEDS.

University Action:

In recruiting for staff positions, the Department of Athletics follows the guidelines, policies and procedures of the Office of Affirmative Action, Equal Opportunity and Diversity. The senior woman administrator maintains an internal mailing list comprised of relevant groups, institutions, and individuals who are routinely notified when hiring opportunities exist, particularly for the positions of head coaches, and senior athletics administrative staff.

THE UNIVERSITY IS CURRENTLY REVIEWING THE AFFIRMATIVE ACTION PROGRAM AND COORDINATION OF ACTIVITIES WITH THE OFFICE OF HUMAN RESOURCES ADMINISTRATION. THIS STUDY INCLUDES THE REVIEW AND EVALUATION OF HIRING POLICIES, PROCEDURES, AND PROCESSES. RECOMMENDATIONS FOR REVISION OF POLICIES AND/OR THE MODIFICATIONS OF INSTITUTIONAL PROCEDURES THAT RESULT FROM THE REVIEW WILL BE EXAMINED. SUBSEQUENT TO THE REVIEW, IMPLEMENTATION PLANS WILL BE DEVELOPED BY THE AFFIRMATIVE ACTION OFFICE. THE ATHLETICS DEPARTMENT WILL CONTINUE TO OBSERVE INSTITUTIONAL HIRING POLICIES.

University Action:

Every year the Office of Affirmative Action, Equal Opportunity and Diversity does availability/utilization analyses providing data regarding the underutilization of minorities throughout the University. Although this data encourages proactive affirmative action searches when vacancies occur in the senior staff or among head coaches, there is no evidence that it contributes to a consistent effort to increase hiring of staff from groups traditionally underrepresented in the University. For the academic year 2003-2004 the coaching staff includes 9% who are minority; the administrative staff includes 6% who are minority.

WHEN HIRING OPPORTUNITIES EXIST, THE ATHLETICS DEPARTMENT WILL CONTINUE ITS EFFORTS TO IDENTIFY MINORITY CANDIDATES, PARTICULARLY FOR THE POSITIONS OF HEAD COACHES, PART-TIME ASSISTANT COACHES, AND SENIOR ATHLETICS ADMINISTRATIVE STAFF.

University Action:

The associate directors of athletics assume responsibility for ensuring that searches follow affirmative action procedures. The senior woman administrator maintains "a list of relevant groups, institutions and individuals who are routinely notified when hiring opportunities exist, particularly for the positions of head coaches, and senior athletics administrative staff." While the full-time positions are monitored by Affirmative Action, part-time positions currently are not monitored. The University is working towards establishing a procedure to maintain information regarding the hiring opportunities for part-time positions.

THE UNIVERSITY'S EQUAL OPPORTUNITY STATEMENT IS INCLUDED IN ALL EXTERNAL PUBLICATIONS OF THE ATHLETICS DEPARTMENT.

Equity, Welfare and Sportsmanship

University Action:

The University's equal opportunity statement is included in many, but not all, of the Department of Athletics' external publications. The Assistant Director for Media Relations has been made aware of the need to ensure that all Department of Athletics external publications, no matter where they originate (including but not limited to athletic department brochures and publications, letterhead and the Department of Athletics' web-site), must carry the statement and has taken responsibility for ensuring that they do.

THERE WILL BE A REGULAR REVIEW OF THE RACIAL/ETHNIC INFORMATION FOR ALL ACTIVE STUDENT-ATHLETES ON A SPORT-BY-SPORT BASIS DONE BY THE DIRECTOR OF ATHLETICS.

University Action:

A review of the racial/ethnic information for all active student-athletes on a sport-by-sport basis has not occurred. The University acknowledges the need for such a review of the ethnic/racial student-athlete information and as a result addresses this very same issue in its Minority Plan for Improvement in Operating Principle 4.2.

COACHES WILL BE ENCOURAGED TO UTILIZE RECRUITMENT PRACTICES AND CONSIDER RECRUITING AREAS THAT INCLUDE MINORITY STUDENT-ATHLETES.

University Action:

There has been a failure to communicate to coaches the expectation that they would utilize recruitment practices and consider recruiting areas that include minority student-athletes. Thus the coaches recruit based on talent without considerations of where or how they might find talented minority student-athletes. In response to the lack of communication, the committee has addressed reforming and expanding recruitment practices in its Minority Plan for Improvement in Operating Principle 4.2.

THE ATHLETICS DIRECTOR WILL PROPOSE TO THE PRESIDENT THAT ONE OF THE ATHLETIC ADVISORY BOARD'S STUDENT MEMBERS BE A MINORITY ATHLETE.

University Action:

In regards to having a minority student-athlete on the Athletic Advisory Board, this has occurred occasionally, but not consistently.

THE ATHLETIC PROGRAM WILL CONTINUE TO MAINTAIN THE HIGH GRADUATION RATES CURRENTLY ACHIEVED FOR MINORITY STUDENT-ATHLETES.

University Action:

The Department of Athletics has experienced a significant upward trend in the graduation rates of minority student athletes. The graduation rate for minority student athletes has increased from 36.4% to 50%, when comparing the 94-95 cohort to the 97-98 cohort.

The following are statistics regarding minority student-athlete graduation rates:

For the four year cohort, all students graduated at the rate of 57%; all minority students graduated at the rate of 49.8%; minority student athletes graduated at the rate of 50%;

For the 96-97 cohort, reporting in 2003, minority student-athletes graduated at the rate of 54.5% (all minority students 49.7%; all students 58%);

For the 95-96 cohort, reporting in 2002, minority student-athletes graduated at the rate of 64.3% (all minority students 45.8%; all students 58%); and

For the 94-95 cohort, reporting in 2003, minority student-athletes graduated at the rate of 36.4% (all minority students 36.4%; all students 57%).

(Note that these represent very small total numbers, and the difference of one student is significant).

Minority student graduation rates lag behind white student graduation rates at the university presently by approximately 13%. The university has identified retention and graduation rates as priorities in its 2003-2006 Strategic Plan. The President has tentatively approved the establishment of a Commission on the Status of Faculty, Staff and Students of Color at the University of Rhode Island, to be established during the spring semester, 2005. This commission, among other charges, will explore the lower retention and graduation rates for minority students and make recommendations for improvement.

Equity, Welfare and Sportsmanship

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The tasks that relate to team travel, recruiting, and scholarships have been assigned to a sports administrator. This delineation helps to ensure that all teams are being treated in the same manner as it relates to team travel arrangements, recruiting arrangements and scholarship dollars. In addition, one Associate Director of Athletics is responsible for handling all admission and housing concerns. This Associate Director of Athletics deals directly with the other departments on campus. The Associate Directors of Athletics and the Director of Athletics meet weekly to discuss any concerns.

The Vice President of Student Affairs has established a Multiculturalism and Diversity Committee, beginning the spring semester, 2005. Each department in the Division of Student Affairs has been directed to select a representative to serve on this committee. The Senior Woman Administrator will serve as the representative for the Department of Athletics.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.2 (Minority Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action (s) not taken or completed, and (e) explanation(s) for partial completion.

To be omitted.

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

The Department of Athletics holds weekly administrative staff meetings that include the Director of Athletics, the Associate Director, and the Compliance Coordinator, and two head coaches on a rotating basis, as well as other administrative staff. Although this could be a venue for efforts related to the minority-issues operating principle it appears that this has not been a high priority.

The Department of Athletics has a policy of asking each athletic team, at the end of each season, to complete an evaluation of its program, its coaching staff, and the support functions provided by the department. Each coach is then expected to review these evaluations with an Associate Director of Athletics. This evaluation process has been used inconsistently. In addition, the department also conducts senior exit interviews. These are reviewed but the data is not compiled in any systematic fashion.

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

Please see attached chart.

Equity, Welfare and Sportsmanship

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

See chart below.

8. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart to compile the data requested in this self-study item.]

See chart below.

9. Using the program areas for minority issues please:

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

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

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

The committee interviewed the Director of the Office of Affirmative Action, Equal Opportunity and Diversity; reviewed data from the Office of Information Services-Institutional Research; spoke with coaches, Department of Athletics staff, and student-athletes; discussed topics with the Compliance Coordinator; and reviewed student-athlete evaluations and exit interviews.

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

The University's and the Department of Athletics' mission statements both state the commitment to value and support diversity. The President has a Policy Statement regarding the University's commitment to the principles of Affirmative Action and the Attainment of Equal Employment and Equal Educational opportunities for all qualified individuals. Also, included is the policy "...not to discriminate on the basis of race, sex, religion, age, color, creed, national origin, disability, sexual orientation, gender identity or expression...". Both the student-athlete end-of-the-year evaluations and personal exit interviews provided students with opportunities to discuss minority issues. The Office of Informational Services/Institutional Research compiles and publishes statistics in its database regarding race and ethnicity.

Three major program initiatives that contribute to the diversity climate are the Multicultural Center, the Rainbow Diversity House (residence), International Engineering House (residence), and the Women's Center (residence). All of these program initiatives create opportunities for discussion, provide training, and develop curricular materials regarding multiculturalism, diversity, and gender equity. Some initiatives that are currently in progress at the University include: Special Programs for Talent Development; Multicultural Student Services; International Student Services; the Women's Center; the Office of Career Services; and the Counseling Center.

The University mandates diversity training for all departments on campus. Additionally, the President has designated the Director of Affirmative Action to be responsible for the overall administration of the EEO/affirmative action program. The President has appointed seventeen (17) people to serve on the Equal Opportunity Advisory Committee, that ultimately reports to the President.

Equity, Welfare and Sportsmanship

c. Identify areas of deficiency and comment on any trends.

In reviewing the end-of-the-year student-athlete evaluations and the questions for the exit interviews, the committee recommends that the section on minority issues should be expanded and that the results of the surveys be compiled more efficiently.

The committee found that the mandatory diversity training did not reach the entire Department of Athletics and that cultural competence training should be added to the training. Additionally, the committee discovered that there is a need to establish a working relationship between the Department of Athletics and the offices on campus that provide and specialize in diversity services and issues.

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

The University is committed to conducting diversity education for all Department of Athletics staff and University personnel, establishing formal working relationships with multicultural services on campus, and revising the student-athlete end-of-the-year survey.

See the "Minority Plan for Improvement" for detailed goals and steps.

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

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

The committee interviewed individuals in the Department of Athletics and student-athletes and reviewed the process for the student-athlete end-of-the-year evaluations and exit interviews.

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

The Department of Athletics uses the end-of-the-year student-athlete evaluation form to evaluate areas regarding minority issues. Exit interviews also allow for personal discussion between an administrator and student-athlete to determine if minority issues exist within the department. Results of the student-athlete evaluations are discussed with the head coach by the sport administrator and the Director of Athletics as part of the coach's evaluation. Exit interview results are handled in the same manner. Weekly meetings are held with the Department of Athletics administrative staff to discuss department issues, which would include minority issues.

c. Identify areas of deficiency and comment on any trends.

The committee recommends that the results of the minority issues section of the student-athlete end-of-the-year evaluations should be reviewed annually by the senior administrators and the Athletics Advisory Board.

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

The University is committed to reviewing the data for the end-of-the-year evaluations and enforcing that all sports administrators prepare a written and oral summary presentation of all exit interview results.

See the "Minority Plan for Improvement" for detailed goals and steps.

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

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

The committee interviewed members of the Department of Athletics and spoke with staff from the Office of Affirmative Action, Equal Opportunity and Diversity.

Equity, Welfare and Sportsmanship

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

In recruiting and hiring for staff positions, the Affirmative Action Guidelines are followed as they relate to advertising, search committee composition, and outreach efforts to contact minority populations. The University's equal opportunity statement is included in all external publications of the Department of Athletics. In addition, the search committee and/or the search committee chair receive a search process orientation from the Office of Affirmative Action, Equal Opportunity and Diversity.

c. Identify areas of deficiency and comment on any trends.

The committee recommends that Department of Athletics should encourage coaches to expand their recruiting efforts in order to enhance diversity in their sports. The committee found a weakness in the hiring process for part time employees regarding adherence to Affirmative Action guidelines. The Department of Athletics should continue to monitor the inclusion of the Affirmative Action statement on all external publications.

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

The University is committed to expanding recruiting efforts in all sports, implementing efficient record-keeping of athletic scholarships, and requiring that the Affirmative Action statement is posted on all external publications.

See the "Minority Plan for Improvement" for detailed goals and steps.

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

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

The committee interviewed members of the Department of Athletics, interviewed staff from the Office of Affirmative Action, Equal Opportunity, and Diversity, the Admissions Office, and the Compliance Office and reviewed data from the Office of Information Services-Institutional Research.

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

In recognition of emerging educational trends and in an effort to encourage the growth of minority student enrollment, the University has included curriculums in African and African-American Studies, Urban Affairs, and Women's Studies, and academic minors in Latin and Asian Studies. The University has also revised a general education requirement that now requires that each student take two courses that are diversity intensive.

The Special Programs for Talent Development encourages applications from economically, socially, and culturally disadvantaged students from Rhode Island. An average of eighty to eighty-five percent (80% - 85%) of the program's total enrollment consists of minority students.

Additionally, the University has developed an articulation agreement with the Community College of Rhode Island that facilitates the transfer of students from the community college to the University.

c. Identify areas of deficiency and comment on any trends.

The enrollment of minority students at the University has increased over the past several years as indicated by the data from the Office of Information Services-Institutional Research. The committee found no evidence of formalized record keeping on the enrollment of minority student-athletes. Although coaches are aware of the University's commitment to recruit minority student-athletes, the committee found no evidence of formalized record keeping on the number of contacts made by coaches.

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

Equity, Welfare and Sportsmanship

The University is committed to initiating effective and efficient record-keeping of the racial/ethnic composition of all student-athletes.

See the "Minority Plan for Improvement" for detailed goals and steps.

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

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

The committee interviewed members of the Department of Athletics, the Admissions Office, and the Compliance Coordinator and reviewed data from the Office of Information Services-Institutional Research.

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

In the latest data supplied by the Office of Information Services, minority student enrollment in 2003 comprised 13% of the total undergraduate enrollment at the University, compared to 11.8% in 1999.

c. Identify areas of deficiency and comment on any trends.

The enrollment at the University has increased during the period since the last plan and accordingly the enrollment of minority students has increased as well. The committee could not find an indication of accurate record keeping of minority student-athletes by sport, in all sports, or in scholarship awards.

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

The University is committed to initiating effective and efficient record-keeping of the racial/ethnic composition of all student-athletes and of all athletic scholarships awarded.

See the "Minority Plan for Improvement" for detailed goals and steps.

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

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

The members of the committee interviewed members of the Department of Athletics, the Compliance Coordinator, the Athletic Advisory Board, and a Professor in Leadership Studies.

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

All student-athletes have the opportunity to provide input to the Department of Athletics through student-athlete end-of-the-year evaluations, exit interviews, life skills needs assessment surveys, and life skills program evaluations, all of which influence the development of the Department of Athletics' policies and procedures.

The following committees include student-athlete representation to ensure students' involvement in decision-making processes:

Student-Athlete Advisory Committee;

Responsible Alcohol Choices (RAM Choices);

Athletic Advisory Board (hereinafter "AAB");

Life Skills Advisory Team; and

Equity, Welfare and Sportsmanship

Eating Disorders Team.

*Please note that a detailed explanation of the above-referenced programs can be found in Operating Principle 4.3, Item, #6.

c. Identify areas of deficiency and comment on any trends.

Although the committee found a consistent commitment to include student-athletes in the governance and decision making processes of the Department of Athletics, the provision for minority leadership opportunities was never assured.

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

The University is committed to reviewing the racial and ethnic make up of the Athletic Advisory Board (hereinafter "AAB") and identifying a plan to help increase the representation of underrepresented groups/minorities.

See the "Minority Plan for Improvement" for detailed goals and steps.

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

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

The committee interviewed members of the Department of Athletics and staff from the Office of Affirmative Action, Equal Opportunity, and Diversity.

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

When one reviews the number of minority head coaches that have been on staff since 1992, the sports of football, men's basketball, and women's basketball have all had a minority in the head coach position. At the present time, the women's basketball coach is the only minority head coach on staff. During the same period of time, the hiring of minority assistant coaches occurred predominantly in the sports of men's and women's basketball and football, with one minority hire in gymnastics. Currently, there are six minority assistant coaches on staff that include two each in men's basketball, women's basketball and football. In recruiting and hiring for staff positions, Affirmative Action Guidelines are followed in all FTE searches.

c. Identify areas of deficiency and comment on any trends.

The committee discovered that statistics on the racial/ethnic composition of the Department of Athletics staff is not readily available within athletics. The committee also recommends that the recruitment and hiring of minority candidates for part time staff, and support services staff (classified) be codified and enforced, since the hiring of part time staff and classified employees are not monitored by the Office of Affirmative Action, Equal Opportunity and Diversity.

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

The University is committed to codifying and enforcing hiring policies that are consistent with the affirmative action guidelines. In addition, the University is committed to initiating effective and efficient record-keeping of the racial/ethnic composition of all Department of Athletics staff.

See the "Minority Plan for Improvement" for detailed goals and steps.

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

Equity, Welfare and Sportsmanship

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

The committee interviewed members of the Department of Athletics, reviewed the end-of-the-year student-athlete evaluations, met with the CHAMPS/Lifeskills Coordinator and with the Student-Athlete Advisory Committee (hereinafter "SAAC") Advisor.

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

Three major program initiatives that contribute to the diversity climate are the Multicultural Center, the Rainbow Diversity House (residence), International Engineering House (residence), and the Women's Center (residence). All of these program initiatives create opportunities for discussion, provide training, and develop curricular materials regarding multiculturalism, diversity, and gender equity.

The Special Programs for Talent Development encourages applications from economically, socially, and culturally disadvantaged students from Rhode Island.

In addition, Multicultural Student Services sponsors a wide range of programs, seminars, receptions, and workshops. For example, the Welcome and Information Reception/Orientation is an annual event that provides information to incoming multicultural students on supportive services available from the various student affairs offices. Furthermore, the Leadership Training Seminar is held for newly elected leaders of student organizations, focusing on development of management and group dynamic skills.

Multicultural Student Services also contributes to the activities marking the celebrations of Dr. Martin Luther King Jr. Week, Black History Month, and Latino Awareness Month. Furthermore, Multicultural Student Services also organizes the graduation reception for multicultural graduates, parents, and friends and assists multicultural students in attending Career Exposition, the largest career forum on the east coast aimed specifically at multicultural students.

The Department of Athletics has supported the attendance of student-athletes from every team to attend the BRIDGES Retreat sponsored through the Office of Student Life.

c. Identify areas of deficiency and comment on any trends.

With the numerous campus programs and activities that are sponsored by the University, the committee discovered that there was need to establish a connection between minority student-athletes and the campus programs and other student-athletes.

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

The University is committed to establishing a Minority Issues Subcommittee within the Student-Athlete Advisory Committee (hereinafter "SAAC") to act as a liaison between student-athletes and University programs.

See the "Minority Plan for Improvement" for detailed goals and steps.

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

Equity, Welfare and Sportsmanship

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

See "plan for improvement" section for detailed Minority Equity Plan.

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

A subcommittee was formed to draft the "Minority Issues-Plan for Improvement". The following people were members of the committee: Dr. Lynne Derbyshire, Professor of Communication Studies; Ms Roxanne Gomes, Assistant Director, Affirmative Action; Ms. Lauren Anderson, Sr. Associate Director of Athletics, SWA; and Mr. Art Mead, Professor of Economics.

The subcommittee also called in additional staff as necessary, including Mr. Robert Gillis, Director of Affirmative Action; Ms. Gina Sperry and Mr. Michael Scott, Academic Advisors; Ms. Susan Bergen, Associate Director of Athletics for Business and Finance; Mr. Abu Bakr, Assistant to the President; and Mr. Thomas McElroy, Director of Athletics. After the Minority Equity Plan was drafted, Mr. Bakr then brought the plan to President Carothers for review.

Evaluation

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

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletic Department Commitment	1. Conduct Diversity Education. 2. Establishment of formal working relationships. 3. Revision of the student-athlete end-of-the-year survey.	1. Conduct diversity and sensitivity training education seminar for all Department of Athletics staff and applicable University personnel to ensure the University's commitment to minority issues and goals.	Athletic Director, Athletic Advisory Board, and Office of Planning Services and Professional Development.	Fall 2005.
		2. Follow through on proposal to establish formal working relationships with Multicultural Student Services, Special Programs for Talent and Development, and the Faculty/Staff of Color Association.	Athletic Director	Spring 2005.
		3. Create a committee and/or board of administrators, coaches, student-athletes, and Multicultural Student Services personnel to help identify the additional questions that need to be added to the end-of-the-year surveys. Revise the current survey to reflect the additional questions. Research the various means of computerizing the answers and implement the most cost effective method.	Athletic Director, Athletic Advisory Board, and Computer Support staff member.	Revised survey to be put into practice by Fall 2006.
Evaluation	1. Review data collection.	1(a). The Athletic Advisory Board (AAB) must review the information that is collected and compiled from the end -of-the-year evaluations. Additionally, the AAB should review all the data available on an annual basis.	Athletic Advisory Board, Athletic Director, and Sports Administrators.	Fall 2006.
		1(b). Sports administrators should be required to submit to the Athletic Advisory Board a written and oral summary presentation of exit interview results.	Athletic Advisory Board, Athletic Director, and Sports Administrators.	Fall 2006.

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Organization and Structure	1. Expand recruiting efforts. 2. Implement efficient record keeping of athletic scholarships. 3. Affirmative Action Statement must be posted on all external publications. 4. Codify and enforce hiring policies for full-time, part-time, support staff, and graduate student positions.	1(a). Require each coach to submit a written plan for expanded recruiting effort on an annual basis in order to enhance diversity in their sport.	Athletic Director and Sports Administrators.	Commence drafting of plans 2005-2006 and put into practice by Fall 2006
		1(b). Report minority student contacts.	Coaches and Compliance Coordinator.	
		2(a). Add the student-athlete information to the online NCAA Compliance Assistance Software.	Coaches, Compliance Coordinator, and business manager.	Commence Fall 2005
		2(b). Initiate record keeping of scholarships awarded to student-athletes to demonstrate distribution of funds by sport.		
		3. Post the Affirmative Action Statement on all external publications.	Athletic Director and Deputy Director of Athletics.	Commence Fall 2005.

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		<p>4(a). Policies for hiring full-time staff, part-time staff, support staff, and graduate students, must be codified and enforced. The philosophy and spirit of the affirmative action guidelines need to be understood and followed.</p> <p>4(b). Create a group of administrators, coaches, and Affirmative Action personnel to review and codify the current hiring policies, including all state positions (FTE, Non-FTE [internals], graduate students, part-time and alumni positions. Distribute and explain the new policies to the Department of Athletic's staff.</p> <p>4(c). Information regarding the racial/ethnic composition of all Department of Athletics staff, including coaches, assistant coaches must be collected and reviewed. These records must be retained and readily available.</p>	Athletic Director and Senior Woman Administrator.	Commence Spring 2005.
Enrollment	1. Initiate record keeping of the racial/ethnic composition of all student-athletes athletes in all sports.	1. Review all the forms student-athletes are expected to complete. Assess the most appropriate place to add the racial/ethnic composition question. Revise and re-issue the changed forms. Add the student-athlete information to the online NCAA Compliance Assistant software.	Athletic Director, Compliance Coordinator, and Computer Support staff member.	Commence Spring 2005
Comparison of Populations	1. Initiate record keeping of the racial/ethnic composition of all student-athletes athletes in all sports.	1. Review all the forms student-athletes are expected to complete. Assess the most appropriate place to add the racial/ethnic composition questions. Revise and re-issue the changed forms. Add the student-athlete information to the online NCAA Compliance Assistant software.	Athletic Director, Compliance Coordinator, and Computer Support staff member.	Commence Spring 2005
	2. Implement efficient record keeping of athletic scholarships.	2. Add the information to the online NCAA compliance assistance software. If not possible, create alternative means for collecting the data.	Coaches, Compliance Coordinator, Business Manager	Commence Fall 2005

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Participation in Governance and Decision-Making	1. Review the racial and ethnic make up of the Athletic Advisory Board (AAB) and the Student Athletic Advisory Committee (SAAC).	1. Identify a plan and strongly encourage increasing the representation of underrepresented groups/minorities on these two committees as well as in other committees whenever possible.	University President, Athletic Director, and Senior Woman Administrator.	Fall 2005
Employment Opportunities	1. Codify and enforce hiring policies. 2. Initiate record keeping of the racial/ethnic composition of all Department of Athletics staff.	1(a). Policies for hiring full-time staff, part-time staff, support staff, and graduate students, must be codified and enforced. The philosophy and spirit of the affirmative action guidelines need to be understood and followed.	Athletic Director and Senior Woman Administrator.	Commence Spring 2005
		1(b). Create a group of administrators, coaches, and Affirmative Action personnel to review and codify the current hiring policies, including all state positions (FTE, Non-FTE [internals], graduate students, part-time and alumni positions. Distribute and explain the new policies to the Department of Athletic's staff. 1(c). Information regarding the racial/ethnic composition of all Department of Athletics staff, including coaches, assistant coaches must be collected and reviewed. These records must be retained and readily available.		
		2. For current employees - circulate a survey to capture racial/ethnic information. This can be conducted at an all-staff meeting. For future employees - add the racial/ethnic questions to the personal information worksheet that is required by the Associate Athletic Director's office. Assess the capabilities of the online NCAA Compliance Assistant software capturing the information as it relates to Athletic Department staff. If this is not feasible, create alternative means of collecting the data (ie. access database, etc.).	Athletic Director, Compliance Coordinator, and Computer Support staff member.	Commence Spring 2005

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Programs and Activities.	1. Establish a Student-Athlete Advisory Committee (hereinafter "SAAC") Minority Issues Sub-Committee.	<p>1(a). Student-Athlete Advisory Committee (hereinafter "SAAC") will form a subcommittee to address minority issues and provide communication with campus programs.</p> <p>1(b). The subcommittee will act as liaison between the student-athletes and University programs and will recommend actions to address minority issues.</p>	Athletic Director, SAAC Board, and SAAC Advisor	Commence Fall 2005

Equity, Welfare and Sportsmanship

Operating Principle

4.3 Student-Athlete Welfare

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The recommendations/suggestions from the 1997 Certification are noted in UPPERCASE followed by institutional actions to address these items.

THE PEER REVIEW TEAM SUGGESTS THAT THE INSTITUTION EVALUATE HOW ADDING APPROXIMATELY 85 STUDENT-ATHLETES WILL AFFECT THE ATHLETICS DEPARTMENT'S SUPPORT SERVICES.

University Action:

The Director of Athletics conducted weekly meetings with the associate athletic directors to share information and problem solve. As a result, the number of support staff in the areas of sports medicine and academic support services for student-athletes was expanded to accommodate increasing number of student-athletes.

In January of 1998 one (1) full-time academic advisor was hired and in September of 2002 an additional full-time academic advisor was hired to accommodate the increase in the number of student-athletes. In the area of sports medicine, there were (2.5) staff positions in June of 1991. As of June 2004 there are (9.5) staff positions to date. The adding of teams justified the need for additional sports medicine staff.

THE PEER REVIEW TEAMS SUGGESTS THAT THE INSTITUTION CONDUCT EXIT INTERVIEWS FOR ALL STUDENT-ATHLETES WHO LEAVE THE SPORTS PROGRAM OR TRANSFER FROM THE INSTITUTION.

University Action:

The associate athletic directors conducted exit interviews with all student-athletes who have left sports program and/or transferred from URI. Exit interviews for student-athletes leaving a sports program and/or transferring prior to graduation to another institution began in 1997-98. An updated list of questions used for the interviews were submitted to the committee chairperson by the Senior Associate Director of Athletics. Since 1992-93 senior exit interviews have been conducted by the associate athletic directors. During the interviews a student-athlete is asked to respond to a formalized list of questions.

The exit interview process begins when a sports administrator contacts the head coach of each team and requests that the coach make their graduating student-athletes aware that of their requirement to make an appointment with a sports administrator to complete their exit interviews. In addition, student-athletes are also made aware of the exit interview requirement when the sports administrators meet with the student-athletes to distribute the end-of-the-season survey. In cases where some student-athletes fail to make appointment, the sports administrator follows up with the respective coach to ensure that these student-athletes do in fact participate in the exit interview process.

Once the student-athlete makes an appointment with a sports administrator, the sports administrator explains that confidentiality is strictly applied in the exit interviewing process. The sports administrator also makes certain that student-athletes feel comfortable and free to discuss any issue or topic that may concern him/her.

The information received from the exit interviews is shared with the Director of Athletics during Associate Directors of Athletics' meetings. This information is also shared with the head coach of the applicable sports program. Any important issues are shared at the end of year evaluation meeting with the applicable coach. Furthermore, urgent issues or concerns are addressed immediately with the applicable head coach and the Director of Athletics/ Associate Directors of Athletics (now sport administrator).

Equity, Welfare and Sportsmanship

THE PEER REVIEW TEAM SUGGESTS THAT THE ATHLETICS DEPARTMENT INCLUDE QUESTIONS ON THE EXIT INTERVIEWS AND ATHLETICS PROGRAM INTERNAL EVALUATION FORMS THAT ADDRESS GENDER AND MINORITY ISSUES.

University Action:

In the fall of 1997, questions were added to the internal evaluation forms (Student-Athlete Program Evaluation) regarding gender and minority issues. These evaluation forms are given to members of every athletic team at the conclusion of the season. Seniors complete this form in addition to the exit interviews. The Senior Associate Director of Athletics submitted a copy of the Student-Athlete Program Evaluation to the committee chairperson.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

The plans for improvement/recommendations developed by the institution from 1997 are noted in UPPERCASE followed by institutional actions to address these items.

ATHLETIC SCHOLARSHIPS: TO MAINTAIN AN ADEQUATE FUNDING STREAM TO SUPPORT INCREASING SCHOLARSHIPS TO FEMALE ATHLETES, EVERY EFFORTS WILL BE MADE TO WORK WITH THE BOARD OF GOVERNORS TO GAIN APPROVAL FOR INCREASES IN THE TITLE IX PORTION OF THE ATHLETICS FEE IN FY98 AND FY99.

University Action:

Between 1996 and 2003, the University used the 25% increase in scholarship equivalents to significantly reallocate scholarships toward the women's programs. Men's scholarship equivalents increased 5% while women's scholarship equivalents increased by 56%, so that by 2003 the University approached its goal of 50:50 male/female scholarship ratio.

In order to support these increases in scholarship dollars, the original plan included a proposal to be presented to the Board of Governors to increase the Title IX fee, as well as the athletic fee. The increases were accepted and both fees have more than tripled since the last report.

FACILITIES: WHILE RECOGNIZING THAT LACK OF FUNDING HAS PREVENTED MAJOR REPAIRS AND FACILITIES UPGRADES FROM BEING IMPLEMENTED, REMEDIAL UPGRADES TO WOMEN'S TEAM AND LOCKER ROOM WILL BE IMPLEMENTED WITHIN THE COMING ACADEMIC YEAR.

THE WOMEN'S BASKETBALL COACH NEEDS TO ASK THE SPACE ALLOCATION COMMITTEE TO RECONSIDER HER REQUEST FOR CONVERSION OF A CLASSROOM TO A TEAM ROOM IN KEANEY.

University Action:

In the fall of 1997, the second floor Keaneey "Team Locker Room Project" funding was approved through the University's Asset Protection Plan and construction was scheduled to begin in late spring and summer of 1998. The project provided six (6) new team rooms and two (2) new staff locker rooms as well as new shower areas affecting the following intercollegiate teams: baseball, men's soccer, men's and women's track and field, gymnastics, and volleyball. During that same time discussions and plans were under way for remedial work in the Tootell lockerroom for team rooms for women's and men's swimming, women's soccer, field hockey, and softball. A department-wide capital fundraising drive paid for the lockers, stools and benches, white-boards, and A/V equipment.

The project, as specified in the original plan, was completed in 1998-99. The conversion of the room for women's basketball mentioned in the original plan was made obsolete by the movement of the men's and women's basketball teams to the newly constructed Ryan Center in 2002.

MEDICAL & TRAINING FACILITIES AND SERVICES: DIRECTOR OF TRAINING AND CHAIR OF PHYSICAL THERAPY DEPARTMENT WILL EXPLORE A POSSIBLE COLLABORATIVE PARTNERSHIP BETWEEN ATHLETICS AND THE GRADUATE PROGRAM IN PHYSICAL THERAPY.

Equity, Welfare and Sportsmanship

University Action:

The Head Athletic Trainer and the Chair of the Physical Therapy Department discussed the idea of a partnership. The collaboration was not completed due to the fact that the need for such collaboration has been satisfied with additional funding and hiring of medical services and training staff. In 1991 there were 2.5 staff positions. As of June 2004 there are 9.5 staff positions to date. The adding of teams justified the additional sports medicine staff.

In addition, the Department of Athletics has also sought to identify staff members in the department that are certified in athletic training in hopes of utilizing their skills. In an effort to ensure that all sports teams have access to strength and conditioning training the Department of Athletics has also reallocated sport trainers. (Please refer to 4.3 Item 1).

PUBLICITY: SPORTS INFORMATION DIRECTOR WILL MEET WITH COACHES BY THE END OF THE 1996-1997 ACADEMIC YEAR TO SEE HOW THE PUBLICITY BUDGET COULD BE BETTER SPENT TO ADDRESS THE PUBLICATION NEEDS OF EACH TEAM.

University Action:

The sports information director met with the coaches and, as a result, expanded the production of media guides and brochures for all teams. The coaches felt that if they were to compete for recruits, their publicity had to be improved. The women's basketball media guide was doubled in size to mirror the content of the men's basketball media guide. The brochures and pocket schedules were printed for all sports (except tennis). Furthermore, the Department of Athletics' website has expanded the publicity for all sports to reach a wider population than the original plan intended.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The tasks that relate to team travel, recruiting, and scholarships have been assigned to an Associate Director of Athletics. This delineation helps to ensure that all teams are being treated in the same manner as it relates to team travel arrangements, recruiting arrangements and scholarship dollars. In addition, one Associate Director of Athletics is assigned the responsibility of addressing all admission and housing concerns. This Associate Director of Athletics deals directly with the other departments on campus. In contrast, the Associate Director of Athletics for Business and Finance works directly with the coaches on their budgets and expenditures. The Associate Directors of Athletics and the Director of Athletics meet weekly to discuss any concerns.

In addition, the Head Athletic Trainer and the Chair of the Physical Therapy Department discussed the idea of a partnership. The collaboration was not completed due to the fact that the need for such collaboration has been satisfied with additional funding and hiring of medical services and training staff. In 1991 there were 2.5 staff positions. As of June 2004 there are 9.5 staff positions to date. The adding of teams justified the additional sports medicine staff.

The Department of Athletics has also sought to identify staff members in the department that are certified in athletic training in hopes of utilizing their skills. In an effort to ensure that all sports teams have access to strength and conditioning training the Department of Athletics has also reallocated sport trainers. (Please refer to 4.3 Item 1).

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

To be omitted.

5. Explain how the institution is organized to further its efforts related to the student-athlete welfare operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

Equity, Welfare and Sportsmanship

The Department of Athletics holds weekly administrative staff meeting that include the Director of Athletics, the Associate Directors of Athletics, and two head coaches, assigned on a rotating basis, as well as other administrative staff. This is a mechanism where concerns can be addressed among administrative staff and coaches.

The department has a policy of asking each athletic team, at the end of the season, to complete an evaluation of its program, its coaching staff and the support functions provided by the department. Each coach is then expected to review these evaluations with an Associate Director of Athletics. This evaluation process has been used inconsistently. In addition, the department also conducts senior exit interviews. These are reviewed but the data is not compiled in any systematic fashion.

6. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

The University's educational enhancement programs that are available to student-athletes are discussed below.

Career Guidance Counseling:

The Coordinator of Advising Programs for Student-Athletes communicates directly with head coaches regarding upcoming career guidance programs, awards, and/or career opportunities that are available to all student-athletes. Upon receiving the information from the Coordinator the head coach relays the information to all of his or her student-athletes during practices and/or team meetings. Furthermore, the NCAA CHAMP/Life Skills program has also contributes to the career guidance counseling through events like the upcoming Spring 2005 Career Education for Student-Athletes.

Personal Counseling:

The University's Counseling Center has two (2) sport psychologists on staff to available to assist and counsel any student-athlete.

Alcohol/Drug Programs:

The University created the Responsible Alcohol Management Choices (hereinafter "RAM Choices") program in 1998. The program educates student-athletes to work effectively with their teammate to reduce risks of alcohol related problems on campus. After realizing how effective this program has been for student- athletes RAM Choices has expanded its topics to all areas of wellness as well. In addition, NCAA CHAMP/Life Skills program conducted an Alcohol/Substance Abuse Education Program for Student-Athletes & Department of Athletics staff in September of 2004.

Health and Safety Programs:

The NCAA CHAMP/Life Skills program has been expanded at the University to ensure that all student-athlete welfare issues are addressed. In February 2004, the University appointed (1) currently existing, full-time academic advisor for student-athletes to also serve as the Coordinator of the NCAA CHAMPS/Life Skills Program. In addition, the University also established a Life Skills Advisory Team to address student-athlete welfare issues and life skills programming needs.

The NCAA CHAMP/Life Skills program also collaborated with the Eating Disorder Team to develop policies related to nutrition and body image. This collaboration enables the University to educate student-athletes and staff about nutrition, general health, and body image.

Furthermore, NCAA CHAMP/Life Skills also conducted a seminar on Violence Prevention Programs for Student-Athletes and Department of Athletics staff in December of 2004 The seminar isscheduled to continue throughout the Spring 2005 semester.

Finally, in regards to overall health of student-athletes, the University requires that every student-athlete must have an updated medical file prior to the beginning of every season. Incoming freshmen or transfers must have an initial physical and complete health history completed prior to participation. (Referring to NCAA Sports Medicine Handbook).

Every athlete also maintains on an annual basis:

Equity, Welfare and Sportsmanship

1. Pre-participation documentation
2. Release to treat
3. Assumption of risk
4. Insurance information & procedures update
5. HIPPA information

Finally, all student-athletes are informed about NCAA drug testing policies and the University's own drug policy during compliance meetings. During these meetings every student-athlete is given a copy of the institutional and NCAA policy and is required to sign forms acknowledging the both policies.

7. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

The exit interview process begins when a sports administrator contacts the head coach of each team and requests that the coach make their graduating student-athletes aware that of their requirement to make an appointment with a sports administrator to complete their exit interviews. In addition, student-athletes are also made aware of the exit interview process when sports administrators meet with the student-athletes to distribute the end-of-the-season survey. In cases where some student-athletes fail to make appointments, the sports administrator follows up with the respective coach to ensure that these student-athletes do in fact participate in the exit interview process.

Once the student-athlete makes an appointment with a sports administrator, the sports administrator explains that confidentiality is strictly applied in the exit interviewing process. The sports administrator also makes certain that student-athletes feel comfortable and free to discuss any issue or topic that may concern him/her.

The information received from the exit interviews is shared with the Director of Athletics during Associate Directors of Athletics' meetings. Any important issues are shared at the end of year evaluation meeting with the applicable coach. Furthermore, urgent issues or concerns are addressed immediately with the applicable head coach and the Director of Athletics/Associate Directors of Athletics (now sport administrator).

8. Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/ or appeals procedures are communicated to student-athletes and staff.

In cases where a student-athlete's scholarship is being revoked, the head coach notifies in writing the student-athlete, the associate director of athletics/sport administrator, the compliance office, and director of enrollment services. Once the Office of Enrollment Services receives notification from the head coach, the office sends a letter to the student-athlete informing them of their right to appeal. If the student wishes to appeal, the Office of Enrollment Services sets up a series of meeting with the student-athlete, coach, and the appeals committee. The appeals committee makes the final decision and notifies the applicable parties in writing. The director of enrollment services, oversees the appeals process.

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.

The Gay, Lesbian, Bisexual, and Transgender student organization (hereinafter "GLBT"), offers awareness education/training annually during URI's diversity week. The GLBT Center at the University of Rhode Island is an emerging community resource center that was established in the fall of the 2001-2002 academic year. Since the 2001-2002 academic year the Center has provided an exciting array of programs and services pertaining to the interests and needs of University's GLBT community. The Center also has provided interested students, faculty, and staff with opportunities to work creatively with our GLBT population. Additionally, the Center has made available some opportunities for internships and employment.

Equity, Welfare and Sportsmanship

The committee discovered that the University is in need of cultural competence training in the area of sexual orientation. As stated in the Minority Plan for Improvement, the committee recommends that the University conduct diversity and cultural competence training seminars for all Department of Athletics staff and applicable University personnel to ensure the University's commitment to diversity and student-welfare issues. (Please see Minority Plan in 4.2 - Plan for Improvement).

- 10. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator(s) responsible for the institutional awareness of health, safety (including travel) and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**

The Senior Associate Director of Athletics meets with head coach to approve all team travel to include but not limited to (hotel accommodations, length of trip, mode of transportation, adequate/appropriate departure/return times to campus, meal money)-see travel policy. The Travel Release Policy is used to allow student-athletes to return from team travel, not with the team (see attached). Policies and procedures are disseminated annually throughout the Department of Athletics' manual which is updated annually.

Referencing NCAA sports medicine handbook section 1-A (equitable treatment).

Care to student-athletes is provided as needed for each individual incident. All student-athletes are treated equally regarding acute and follow up care with decisions made by supervising and assigned athletic trainers. Team coverage is based on NCAA risk statistics along with seasonal staffing capabilities. Currently our staff travels primarily with 10 teams (6 women/4 men) and travel to post season events with 4 others (men's & women's swimming and track). On staff we have a head athletic trainer and eight assistants (4 men and 4 women).

- 11. Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**

Referencing NCAA sports medicine handbook section 1-A/guidelines 1F.

01. There is an athletic trainer at every home contest (with appropriate equipment)

02. There are athletic trainers at every traditional season practice of high and moderate risk sports

03. There are team physicians at football, basketball and gymnastics home contests

04. Every staff athletic trainer has planned access to a physician based on injury severity. Access includes university health services, team physician office, local hospital, local police, and ambulance services. Mechanisms in place include staff cell phones and distribution of all appropriate phone numbers

05. Every staff athletic trainer is:

- CPR certified annually (including AED)
- Reviews emergency procedures
- Reviews heat related problems and management
- Reviews lightening policy
- Has access to student-athlete medical information as needed

06. The Atlantic 10 has compiled additional information to be distributed on a league wide basis outlining visitor information

07. Contractually, all coaches are to be certified in first-aid and CPR should a non-traditional practice be held outside of standard business hours. This should also include emergency phone numbers and procedures.

Equity, Welfare and Sportsmanship

- 12.** Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

The University's written emergency plan for the athletics program is outlined in detailed in the question 11 of section 4.3 (Student-Athlete Welfare). However, in addition to that response please see the following:

- A. All conditioning sessions are requested to be scheduled within athletic training room hours for athletic trainer/emergency access;
- B. Emergency action plans are posted in the Tootell and football weight rooms with appropriate procedures and phone numbers;
- C. All non-traditional sessions outside standard training room hours are the responsibility of the coach as stated in the manual thus the updated first-aid and CPR contractual mandate; and
- D. There is an athletic trainer at all summer football conditioning sessions as dictated by the NCAA.

- 13.** Using the program areas for student-athlete welfare issues please:

- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

The Department of Athletics uses the Student-Athlete Program Evaluation form and Exit Interviews to evaluate student-athlete welfare (refer to 4.3, item 5). The results of the evaluations are discussed with the head coach of applicable sport program and sport administrator during their end-of-the-year performance evaluation. Results of the student-athlete evaluations regarding support service issues are discussed by the sport administrator with the head of the applicable support services unit. Student-Athlete welfare issues are also discussed at Department of Athletics' administrative meetings.

In addition, in January 2002 student-athletes were surveyed using the NCAA CHAMPS/Life Skills Needs Assessment. The results from this survey were used in the development of life skills programming to address welfare issues. Furthermore, Life Skills Program Evaluation forms are completed by student-athletes following a life skills sponsored program (i.e. alcohol education, career, etc.). The evaluations are then compiled and the data is used to determine future life skills programming for student-athletes.

As part of the strategic planning process, coaches and support services personnel were interviewed. In addition, written surveys were distributed to address student-athlete welfare issues.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes.

The following are improvements to NCAA CHAMPS/Life Skills:

Equity, Welfare and Sportsmanship

1. In February 2004, the University appointed (1) currently existing, full-time academic advisor for student-athletes to also serve as Coordinator of the NCAA CHAMPS/Life Skills Program;
2. The budget line for life skills programming has been added and resources allocated;
3. The Life Skills Advisory Team was established to address student-athlete welfare issues and life skills programming needs. The members of this team include: academic advisors, coaches, student life professionals, SAAC advisor, RAM Choices advisor, and student-athletes. The team meets monthly and additionally as needed; and
4. NCAA CHAMPS/Life Skills collaborated with the Eating Disorder Team to address student-athlete welfare issues and to develop policies related to nutrition and body image. The goal of this team is to educate student-athletes and staff regarding the same.

PLEASE NOTE: Refer to the "GENDER EQUITY PLAN FOR IMPROVEMENT" regarding areas listed below:

Improvements to Academic Advising Programs for Student-Athletes

1. Additional staff hired (refer to 4.3, item 2c);
2. Tutorial budget increase (refer to 2.2, item 2); and
3. University College satellite office in the athletic facility (refer to 2.2, item 3).

Improvements to Sports Medicine

1. Hired additional staff
2. Bond Issue ballot to finance a new training facility for student-athletes. The bond issue was voted down in November 2004. As a result, the Department of Athletics will investigate alternatives for funding.

Improvements to Locker room - (refer to 4.1, item 8)

Improvements to Increase Travel/Per Diem Allowance -(refer to 4.1, item 5)

Improvements to Scheduling of Game/Practice Times- (refer to 4.1, item 4)

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Department of Athletics will continue to evaluate student-athlete welfare as outlined above (refer to 4.3, item 13-1a) and will be addressing deficient issues as described in the both the Gender and Minority Plans for Improvement.

2. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

a. Describe how the institution studies these topics as they apply to all student-athletes.

The committee met with several members from the Department of Athletics to review the policies and activities that help to enhance student welfare. The following policies and activities were reviewed.

Class "Excused Absence" forms and policies:

The University manual has a section that addresses the institution's policy on scheduled athletic events. The policy was presented by the Athletic Advisory Board and passed by the Faculty Senate stating that professors must not penalize student-athletes for an excused absence. In turn, the athletic department creates an "Excused Absence" document for each sport. The head coach will submit departure and return times with dates and travel destinations, plus the team roster on a draft form to the associate director's office. The Senior Associate Director of Athletics will prepare, review, and sign the final document. A "Signature Form" is also prepared to give to each team member. The documents are copied to the academic advisors, sport administrator, and to the head coach. The head coach will then give one or more copies (a copy for each professor) to each student-athlete on the roster. The student-athlete will personally contact each of their professors to give them a class excuse form and ask the professor to sign

Equity, Welfare and Sportsmanship

the "Signature Form" to verify that the student-athlete has seen the professor and that the professor has been given the form. The signature form is returned to the head coach to be kept on file.

Scheduling of games and practices during reading days and final examination period: the University Manual contains a policy which prohibits the scheduling of games and/or practices during the final examination period, including the reading days. Contests that are permitted during these times are those which are not controlled by the University (i.e., conference or NCAA scheduled events). Any other events which are scheduled must have the approval of the Athletic Advisory Board and the written permission of the President.

Summer school policies:

The academic advisors, working in concert with the Senior Associate Director of Athletics, have an application system for summer school. Any student-athlete may apply for funding for summer courses and the applications are reviewed by the advising team and approved or rejected based upon predetermined criteria and available funding (state, foundation, booster, or NCAA). Athletes that are rejected may appeal to the Director of Athletics.

Travel Release Policy:

A student seeking the permission of the coach to travel to or from a contest apart from the transportation provided by the university, must have their parent's/guardian's written permission (under 18 yrs.) and the signature of the head coach and sport administrator. The student and/or parent signs the form if the student-athlete is eighteen or older.

Oversight by a sport administrator with coaches: sport administrators review procedures regarding team travel/per diem, etc. so that procedures and conditions are consistent for all athletes among all sports.

Student-Athlete Employment/Welfare Policy:

As a result of feedback from student-athletes during end-of-year evaluations and exit interviews, the administration created this employment/welfare policy. The policy prohibits a coach from employing their own student-athlete, or any student-athlete, who is participating in a scheduled University activity (practice, competition, meetings, etc.).

Student-Athlete Program Evaluation and Exit Interviews:

The Department of Athletics conducts end-of-year team evaluations with every team member and exit interviews with seniors and others leaving a program. The evaluations are reviewed by the sport administrator, and the comments are shared with the team's head coach during the coach's evaluation session. Further review of the evaluations are done with the Athletic Director, the coach and the sport administrator. Student-athlete feedback on support service areas (e.g. equipment room, athletic training, academic advising) are shared by the sport administrator with the head of the support area and their supervisor.

Sportsmedicine Treatment Guidelines:

The athletic training department has created a series of policies to ensure that all student-athletes receive safe and equitable treatment. Procedures outlined, for example, include situations involving electrical storms interrupting practices and/or games and emergency care steps and procedures on the fields.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

The policies listed above in (4.3, item 13-2a) are a result of direct input from student-athletes taken from the student-athlete exit interviews and student-athlete evaluations. Most recently, the new Director of Athletics has restructured sport administration in a such manner that provides more time for administrators to devote to student-athletes, coaches, and team issues.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Equity, Welfare and Sportsmanship

The Department of Athletics will continue to monitor, evaluate and develop policies and procedures to ensure student-athlete welfare.

3. Participation in Governance and Decision-Making Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

a. Describe how the institution studies these topics as they apply to all student-athletes.

As stated previously, student-athletes have the opportunity to give input through student-athlete evaluations, exit interviews, life skills needs assessment survey, and life skills program evaluations which all influence the development of the Department of Athletic's policies and procedures.

In addition, all of the groups listed below include student-athlete representation to ensure that student-athletes have the opportunity to be involved in the decision-making processes regarding student-athlete welfare.

Student-Athlete Advisory Committee

Responsible Alcohol Management (RAM) Choices

Athletic Advisory Board

Life Skills Advisory Team

Eating Disorders Team

* Please note that a detailed description of the above-referenced programs can be found in Operating Principle 4.3, Item #6.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

As stated previously in 4.3, item 13-2a, the student-athlete end-of-year evaluations and exit interviews provide the administration and support services with the direction needed to enhance the welfare of all student-athletes. The Student-Athlete Employment Policy created in 2004 was a direct result of feedback from the evaluations. Each sport administrator reviews the evaluations and provides feedback to the coaching staff so that the student-athletes' experience can be enhanced through their suggestions.

The participation by student-athletes on the Student-Athlete Advisory Committee (SAAC) and the Athletic Advisory Board (AAB) ensures their voice on issues heard by the President and the senior administrators in the Department of Athletics. Students' input on Life Skills Advisory Team and Eating Disorders Team directly effects the program planning and policy making that will enhance the welfare for all athletes. For the first time, a "Healthy Foods" vending machine will be placed in the athletic complex, a direct result of work being done by the Eating Disorder Team.

SAAC and Ram Choices have planned a "Welcome Back Rally" in the fall semester and the "Rhody Relays" in the spring semester. Leaders from both of these groups help with the decisions on how NCAA Student-Athlete Opportunity Funds will be allocated.

Substantial funding and staff resources were allocated by the Department of Athletics to assist SAAC in the production of the Student-Athlete Handbook, a valuable tool that is being used on a daily basis as an aid for time management and for quick reference to the Department of Athletics' policies and campus resources.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Department of Athletics will continue to offer a variety of opportunities for student-athletes to provide input on issues that impact student-athlete welfare.

Equity, Welfare and Sportsmanship

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

a. Describe how the institution studies these topics as they apply to all student-athletes.

As stated previously, student-athletes have the opportunity to give input through student-athlete evaluations, exit interviews, life skills needs assessment survey, and life skills program evaluations which influence the development of the Department of Athletic's programs and activities that ultimately address the needs of student-athlete welfare.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

The programs and activities listed below serve the needs of our student-athletes as derived from the student-athlete evaluations, exit interviews, SAAC meetings, and life skills programming evaluations.

1. Annual BRIDGES Retreat (Diversity)

Started September 1997-ongoing;

2. Annual Student-Athlete Formal (SAAC sponsored event)

Started December 2003-ongoing;

3. Annual Senior Student-Athlete Banquet

Held in May-ongoing;

4. Annual Dean's List Reception

Held in February-ongoing;

5. Annual National Girls & Women in Sports Day

Held in January-ongoing;

6. Student-Athlete of the Week (recognition at home basketball games)

Started November 2004-ongoing;

7. NCAA CHAMPS/Life Skills Program - this program included the following improvements and additions, the program is ongoing.

a. In February 2004, the University officially appointed a NCAA CHAMPS/Life Skills Coordinator;

b. In August 2004, a budget line was added and resources were allocated;

c. In March 2004, the Program established a Life Skills Advisory Team;

d. September 2004, the Program collaborated with the Eating Disorder Team to create policies and develop education for student-athletes and coaches on nutrition/body image. The Department of Athletics has already scheduled that Healthy Food Vending Machines be installed within the athletic facilities in Spring of 2005;

e. An Alcohol/Substance Abuse Education Program for Student-Athletes & Department of Athletics staff was conducted in September of 2004;

f. A series of Violence Prevention Programs for Student-Athletes & Department of Athletics staff were conducted in December of 2004 and are scheduled to continue throughout the Spring 2005 semester;

g. 1st Year Student-Athlete Orientation was conducted in September of 2004;

h. September 2004, the Student-Athlete Handbook was completed and distributed to all student-athletes and athletic department staff;

i. Life Skills Needs Assessment (Scheduled for Spring 2005);

j. Career Education for Student-Athletes (Scheduled for Spring 2005); and

k. Student-Athlete Listserv (Scheduled to be implemented for Spring 2005).

Equity, Welfare and Sportsmanship

- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Department of Athletics will continue to assess and monitor the progress of student-athlete welfare issues and expand our programs and activities to meet the needs of our student-athletes.

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

- Facilities schedule for practice and competition.
- Sports schedules.
- Sports marketing materials.
- Media guides.
- Institution's student-athlete handbook or, if no such handbook exists, institution's method(s) for conveying athletics policies and procedures to student-athletes.
- Written materials (e.g., forms) used to document student-athlete exit interviews.
- Institution's and/or athletics department written grievance and/or appeal procedures available to student-athletes in areas mandated by NCAA legislation and in other areas.

Evaluation

1. Does the institution demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**
2. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
3. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
4. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

Equity, Welfare and Sportsmanship

Operating Principle

4.4 Sportsmanship and Ethical Conduct

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

N/A

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

N/A

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.4 (Sporting and Ethical Conduct) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

N/A

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

N/A

5. Explain how the institution is organized to further its efforts related to sporting and ethical conduct and provide evidence that matters concerning sporting and ethical conduct are monitored, evaluated and addressed on a continuing basis.

N/A

6. Provide the institution's written policies and procedures on sporting and ethical conduct.

N/A

Equity, Welfare and Sportsmanship

7. Describe any sanctions that may be levied for inappropriate behavior by all individuals associated with the intercollegiate athletics program.

N/A

8. Describe the institution's method(s) for communicating the institution's sporting and ethical conduct policies and procedures to all individuals associated with the intercollegiate athletics program.

N/A

9. Describe the institution's educational activities/programs in the area of violence, abuse and harassment committed by student-athletes.

N/A

10. Describe educational activities related to sporting and ethical conduct for student-athletes, coaches, institutional staff members, boosters, support groups (e.g., alumni, cheerleaders) and all others associated with the intercollegiate athletics program.

N/A

11. Describe mechanisms the institution has in place to review and monitor the effectiveness of its sporting and ethical conduct policies and procedures. Also, provide a brief description of incidents that have been reviewed through these mechanisms in the last three years.

N/A

12. Describe specific incidents over the last three years that shed light on the institution's commitment to the values of sporting and ethical conduct (e.g., citations or sanctions from the conference office, sanctions or reprimands from the NCAA for conduct during its championships, awards received by the institution or its athletes for exemplary behavior in this area).

N/A

Evaluation

1. Does the institution demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sporting and ethical conduct? **Currently Yes**
2. Does the institution have established a set of written policies and procedures for this area? **Currently Yes**
3. Does the institution demonstrate that educational activities related to sporting and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience? **Currently Yes**
4. Does the institution provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis? **Currently Yes**

Equity, Welfare and Sportsmanship

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Adm Athl Dept	F	0	0	0	0	0	0	0	0	0	0	0	0	10	10	10	0	0	0
	Part-time																		
Total Prof Athl Dept	F	0	0	0	0	0	0	0	0	0	1	1	1	6	6	6	0	0	0
	Part-time	0	0	0	1	2	2	1	1	0	0	0	0	8	8	8	0	0	0
Head Coach	F	0	0	0	0	0	0	0	0	0	0	0	0	14	14	14	0	0	0
	Part-time	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	0	0	0
Assist Coach	F	1	1	1	0	0	0	5	5	5	0	0	0	14	14	14	0	0	0
	Part-time	0	0	0	0	0	0	0	0	0	0	0	0	10	10	10	0	0	0
Total (for Athl Dept Personnel)	F	1	1	1	0	0	0	5	5	5	1	1	1	44	44	44	0	0	0
	Part-time	0	0	0	1	2	2	1	1	0	0	0	0	21	21	21	0	0	0
Faculty Board Athl Boa Comm Mem	Part-time	0	0	0	0	0	0	1	1	1	0	0	0	8	8	8	0	0	0

Equity, Welfare and Sportsmanship

O t		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advi	or																	
P o	-																	
M a	g																	
G r	p																	
Mem																		

Name of person completing this chart: Lynne Derbyshire

Title: Professor of Communication Studies

Equity, Welfare and Sportsmanship

RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	48	48	56	349	367	380	467	428	415	448	417	404	8219	8017	7963	1214	1256	1369
Student-Athletes	1	0	0	1	1	0	52	57	58	4	4	3	250	232	222	11	13	12

Name of person completing this chart: Lynne Derbyshire

Title: Professor of Communication Studies

Equity, Welfare and Sportsmanship

RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	0	0	0	0	0	0	0	1	1	1	18	18	16	0	0	0
Men's Basketball		0	0	0	0	0	0	8	8	5	0	0	0	3	2	1	0	0	0
Football		0	0	0	0	0	0	28	28	24	1	2	1	38	31	39	2	3	2
Men's Track / Cross Country		0	0	0	0	0	0	5	7	6	0	0	1	11	13	8	0	0	0
Men's Other Sports and Mixed Sports		0	0	0	0	0	0	4	3	2	0	0	0	33	35	49	9	9	8
Women's Basketball		0	0	0	0	0	0	8	5	8	0	0	0	4	8	8	0	0	0
Women's Track / Cross Country		0	0	0	0	0	0	2	4	5	0	0	0	25	27	32	0	0	0
Women's Other Sports		0	0	1	0	1	1	3	2	2	1	1	1	90	98	97	1	1	1
Total		0	0	1	0	1	1	58	57	52	3	4	4	222	232	250	12	13	11

Name of person completing this chart: Lynne Derbyshire

Title: Professor of Communication Studies

Evaluation of the Self-Study

Accuracy

The visit confirmed that the self-study report was accurate when written. With the addition of a new director of athletics (AD) and deputy athletics director, some reorganization of reporting lines has occurred. It appears that this shifting may continue for a while before the final internal organization in the athletics department is stabilized. The most significant shift has been the reversal of the dotted and solid line reporting of the AD to the president and vice president for student affairs. The direct report is now to the president with coincident reporting to the vice president. How this shift of responsibilities affects day-to-day operations is still developing. The absence of an opportunity to visit with the senior woman administrator (SWA) prevented the team from verifying her role in the current administration.

Institution Response:

University of Rhode Island Response

The university is extremely pleased overall with the administrative changes and reorganization that have occurred in the department of athletics during the past year. As the peer review team has observed, these changes are having positive impacts on the department as well as the university community. This final response to the NCAA highlights additional changes that are occurring that will further enhance the functioning of the department. As the peer review team was aware, the senior woman administrator was not available during the peer review team's visit due to circumstances beyond anyone's control. The SWA was a critical contributor to the collection and reporting of data in the initial self-study report as well as the university's response to the Committee on Athletics Certification's initial findings. Likewise, she was instrumental in describing her role in the department as well as the department processes for which she is responsible. Although she was not available during the peer review team's visit, the university expressed its willingness to ascertain her availability at some future date to facilitate the NCAA's determination of the university's certification status.

Broad-Based Participation in the Self-Study Process

It is clear the self-study steering committee was broadly based and that the committee attempted to gather input from the broad base of the campus and its constituencies. A rather widespread apathy on the part of the broader community mentioned in the interview with the steering committee was confirmed by later interviews. This lack of interest appeared to reflect the isolation of the previous athletics department administration. Several groups mentioned and welcomed a new era of openness reflected by the new administration. One is tempted to speculate that a self-study performed a year from now would have elicited significantly more interest than the current edition.

Institution Response:

University of Rhode Island Response

The university expresses its appreciation to members of the university community including faculty, staff, administrators, students and alumni for their participation in the self-study process. Many individuals, not directly associated with athletics, demonstrated their concern for the welfare of the university, the department of athletics and the student-athletes by dedicating many hours and creative input to the 18-month self-study. Although the university was not successful in soliciting community input during its public forums, it is unclear how many members of the university community kept themselves abreast of the process by accessing the press releases and articles developed by the university's Communications and News Bureau. In retrospect, less than anticipated participation in public forums to solicit input to the self-study may have been affected more by methodology and timing than lack of interest of the university community in the programs of the athletic department.

As stated previously, actions identified by this self-study, particularly the gender equity and minority plans, will be included in the department of athletics' strategic plan. Additionally, the university will review annually, with the involvement of the Athletics Advisory Board, progress achieved on these actions and plans.

Governance and Commitment to Rules Compliance

1.1 Mission of the Athletics Program and the Institution

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

1.2 Institutional Control, Presidential Authority and Shared Responsibilities

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

1.3 Rules Compliance

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. Operating Principle 1.3 requires an institution to have a clear and unambiguous commitment to rules compliance as a central element in all personnel matters. To demonstrate conformity with this operating principle, an institution must include a statement regarding the importance of rules compliance in all of the following for all administrative staff associated with athletics: contracts or letters of appointment, performance evaluations and job descriptions. The NCAA Division I Committee on Athletics Certification (hereafter referred to as "committee") reviewed Page No. 33 of your self-study report, which states, "all job descriptions, performance evaluation tools, contracts and letters of appointment include language that dictate strict adherence to NCAA rules and regulations. The department of athletics has initiated the process of editing the language of NCAA Bylaw 11.2.1 to ensure compliance with NCAA regulations." However, the committee is unclear as to whether a rules compliance statement is included within performance evaluations of individuals outside the athletics department who are associated with athletics. Therefore, your institution must demonstrate that a statement regarding rules compliance is included in all of the following for all individuals outside the athletics department associated with athletics: contracts or letters of appointment, performance evaluations and job descriptions.

Institution Response to the Analysis

University of Rhode Island response:

1.a) The University of Rhode Island (hereinafter referred to as "The University"), confirms the statement from Page No. 33 of our self-study report which states, "all job descriptions, performance evaluation tools, contracts and letters of appointment include language that dictate strict adherence to NCAA rules and regulations. The department of athletics has initiated the process of editing the language of NCAA Bylaw 11.2.1 to ensure compliance with NCAA regulations." The University will provide examples of athletics department job descriptions, performance evaluation tools, contracts and letters of appointment for review by the peer review team during their site visit on May 10-12.

1.b) The University reviewed the job descriptions for all individuals outside the athletics department who have responsibility for university compliance with NCAA rules. While these individuals routinely have performed these duties and are aware of their compliance responsibilities, the job descriptions do not contain specific language related to NCAA rules compliance. The Director of Personnel Services, Office of Human Resource Administration has reviewed these job descriptions and has initiated the process for updating all job descriptions to contain rules compliance statements. Additionally, each of these individuals and their supervisors will receive the updated job descriptions as well as notice that annual performance evaluations should take into account these rules compliance responsibilities. The job descriptions for these individuals will be available for review by the peer review team during the site visit in May.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? Yes

Rationale to support the Peer-review team's conclusions:

The items identified by the NCAA Division I Committee on Athletics Certification (committee) were available for review and have been modified to meet the committee's expectations.

Institution Response to the Peer-Review Team Report

None.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

1. There has been significant turnover in personnel and changes in the support software for compliance over the past year. While compliance is presently well done, that fact rests on the heavy dependence on a single senior administrator. Plans to integrate a broader staffing plan in enrollment services does not seem to have been implemented at this point. With many new participants in the compliance process as well as new tools supporting compliance review, this situation seems unstable for the longer term.

The peer-review team suggests that the university administration evaluate the stability of its current compliance arrangement and move to assure the stability of its compliance operations. This may involve further training of associate deans in the various colleges as well as clear definitions of responsibilities of at least two different individuals in the enrollment services office.

While there is great respect for the athletics compliance officer (reporting directly to the president), the general consensus of those interviewed is that he is working on the edge of reasonable expectations to fully evaluate all situations facing this rather large number of sports programs. A part-time assistant, or perhaps cross training of another staff person in another independent office would be a valuable safeguard.

2. The peer-review team suggests that the roles of both the faculty athletics representative (FAR) and the athletics advisory board be strengthened to assure more stable long-term oversight of compliance issues.

3. Clear progress has been made in organizing booster group participation in athletics since the previous visit. A recent incident involving a booster group going directly to the legislature for a facility enhancement without going through either the president or board of governors demonstrates that continued vigilance on this issued is warranted. The peer-review team suggests continued vigilance and closer coordination between the booster groups, AD and vice president for university advancement.

Institution Response to the Opportunities for Enhancement

D. University of Rhode Island Response

Opportunities for Enhancement:

1. a. The Compliance Coordinator met with representatives from the deans' offices of all colleges (associate and/or assistant deans), the Director of Enrollment Services, Harry Amaral and Associate Director of Enrollment Services, Jack Humphrey, on Monday, June 6, 2005. The purpose of the meeting was to clarify the university's NCAA compliance process and the roles and responsibilities of the university deans' offices regarding certification of satisfactory progress and continuing eligibility for all student-athletes. The role of the Office of Enrollment Services in the certification process was described as well.

The Compliance Coordinator and the Director of Enrollment Services will follow up with a similar session with the Council of Deans during the 2005 fall semester to familiarize the deans with any changes and/or updates on the university's compliance process.

1.b. The Compliance Office has been strengthened during the past two years with additional renovated space as well as the addition of administrative/secretarial support. The peer review team has suggested the addition of a part-time staff person to assist the compliance officer to provide adequate evaluation of compliance issues for the university's 22 varsity sports. At present, the university is experiencing major budgetary constraints as well as staffing shortages in many areas. During the upcoming academic year the university will explore options, including reassignment and/or cross training of university personnel, to determine the feasibility of providing staff assistance for the compliance office.

2. a. The university acknowledges that the Faculty Athletics Representative and the Athletics Advisory Board can undertake a more supportive role to strengthen the long-term oversight of compliance issues. Therefore, the university commits to creating a Compliance Oversight Committee, considered a "best practice" by the Faculty Athletics Representative Association (FARA). This committee shall consist of: a) the Vice Provost for Academic Affairs, Chair; b) the Faculty Athletics Representative, Vice Chair; c) the Director of Enrollment Services; d) the Compliance Coordinator; e) the Director of Athletics and f) the Dean of Admissions. The Compliance Oversight Committee will meet not less than twice each semester or more as appropriate and necessary to review compliance matters.

2.b. Additionally, the university commits to directing the Athletics Advisory Board "to conduct annually a comprehensive review of compliance and to present its findings to the Faculty Senate and the President." This review and report will be conducted similar to the AAB's review and report of the academic support system and the academic performance of student-athletes. In addition to the AAB, members of the Compliance Oversight Committee will be present at the AAB's report to the Faculty Senate.

3. The University of Rhode Island agrees with the peer review team's assessment that the university has achieved significant progress in its organization and monitoring of booster group participation. One area of progress has been the change in reporting of Athletic Advancement. Athletic Advancement (including the booster relationships), which is in a direct reporting line to the Vice President for Advancement, has improved oversight. The current close working relationship between the Vice President and the Athletic Director also facilitates that oversight.

The Director of Athletics' official stance with booster groups regarding their prescribed roles and their responsibilities (a stance openly supported by the Vice President for Advancement and the President) further takes us down the road toward the kind of vigilance that will maximize booster groups' support of athletics and as recommended by the NCAA.

By mutual agreement, university administration decided to eliminate the position of Executive Director of the Rhode Island Ram Athletic Association and created the position of Assistant Director of Development to further enhance ongoing efforts to strengthen Athletic Advancement, and to help assure that all booster activities (i.e. fund raising, stewardship and cultivation, external advocacy) are achieved through the proper athletic and university channels. This position reports directly to the Director of Development in the Division of University Advancement with a dotted line relationship with the Director of Athletics.

As the peer review team reported, university boosters developed an advocacy strategy to garner legislative support for athletic facility enhancements. The peer review team however, may have drawn several conclusions without the benefit of more complete information about university oversight and communication with those involved in the booster lobbying efforts.

The boosters requested an initial meeting with the President, the Vice Presidents for Advancement and Student Affairs, the Director of Athletics, the Director of Athletic Development and the Assistant Vice President for Public Affairs to discuss their proposal for legislative support of the athletic facility enhancements (Meade Stadium renovations and the Athletic Performance Center). President Carothers explained the budget and legislative process, and noted that these athletic projects were not on the University's list of immediate priorities, nor did the Board of Governors adopt them on their list of priorities. The university was emphasizing academic capital projects during the 2004 legislative session. The boosters however felt confident that they could mount a successful campaign, using their own personal connections and relationships to meet with various legislators as well as with the Governor.

There was an understanding that at all times, the boosters would keep the Vice President for Advancement aware of all developments, as well as the Athletic Director and the Assistant Vice President for Public Affairs. University administration emphasized and clarified that booster requests were not to be made at the expense of established URI priorities. In fact, there was evidence that the boosters used their influence to promote the university's identified priorities as well. Several formal meetings and numerous phone conversations between the boosters and URI administrators took place to discuss booster activities and to receive feedback. These meetings and phone conversations also helped shaped proposed strategies for how to deal with a private fund raising campaign that would probably be necessary to help accomplish the desired athletic capital projects (football stadium and APC).

The newly created position mentioned above, Assistant Director of Development, is an organization change that should enhance overall coordination of both donor and booster efforts in the future. It should be noted also that at the time of this legislative effort, the Director of Athletics was in the process of leaving and in all likelihood had some bearing on the overall communication, coordination, and oversight of this effort.

Academic Integrity

2.1 Academic Standards

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

2.2 Academic Support

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. Operating Principle 2.2 requires an institution to demonstrate that academic support services (e. g., tutoring, academic advising, monitoring of missed class time) for student-athletes are subject to a comprehensive review at least once every three years by academic authorities outside of athletics who do not have day-to-day responsibilities in the academic support services area. The committee reviewed Page Nos. 45 through 53 of your self-study report which states, "the staff of advising programs for student-athletes reports to the Dean of University College and makes annual presentations to the Athletics Advisory Board and to the Faculty Senate." However, the committee is unclear whether the academic support services for student-athletes are subject to a comprehensive review by academic authorities outside athletics at least once every three years. Therefore, your institution must provide evidence that its academic support service areas for student-athletes are reviewed at least once every three years by academic authorities outside of athletics who do not have day-to-day responsibilities in the academic support services area.

Institution Response to the Analysis

University of Rhode Island response:

Each year (2004 is the only exception), the Athletics Advisory Board (AAB) receives a document from Academic Support Services entitled "Annual Report of Academic Support Services for Student Athletes." This document contains information on Support Services activities and initiatives, both organizational and programmatic. On January 9, 2002, the AAB presented a comprehensive 51-page report to the Faculty Senate and President Carothers containing its comprehensive overview and analysis of the University's academic policies regarding student-athletes and also its academic support programs for student-athletes. The activities of Academic Support Services were carefully outlined and evaluated in this report.

In the current year, the AAB heard a formal report at its February 9, 2005 meeting from the Academic Support Services staff regarding its activities and current challenges. The Associate Dean of University College also attended that meeting. Minutes from the February 9th AAB meeting provide a record of the discussion. After reviewing the material presented at the February 9th meeting and assessing the current advising needs of student-athletes, at its next meeting on March 2nd, the Board recommended a modest increase in the Academic Support Services budget to allow for 12-month appointments for all four members of the staff (only three previously are budgeted for 12 months). At its April 13th meeting, the AAB received the 2004-05 "Annual Report" previously referenced. A comprehensive overview of Academic Support Services activities is recounted therein, as is data concerning the academic performance of student-athletes during the Fall 2004 semester and also previous semesters.

It is important to note that over the past three years, substantial changes have been achieved in academic support services. The Athletics Advisory Board, the athletics department, and the dean and associate dean of University College have made all of these changes as a result of continuous review of these services. For example, prior to the summer of 2002, academic advisors to student athletes were located in University College, in a facility that provided two small cubicles amidst many others, and in which students would meet with their assigned advisors. In July 2002, the Provost and President approved the relocation of the "University College Academic Enhancement Center," a visible and intentional satellite support services office for student athletes, that would allow the center to focus on the unique needs of student athletes who are academically "at risk." The establishment of the center has been accompanied by the addition of three learning specialists/advisors. The associate dean who meets with them on a bi-weekly basis supervises the specialists/advisors. The associate dean is in turn supervised and evaluated by the dean of University College.

The referenced reports and minutes of AAB meetings will be available to the Peer Review team during the site visit in May.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? Yes

Rationale to support the Peer-review team's conclusions:

Academic support was universally recognized by all interviewed that had reason to have knowledge of it as the brightest star in the entire athletics support universe. The dean of the university college has the ultimate responsibility for approving the academic support services area and does so within the once-in-every-three-year prescribed requirement set forth by the committee.

Institution Response to the Peer-Review Team Report

None.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

The excellent service offered by the current personnel in academic support has increased the appetite for more support. Interestingly the strongest support for more investment in academic support came not from the faculty but from athletics administration and coaches. The peer-review team suggests that the institution pursue means of increasing support in the academic support area.

Institution Response to the Opportunities for Enhancement

D. University of Rhode Island Response

The university appreciates the peer review team's recognition that the university has made a concerted effort to maximize student-athlete academic performance with the enhancements to the academic support program, including facilities and staff. As the university has indicated in previous reports and responses, the athletics department and University College seek to continuously improve this aspect of the athletics program.

The continuous improvement process has continued since the peer review team site visit. The Dean of University College reports improved efforts at coordinated programming between the two Academic Enhancement Centers located in the athletic complex and in University College.

University College has implemented a new online data management system, designed to improve monitoring of student athletic performance as well as facilitate electronic communication with student athletes on academic matters. This technology enhancement should facilitate timely interventions with student athletes to communicate and resolve important academic matters.

During the 2005 fall semester, supplemental focused tutoring and instruction will be offered to high-risk students in subject areas such as math, science, and biology. These general education subject areas have been determined to be areas requiring more intense assistance for student-athletes and URI students generally.

The university also recognizes the need for increasing staff in the academic support program. At present, one of the academic advisors continues to work on a 10-month contract. The university will commit to seeking funding to support this academic advising position on a 12-month basis beginning no later than the 2006 fall semester.

2.3 Scheduling

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

Fiscal Integrity

3.1 Financial Practices

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

3.2 Fiscal Management and Stability

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

3.3 Established Fiscal Policies and Procedures

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

Equity, Welfare and Sportsmanship

4.1 Gender Issues

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. Operating Principle 4.1 requires an institution to develop and implement an institutional plan to address gender equity in the intercollegiate athletics program. Plans for improvement must contain specific goals the institution hopes to achieve, must address opportunities for student-athletes and staff, must address each of the 13-program areas to be reviewed for gender issues, must extend at least five years into the future, must be active at all times and must receive institutional approval. After reviewing Page Nos. 92 through 95 of your self-study report, the committee noted that your institution's gender-equity plan covered all 13-program areas, contained specific goals, extended five years into the future and was active at all times. Further, the committee reviewed Page No. 90 of your self-study report which states, "the plan was brought to the president for review." However, it is unclear if the gender-equity plan received formal institutional approval. Therefore, your institution must demonstrate its current gender-equity plan has received formal institutional approval.

Institution Response to the Analysis

University of Rhode Island response:

The University confirms that the gender-equity plan was brought to the president for review on January 5, 2005 at the request of the Equity and Student Welfare Subcommittee. Abu Bakr, Steering Committee chairperson, Tom McElroy, Director of Athletics and Gregg Burke, Deputy Director of Athletics attended the meeting. The plan was presented to Dr. Carothers for his review and approval. As Chief Executive Officer of the University, Pres. Carothers approved the plan, including the approval of a Title IX audit to be conducted by an outside consulting firm. Pres. Carothers recommended that the plan not include commitments of additional resources at this time and that mechanisms not be created that would usurp senior administration management oversight of the athletics department. The Equity and Student Welfare Subcommittee, chaired by Dr. Lynne Derbyshire, further refined the plan in accordance with the feedback provided by Pres. Carothers.

It is important to note that additional mechanisms have been recommended to continue to develop the plan, which we consider "dynamic" and active at all times. The subcommittee recognizes and agrees that the Title IX Audit, which has received Presidential authority, will help to further establish and clarify Title IX goals for the University. The Gender Equity plan will be incorporated in the overall strategic plan of the athletics department, which has not been finalized as of this date. Additionally, the plan will be reviewed by the Gender Equity subcommittee of the President's Commission on the Status of Women and the Office of Affirmative Action, Equal Opportunity and Diversity for comments and recommendations. Finally, the Director of Athletics will present the strategic plan to the Vice President for Student Affairs and the President for formal approval.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? Yes

Rationale to support the Peer-review team's conclusions:

While the institution's gender-equity plan is scheduled to be revised following the completion of a Title IX audit to be conducted by an external consulting firm (scheduled for fall 2005), the current gender-equity plan has received formal institutional approval. This conclusion was developed through numerous interviews with university and athletics administrators, athletics and academic support staff, and coaching personnel who confirmed the plan has been formally adopted by the president. The peer-review team was informed that once the plan is revised and adopted it will be included in the athletic department's strategic plan.

Institution Response to the Peer-Review Team Report

None.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

The peer-review team suggests that the revised gender-equity plan be given wide distribution specifically targeting coaching personnel, booster groups, the faculty senate and the student-athlete advisory committee (SAAC).

Institution Response to the Opportunities for Enhancement

D. University of Rhode Island Response

The university appreciates the peer review team's recognition of the university's plan to develop and implement its gender equity plan. The university agrees that the above mentioned groups, coaching personnel, booster groups, the faculty senate and the student-athlete advisory committee (SAAC), should be among those groups who will receive the gender-equity plan.

In addition, the university will distribute the gender equity plan to all athletic personnel. Each group will receive the proposed plan and will be solicited for feedback prior to the final approval of the plan by the President. As stated previously, the plan will be distributed to the President's Commission on the Status of Women, the Office of Affirmative Action, Equal Opportunity and Diversity and the Student Senate for feedback and input. The university will utilize the Communications and News Bureau to coordinate efforts to make the plan available to the university community.

Following the proposed Title IX audit (scheduled for fall 2005) and the subsequent revision of the plan, the proposed distribution will occur no later than the 2006 spring semester.

4.2 Minority Issues

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. Operating Principle 4.2 requires an institution to develop and implement an institutional minority-issues plan in the intercollegiate athletics program. Plans for improvement must contain specific goals the institution hopes to achieve, must address opportunities for student-athletes and staff, must address each of the eight-program areas to be reviewed for minority issues, must extend at least five years into the future, must be active at all times and must receive institutional approval. After reviewing Page Nos. 108 through 112 of your self-study report, the committee noted that your institution's minority-issues plan covered all eight-program areas, contained specific goals, extended five years into the future and was active at all times. Further, the committee reviewed Page No. 107 of your self-study report which states "the plan was brought to the president for review." However, it is unclear if the minority-issues plan has received formal institutional approval. Therefore, your institution must demonstrate its current minority-issues plan has received formal institutional approval.

Institution Response to the Analysis

University of Rhode Island response:

The University confirms that the minority issues plan was brought to the president for review on January 5, 2005 at the request of the Equity and Student Welfare Subcommittee. Abu Bakr, Steering Committee chairperson, Tom McElroy, Director of Athletics and Gregg Burke, Deputy Director of Athletics attended the meeting. The plan was presented to Dr. Carothers for his review and approval. As Chief Executive Officer of the University, Pres. Carothers approved the plan. Consistent with the Gender Equity plan, Pres. Carothers recommended that the plan not include commitments of additional resources at this time and that mechanisms not be created that would usurp senior administration management oversight of the athletics department. The Equity and Student Welfare Subcommittee, chaired by Dr. Lynne Derbyshire, further refined the plan in accordance with the feedback provided by Pres. Carothers.

It is important to note that additional mechanisms have been recommended to continue to develop the plan, which we consider "dynamic" and active at all times. The Minority Issues plan will be incorporated in the overall strategic plan of the athletics department, which has not been finalized as of this date. Additionally, the plan will be reviewed by the President's Commission on the Status of Students, Staff and Faculty of Color, which will convene in early May, and the Office of Affirmative Action, Equal Opportunity and Diversity for comments and recommendations. The Director of Athletics will present the strategic plan to the Vice President for Student Affairs and the President for formal approval.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? Yes

Rationale to support the Peer-review team's conclusions:

Through numerous interviews with university and athletics administrators, athletics and academic support staff, and coaching personnel the peer-review team confirmed that the minority-issues plan has received formal institutional approval from the president. Further, the plan is scheduled to be included in the athletics department's future strategic plan.

Institution Response to the Peer-Review Team Report

None.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

4.3 Student-Athlete Welfare

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. Operating Principle 4.3 requires an institution to conduct the intercollegiate athletics program in a manner designed to protect and enhance the physical and educational welfare of student-athletes. Specifically, institutions must provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis. To demonstrate conformity with this operating principle, exit interviews conducted by the institution must contain questions related to the institution's commitment to the student-athletes' academic success, as well as questions designed to measure the effectiveness of the mechanisms in place to monitor the welfare of all student-athletes.

After reviewing Page No. 116 of your self-study report, the committee was unclear as to whether your institution's exit-interview instrument contains questions related to your commitment to the academic

success of your student-athletes and questions to measure the effectiveness of your institution's mechanisms to monitor the welfare of its student-athletes. Therefore, your institution must demonstrate

that the exit-interview instrument contains questions related to your institution's commitment to the academic success of your student-athletes and questions to measure the effectiveness of your institution's mechanisms to monitor the welfare of your student-athletes.

Institution Response to the Analysis

University of Rhode Island response:

The Senior Woman Administrator has primary responsibility for coordinating and conducting exit interviews with student-athletes. She has reviewed the instrument and has concluded that the exit interview instrument contains several questions related to the commitment of the University to the academic success of student-athletes. The following questions from the university's exit interview instrument address this issue:

* Do you believe the NCAA limitations on playing and practice time (e.g. 20 hours/week in season; 8 hours/week out of season) were helpful in allowing you to manage your time successfully between academics and athletics?

* Please assess your academic experience at URI using the following standards:

5 - Strongly agree 4 — Agree 3 - Unsure 2 - Disagree 1 - Strongly Disagree

- a. I met with my major academic advisor(s) a minimum of once a semester
- b. My professors were accessible and encouraged my academic success
- c. There were adequate on-campus resources to support academic achievement
- d. My academic college clearly communicated the requirements necessary for graduation.

* Were you ever required to miss class due to practice?

* Was your practice and competition schedule ever a hindrance to you academically? Socially?

The Senior Woman Administrator also concluded that the exit interview instrument was not sufficiently specific in terms of containing questions designed to measure the effectiveness of the University's mechanisms to monitor the welfare of our student-athletes. The following questions will be added to the exit interview instrument to address this issue:

* Did any member of the University community ever subject you to:

1. Discrimination (e.g. gender, ethnicity, sexual orientation, etc.) A. Yes B. No
2. Sexual harassment A. Yes B. No
3. Abusive Behavior (physical, verbal, mental) A. Yes B. No
4. Harassment A. Yes B. No

If yes, did you receive assistance? A. Yes B. No

Please explain _____

If you did not receive assistance, please explain why.

* Were you ever subjected to hazing by your teammates? A. Yes B. No

If yes, please explain _____

*To the best of your knowledge, did you fully understand and abide by NCAA, conference, and institutional regulations? Did your teammates? Did your coach(es)?

* Who was your primary contact when you had questions about NCAA, conference or institutional regulations?

The complete exit interview instrument will be available for review by the peer review team during their site visit in May.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? Yes

Rationale to support the Peer-review team's conclusions:

The peer-review team reviewed the following student-athlete surveys administered by the athletics department on a regular timetable, a Student-athlete Program Evaluation Form completed by student-athletes at the conclusion of each competition season, and a Senior Exit Interview Form completed immediately prior to graduation.

The Student-athlete Program Evaluation Form contains specific questions that ask student-athletes to evaluate the institution's commitment to their academic success, including 10 questions centering on the institution's academic support services personnel, eight on the study hall, six on the computer labs, and eight on the tutorial system. Additionally, questions designed to measure the effectiveness of the institution's mechanisms to monitor the welfare of its student-athletes were also included: seven on facilities and equipment, six on scheduling and travel, three on the direct involvement of the athletics administration, four on the compliance coordinator's effectiveness, 18 on the appropriate head coach, and nine on the effectiveness of the health and medical support system and staff. The final sections of the evaluation instrument contained open questions concerning the student's campus experience in the areas of diversity and life experience.

The Senior Exit Survey is more limited in the number of questions but more open ended in the question format resulting in broader narrative information. Questions in the areas of academic support and student welfare are included.

Institution Response to the Peer-Review Team Report

None.

2. Operating Principle 4.3 requires each institution to have established grievance or appeal procedures available to student-athletes in appropriate areas. In addition to grievance and/or appeal procedures in the areas required by NCAA legislation (i.e., transfer releases and cancellation or reduction of financial aid), the committee expects each institution's athletics department to have written grievance procedures available to student-athletes related to other areas (e.g., problems with coaches, sexual harassment) and to ensure that grievance procedures are communicated to student-athletes and staff. After reviewing Page No. 117 of your self-study report, the committee noted that grievance and appeals procedures were in place for financial aid; however, it appears your institution did not address grievance and/or appeal procedures for transfer legislation. Additionally, your institution did not address grievance and/or appeal procedures for areas in addition to those mandated by NCAA legislation (e.g., sexual orientation, harassment, problems with coaches, hazing and abusive behavior). Further, the committee is unclear if the grievance procedures are in writing and if they are communicated to student-athletes and staff. Therefore, your institution must provide evidence that grievance procedures related to all appropriate areas are in writing and communicated to student-athletes and staff.

Institution Response to the Analysis

University of Rhode Island response:

2.a) The University has written procedures in place related to transfers for student athletes. Every student-athlete who seeks or requests to transfer from the University meets with staff from the Compliance Office and is given a copy of the following transfer procedures:

TRANSFER PROCEDURE FOR STUDENT-ATHLETES

? Student-athlete contacts Head Coach regarding possibility of transferring.

? Coach notifies Compliance Office (note, e-mail, phone call, etc) confirming meeting with student-athlete.

? If release to contact is granted: transfer release is given to student-athlete.

? If denied: student-athlete receives notification of hearing opportunity (Bylaw 13.1.1.3.1) from committee outside the athletic department.

? Subsequent to contact with second institution a release from residency requirement (Bylaw 14.5.1) may be granted.

? If denied: the student-athlete will receive notification of right to appeal (Bylaw 14.5.5.2.10 [d]) from a committee outside the athletic department.

The same financial aid hearing committee that hears student-athlete financial aid appeals also has responsibility for notifying student-athletes of the opportunity for a hearing and their right to appeal denial of transfer release.

2.b) The University has written procedures available to student-athletes regarding issues such as sexual orientation, harassment, problems with University coaches, staff and/or faculty, hazing, abusive behavior, etc. This information is available to student-athletes in the Student Athlete Handbook as well as in the University of Rhode Island 2003-2005 Student Handbook (Section 2. Respect for Health, Safety and Rights of Self and Others). Additionally, university grievance procedures are described in Section 4. Respect for University Process and Functions and Section 26. Appeal Procedures and Sanction Approval (The University Student Discipline System). This information is provided to each student-athlete at least once per year along with other compliance information. Student-athletes are required to sign a release affirming their receipt of this information as well as their understanding and compliance with university policies. For example the Hazing Policy is listed below:

Hazing Policy

In accordance with the State of Rhode Island and the University of Rhode Island's Student Handbook policies, the Athletic Department personnel and its student-athletes will not tolerate hazing in any form.

UNIVERSITY OF RHODE ISLAND STUDENT HANDBOOK

2.16 Hazing. Hazing is prohibited. Hazing is any action taken or situation created (the willingness of an individual to participate notwithstanding) upon which initiation, admission into, or affiliation with an organization is directly or indirectly conditioned and which produces mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities and situations include, but are not limited to, paddling in any form; infliction of excessive fatigue; exposure to the elements; forced consumption of any substance; physical and psychological shocks, quests, treasure hunts, scavenger hunts, road trips, or any other such activities; wearing, publicly, apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery, morally degrading or humiliating games and activities; late work sessions which interfere with scholastic activities.

? As a University of Rhode Island student-athlete, I will live by the University's Community Standards of Behavior.

? As a University of Rhode Island student-athlete, I understand that I am privileged to be a representative of the University and my conduct must reflect accordingly.

? I understand that as a member of the University of Rhode Island's Athletic Program, hazing, which is illegal by city, state and federal laws, is prohibited by this University. If I know of or participate in any form of hazing, it may result in criminal proceedings as well as University disciplinary action, which may include but is not limited to suspension from practice and contests to reduction or loss of my athletically related financial aid.

? Being aware of any possible or potential hazing incident, my responsibility is to protect my fellow teammates and make the Athletic Director and/or the Compliance Coordinator aware of the situation. Understanding that my statements will be held in earnest.

Similar material is provided to athletic department staff in the Coaches Compliance Policies and Procedures Manual. The Student Athlete Handbook, the University of Rhode Island 2003-2005 Student Handbook and the University of Rhode Island Department of Athletics 2004-2005 Coaches Compliance Policy and Procedures Manual will be available for review by the peer review team during their site visit in May.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? Yes

Rationale to support the Peer-review team's conclusions:

The peer-review team confirmed that written grievance and/or appeal procedures are in place covering transfer legislation, diversity and harassment issues, hazing and abusive behavior issues, and coaching problems. These procedures are published in the current student-athlete handbook (Page Nos. 8 through 10 and Page Nos. 26 through 40) and the current undergraduate catalog. Additionally, the compliance coordinator publishes a Transfer Procedure Information Sheet (last updated April 2004) that is disseminated to all student-athletes.

Institution Response to the Peer-Review Team Report

None.

3. Operating Principle 4.3 requires an institution to provide evidence that it has in place programs that protect the health of and provide a safe environment for each of its student-athletes. To demonstrate

conformity with this operating principle, an institution must designate an individual to oversee its efforts in this area and ensure there is an administrator responsible for the institutional awareness of health, safety and sports medicine policies. After reviewing Page Nos. 118 and 119 of your self-study report, the committee was unsure who the designated individual is that oversees its efforts for student-athlete safety and who is responsible for the institutional awareness of health, safety and sports medicine policies. Therefore, your institution must indicate who is responsible for overseeing student-athlete health and safety and who is responsible for institutional awareness of student-athlete health and safety.

Institution Response to the Analysis

University of Rhode Island response:

The University has responded to conformity with this operating principle by designating individuals with responsibility for developing programs and ensuring awareness of health, safety and sports medicine policies. Kim Bissonnette has primary responsibility for ensuring institutional awareness of student-athlete health and safety. Additionally, the University has hired Gina Sperry, who in addition to academic advising responsibilities serves as coordinator of CHAMPS/Life Skills program, to develop programs addressing many health and safety issues as well as coordinating with various University departments, particularly in the Division of Student Affairs which has overall responsibility for delivering programs and services to the entire University student community. Thus, the University has ensured the health and safety of student-athletes by assigning individual responsibility as well as integrating its programs and services with important University departments and programs. Some of these departments and programs include:

- * Office of Student Life
- * Counseling Center
- * University Health Services
- * Women's Center
- * RAM Choices
- * Eating Disorder Clinic
- * Violence Prevention

Additional programs have been described in the self-study report.

This information is available to student-athletes through annual workshops, ongoing contact with coaches, trainers, advisor, CHAMPS/Life Skills coordinator, as well as printed information in the Student Athlete Handbook and the University Student Handbook.

Peer-Review Team Report

Does the peer-review team believe that the committee's observation has been addressed? No

Rationale to support the Peer-review team's conclusions:

Through interviews it was discovered that the director of sports medicine is viewed as the individual who is designated to oversee the institution's efforts for student-athlete safety. However, it was unclear who is responsible for institutional awareness of student-athlete health and safety. Therefore, the peer-review team recommends the institution clearly identify that individual in order to meet the committee's requirements.

Institution Response to the Peer-Review Team Report

D. University of Rhode Island Response

Peer Review Team Report:

The Committee on Athletics Certification observed from the university's self-study report that it was unclear who is responsible for institutional awareness of student-athlete health and safety. Therefore, the peer-review team recommended the institution clearly identify that individual in order to meet the committee's requirements.

In response to the Committee on Athletics Certification's observation and the peer review team's recommendation, the university has identified that the Vice President of Student Affairs is the individual responsible for institutional awareness for student-athlete health and safety. The Vice President has ultimate supervisory responsibility for the university health services and the university counseling center. These two services provide medical and mental health services for all students including student-athletes and communicate the availability of these services to students and the campus community.

The Vice President will communicate and coordinate in conjunction with the Vice President of Administration institutional awareness of student athlete safety guidelines and processes with those areas responsible for public safety at the university.

The Vice President will also work with the Communications and News Bureau to develop appropriate communication strategies to enhance institutional awareness of student-athlete health and safety. The Vice President will also work with the Athletics Advisory Board to report to the Faculty Senate on student-athlete health and safety issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

1. The peer-review team was unable to ascertain the process by which data obtained from the two survey instruments is analyzed and used to create change. The peer-review team suggests that the athletics administration establish a complete assessment cycle.

2. The peer-review team found that while information for appeals is available to all student-athletes, few are familiar with the procedures, and even less know where the guidelines are published. The peer-review team suggests that a more aggressive information plan be designed to make student-athletes aware of these guidelines and processes.

Institution Response to the Opportunities for Enhancement

Opportunities for Enhancement:

1. The peer review team acknowledged in its evaluation of the accuracy of the self-study that the absence of an opportunity to visit with the senior woman administrator (SWA) prevented the team from verifying her role in the current administration. This also may have impacted the peer-review team's inability to ascertain the process by which data obtained from the two survey instruments is analyzed and used to create change, since the SWA has had primary responsibility for survey development, administration and analysis.

At present, survey data results are reviewed for consistency and patterns of responses according to individual sports as well as for overall athletic department performance. Survey results are shared with individual coaches and as necessary issues that are determined appropriate for changes are included in the coaches' goals for the year. Progress on goals are monitored and become a part of the coaches' end of year evaluation. Survey results that are related to overall athletic department functioning are reviewed by athletics department administration for appropriate action.

To improve the overall process, the department of athletics will: a) conduct end of the season surveys shortly after the end of each sport's competitive season to distribute the load on survey administrators to conduct and subsequently review the survey results throughout the year instead of at the end of the academic year; b) distribute survey administration responsibility among the various sports administrators equitably; c) computerize and quantify results for more accurate analysis and d) establish formal administrative review (annual) of survey results to be included in strategic plan goals, which are subject to monitoring and evaluation.

2. The university continues to strive to identify methods to communicate information to students, facilitate their retention of the information as well as their awareness of how and where to access information. Similar challenges exist for all students who upon their orientation and arrival at the university experience "information overload."

At present each student athlete receives a student-athlete handbook, which includes this critical information as well as additional printed and verbal information, presented at annual team orientations.

In response to the peer review team's observation of student-athletes lack of familiarity with appeals procedures and location of published guidelines, the university will undertake a more aggressive approach to supplying students with this information. The Team Orientation meeting presently requires that each student sign a statement to confirm his or her understanding of the university's prohibition of hazing activity. In addition to providing information in print form, the university will incorporate a similar "sign-off" to confirm the student-athlete's receipt of appeals information and acknowledgement of the location of published guidelines. The coordinator of the Champs/Life Skills program, the sports administrators, the compliance coordinator and coaches will be directed to place emphasis on this information at team orientations.

An enlarged poster sized copy of the grievance procedures and appeals process flowchart will be displayed prominently in athletics locker rooms.

Additionally, the athletic department website will be updated to include links to important procedures and guidelines for student-athletes.

4.4 Sportsmanship and Ethical Conduct

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Institution Response to the Opportunities for Enhancement

None.

Individuals Interviewed on Campus

Name	Title
Amaral, Harry	chair, governance/rules compliance subcommittee
Bakr, Abu	steering committee chair
Baron, Jim	head coach, men's basketball
Bergen, Sue	associate athletics director, business and finance
Bissonnette, Kim	director, sports medicine
Black-Grubman, Sheila	faculty senate
Boudreaux-Bartils, Faye	faculty senate, president
Boulmetis, John	faculty, school of education
Bradley, Ed	head coach, men's soccer
Burke, Gregg	deputy director of athletics
Carothers, Robert	president
Chilicki-Beasley, Julia	head coach, women's basketball
Derbyshire, Lynne	chair, equity and student welfare subcommittee
Dougan, Thomas	vice president, student affairs
Galatzer-Leux, David	student-athlete
Garrick, Tom	head coach, women's basketball
Gomes, Roxanne	assistant director, Affirmative Action
Heskett, David	faculty, department of physics
Higgins, Mark	associate dean, college of business
Kassabian, Paul	compliance officer
Kowalski, James	faculty senate
Lavallee, Dave	assistant director, communications
Luebke, Barbara	faculty, department of journalism
Martin, Celest	faculty senate
Matthews, Elizabeth	student-athlete
McElroy, Tom	director of athletics
McKinney, Gerald	alumni
Moccia, Dominic	student-athlete
Nippo, George	athletic advisory board, graduate student
Nota, Michele	executive director, alumni relations
Orabone, Eileen	executive assistant
Ramsay, Karen	faculty senate
Ramstad, Yngve	faculty athletics representative
Rendine, Richard	alumni
Rice, Michael	faculty senate
Richmond, Jayne	dean, university college
Rosen, William	faculty senate

Name	Title
Sperry, Gina	director, student-athlete enrichment program
Stowers, Tim	head coach, football
Swift, Judith	chair, academic integrity subcommittee
Wescott, Mick	head coach, men's and women's swimming

Institutional Records Reviewed on Campus

Records Reviewed
2003-05 student handbook
2004-05 NCAA Division I Manual
2004-05 student-athlete handbook
2004-05 undergraduate and graduate catalogue
2004-05 viewbook (entrance requirements)
EADA forms
Equity in Athletics Disclosure Act (EADA) worksheets
Title IX institutional goals
admissions application
assessment of the effectiveness of rules compliance procedures
athletics department staff manual
athletics department strategic plan
board of governors policy manuals
booster organization bylaws
booster organization disbursement/reimbursement policies and procedures
class scheduling procedures
compliance policies and procedures manual
composition, board of governors
end of year, student-athlete program evaluation form
excused-absence procedures
exit interview instrument
institution's written grievance procedures for non-NCAA issues
job descriptions — external to athletics
list of booster groups and members
minutes, academic integrity subcommittee
minutes, athletics advisory board
minutes, board of governors of higher education
minutes, equity/student-athlete welfare subcommittee
minutes, governance/rules compliance subcommittee
minutes, steering committee meeting
organizational chart, athletics advising
organizational chart, athletics department
organizational chart, institution
secondary rules violations
sports and facility schedules
sports marketing materials
sports media guides

Records Reviewed
sports posters
sports press releases
sports schedule cards
sports schedules
student-athlete academic performance information
student-athlete eligibility forms
student-athlete exit interviews
team/staff travel procedures
university policy and procedures manual