

2008-2009
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: 1848
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 37224
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 2033
7. Highest level of academic degree offered: Doctorate
8. Institution's governing entity: Board of Regents
9. a. Regional accreditation agency: North Central Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: February 2009
9. c. Current accreditation status: Fully Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2009): I-FBS
2. Conference affiliation(s) or independent status (Academic Year 2009):

Football	Big Ten Conference
Men's Basketball	Big Ten Conference
Men's Crew	Independent
Men's Cross Country	Big Ten Conference
Men's Golf	Big Ten Conference
Men's Ice Hockey	Western Collegiate Hockey Assn
Men's Soccer	Big Ten Conference
Men's Swimming	Big Ten Conference
Men's Tennis	Big Ten Conference
Men's Track, Indoor	Big Ten Conference
Men's Track, Outdoor	Big Ten Conference
Men's Wrestling	Big Ten Conference
Softball	Big Ten Conference
Women's Basketball	Big Ten Conference
Women's Cross Country	Big Ten Conference

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Women's Golf	Big Ten Conference
Women's Ice Hockey	Western Collegiate Hockey Assn
Women's Rowing	Big Ten Conference
Women's Soccer	Big Ten Conference
Women's Swimming	Big Ten Conference
Women's Tennis	Big Ten Conference
Women's Track, Indoor	Big Ten Conference
Women's Track, Outdoor	Big Ten Conference
Women's Volleyball	Big Ten 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. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

On October 2, 2001 the NCAA Division I Committee on Infractions found that the University of Wisconsin-Madison committed major infractions which are more fully described within Infraction Report No. 188. As a result, University of Wisconsin-Madison was placed on five (5) years probation commencing on October 2, 2001 and expiring on October 1, 2006. On October 4, 2006 the NCAA advised the University of Wisconsin-Madison that the full rights and privileges of NCAA membership was being restored. The major infractions case impacts the Governance and Commitment to Rules Compliance area of the certification program.

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

The University of Wisconsin-Madison has had no other significant events in the history of the athletics program, other than staffing changes, since the institution's previous certification self-study.

Previous Certification Self-Study

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

The previous peer-review team visit to the University of Wisconsin-Madison was during the second-cycle certification self-study process: June 20-23, 2000.

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

The University of Wisconsin-Madison was certified on February 18, 2002.

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

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The NCAA Committee on Athletics Certification has made no subsequent actions or changes in the University of Wisconsin-Madison certification status.

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

The changes in key senior-level positions in the institution or athletics program since the institution's previous certification self-study include the following:

INSTITUTION: Current senior-level administrators: Chancellor, Carolyn "Biddy" Martin; Provost and Vice Chancellor for Academic Affairs (Interim), Julie Underwood; Vice Chancellor for Administration, Darrell Bazzell; Director of Legal and Executive Affairs, Lisa Rutherford. Departed senior-level administrators: Chancellors, David Ward and John Wiley; Provost and Vice Chancellor for Academic Affairs, Peter Spear, John Wiley and Pat Farrell; Vice Chancellor for Administration, John Torphy; Vice Chancellor for Student Affairs, Paul Barrows; Vice Chancellor for Legal and Executive Affairs, Melany Stinson Newby; and Vice Chancellor for Research and Dean of the Graduate School, Virginia Hinshaw.

ATHLETICS: Current senior-level administrators: Athletic Director, Barry Alvarez; Executive Associate Athletic Director, Shawn Eichorst; Senior Associate Athletic Director, Vince Sweeney; Associate Athletic Director/SWA, Terry Gawlik; Associate Athletic Directors: Marija Pientka, Sean Frazier, John Chadima, John Jentz; and Assistant Athletic Director, Steve Waterfield. Departed senior-level administrators: Athletic Director, Pat Richter; Deputy Athletic Director, Jamie Pollard; Associate Athletic Director/SWA, Cheryl Bailey; Associate Athletic Directors: Doug Beard (deceased), Steve Malchow, Alan Fish, David Harris, Michael Moss and Special Assistant, David McDonald.

- 5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.**

The University of Wisconsin-Madison has had no significant changes impacting the institution and/or athletics program, other than staffing changes, since the institution's previous certification self-study.

Certification Self-Study Information

- 1. Steering Committee Chair:** Mr. Darrell Bazzell
- 2. Chief report writer/editor of self-study report:** Mr. Walter Dickey
- 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.**

The University of Wisconsin-Madison Plan for Completion of Self-Study for NCAA Third-Cycle Certification, which is attached to this report, more fully articulates the engagement of broad-based campus constituencies participation. The Self-Study Plan was designed and effectively provided broad-based participation within the self-study committee structure, operating principles assessment, review of conclusions and recommendations, and the ultimate drafting of the final self-study report. The Steering Committee and Subcommittees structure (i.e., Governance and Commitment to Rules Compliance; Academic Integrity; and Gender, Diversity and Student-Athlete Well-Being) included broad-based representation and participation: members of the Athletic Board, the Chancellor's Office, the Division of Intercollegiate Athletics, University faculty and staff, alumni, coaches, student-athletes, and members of the general student body. This broad-based participation provided for comprehensive review of the operating principles and input into the self-study report before its findings and plans for improvement were formulated. Moreover, the self-study report was made available to the general public and a public forum was held to review the information prior to being submitted to the NCAA.

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

Written plan uploaded.

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

INSTITUTION'S MISSION STATEMENT:

The University of Wisconsin-Madison is the original University of Wisconsin, created at the same time Wisconsin achieved statehood in 1848. It received Wisconsin's land grant and became the state's land-grant university after Congress adopted the Morrill Act in 1862. It continues to be Wisconsin's comprehensive teaching and research university with a statewide, national and international mission, offering programs at the undergraduate, graduate and professional levels in a wide range of fields, while engaging in extensive scholarly research, continuing adult education and public service.

The primary purpose of the University of Wisconsin-Madison is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all. The University seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development.

It also seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education. To fulfill its mission, the university must:

- A). Offer broad and balanced academic programs that are mutually reinforcing and emphasize high-quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels.
- B). Generate new knowledge through a broad array of scholarly, research and creative endeavors, which provide a foundation for dealing with the immediate and long-range needs of society.
- C). Achieve leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning.
- D). Serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the University's designated land-grant status.
- E). Participate extensively in statewide, national and international programs and encourage others in the University of Wisconsin System, at other educational institutions and in state, national and international organizations to seek benefit from the university's unique educational resources, such as faculty and staff expertise, libraries, archives, museums and research facilities.
- F). Strengthen cultural understanding through opportunities to study languages, cultures, the arts and the implications of social, political, economic and technological change and through encouragement of study, research and service off campus and abroad.
- G). Maintain a level of excellence and standards in all programs that will give them statewide, national and international significance.
- H). Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society.

Revised statement, adopted June 10, 1988.

ATHLETIC DEPARTMENT'S MISSION STATEMENT:

The Division of Intercollegiate Athletics at the University of Wisconsin-Madison dedicates itself to the mission of providing athletic opportunities to a wide range of students and an environment in which all student-athletes can achieve their academic and competitive goals. The Division strives to provide equitable opportunities for all student-athletes and staff, regardless of gender or ethnic backgrounds. To honor its academic mission and that of the University, the Division supports the educational aspirations, academic progress and general welfare of the student-

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athlete. In competition, the Division fosters principles of sportsmanship, respect, fair play and athletic excellence. In all of its activities, the Division insists on integrity, ethical conduct and accountability.

Adopted October 26, 2001.

University of Wisconsin-Madison
Plan for Completion of Self-Study for NCAA Third-Cycle Certification

A. Objectives of the Self-Study Process:

The University of Wisconsin-Madison welcomes the opportunity that the NCAA third-cycle certification process presents for completing a thorough self-study, and for involving the entire University community in this endeavor. The certification process is designed to benefit the institution by providing an opportunity to increase campus-wide awareness, to affirm the positive aspects of intercollegiate athletics and to resolve any concerns that are identified. To that end, outgoing Chancellor John Wiley and incoming Chancellor Biddy Martin have carefully selected and charged members of the self-study certification Steering Committee and Subcommittees with conducting a comprehensive review of the intercollegiate athletics program so that it operates in substantial conformity with operating principles adopted by the NCAA Division I membership.

The primary objective of the upcoming self-study is to assess the extent to which the University of Wisconsin-Madison meets the certification standards outlined in the NCAA third-cycle self-study instrument. The secondary objective is to review the conclusions and recommendations of the second-cycle self-study certification, that was completed eight years ago, and to assess the progress that has been made in addressing any concerns identified during that process.

B. Review of Second Cycle Institutional Plans For Improvement:

The second-cycle self-study certification process identified a few program areas that required action/improvement. These included recommendations that the program:

1. Adopt a written stand-alone gender-equity plan.
2. Adopt a written stand-alone minority-issues plan that meets the basic stated operating principles, items identified by the self-study committee, and plan to improve the graduation rates of minority student-athletes.
3. Regularly planned educational programming for other institutional members rather than the current “as the need arises” basis.
4. Appointment letters for institutional staff members outside of athletics should contain a formal statement regarding NCAA rules compliance.
5. Review and update the five-year strategic budget plan on a semi-annual basis and make necessary adjustments to projected-capital expenditures consistent with identifiable revenue streams.
6. Review and modify intercollegiate athletics’ mission statement to ensure it incorporates all of the elements of NCAA Bylaw 23.2.1.1 (Institutional Mission Statement).

The current self-study will provide an opportunity to review these issues, and to assess if the arrangements now in place are satisfactory.

C. Functions of the Steering Committee and Subcommittees:

The Steering Committee and three Subcommittees have been appointed by outgoing Chancellor John Wiley and incoming Chancellor Biddy Martin (see Attachment 1). The Chair of the Steering Committee is Mr. Darrell Bazzell, Vice Chancellor for Administration. Mr. Bazzell is a member of the institution's senior management team and has ready access to the Chancellor. The Steering Committee is responsible for the general direction of the self-study. It will monitor the progress of the Subcommittees to be sure that the self-study is being completed in a competent and timely manner. The Steering Committee is to receive and review the work of the Subcommittees. Each of the three Subcommittees will be chaired by a faculty member of the Athletic Board and each has broad-based representation: members of the Athletic Board, the Division of Intercollegiate Athletics, University faculty and staff, alumni, coaches, student-athletes, and student body. Each Subcommittee is responsible for one of the three self-study operating principles: Governance and Commitment to Rules Compliance; Academic Integrity; and Gender, Diversity and Student-Athlete Well-Being.

Each Subcommittee will collect and review the information needed to describe the status of the University's athletic program in accordance with the operating principles outlined in the NCAA self-study instrument. The Subcommittees will submit draft comments and recommendations to the Steering Committee by December, 2008. During the period from December, 2008 to March, 2009, Mr. Walter Dickey, the Chief Report Writer, Chair of the Steering Committee, and staff assistant(s) will draft the self-study report, based on the work of the Subcommittees and the Steering Committee. That draft self-study report will be available for comments from the Steering Committee, Subcommittees and University community by March 24, 2009. The Steering Committee will schedule at least one (1) open town-hall-type meeting at which members of the University community can review the information and share their thoughts. The date of this public forum is March 31, 2009. Furthermore, minutes of the various committee meetings and draft reports will be available for review on the UW self-study website (see Attachment 2).

This work plan will enable the University to present the final self-study report to the NCAA by May 1, 2009. The NCAA peer-review team could then visit the University on September 21-23, 2009. Attachment 3 is an outline of the schedule for the self-study certification processes.

D. Big Ten Conference Involvement:

Chad Hawley, Assistant Commissioner for Compliance for the Big Ten Conference will serve as a member of the Governance and Commitment to Rules Compliance Subcommittee. A copy of our final self-study report will be provided to the Big Ten Conference.

E. Use of Outside Consultants:

We do not have any plans to use outside consultants or agencies in the completion of the self-study.

F. Staff and Administrative Support:

Administrative support will be provided by the following individuals: Lisa Walters, Administrative Assistant to Vice Chancellor Bazzell; Shawn Eichorst, Executive Associate Athletic Director; Christine Lucas, Megan Lee, Amy Appleton, Athletic Program Assistants; and Sheli Kuhl, Director of Championships and Special Projects. In addition, David Schultz, Associate Dean and Professor at the Law School, along with John Walsh a second-year law student at the University with interest in sports law will provide staff and research assistance to the Steering Committee Chair and Chief Report Writer. They will, under the supervision of the Chief Report Writer, also participate in drafting the self-study report.

ATTACHMENT 1

University of Wisconsin-Madison NCAA Self-Study Certification

Steering Committee (10)

Biddy Martin	Chancellor
Darrell Bazzell, Chair	Vice Chancellor of Administration
Walter Dickey, Chief Report Writer	FAR/Chair of Athletic Board
Amy Toburen	University Communications
Barry Alvarez	Director of Athletics
Terry Gawlik	Associate AD – SWA
Shawn Eichorst, Athletics Certification Liaison	Executive Associate AD
David Zimmerman	Faculty/Athletic Board
Dale Bjorling	Faculty/Athletic Board
Sheila McGuirk	Faculty/FAR/Athletic Board
Terrance Jamison	Student-Athlete/Football/Medical

Governance and Commitment to Rules Compliance Subcommittee (17)

David Zimmerman, Chair	Faculty/Athletic Board
Walter Dickey	Faculty/FAR/Chair of Athletic Board
Ken Goldstein	Faculty/Athletic Board
Mark Covalesski	Faculty/Athletic Board
Gloria Ladson-Billings	Faculty
Ab Nicholas	Alumni/Athletic Board
Ron Leafblad	Alumni/Athletic Board
Chad Hawley	Big Ten Conf – Asst. Commissioner for Compliance
Casey Nagy	Academic Staff/Legal Services
John Dowling	Academic Staff/Legal Services
Paula Bonner	Alumni Association

Terry Murawski	National W Club – Booster Club
Susan Fischer	Academic Staff/Financial Services Office
Steve Waterfield	Academic Staff/Athletic Administration
Marija Pientka	Academic Staff/Athletic Administration
Nick Fulton	Student-Athlete/SAAC/Swimming
Bebe Bryans	Head Women’s Rowing Coach

Academic Integrity Subcommittee (17)

Dale Bjorling, Chair	Faculty/Athletic Board
Pat Farrell	Faculty/former Provost
Judith Harackiewicz	Faculty/Athletic Board
Norm Fost	Faculty/Athletic Board
Thomas Mitchell	Faculty
Jeff Anders	Academic Staff/Athletic Board
Claudia Pogreba	Alumni/Athletic Board
Logan Hulick	ASM/Athletic Board
Tom Reason	Academic Staff/Admissions Office
Joan Irwin	Academic Staff/Registrars Office
Vince Sweeney	Academic Staff/Athletic Administration
Doug Tiedt	Academic Staff/Athletic Administration
Katie Smith	Academic Staff/Athletic Administration
John Jentz	Academic Staff/Athletic Administration
Terrance Jamison	Student-Athlete/Football/Medical
Barry Davis	Head Men’s Wrestling Coach

Gender, Diversity and Student-Athlete Well-Being (17)

Sheila McGuirk, Chair	Faculty/FAR/Athletic Board
Mike Plesha	Faculty/Athletic Board
Jerlando Jackson	Faculty/Athletic Board
Phil Brown	Faculty/Athletic Board
Barb Smith	Academic Staff/Athletic Board
Jake McGhee	ASM/Athletic Board
David Zoerb	Alumni/Athletic Board
Sharon Chamberlain	Alumni/Community Member
Al Toon	Alumni/Student-Athlete
Lori Berquam	Academic Staff/Dean of Students Office
Terry Gawlik	Academic Staff/Athletic Administration
Sean Frazier	Academic Staff/Athletic Administration
John Chadima	Academic Staff/Athletic Administration
Denny Helwig	Academic Staff/Athletic Training
Nancy Graff-Schultz	Academic Staff/Human Resources
Claire Geiger	Student-Athlete/SAAC/Rowing
Chandelle Schulte	Head Softball Coach

ATTACHMENT 2

University of Wisconsin-Madison

Plan for Sharing Draft Self-Study and Soliciting Responses

A. Send copies of information via email to:

1. Members of Steering Committee and Subcommittees
2. University Committee
3. Student Government
4. Wisconsin Alumni Association
5. UW Foundation
6. Academic Staff Council
7. UW System Administration (includes the Board of Regents)
8. Athletic Department Coaches and Staff
9. Student-Athlete Advisory Committee
10. Booster Clubs (i.e., National W-Club; Mendota Gridiron Club; and Badger Basketball Booster Club)

B. Provide information via World Wide Web:

1. Create University website page for self-study information
2. Conduct town hall type meeting – Steering & Subcommittees will present draft report to University Community

ATTACHMENT 3

University of Wisconsin–Madison

Schedule for 2010 NCAA Self-Study Certification

June, 2008	Steering Committee & Subcommittee Kickoff Meeting
August 19, 2008	Self-Study Certification Steering Committee Kickoff Meeting
August 27, 2008	NCAA Self-Study Orientation Videoconference
September, 2008	Subcommittees, under the direction of Subcommittee Chairs, establish work plan to collect, evaluate and prepare response to self-study operating principle questions
October, 2008	Steering Committee meets with Subcommittee Chairs to review work plan and make recommendations
Oct - Dec, 2008	Subcommittees work on self-study report and make recommendations
December, 2008	Subcommittee Chairs submit drafts of self-study report to Steering Committee Chair
Jan – Feb, 2009	Chief Report Writer and staff draft overall self-study report
March, 2009	Steering Committee, Subcommittees and University community review draft of self-study report and provide comments
April, 2009	Chief Report Writer and staff of Steering Committee revise draft of self-study report in response to comments
May 1, 2009	Submit self-study report to NCAA
July – Sept, 2009	Prepare for Peer-Review Team visit
September 21-23, 2009	Peer-Review Team visit
Oct – Dec, 2009	Steering Committee and Subcommittees draft response to Peer-Review Team’s Report if necessary
March – May, 2010	Receive NCAA decision on certification
May – June, 2010	Steering Committee share decision, report and recommendations with campus community and evaluate NCAA Self-Study Certification process

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

The University of Wisconsin-Madison did not have any conditions for certification imposed.

Action

Action Date

Explanation for partial or non-completion

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 second-cycle certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide::

- a. The original plan;
- 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 plans.

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

1. Original Plan

Review and update the five-year strategic budget plan on a semi-annual basis and make necessary adjustments to projected-capital expenditures consistent with identifiable revenue streams.

Action

Governance and Commitment to Rules Compliance

The annual comprehensive Athletic Department budget development and review process takes approximately 6 months and includes input from Campus (Chancellor and Vice Chancellor for Administration) and Athletic Board. The Athletic Department through the Department's senior staff Financial and Facility Master Plan Working Committee is responsible for developing the annual and long-range budget plan. On a regular basis the Department's senior staff Financial and Facility Master Plan Working Committee reviews budget projections, current budget plans, projected capital expenditures, and revenue streams and makes recommendations to the Athletic Director and the entire senior staff management team regarding these items. The Campus and Athletic Board review the budget annually which includes projected capital expenditures and revenue streams. Ultimately the budget is approved by the Chancellor, UW System, Board of Regents, State Legislature and the Governor.

Action Date

Goal being achieved since fall of 2000. The Athletic Department's senior staff Financial and Facility Master Plan Working Committee was developed and implemented in the fall of 2006.

Explanation for partial or non-completion

Fully completed.

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

The University of Wisconsin-Madison's Athletic Board Chairman, Walter Dickey, created an ad hoc committee of Athletic Board members to review the role of the Athletic Board, how it conducts its work and the role of Board members. The ad hoc committee's analysis and recommendations were presented to the entire Board on December 5, 2008 and February 20, 2009. Presently, these recommendations are being reviewed by the University Committee (the Executive Committee of the Faculty Senate). The Athletic Board is presently operating under the recommendation approved by the Board.

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

The University of Wisconsin-Madison's Chancellor Biddy Martin has clear and direct oversight of the athletics program. The Board of Regents is vested with the authority to manage the entire University of Wisconsin System pursuant to Chapter 36 of the Wisconsin Statutes. The Board of Regents appoints a President of the System and a Chancellor for each institution. This authority is exercised through delegation to appropriate offices or individuals at the system and on each system campus. The Board of Regents delegates the necessary authority for the administration and operation of the University of Wisconsin-Madison to the institution's Chancellor. The Chancellor is the Chief Executive Officer of the institution and reports to the UW System President and to the Board of Regents. The Chancellor is the immediate supervisor of Barry Alvarez, Athletic Director, and the Athletic Director reports directly to the Chancellor. The day-to-day decision making and operation of the Division of Intercollegiate Athletics, which is commonly referred to as the "Athletic Department," resides with the Athletic Director, with assistance from and through delegation to his senior staff management team. The senior management team is made up of the following eight people: Shawn Eichorst, Executive Associate Athletic Director; Vince Sweeney, Senior Associate Athletic Director for External Relations; Terry Gawlik, Associate Athletic Director for Sport Administration/SWA; John Jentz, Associate Athletic Director for Business Operations; John Chadima, Associate Athletic Director for Capital Projects and Golf Course Operations; Sean Frazier, Associate Athletic Director for Events and Facilities; Marija Pientka, Associate Athletic Director for Development; and Steve Waterfield, Assistant Athletic Director for Student Services. The Athletic Director and his senior staff management team work closely with the Chancellor and members of the Chancellor's management team to keep them abreast of the operations. Faculty oversight in connection with intercollegiate athletics is exercised through the Athletic Board, which functions as part of a shared governance system. The Athletic Board is a committee under faculty rules. The Athletic Board has

Governance and Commitment to Rules Compliance

broad-based membership which includes twelve faculty members, two members of academic staff, four alumni, two students, two student-athletes and one ex-officio member from the Division of Recreational Sports. The Board advises the Chancellor and the Athletic Director on a variety of athletics program matters primarily including academic and student-athlete welfare issues. Through this direct reporting line, the Chancellor maintains a clear and direct oversight of the athletics program.

5. Since the institution's previous self-study, list the major decisions made related to intercollegiate athletics. For each decision, explain the role and involvement (if any) of the:

- a. Chancellor or president;
- b. Athletics board or committee;
- c. Faculty senate (or other faculty governing body);
- d. Student-athlete advisory committee;
- e. Director of athletics;
- f. Faculty athletics representative;
- g. Senior woman administrator; and/or
- h. Other individual(s) or campus constituencies.

There are a number of different processes that are utilized when decisions are made regarding intercollegiate athletics. Depending on the issue, decisions are made based on both formal and informal responsibilities and interaction of the Board of Regents, the Chancellor, the Faculty Athletics Representatives, the Athletic Director, and the Athletic Board. The major decision-making process closely follows the reporting lines structure articulated in response to Self-Study Item number four above.

The following is a summary of major decisions made related to intercollegiate athletics and those typically involved with those decisions:

1). Budget Planning and Review: The Athletic Department's annual and long-range budget is formulated by the Athletic Director and his senior staff management team, led by the Associate Athletic Director for Business Operations. The budget is reviewed by the Chancellor's budget personnel led by the Vice Chancellor for Administration and Athletic Board. Ultimately, the budget is approved by the Chancellor, UW System, Board of Regents, State Legislature and the Governor.

2). Facility Master Plan and Capital Projects: The Athletic Department's facility master plan and capital projects are developed and continually reviewed by the Athletic Director and his senior staff management team. This process parallels the budget planning process very closely. The Vice Chancellor of Administration, Associate Vice Chancellor for Facilities, Planning and Management and Athletic Board receives information about the Department's facility master plan and capital projects through the budget review process. The Chancellor ultimately approves the facility master plan and capital projects. Since the past self-study, two major facility projects, the Porter Boat House and a renovation to Camp Randall Stadium, were completed following this process. These projects also required review and approval by the UW System, Board of Regents, and the State Department of Administration.

3). Employment and Compensation Agreements: The Chancellor approves the Athletic Director's employment and compensation agreements, and reviews the agreements for coaches and staff that need Board of Regents review and approval. Currently any salary that is more than 75 percent of the salary received by the UW System President must be approved by the Board of Regents.

4). Athletic Director Hiring: Then Chancellor John Wiley named Barry Alvarez as Athletic Director on April 1, 2004 after Pat Richter retired. This decision was reviewed and approved by the Board of Regents.

5). Big Ten Network: The Chancellor, Athletic Director, Chair of the Athletic Board and Faculty Athletics Representative were involved in the development of the Big Ten Network, whose creation was ultimately approved by the Chief Executive Officers of each Big Ten Conference institution. The Chancellor, with input from the Athletic Director, also determined how the institution's Big Ten Network revenue would be shared.

6). Adidas and Learfield Sports Agreements: The Chancellor, Athletic Director, and the Department's senior staff management team were involved in the negotiations that led to the extensions of the institution's apparel agreement with Adidas and multimedia rights agreement with Learfield Sports. These decisions were reviewed and approved by the Board of Regents. Any contractual obligation which exceeds \$500,000 must be approved by the Board of Regents.

Governance and Commitment to Rules Compliance

6. Describe the institution's written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution's governing board. Describe how the policies are communicated to the governing board on an annual basis.

The Board of Regents is vested with the authority to manage the entire University of Wisconsin System pursuant to Chapter 36 of the Wisconsin Statutes. The Board of Regents appoints a President of the System and a Chancellor for each institution. This authority is exercised through delegation to appropriate offices or individuals at the system and on each system campus. The Board of Regents delegates the necessary authority for the administration and operation of the University of Wisconsin-Madison to the institution's Chancellor. The Chancellor is the Chief Executive Officer of the institution and reports to the UW System President and to the Board of Regents. The Chancellor has clear and direct oversight of the athletics program. The Chancellor is the immediate supervisor of the Athletic Director and the Athletic Director reports directly to the Chancellor. The day-to-day decision making and operation of the Division of Intercollegiate Athletics, which is commonly referred to as the "Athletic Department," resides with the Athletic Director, with assistance from and through delegation to his senior staff management team. The Athletic Director and his senior staff management team work closely with the Chancellor and members of the Chancellor's management team to keep them abreast of the operations. Faculty oversight in connection with intercollegiate athletics is exercised through the Athletic Board, which functions as part of a shared governance system. The Athletic Board is a committee under faculty rules. The Athletic Board has broad-based membership that includes twelve faculty members, two members of academic staff, four alumni, two students, two student-athletes and one ex-officio member from the Division of Recreational Sports. The Board advises the Chancellor and the Athletic Director on a variety of athletics program matters primarily, including academic and student-athlete welfare issues. Through this direct reporting line, the Chancellor maintains a clear and direct oversight of the athletics program.

The Board of Regents endorses the NCAA Division I Institutions Statement of Principles recommended by the Knight Foundation Commission on Intercollegiate Athletics. The Board of Regents is committed to the philosophy of firm institutional control of athletics, to the unquestioned academic and financial integrity of athletic programs, and to the accountability of the athletic department to the values and goals befitting higher education.

The Board of Regents' Policy Documents include Section 10-1 ENDORSEMENT OF STATEMENT OF PRINCIPLES FROM THE KNIGHT FOUNDATION COMMISSION ON INTERCOLLEGIATE ATHLETICS, which apply to the University of Wisconsin-Madison and include:

- 1). The educational values, practices and mission of this institution determine the standards by which intercollegiate athletics program are conducted.
- 2). The responsibility and authority for the administration of the athletics department, including all basic policies, personnel and finances, are vested in the President.
- 3). The welfare, health and safety of student-athletes are primary concerns of athletics administration on this campus. This institution will provide student-athletes with the opportunity for academic experiences as close as possible to the experiences of their classmates.
- 4). Every student-athlete, male and female, majority and minority, in all sports, will receive equitable and fair treatment.
- 5). The admission of student-athletes—including junior college transfers—will be based on their showing reasonable promise of being successful in a course of study leading to an academic degree. That judgment will be made by admissions officials.
- 6). Continuing eligibility to participate in intercollegiate athletics will be based on students being able to demonstrate each academic term that they will graduate within five years of their enrollment. Students who do not pass this test will not play.
- 7). Student-athletes, in each sport, will graduate in at least the same proportion as non-athletes who have spent comparable time as full-time students.
- 8). All funds raised and spent in connection with intercollegiate athletics programs will be channeled through the institution's general treasury, not through independent groups, whether internal or external. The athletics department budget will be developed and monitored in accordance with general budgeting procedures on campus.
- 9). All athletics-related income from non-university sources for coaches and athletics administrators will be reviewed and approved by the university. In cases where the income involves the university's functions, facilities, or name, contracts will be negotiated with the institution.

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10). Annual academic and fiscal audits of the athletics program will be conducted. The institution will seek NCAA certification that athletics programs comply with the above principles. The institution will promptly correct any deficiencies and will conduct athletics programs in a manner worthy of this distinction.

History: Res. 5843 Adopted 7/12/91. This information is made available to members of the Board of Regents in the Office of the Secretary of the Board of Regents, and is contained on their website at www.uwsa.edu/bor/policies/.

The University works closely with the Board of Regents and UW System to ensure proper oversight of the athletics program. Furthermore, each year the Athletic Board, through its Chairperson, provides an annual report of its activities to its constituent entities, including the Board of Regents, Chancellor's office, the Faculty Senate (through the University Committee), the Academic Staff Coordinating Council, the Wisconsin Alumni Association, and student organizations with representation on the Athletic Board.

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

As described above, the Board of Regents delegates the necessary authority for the administration and operation of the University of Wisconsin-Madison to the Chancellor. The role of the Board of Regents is generally limited to receipt of periodic reports and to engage in monitoring to ensure that applicable Board of Regents policies are being followed. In that regard, the Board of Regents have been involved in a number of decisions related to the University of Wisconsin-Madison's intercollegiate athletics program since the previous self-study.

The Board of Regents annually approve the Athletic Department operating and capital budgets for submission to the state Legislature and Governor. The Board of Regents approve certain employment and compensation agreements for members of the Department's staff that exceed stated maximums. Currently, any salary that is more than 75 percent of the salary received by the UW System President must be approved by the Board of Regents. Examples of salaries that were reviewed include the Athletic Director, head and assistant football coaches and head men's basketball coach. The Board of Regents also approved apparel (Adidas), multimedia (Learfield Sports), and television (Big Ten Network) agreements.

The following is a brief summary of references in Board of Regents minutes relative to the University's athletics program discussion and action:

- December 2005: Approval of Contract for Athletic Director and Head Football Coach.
- October 2006: Academic Performance Standards in Division I and II Athletic Coaches' Contracts.
- November 2006: Academic Performance Standards in UW System Athletic Directors' and Coaches' Job Performance Evaluations.
- February 2007: Approval of Revised Contract for Head Football Coach.
- March 2007: Approval of Revised Contract for Assistant Football Coach.
- April 2007: Approval of Contract with Learfield Sports (multimedia agreement); Amendments to Head Men's Basketball Coach's Contract.
- June 2008: Approval of Revised Contract for Men's Basketball Coach.

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

The Board of Regents budgetary review of the Athletic Department is consistent with the budgetary review of other similar University of Wisconsin-Madison units. The Board of Regents approval of the Department's facilities and capital projects is consistent with the approval process for other institution units (i.e. academic buildings, residence housing). As it does with all other UW System employees, the Board of Regents must approve any Athletic Department staff member salaries that exceed 75 percent of the UW System President's annual salary. Though other campus units do not typically have agreements similar to the Athletic Department's agreements with Adidas, Learfield Sports, the Big Ten Network, and Coca-Cola, when units do enter into similar agreements, the same protocol is followed for Board of Regents approval.

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9. For each of the following individuals or groups:

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

1). Athletic Board: The Athletic Board exercises the authority of the faculty over the athletics program. The Athletic Board is a standing committee of the Faculty Senate. The Athletic Board is made up of twelve faculty members, two academic staff members, four alumni members, two student government members, two Student-Athletic Advisory Committee members and one ex-officio member from the Division of Recreational Sports. The Athletic Board meets regularly with a set agenda to review and approve the activities of its committees and review departmental activities. A primary operating mechanism of the Athletic Board is its committee structure which includes: Academics and Compliance; Finance, Facilities and Operations; Equity, Diversity and Student Welfare; Personnel; and an oversight committee for the University Ridge Golf Course. The Athletic Board committees engage in a systematic, routine, comprehensive review of Athletic Department activity and policies which include, but are not limited to, academic performance, rules compliance, facilities, operations, budget, athletic participation and scheduling, personnel, awards, student-athlete welfare, equity and diversity. The Athletic Board works closely with the Athletic Department and provides insight and advice to the Department and Chancellor.

2). Faculty Senate: The authority of the faculty to oversee the athletics program is delegated to the Athletic Board. The University Committee of the Faculty Senate is responsible for recommendations to the Chancellor for faculty appointments to the Athletic Board. The Faculty Senate is kept informed about matters related to intercollegiate athletics through periodic and an annual reports submitted by the Chair of the Athletic Board.

3). Faculty Athletics Representative: The University of Wisconsin-Madison has two (2) Faculty Athletics Representatives who represent the institution at the National Collegiate Athletic Association (NCAA), Big Ten Conference, and Western Collegiate Hockey Association (WCHA). They share responsibilities that relate to a broad range of compliance areas, including the self-reporting of rules violations, academic issues, student-athlete welfare issues, and overall institutional control of the Athletic Department. They work closely with the Athletic Director and his senior staff management team on a variety of matters. The current Faculty Athletics Representatives are Walter Dickey, a professor at the Law School, and Sheila McGuirk, a professor at the School of Veterinary Medicine. Professor Dickey and Dr. McGuirk were appointed and report to the Chancellor and provide advice on Athletic Department matters. Professor Dickey also serves as Chair of the Athletic Board and Dr. McGuirk is a faculty member on the Athletic Board.

4). Student-Athlete Advisory Committee: The Student-Athlete Advisory Committee (SAAC) is a leadership group that provides an outlet for student-athletes to discuss issues specific to dealing with the rigors of student-athlete life. This committee serves as a liaison between the student-athletes, coaches and administration, the Big Ten Conference and the NCAA on issues affecting student-athletes. SAAC offers input on rules, regulations and policies that directly affect the life of the student-athlete. SAAC also provides opportunities to meet with peers and develop a support system for each other. Bridget Warren, Director of Inclusion and Life Skills Programming in the Department's Office of Academic Services, is the Athletic Department liaison.

The SAAC is made up of two student-athletes from each of the 23 sports. SAAC has four officers each year: a president, vice president, secretary and a Student-Athletes Equally Supporting Others (SAESO) representative (typically held by the elected President of SAESO). Of the officers, two student-athletes (one male, one female) represent SAAC on the Athletic Board, attend Board meetings and inform the rest of the student-athletes in SAAC of issues that potentially affect them. They are also on various Athletic Board committees that deal with issues

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directly affecting student-athletes. There must be at least one male and one female officer each year, and all of the officer positions are one-year terms. A student-athlete may run for re-election, but may only serve as an officer for a total of two years. SAAC representatives may bring to the Athletic Department and Athletic Board issues voiced at SAAC monthly meetings and serve as the liaison between student-athletes, the Athletic Department and the Athletic Board. The SAAC President attends the biannual meeting of the Big Ten Conference Student-Athlete Advisory Committee.

Other SAAC members may participate in one of three committees. The Community Service Committee works to find volunteer activities in and around the Madison area. The Social Committee works to provide all student-athletes with the opportunity to gather to socialize at an organized event at least once per semester. Past activities have included a movie night and a cookout. The Awareness Committee works to increase the visibility and understanding of SAAC among student-athletes, coaches and administrators. They are responsible for keeping the SAAC website up to date, posting flyers about meetings and other activities, and achieving full SAAC meeting participation by all teams. All SAAC representatives are members of the Speaker's Bureau. Members of this Bureau are called upon whenever there is a request for a student-athlete to speak to a group. Often student-athletes will be called on to speak at area schools simply about their experiences as student-athletes and what they have done to succeed in school, athletics and life.

Additionally, University of Wisconsin-Madison general students are represented on the Athletic Board by two members who are selected by the Associated Students of Madison (ASM). The student representatives attend Athletic Board meetings, where Athletic Department information and policies are discussed.

5). Other campus groups: The Wisconsin Alumni Association (WAA) appoints four members to the Athletic Board. The WAA provides meaningful input through representation on the Athletic Board.

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

Since the last self-study certification, the University of Wisconsin-Madison has dramatically reduced the number of athletics booster groups (from 14 booster groups in 1999 to three current booster groups), opting to charge the Athletic Department's development office, the Badger Fund, with all fundraising for the Athletic Department and its athletics programs. This decision underscores the University's commitment to institutional control. To date, the Athletic Department recognizes three booster groups: the Mendota Gridiron Club (football), Badger Basketball Boosters (men's basketball), and the National W Club (letter winners organization).

The Associate Athletic Director for Development, Marija Pientka, who reports directly to the Athletic Director and is a member of the senior staff management team, oversees the operations of the booster groups. A member of the Department's development staff serves as a liaison to each booster group and regularly attends meetings and events. All booster club activities and expenditures are approved by the Associate Athletic Director for Development, the Compliance Office, and the Business Office. The Department's Business Office reconciles booster club bank accounts on a quarterly basis. Moreover, the athletic booster group members and other representatives of athletics interests receive regular rules education from the Department and are asked to contact the Compliance Office with any questions. The Department annually reviews and certifies its three remaining booster groups. Moreover, the Associate Athletic Director for Development meets monthly with the University of Wisconsin Foundation's Vice President for Development in order to keep the campus abreast of Athletic Department development matters.

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

The Athletic Board consists of 23 members: twelve faculty, two academic staff; four alumni, four student memberships (two held by students selected by the organization representing University of Wisconsin-Madison students (ASM) and two students representing the Student-Athlete Advisory Committee (SAAC)), and one ex officio member representing the Division of Recreation Sports.

The current composition of the Athletic Board is as follows:

The Faculty Members are:

- Dale Bjorling, DVM, Department Chair and Professor, School of Veterinary Medicine; Chair of Academics and Compliance Committee
- Philip Brown, Professor, Geology and Geophysics; Co-Chair of Finance, Facilities and Operations Committee

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- Mark Covalesski, Professor, School of Business
- Walter Dickey, Associate Dean and Professor, Law School; Chair of Athletic Board; Faculty Athletics Representative
- Norman Foster, M.D., Professor, School of Medicine and Public Health
- Adam Gamoran, Interim Dean of School of Education
- Kenneth Goldstein, Professor, College of Letters and Science, Graduate School, Political Science
- Judith Harackiewicz, Professor, Department of Psychology; Chair of Personnel Committee
- Jerlando Jackson, Associate Professor of Higher and Postsecondary Education, Educational Leadership Policy and Analysis
- Sheila McGuirk, DVM, Professor, School of Veterinary Medicine; Faculty Athletics Representative
- Michael Plesha, Professor, College of Engineering; Co-Chair Finance, Facilities and Operations Committee; Chair of University Ridge Oversight Committee
- David Zimmerman, Professor, College of Engineering

The Academic Staff Members are:

- Jeff Anders M.D., Clinical Assistant Professor of Psychiatry, University Health Services
- Barbara Smith, Senior Broadcast Specialist, School of Education; Chair of Equity, Diversity and Student Welfare Committee

The Alumni Members are:

- Ron Leafblad, CEO, Gold Country Inc./Leaf Industries Inc. (former letter winner)
- Albert Nicholas, Nicholas Funds (former letter winner)
- Claudia Pogreba
- David Zoerb, Frank Mayer and Associates, Inc.

The Student Members are:

- Caitlin Dupont (SAAC) (volleyball)
- Nick Fulton (SAAC) (swimming)
- Logan Hulick (ASM)
- Jake McGhee (ASM)

The Ex-officio Department of Recreational Sports representative is: Dale Carruthers, Director of Recreation Sports

12. Describe how the institution's chancellor or president and his/her designees maintain control with respect to the budget, accounting, purchasing and debt management of the athletics program. In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

The ultimate responsibility of the Athletic Department's financial activities resides with the Chancellor and Athletic Director. The day-to-day financial responsibilities reside with the Vice Chancellor for Administration and the Associate Athletic Director for Business Operations. The Athletic Department's financial activities (i.e. budget, accounting, purchasing and debt management) are regularly monitored, audited and are consistent with institution and state guidelines.

The Athletic Department develops an annual balanced budget in collaboration with the Athletic Board. Thereafter, the Associate Athletic Director for Business Operations, John Jentz, submits and reviews the budget with the Vice Chancellor for Administration, Darrell Bazzell, for inclusion in the institution's overall budget. The Vice Chancellor for Administration reports directly to the Chancellor. During the budget review, debt management is reviewed and factored into the Department's budget and overall long-range financial plan. The Department's business operations are subject to regular audits by the institution's internal audit office and as part of the annual NCAA agreed upon procedures performed by an external audit firm.

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

The budget process for the Athletic Department is consistent with the budget process for similar institution units. As stated above, the ultimate authority resides with the Chancellor, which is delegated to the Vice Chancellor for

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Administration. The Department annually presents a balanced budget to the Vice Chancellor for Administration. The Vice Chancellor for Administration's review is consistent with that of any other institution auxiliary units (i.e. housing, facilities, colleges, technical services).

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

The Chancellor's Office, Athletic Department and Athletic Board review the NCAA comparative data annually. The Associate Athletic Director for Business Operations, John Jentz, leads the review and facilitates discussion. Since the comparative data (dashboard indicators) is still relatively new and the information level of the data is high, conducting meaningful discussions with a broad constituency is challenging. For example, the Athletic Department owns and operates some of its own athletics facilities, like the Kohl Center. With this model, staffing, operations expenses, and debt service appear in the Department's reported expenses. In contrast, a comparable building at another similar institution may be owned by and operated by another campus entity instead of the athletic department. In this model, the athletic department only pays rent for specific uses, like game days. The athletic department only reports the rent it pays as an expense, but not the operating and staffing expenses. This approach impacts certain sports teams' expenses at the institution compared to expenses at another institution. In this regard, the University of Wisconsin-Madison will continue to look for ways to make the review of NCAA comparative data useful.

It is important to note that the Athletic Department has historically reviewed the financial data provided from the annual EADA and NCAA Financial reports. This information has been comparatively evaluated with other institutions and used as an information benchmark during budget planning exercises. Additionally, financial information is collected and analyzed from the Division I Athletic Directors Association and informal surveying of other similar institutions. The NCAA comparative data will provide for more transparency and analysis.

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

No plan for improvement for Operating Principle 1.1 was deemed necessary.

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 that athletics program or athletics interests).
- Published policies of the institution's governing board which relate to the athletics program or athletics interests.
- Institutional organizational chart.
- Athletics department organizational chart.
- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).

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Operating Principle

1.2 Rules Compliance

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

The University of Wisconsin-Madison did not have any conditions for certification imposed.

Action

Action Date

Explanation for partial or non-completion

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 second-cycle certification process for Operating Principle 1.2 (Rules Compliance). In each case, provide::

- a. The original plan;
- 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 plans.

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

1. Original Plan

Regularly planned educational programming for other institutional members rather than the current "as need arises" basis.

Action

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The Athletic Department Compliance Office has developed and scheduled annual educational programming for a variety of other institutional staff members. For example, annual compliance meetings are held with the Registrar's Office, Office of Student Financial Aid, Admissions Office, Alumni Association, and Booster Groups. The Compliance Office also provides annual educational programming and information to Athletic Board members during each academic year.

Action Date

These compliance educational meetings with other institutional staff started in the fall of 2001 and have continued annually.

Explanation for partial or non-completion

Fully completed.

2. Original Plan

Appointment letters for institutional staff members outside of the Athletic Department should contain a formal statement regarding NCAA rules compliance.

Action

The University of Wisconsin-Madison has included a formal statement regarding NCAA rules compliance in appointment letters for institutional staff members outside of the Athletic Department who are involved in rules compliance activities. The statement emphasizes that these staff members must comply with rules promulgated by the University, NCAA, Big Ten Conference, and any other applicable organization or conference. Appropriate institutional staff members in the Registrar's Office, Admissions Office and Office of Financial Aid received these letters.

Action Date

March of 2008.

Explanation for partial or non-completion

Fully completed.

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

No additional plans have been developed in relation to Operating Principle 1.2 since second-cycle certification.

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

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

Rules compliance is taken very seriously and is a central component of all personnel decisions made by the Athletic Department. This commitment begins with the Chancellor and Athletic Director who traditionally speak at the first full all-staff meeting of the Athletic Department each fall. At this meeting, which is attended by all Department staff, the Chancellor and Athletic Director discuss the seriousness and importance of rules compliance.

The emphasis on rules compliance begins with job searches, where the importance is articulated in position

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descriptions and during job interviews. The unequivocal commitment to rules compliance is illustrated by language in the Athletic Department's employment agreements and letters of appointment for coaches and staff.

The following is an example of the Department's employment agreement language relative to rules compliance:

II. SCOPE OF SERVICES/DUTIES

To fulfill the purpose of Coach's employment as Head/Assistant Sport Coach, Coach, in a satisfactory and proper manner, shall:

...

D. Coach agrees to abide by and comply with the constitution, bylaws, rules, regulations and interpretations (collectively "Legislation") of the National Collegiate Athletic Association (NCAA), Big Ten Conference and any applicable conferences with which the University may be affiliated (Conference), and University rules and regulations relating to the conduct and administration of the athletic program, including recruiting and eligibility rules, as now constituted or as any of the same may be amended during the term hereof. Coach shall also take all reasonable steps to ensure that all assistant coaches, student-athletes, and other individuals under His/Her supervision comply with the aforementioned NCAA, Conference or University Legislation. In the event Coach becomes aware or has reasonable cause to believe that violations of NCAA, Conference or University Legislation may have taken place, He/She shall report the same promptly to the Director of Athletics or designee or the Division's Compliance Coordinator;

E. Coach agrees to cooperate and make full disclosure of all facts to the proper authorities should there be an investigation of the intercollegiate athletic program, including His/Her conduct, by University, the NCAA, the Big Ten or any other applicable conference with which University may be affiliated.

...

VII. DISCIPLINARY/CORRECTIVE ACTION

Pursuant to NCAA Bylaw 11.2.1, Coach understands and agrees that if Coach is found in violation of any NCAA or Conference Legislation or fails to report a violation, He/She shall be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures, including suspension without pay or termination of employment for significant or repetitive violations. It is understood and agreed that any such disciplinary or corrective actions shall be in addition to and in no way limit or restrict any actions the University may take pursuant to Article V herein.

The following is an example of language contained in Department's staff letters of appointment relative to rules compliance:

"The University is governed by the National Collegiate Athletic Association, Big Ten conference, and other organizations. As an employee of the University you are required to comply with the applicable rules, regulations, and academic policies of the University, the NCAA, Big Ten or other organizations or athletic conferences of which the University is a member. Additionally, you are required to seek written approval from the Director of Athletics for all athletically related income and benefits from sources outside the athletic department."

Performance evaluations of head coaches specially include a section regarding rules compliance. Although there is no uniform performance evaluation tool utilized for all other Department staff members, the Department's personnel evaluations policy specifically states that rules compliance is an expectation that must be addressed in each staff members' performance evaluations.

The hiring and personnel evaluation process is closely monitored by the Department's Director of Human Resources.

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

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

As more fully described above, rules compliance is of the utmost importance at the University of Wisconsin-Madison. In that regard, employment agreements and letters of appointment for staff members outside the Athletic Department who are involved in rules compliance activities (i.e., the Registrar's Office, Admissions Office and Office of Student Financial Aid) include statements regarding the importance of rules compliance. The Registrar's Office, Admissions Office and Office of Student Financial Aid job descriptions for positions that involve rules compliance activities include a statement that rules compliance is important and necessary. Staff members in these areas are regularly evaluated for rules compliance during their performance evaluations. The Athletic Board and booster group members also receive written and verbal information about the importance of rules compliance each year. Moreover, the Athletic Department Compliance Office meets annually with these staff members and groups to educate them and impress upon them the importance of rules compliance.

The following language is included in the letters of appointment for the aforementioned staff members:

"The University's intercollegiate athletic program is governed by the National Collegiate Athletic Association, Big Ten conference, and other organizations. As an employee of the University who is directly involved in athletics compliance matters, you are required to comply with the applicable rules, regulations, and academic policies of the university, the, NCAA, Big Ten or other organizations or athletic conferences of which the University is a member. Additionally, you are required to seek written approval from the Vice Provost for Enrollment Management and the Director of Athletics for all athletically related income and benefits from sources outside the athletic department."

6. Provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athlete's admission to the institution, certification of academic standing, and evaluation of academic performance.

The following individuals have the ultimate responsibility in determining a student-athlete's admission to the University of Wisconsin-Madison, certification of academic standing, and evaluation of academic performance. These same agencies have authority in these matters for students generally as well.

Admissions: The University of Wisconsin-Madison's 13 undergraduate schools or colleges have the ultimate responsibility in determining a student-athlete's admission to the institution. This process is managed by Robert Seltzer, Director of Admissions.

Certification of Academic Standing: Joan Irwin, Registrar's Office, Senior Student Services Coordinator.

Evaluation of Academic Performance: Joan Irwin, Registrar's Office Senior Student Services Coordinator.

7. Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as being responsible for the institution's rules compliance.

The Chancellor delegates overall responsibility and authority of the athletics program to Barry Alvarez, Athletic Director. Consequently, Mr. Alvarez is designated by the Chancellor as being responsible for the institution's rules compliance.

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8. Identify the individuals inside and outside the athletics department who have rules-compliance responsibilities. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:

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

The University of Wisconsin-Madison Athletic Director, Barry Alvarez, reports directly to the Chancellor and is ultimately responsible for rules compliance. Steve Waterfield, Assistant Athletic Director for Student Services, reports directly to the Athletic Director. Mr. Waterfield is a member of the Department's senior staff management team and has responsibilities including leading the day-to-day operation of the institution's comprehensive rules compliance program. He serves as a liaison between the Athletic Department and the Athletic Board's Academics and Compliance Committee, Faculty Athletics Representatives, Registrar's Office, Admissions Office, Office of Student Financial Aid and all other outside groups regarding rules compliance matters.

As referenced previously, the University of Wisconsin-Madison has two (2) Faculty Athletics Representatives who represent the institution at the NCAA, Big Ten Conference, and WCHA. They share responsibilities that relate to a broad range of compliance areas, including the self-reporting of rules violations, academic issues, student-athlete welfare issues, and overall institutional control of the Athletic Department. The current Faculty Athletics Representatives are Walter Dickey, a professor at the Law School, and Dr. Sheila McGuirk, a professor at the School of Veterinary Medicine. Professor Dickey and Dr. McGuirk were appointed and report to the Chancellor and provide advice on Athletic Department matters. Professor Dickey also serves as Chair of the Athletic Board and Dr. McGuirk is a faculty member on the Athletic Board.

Coaches are responsible for executing their job duties in accordance with University, NCAA and Conference rules. These responsibilities include self-reporting violations of University, NCAA, or Conference rules. Coaches also assume an important role in the following rules compliance areas (i.e. benefits and awards, recruiting, playing and practice seasons, personnel, and amateurism). Head coaches report to the senior staff member who is assigned to oversee their sport. Assistant coaches report to their head coach. All sport administrators serve on the Department's senior staff management team and report directly to the Athletic Director.

Joan Irwin, Senior Student Services Coordinator, is a Registrar's Office employee who certifies academic eligibility and oversees the institution's completion of the NCAA Division I Academic Performance Program (APP). Ms. Irwin reports directly to Connie Chapman, Assistant Registrar in the Office of the Registrar/Student Records. Ms. Chapman reports to Jim Steele, Associate Registrar. Mr. Steele reports to Joanne Berg, Vice Provost for Enrollment Management. Ms. Berg reports to Julie Underwood, Interim Provost. Ms. Underwood reports to the Chancellor.

Susan Fischer, Director of Student Financial Aid; John Dreger, Senior Student Services Coordinator; Lauren Moser, Associate Student Services Coordinator; and Clyde Gaines, Senior Student Services Coordinator work in the Office of Student Financial Aid. They are responsible for the certification and monitoring of student-athlete financial aid. Ms. Moser works closely with the Athletic Department to execute her duties and reports directly to Mr. Dreger. Mr. Gaines and Mr. Dreger report to Ms. Fischer. Ms. Fischer reports to Joanne Berg, Vice Provost for Enrollment Management. Ms. Berg reports to Julie Underwood, Interim Provost. Ms. Underwood reports to the Chancellor.

Rob Seltzer, Director of Admissions; Tom Reason, Associate Director of Admissions; and Eric Tomlinson, Advisor work in the Office of Admissions. Mr. Tomlinson reports to Mr. Reason. Mr. Reason has the primary responsibility regarding admission matters concerning student-athletes and he reports to Mr. Seltzer. Mr. Seltzer reports to

Governance and Commitment to Rules Compliance

Joanne Berg, Vice Provost for Enrollment Management. Ms. Berg reports to Julie Underwood, Interim Provost. Ms. Underwood reports to the Chancellor.

9. Indicate by clicking "yes" or "no" by the areas below, whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit.

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

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

The University of Wisconsin-Madison posts its written compliance policies and procedures on the Athletic Department's intranet, commonly referred to within the Department as "Ath Info." The policies and procedures are posted under the compliance section of Ath Info. Coaches and Athletic Department staff members are regularly directed to the compliance information on Ath Info to obtain pertinent information regarding compliance processes and to locate necessary compliance forms. Staff outside the Athletic Department receive written compliance policies and procedures applicable to the staff member's areas of responsibility. The Department's website, uwbadgers.com, has a section dedicated to rules compliance that offers information regarding rules and the Department's comprehensive rules compliance program.

In addition, the Department's ongoing strategic plan entitled the "Game Plan" specifically refers to the Department's commitment to compliance. The Department's goal is to "ensure strict adherence to all rules and regulations that govern athletics." The annual measureable benchmarks are: "No major violations of NCAA rules and continued expansion of internal and external education programs." This commitment is evaluated and distributed annually in the fall within the Department's Annual Report and is also available on the Department's website, uwbadgers.com.

Governance and Commitment to Rules Compliance

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

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

The University of Wisconsin-Madison has a continuous and comprehensive rules-education program. The rules-education program is the primary responsibility of Steve Waterfield, Assistant Athletic Director for Student Services, who oversees the Athletic Department Compliance Office. Mr. Waterfield reports directly to the Athletic Director and is a member of the Department's senior staff management team. The senior staff administrator who oversees each sport also assists in educating the coaches, staff and outside groups during meetings conducted throughout the year. The following paragraphs describe the institution's comprehensive rules-education program organized by group.

BOOSTERS:

Boosters/Donors receive compliance educational information in football, men's basketball, women's basketball, men's hockey, women's hockey, and volleyball season ticket mailings and in post-season ticket mailings for football and men's basketball. Information "tent" cards are also placed in each suite at Camp Randall Stadium and the Kohl Center. In addition, suiteholders receive a letter from the Compliance Office annually outlining general compliance rules as they relate to the use of the suite. The newsletter sent to season ticket holders and donors includes a compliance piece titled, "What's the Ruling?" This newsletter addresses issues such as booster benefits for prospects, alumni contact with prospects, student-athlete autographed memorabilia, and fan benefits for student-athletes. Game programs also include an article related to compliance issues, focusing on extra benefit and recruiting rules. The executive committee of each institutionally recognized athletics booster group must attend an annual compliance education meeting in order to be officially recognized by the Athletic Department. In addition to meeting with the National W Club's executive committee, the Compliance Office also meets with W Club staff members on an annual basis. The Compliance Office also meets with the staff at the Wisconsin Alumni Association annually to discuss rules relating to extra benefits, recruiting contacts, and recruiting inducements, among other things. Annual compliance education meetings are also held with the three certified booster groups. A Compliance Office staff member has also presented information at past Wisconsin Alumni Association Chapter Leader Meetings, attended by regional alumni club association members. Furthermore, employers of student-athletes receive educational information regarding summer employment rules annually.

STUDENT-ATHLETES:

Student-Athletes receive compliance education information from the Compliance Office at their teams' mandatory fall orientation meetings and spring checkout meetings. During the fall meeting, a host of topics, including, but not limited to, eligibility, amateurism, drug testing, playing and practice season, outside competition, financial aid, seasons of competition, gambling, ethical conduct, extra benefits, and recruiting are addressed. Rules compliance information is provided in the Student-Athlete Handbook and is discussed and made available in the fall and also is accessible via the Department's website, uwbadgers.com. The Compliance Office meets with the Student-Athlete Advisory Committee (SAAC) to provide updates regarding rules-compliance and proposed legislation as needed. The spring checkout meeting covers topics such as summer employment, academic requirements, extra benefits, summer workouts, recruiting, drug testing, and outside competition. For student-athletes participating in post-season competition, the Compliance Office provides the student-athlete and the student-athletes' parents with educational information concerning extra benefit issues that may arise during post-season participation. Gambling reminders are sent to student-athletes prior to the Super Bowl and the NCAA Division I Men's Basketball Tournament. Student-athletes also receive a Compliance Office newsletter once a year. Student-athletes are reminded annually about business establishments that they cannot frequent due to a booster's disassociation from the Athletic Department and extra benefit concerns. Finally, compliance information is provided on the student-athlete intranet accessed by student-athletes on computers located in the Department's academic services office.

ATHLETICS STAFF:

Governance and Commitment to Rules Compliance

The Compliance Office meets annually with each Athletic Department support staff group to provide a comprehensive rules-education program. The support groups are: the Athletic Ticket Office, Marketing and Promotions, Badger Sports Properties, Athletic Communications, Equipment Room, Administrative Assistants, Event Management, Business Office, Academic Services, Badger Fund/UW Foundation, Bucky Ambassadors, Bucky's Locker Room, Per Mar Security, Strength and Conditioning, and Sports Medicine. Topics covered include areas that are specific to the Department as well as general topics, including, but not limited to: recruiting contacts, recruiting inducements, extra benefits, complimentary admissions, promotional activities, recruiting correspondence, gambling, publicity, outside competition, memorabilia donations, and academic eligibility. All Athletic Department staff receive compliance newsletters during the academic year that address compliance areas such as extra benefits, team pass lists, recruiting, website content, recruiting materials, and recruiting calendars. Appropriate staff members receive updates on pertinent new legislation during the year. Athletic Department staff members receive annual reminders regarding business establishments that they cannot frequent due to a booster's disassociation from the Athletic Department and extra benefit concerns.

COACHES:

Each coach annually receives a copy of the NCAA manual and the Big Ten Conference Manual. Four All Coaches meetings and four Head Coaches meetings are scheduled during the academic year. During these meetings, the Compliance Office has a segment of time dedicated to compliance-related educational information. Topics covered at these meetings include, but are not limited to: prospect summer housing, volunteer coaches, student assistant coaches, coaching staff limits, financial aid, mid-year enrollees, playing and practice season issues, recruiting inducements, unofficial visits, APR, hotel incidental expenses, scouting of opponents, summer activities for prospects, official visits, contacts and evaluations, telephone calls, recruiting contact by student-athletes, practice eligibility, and extra benefits. Each coaching staff also meets annually with the Compliance Office. During these meetings, the Compliance Office reviews compliance related matters and applicable new legislation. All new coaches are required to meet with the Compliance Office for an orientation as well. Throughout the year, coaches receive a compliance tip of the month. These tips of the month have focused on APR/GSR, recruiting materials, playing and practice season issues, student hosts, and recruiting. Prior to the NLI signing period, applicable coaches receive signing day reminders from the Compliance Office that outline the NLI validation process and the publicity for signees. Coaches receive annual reminders regarding business establishments they cannot frequent due to a booster's disassociation from the Athletic Department and extra benefit concerns.

FACULTY/STAFF:

Faculty, academic staff, alumni representatives, student representatives, and student-athlete representatives who are members of the institution's Athletic Board receive an Athletic Board Handbook that includes pertinent compliance information related to recruiting, financial aid, eligibility, and the NCAA governance structure. The handbook is updated annually. The Athletic Department's website, uwbadgers.com, includes a compliance section that contains educational information for the general public, including faculty and academic staff. Faculty and academic staff that work with the Academic Services Office, for example, mentors and faculty that meet with prospective student-athletes during on-campus recruiting visits and AAMP mentors, receive educational information that address, among other things, extra benefits and rules regarding recruiting contact with prospects.

INSTITUTIONAL STAFF OUTSIDE ATHLETICS:

Institutional staff outside the Athletic Department, specifically staff in the Admissions Office, Registrar's Office and Student Financial Aid with rules compliance responsibilities, have annual meetings scheduled with the Compliance Office. During these meetings, pertinent NCAA rules and new legislation are discussed. The Registrar's Office staff member attends monthly academic/compliance joint staff meetings and monthly compliance staff meetings where NCAA and Conference rules are discussed.

Moreover, all Department staff members and volunteers annually sign the NCAA Certification of Compliance form which affirms that they have reported any known violation of NCAA rules. This provides an annual reminder that rules compliance is important.

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

Governance and Commitment to Rules Compliance

The University of Wisconsin-Madison's Internal Audit Office is responsible for conducting the rules-compliance evaluation. Ed Ruotsinoja, Director, and Jeff Endress, Senior Auditor are responsible for the current evaluation. These gentlemen do not have any direct day-to-day responsibilities in the Athletic Department, have knowledge of NCAA rules, and have completed internal audits in the past. The Athletic Department requested the external audit and the auditors were selected by Darrell Bazzell, Vice Chancellor for Administration, who oversees the Internal Audit Office. The University's most recent rules-compliance evaluation, report was issued in March 9, 2009.

- 13.** The rules-compliance evaluation must determine that the institution's compliance practices are engaged and functioning and must include the required areas listed below. Indicate by clicking "yes" or "no" which areas were included in the institution's most recent rules-compliance evaluation.

	Yes	No
Governance and organization.	X	
Initial-eligibility certification.	X	
Continuing-eligibility certification.	X	
Transfer-eligibility certification.	X	
Academic performance program.	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	
Amateurism.	X	
Commitment of personnel to rules-compliance activities.	X	

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

The external rules-compliance evaluation was reviewed by the University's self-study Governance and Commitment to Rules Compliance Subcommittee. This Subcommittee reported directly to the Steering Committee and was chaired by David Zimmerman, College of Engineering Professor and Faculty Member on the Athletic Board. The Subcommittee membership was broad-based and included the following:

- David Zimmerman, Chair of Governance and Commitment to Rules Compliance Subcommittee, College of Engineering Professor and Faculty Member on the Athletic Board
- Paula Bonner, President/CEO of the Wisconsin Alumni Association
- Bebe Bryans, Head Women's Rowing Coach
- Mark Covalski, School of Business Professor, Faculty Member on the Athletic Board
- Walter Dickey, Law School Professor, Faculty Athletics Representative, Chair of Athletic Board
- John Dowling, Senior University Legal Counsel
- Susan Fischer, Director of Financial Aid
- Nick Fulton, Men's Swimming Student-Athlete, Student-Athlete Advisory Committee President
- Ken Goldstein, Political Science Professor, Faculty Member on the Athletic Board
- Chad Hawley, Big Ten Conference Assistant Commissioner for Compliance
- Gloria Ladson-Billings, School of Education Professor
- Ron Leafblad, Alumni Representative on the Athletic Board
- Terry Murawski, Director of the National "W" Club
- Casey Nagy, Senior University Legal Counsel and former Executive Assistant to the Chancellor

Governance and Commitment to Rules Compliance

-Ab Nicholas, Alumni Representative on the Athletic Board
 -Marija Pientka, Associate Athletic Director for Development
 -Steve Waterfield, Assistant Athletic Director for Student Services

The external rules-compliance evaluation was also reviewed by the Athletic Board Academics and Compliance Committee. Steve Waterfield, Assistant Athletic Director for Student Services, who oversees the Department's Compliance Office, was a member of both committees. He addressed the outcome of the external compliance evaluation with the Athletic Director and the Department's senior staff management team.

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

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

No corrective actions were deemed necessary as a result of the rules-compliance evaluation completed on March 9, 2009.

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

Report uploaded.

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

No plan for improvement for Operating Principle 1.2 was deemed necessary.

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

- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Performance evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Rules compliance policies and procedures for all of the following areas: initial eligibility certification, continuing eligibility certification, transfer eligibility certification, academic performance program, financial aid administration, recruiting, camps and clinics, investigations and self-reporting of rules violations, rules education, extra benefits, playing and practice seasons, student-athlete employment and amateurism.
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, samples of recruiting logs, sample of eligibility files).
- Documentation related to secondary rules violations for the last three years and the institutional response to these violations.
- Conference manual.
- Athletics department policies and procedures manual.

Governance and Commitment to Rules Compliance

- Documentation related to rules education program for boosters, student-athletes, athletics department staff, coaches, faculty and institutional staff outside the athletics department (e.g., meeting agendas).



TO: Steve Waterfield

CC: Darrell Bazzell Don Miner
John Jentz Julie Gordon

FROM: Ed Ruotsinoja *Ed Ruotsinoja*

DATE: March 9, 2009

SUBJECT: NCAA Compliance Office Examination

We have completed our examination of the NCAA rules compliance program. This examination was conducted to comply with Bylaw 22.2.1.2 [e] of the NCAA manual that requires every Division I institution to have its athletic rules-compliance program evaluated at least every four years by an authority outside of the athletics department. Our examination included the recommended audit procedures suggested by the basic program in the Guide to Audits of NCAA Division I Athletics Compliance published by the Association of College and University Auditors (ACUA). Our audit program has been attached as an addendum. This basic program provides for a general understanding of the compliance system with limited substantive work involving testing and data examination. This was an examination of fifteen compliance areas, including:

- | | |
|-----------------------------------------|------------------------------------------------------------|
| 1. Governance and Organization | 9. Investigations and Self-Reporting of Rules Violations |
| 2. Initial-Eligibility Certification | 10. Rules Education |
| 3. Continuing-Eligibility Certification | 11. Extra Benefits |
| 4. Transfer-Eligibility Certification | 12. Playing and Practice Seasons |
| 5. Academic Performance Program | 13. Student-Athlete Employment |
| 6. Financial Aid Administration | 14. Amateurism |
| 7. Recruiting | 15. Commitment of Personnel to Rules-Compliance Activities |
| 8. Camps and Clinics | |

Our examination was planned to cover all compliance areas by cycling the teams over a four year period. For each compliance area, we reviewed policies and procedures, as well as tested documentation and monitoring activities as suggested in the ACUA audit program. Based on this examination, it is our opinion there is an adequate system in place to monitor compliance in each of the functioning areas. This includes formal documented policies, procedures, or training program for compliance in the areas we tested. During the course of this examination we did not find any instances that could have violated NCAA rules.

INTERNAL AUDIT

University of Wisconsin-Madison • 21 N. Park St • Madison, WI 53715
608/890-1807 • (Fax) 608/262-5322 • www.bussvc.wisc.edu/intaudit



ADDENDUM
SECTIONS 1 & 9
GOVERNANCE AND ORGANIZATION
INVESTIGATIONS AND SELF-REPORTING OF RULES

To : Biddy Martin, Chancellor
Walter Dickey, Chair Athletics Board
Dale Bjorling, Chair Academic and Compliance Committee of Athletics Board
Barry Alvarez, Director of Athletics
Lisa Rutherford, Director Legal Services

From : Ed Ruotsinoja, Internal Audit

Re : NCAA Rules Compliance on Governance

Date : February 3, 2009

Background:

Internal Audit is engaged to report on the University's compliance with NCAA rules. This is an ongoing audit and is needed for the Division I self-study and certification. The objective of this examination is to report on whether Athletics has an adequate system of NCAA rules compliance that is engaged and operating in accordance with management's policies and procedures.

During the course of this engagement the NCAA published two additional areas to be included in NCAA compliance audits for institutions undergoing certification. These are: Governance & Organization, and Academic Performance Program for student athletes. The NCAA prescribes that these areas be reported on by an authority outside the Athletics organization. The Provost is reporting on Academic Performance Program and Internal Audit will be reporting on Governance & Organization, and certain aspects of the Academic Performance Program.

The area of Governance & Organization varies from the other areas of NCAA compliance in that there are not granular rules prescribed by the NCAA. The NCAA did offer some audit materials to be used in conducting this examination but also stated that use of such materials does not ensure an acceptable examination.

We have used these materials to create examination procedures for this area of Governance & Organization. Part of this examination will be interviews of university officials to understand and report on whether the university is organized in a manner that promotes institutional control over Athletics.

What's next?

I need to schedule a meeting with each of you for approximately one hour to discuss the following topics as it relates to promoting institutional control of Athletics. Each of these topics may not be applicable to you in your Athletics role, and it is not necessary to have a response if it doesn't relate to you.

INTERNAL AUDIT

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1. How have roles and responsibilities for Athletics rules compliance processes been designated to officers and entities (Board of Regents, Chancellor, Director of Athletics, Athletics Board, Academic and Compliance Committee)? Have there been changes in these duties in the past two years? How have these duties been developed and communicated?
2. Does the chancellor have ultimate responsibility for conduct of the athletics program and the actions of the Athletics Board? As an advisory board, are there any variations from the NCAA rules for Institutional Governance?
3. How is the Chancellor informed of Athletics matters and issues? Who performs this responsibility? How frequently?
4. How frequently does the Chancellor meet with Athletics Board Chair, Academic and Compliance Committee Chair, Board members, Director of Athletics, NCAA compliance administration staff to discuss athletics issues?
5. How frequently is Regent Policy 10-1 on Athletics reviewed by Madison officials and the Board of Regents? How is this policy review managed and who is involved in any changes to this policy?
6. Does the institution have a compliance committee? If so, what is the committee's composition? How is it involved in rules compliance activities? How frequently does the committee meet?
7. With respect to the Academic Performance Program, who is responsible for monitoring implementation of contemporaneous and historical penalties, if necessary?
8. What is the process for developing Academic Progress Rate (APR) improvement plans? What measurements are used? Who is responsible for monitoring APR improvement plans, if necessary?
9. How is the importance of rules compliance verbally communicated with all department of Athletics staff and staff outside of Athletics who are involved or associated with Athletics? What is done to measure the effectiveness of rules communications?

Timing:

If at all possible, I would like to schedule these meetings during February and that will enable us to issue the report on compliance in early March. This will align closely with the needs of the self-study team.

I will contact each of you or your office staff to schedule these meetings.

Thank you for your time.

ADDENDUM
SECTIONS 2 – 4, 10
STUDENT ELIGIBILITY

**STUDENT-ATHLETE ELIGIBILITY
AUDIT PROGRAM**

A. Overview - The majority of the eligibility rules can be classified into initial- or continuing-eligibility requirements. Also, if a student-athlete transfers from a two- or four year institution to a NCAA institution, certain eligibility requirements apply.

NCAA has specific standards that incoming students must meet prior to practicing, competing, and receiving institutionally administered financial aid. The NCAA Eligibility Center certifies a prospect's status for the university under NCAA legislation. The prospect also must be admitted to the institution per the university's normal admissions policies.

After a student-athlete has completed his/her initial year in residence or used one season of competition, the athlete must meet the university's general requirement of progress toward degree. These include the necessity to:

- (i) complete a certain number of semester or quarter hours since the last season of competition and the previous semester or quarter; and
- (ii) Declare a major and maintain a certain GPA. The progress toward degree requirements are defined in Bylaw 14.4.

Concerning transfer requirements, a student-athlete who transfers from one institution to another must meet guidelines defined in Bylaw 14.5. Generally, an athlete must 'sit out from competition at the next institution for one academic year unless the athlete meets certain transfer exception requirements. An institution is required to have on file a squad list for each sport.

B. Audit Objective – To determine whether the institution has an adequate system to monitor student eligibility that is engaged and operating in accordance with management policies

C. Audit Program

1. Identify all athletics department and other university compliance partners who have primary responsibility for compliance with NCAA legislation. Obtain, read, and highlight how this responsibility is communicated, such as by: the individual's job description; memo of understanding; or other means.
2. Obtain a copy of the management policies and procedures to monitor student-athletes eligibility. Read the P&P and highlight where the critical objectives are met:
3. Obtain a copy of the policies or procedures for determining who makes the decision of academic ineligibility. Examine that the university's special admission policy is

ADDENDUM
SECTIONS 2 – 4, 10
STUDENT ELIGIBILITY

published in the university's catalog or in a similar public disclosure. (Bylaw 14.1.7.1.1)
(The Registrar's Office)

4. Obtain a list of players on the squad for the selected teams – examine these lists by:

A. Select a sample of two freshman:

1. Examine that an initial-eligibility report was obtained from the NCAA Eligibility Center for each student-athlete. Obtain copies of NCAA 48H and 48C forms, transcripts, test score reports, and any worksheets or forms used by the certifying university office in the certification process.
2. Match the NCAA Eligibility Center eligibility determination (qualifier or non-qualifier) with the team's squad list.
3. Examine that eligibility certification was completed prior to the student athlete's first competition and within the allotted grace period or 14 days for recruited athletes, and 45 days for non-recruited athletes.
(Bylaws 14.3.5.1.1 and 14.3.5.1.2)

B. Select a sample of two continuing student athletes:

1. Examine that the student-athletes signed the student-athlete statement prior to competition. (Bylaw 14.1.3.1)
2. Examine that the student-athletes signed the drug-testing consent form within the time frame prescribed by the NCAA. (Bylaw 14.1.4)
3. Examine that the student-athletes were admitted to the institution as enrolled, degree-seeking students in the same manner and under the same conditions as the general student population. (Bylaw 14.1.7)
4. Examine that the student-athletes who competed were enrolled in a minimum full-time program of studies leading to a baccalaureate or equivalent degree as defined by the institution (may not be less than 12 semester/quarter hours) and subject to NCAA exceptions. (Bylaw 14.1.8.2)
5. Examine that the student-athletes engaged in intercollegiate competition were within the NCAA prescribed number of seasons of eligibility based on their initial eligibility status (no more than four years for qualifiers and no more than three years for non-qualifiers) including any competition at a transfer school. Be sure to review the NCAA criteria for determining season of eligibility. (Bylaw 14.2)

C. Select a sample of international students:

- A. Examine that initial eligibility for any international student-athlete is determined and documented using the NCAA's standardized form for this purpose, which is available on the NCAA website. (Bylaw 14.1.5)

5. Examine the following forms and completion dates as published by the federal government or NCAA (as appropriate) prior to individual or team competition in NCAA championships:

ADDENDUM
SECTIONS 2 – 4, 10
STUDENT ELIGIBILITY

- i. Integrated Postsecondary-Education Data System Graduation-Rate Survey (IPEDS GRS-1)
 - ii. Academic Progress Rate (APR)
 - iii. Academic Performance Census (APC)
 - iv. Graduation Success Rate (GSR)
6. Select a sample of two transfer student-athletes including two-year, four-year, and 4-2-4 college transfers. Review the charts listed in the Applicable Resource Materials of this section.
- A. Examine that** they met the one-year residency requirements or qualified for a waiver or exception. (Bylaw 14.5.1)
 - B. Identify** the student-athletes' sport and review the date of their first college enrollment, their initial-eligibility status, transferred degree credits, and GPA earned in the transferable courses. Examine student athletes' eligibility determination for practice, financial aid, and competition.
7. Meet with Registrar's Office Staff who have responsibility for Athletics' compliance and discuss any expected changes.
8. Summarize these results in a memo with your opinion on whether there is an adequate system that is engaged and operating in accordance with management P&P.

ADDENDUM
SECTION 5

ACADEMIC PERFORMANCE PROGRAM
AUDIT PROGRAM

A. Audit Objective – Review procedures for completing the GSR and APR reports.

B. Basic Program

1. Identify all athletics department or other university personnel who have primary responsibility for completing the APR and GSR reports.

2. Obtain a copy of the policies and procedures in place to determine if there is adequate control over the process for finalizing these reports.

A. Select two sports and obtain a list of students that comprise the percentage listed in the report.

2. Lookup a sample of students on the list to ensure the record accurately reflects what is in the report.

3. Discuss the process and controls for producing the report in question.

ADDENDUM
SECTION 6 & 10

**FINANCIAL AID
AUDIT PROGRAM**

A. Overview - A student-athlete may receive financial aid from the university or from certain sources outside the institution. The institutional financial aid would include those funds based upon the athlete's athletics ability, the athlete's financial aid need, or other programs administered by the institution.

The cost of attendance for an athlete to attend the university is calculated by the institutional financial aid office per federal guidelines and generally includes tuition and fees, room and board, books and supplies, transportation, and several other expenses. The institution's cost of a full grant-in-aid to a student-athlete is a smaller amount and includes tuition and fees, room and board, and course-related books.

Concerning the terms and conditions of awarding aid, all athletics financial aid is awarded only for one year. An athlete must receive a written statement indicating the amount, duration, and condition of the award. The award can not be taken away during the period of the award unless certain circumstances exist. If the aid is not renewed by the athletics department after the one year, the athlete must be notified in writing and this notification must come from the institution's regular financial aid award authority, not from the athletics department, by July 1 in the summer before the start of the academic year.

B. Audit Objective – To determine whether the institution has an adequate system to monitor and account for student athlete financial aid that is engaged and operating in accordance with management

C. Audit Program

1. Identify all athletics department and any other university compliance partners with primary responsibility for NCAA legislation rules compliance Obtain, read, and highlight how this responsibility is communicated, such as by: the individual's job description; memo of understanding; or other means
2. Obtain a copy of the management policies and procedures to monitor the awarding of financial aid to student-athletes. :
3. Obtain copies of education material provided to campus or athletic employees used to communicate applicable NCAA legislation in the financial aid area.
4. Select a sample of three student-athletes who received financial aid from a sample of teams.

ADDENDUM
SECTION 6 & 10

- A. Compare the amount of financial aid for the student-athletes as listed on the sport's squad list with the financial aid information from ISIS and do what with any difference?.
 - B. Examine that the student-athletes each received a written financial aid award statement that included the following information: amount, duration, and conditions and terms of the award. (Bylaws 15.3.1 and 15.3.2)
 - C. Examine that the person responsible for awarding financial aid to the general student population signed each statement.
 - D. Compare the amount offered in the statements with the amount received by the student-athletes and the amount does not exceed a full grant-in-aid.
 - E. Examine that financial aid award letters to all student-athletes who received athletics aid during the previous academic year and who are still eligible for financial aid, were dated on or before July 1 prior to the academic year for which it is to be effective.
 - F. Examine by the student-athlete signature that the award was accepted.
5. Inquire if any student-athletes from a selected sample had their aid reduced or not renewed for the ensuing academic year. (Bylaws 15.3.2 and 15.3.5)
- A. Request a copy of the student-athletes were notified in writing from the institution's financial aid officer, make sure it is dated by July 1st.
 - B. Verify that notification included the opportunity for a hearing to appeal the action and information about the appeal process.
6. From the sample selection, review the types and sources (including outside sources) of aid received by each student athlete and determine whether they were properly included or excluded from the individual limit calculation. Refer to Figure 15-1 in the NCAA Manual to assist in this effort.
- A. **Examine** the sample to ensure that institutional financial aid awarded to an enrolled student-athlete subsequent to the first day of classes in any term did not exceed the remaining room and board charges and educational expenses for that term and was not made retroactive to the beginning of the term. (Bylaw 15.3.1.3)
 - B. From the sample review any situation where a professional athlete received institutional financial aid to ensure compliance with NCAA legislation. (Bylaw 15.3.1.4)
 - C. **Ensure** student-athletes who received institutional financial aid after they exhausted their eligibility. Examine that the award period was within six years of

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the student-athlete's initial matriculation date and that such aid was received for no more than five years during that period. (Bylaw 15.3.1)

Maximum Limitations by Sport

10. From the selected teams, examine whether all student athletes were identified as counters or non-counters based on their recruitment status, type of aid, and sport(s) played. Examine that the calculated amount does not exceed the grant-in-aid limit for that sport.

11. Identify student-athletes who participated in multiple sports. Examine that they were counted in only one sport according to the NCAA's prescribed hierarchy of counting aid per Figure 15-3 of the NCAA Manual.

12. Calculate equivalency values for all counters. Examine that all countable aid was included in the calculations and totals were updated for any adjustments that may have occurred during the year.

A. Examine that the correct value for a full grant-in-aid was used to calculate the equivalency values.

B. Examine that the sum of the equivalency values did not exceed the maximum limit for each respective sport.

13. Meet with Financial Aid Staff who has responsibility for Athletics' compliance and discuss any expected changes.

14. Summarize these results in a memo with your opinion on whether there is an adequate system that is engaged and operating in accordance with management P&P.

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**RECRUITING OFF-CAMPUS
AUDIT PROGRAM**

A. Overview The purpose of NCAA recruiting legislation is to balance the interests of the prospect being recruited and the interests of the NCAA member who is attempting to gain the enrollment of the prospect at the institution. As mentioned earlier in this guide, an individual is a prospect until the individual enrolls at the university or begins practice. Prospects generally do not attain that status until they have started classes for the ninth grade. Recruitment occurs if there is any solicitation of the prospect or the prospect's relatives by a staff member or a representative of the institution's athletics interests (e.g., booster).

In several sports, including football and basketball, the annual recruiting calendar is split into the following four recruiting periods:

- Contact period - period when it is permissible for the university's authorized staff members to make an in-person off-campus contact or evaluation;
- Evaluation period - period of time when it is permissible for authorized staff members to be involved in off-campus activities to assess the qualifications of the prospect;
- Quiet period - period of time in which it is possible for the prospect to come to the institution's campus and have in-person contact; and
- Dead period - period of time when it is not permissible to make off-campus or on-campus in person contact.

There are several different recruiting calendars – see ACUA audit program.

B. Audit Objective - To determine whether the athletics department is maintaining proper documentation to establish compliance with NCAA legislation governing off-campus recruiting activities and whether the department is in compliance with these recruiting regulations.

C. Audit Program

1. Identify all athletics department or other university compliance partners who have primary responsibility for supervising the university's compliance with NCAA legislation in this area. Determine whether this responsibility is reflected in the individual's job description and in the staff's who has what responsibility chart.
2. Obtain copies of training materials on NCAA legislation undertaken by the athletics department to ensure that the appropriate involved individuals understand applicable NCAA legislation in this area.

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- 3.** Obtain a list of all institutional staff members who are authorized as off-campus recruiters for the selected sports. Verify that each coach successfully completed the NCAA's annual certification. (Bylaw 13.1.2.1.1)
- 4.** Obtain a copy of the logs for two coaches for the selected teams that are authorized to recruit off campus in each sport that details the coach's contacts and evaluations with all prospects during the past academic year.
 - A.** Obtain the coaches' travel records from WISDM for certain trips during this time period, including authorization, Obtains for travel advances, expenses reimbursement, receipts, and entertainment documentation.
 - B.** Determine whether institutional staff members submitted the appropriate documentation to the compliance office both prior to and following the trip, if applicable.
 - C.** Review the relevant records for all off-campus contacts and evaluations with prospects and determine whether these activities were denoted in the prospect's recruiting file or in the recruiting logs.
 - D.** Verify that in-person, off-campus contacts were not made with a prospect or the prospect's relatives or legal guardian prior to July 1st (July 15th in women's gymnastics) following the prospect's completion of his/her junior year in high school. (Bylaw 13.1.1) (Subject to recruiting calendars applicable to each sport.)
- 5.** Obtain policies regarding means by which prospect information on file within various offices of the university is updated at each office when additional information is received by one of the offices.
- 6.** Determine if coaches are required to maintain and routinely submit a list of all prospects to the compliance office and other appropriate university departments.
- 7.** Using the same sample of teams, review documentation detailing four-year college prospects and their recruitment activity. (Bylaw 13.1.1.3)
 - A.** In situations where permission was denied, verify the institution did not encourage the student-athlete to transfer and did not provide financial assistance during the transfer's first academic year at the institution.
- 8.** From the sports selected, review their recruiting materials forwarded to a prospect for compliance with NCAA regulations.
 - A.** Identify and obtain a copy of all correspondence forwarded to the prospect, including recruiting questionnaires.

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B. Document the distribution of admission and graduation rate data to prospects, their parents, guidance officer, and coaches.

C. Verify that materials were not distributed until September 1 of the prospect's junior year of high school to prospects, coaches of prospects, or any other individual responsible for teaching or directing an activity in which a prospect is involved. [Note the following exception for the specified sports]:

- i.** In men's basketball and men's ice hockey, the materials can not be distributed until June 15th following the conclusion of the prospect's sophomore year in high school.

9. For the same recruiters sampled, review telephone or cell phone records of contacts between potential high school recruits.

A. Verify that in-person, off-campus contacts were not made with a prospect or the prospect's relatives or legal guardian prior to July 1st of the prospects junior year in high school. (Bylaw 13.1.1) (Subject to recruiting calendars applicable to each sport.)

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CAMPS AND CLINICS
AUDIT PROGRAM

A. Overview: NCAA legislation allows student-athletes to be employed at institutional or non-institutional camps operated by coaching staff members. These student athletes have similar responsibilities and paid as other employees with the same duties.

Prospects are not to be employed at institutional camps but may attend if the prospect pays the going rate for this camp and if the source of funds permissible under NCAA legislation.

B. Audit Objective: To determine whether the institution has an adequate system to monitor and account for camps & clinics that is engaged and operating in accordance with management policies

C. Audit Program

1. Identify all athletics department and any other university compliance partners with primary responsibility for NCAA legislation rules compliance. Obtain, read, and highlight how this responsibility is communicated, such as by: the individual's job description; memo of understanding; or other means
 - a. Obtain a copy of the management policies and procedures that govern the operation of camps and clinics, as well as athletic staff members and student-athletes involvement in camps and clinics. Read the P&P and highlight how there was institutional approval for the camp, Examine an approved camp/clinic and highlight on the form whether these requirements were met prior to the beginning of camp.
2. For the camps selected, obtain a listing of: fees, and ages of participants.
 - a. Examine any reconciling items to revenue reports.
 - b. Examine reports provided to athletics or the compliance office and the timeliness of the due dates as it relates to the camp date?
 - c. Examine the list for any prospective student athletes.
3. Obtain a list of employees, compensation, payment method, and job responsibilities of student athletes.
 - a. Examine whether the student is paid through the University.
 - b. Examine whether the salaries are comparable or justified based upon duties performed.
4. Obtain a list of training session and materials regarding NCAA compliance available to coaches and players.
5. Summarize these results in a memo with your opinion on whether there is an adequate system that is engaged and operating in accordance with management P&P.

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**ATHLETIC EQUIPMENT AND APPAREL
AUDIT PROGRAM**

A. Overview - NCAA legislation prohibits the provision of athletic equipment and apparel to prospects, members of their families, friends, or their educational institutions during and after the recruitment process. NCAA legislation generally allows the provision of athletic equipment and apparel to student-athletes when this apparel and equipment are necessary for practice or competition. Articles of little value after their use (practice jerseys, shorts, socks, shoes, etc.) generally are allowed to be retained by the student-athletes. Items of greater value generally are not allowed to be retained. Logo restrictions apply to some apparel.

B. Audit Objective – To determine whether the institution has an adequate system to monitor and account for athletic equipment and apparel for student-athletes that is engaged and operating in accordance with management policies.

C. Audit Program

1. Identify all athletics department and any other university compliance partners with primary responsibility for NCAA legislation rules compliance. Obtain, read, and highlight how this responsibility is communicated, such as by: the individual's job description; memo of understanding; or other means
2. Obtain a copy of the management policies and procedures to monitor receipt (whether purchased or donated), distribution, returning, and disposal of student athletes' equipment and apparel. Read the P&P and highlight where the following objectives are met:
 - A. Student-athletes sign to accept custody for all equipment and apparel issued and release of custody upon return.
 - B. Handling equipment and apparel that have not been returned when required.
 - C. Providing athletic and non-athletic equipment to outside organizations.
 - D. Clothing provided to student-athletes is sports-related practice or competition apparel.
3. Identify compliance partners and inquire how they assist in monitoring and restricting the use of logos on equipment, uniforms, and apparel in accordance with NCAA legislation.
4. Obtain a copy of the educational materials on NCAA legislation undertaken by the athletics department to communicate applicable NCAA legislation.
5. Identify compliance partners (such as the equipment manager or the business manager) and interview them on receipt, distribution, and retention of athletic equipment and

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apparel. Include questions concerning access by coaching staff members or others to equipment or apparel and what methods are in place to prevent circumvention of university policy.

6. Summarize these results in a memo with your opinion on whether there is an adequate system that is engaged and operating in accordance with management P&P.

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SECTION 10 & 12

**PLAYING AND PRACTICE SEASONS
AUDIT PROGRAM**

A. Overview - NCAA legislation details daily and weekly practice hour limitations for all sports that are in season and out of season. In season generally is defined as the season in which the championship competition for that sport is conducted and no championship competition would be held in the out-off season segment.

During the in-season session, an athlete can practice no more than four hours per day and 20 hours per week. Outside of the playing season, there is a limit of eight hours per week for practice activities and such activities are prohibited during two days per week. Certain sports also have daily and weekly restrictions during the academic year vacation periods (e.g., summer).

It is common for an institution to have athletes sign practice logs that detail the amount of daily practice time. The purpose is for the athlete to confirm that the team practiced only the amount of time specified on the log.

B. Audit Objective – To determine whether the institution has an adequate system to monitor playing and practice seasons that is engaged and operating in accordance with management policies

C. Audit Program

1. Identify all athletics department and any other university compliance partners with primary responsibility for NCAA legislation rules compliance. Obtain, read, and highlight how this responsibility is communicated, such as by: the individual's job description; memo of understanding; or other means
2. Obtain a copy of the management policies and procedures to monitor playing and practice seasons. Read the P&P and highlight where the critical objectives are met:
3. Obtain a copy of the educational materials on NCAA legislation undertaken by the athletics department to communicate applicable NCAA legislation.
4. For the sports selected, obtain a copy of the practice logs that are maintained to monitor playing and practice activities for all teams.
 - A. Review the declaration of the playing season list for each sport and determine the starting date for practice. Determine if this starting date meets NCAA legislation.
 - B. Determine the number of contests against outside competition and determine if NCAA legislation was exceeded. (Figure 17-1 of NCAA Manual).

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C. Review the playing season practice logs to ensure that no more than 20 hours per week and four hours per day of countable practice activities per week have occurred.

D. Review the non-playing season logs to ensure that no more than eight hours of practice activities have occurred per week and that no activities occurred on two days per week.

4. Determine whether NCAA legislation was met concerning the out-of season conditioning activities in the sport of football. In regard, obtain the following information:

A. Did any required conditioning, weight-training activities, review of game films, etc. occur outside the eight-week designated period and if so, were they limited to a maximum of eight hours per week?

B. Did this conditioning program exceed nine weeks from the first permissible reporting date for preseason football practice? (During this nine-week period, the institution should have designated one week as student-athlete discretionary time).

C. During the remaining eight weeks of the conditioning program, did any weekly activities total more than eight hours?

D. Did all prospects who signed National Letters of Intent and who would be beginning their initial season of competition that fall undergo a medical exam prior to participation?

E. Select a few student-athletes and conduct interviews to determine the accuracy of the above records.

5. Inquire as to if the university undertakes any real time monitoring of practice activities, such as random interviewing of student-athletes, establishing a comment box, or occasionally observing practices. Review the results of this monitoring.

6. Summarize these results in a memo with your opinion on whether there is an adequate system that is engaged and operating in accordance with management P&P.

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SECTION 10 & 13

**EMPLOYMENT OF STUDENT-ATHLETES
AUDIT PROGRAM**

A. Overview - Student-athletes can be employed on- or off-campus at any time during the academic year or during the summer, including vacation periods within the academic year.

Earnings from a student-athlete's on- or off-campus employment are exempt and are not counted in determining a student-athlete's full grant-in-aid or in the institution's overall team financial aid limitations. However, a student-athlete should not be compensated for any value or utility that the athlete may have for the employer based upon the athlete's publicity, reputation, etc.

B. Audit Objective – To determine whether the institution has an adequate system to monitor recruiting practices that is engaged and operating in accordance with management policies

C. Audit Program

1. Identify all athletics department and other university compliance partners who have primary responsibility for compliance with NCAA legislation. Obtain, read, and highlight how this responsibility is communicated, such as by: the individual's job description; memo of understanding; or other means
2. Obtain a copy of the management policies and procedures to monitor employment of student-athletes. Read the P&P and highlight where the critical objectives are met:
3. For the sports selected, obtain a list of student athletes and their employer. List should include: name and location of the employer; supervisor, employment; amount of pay; and job classification. Also obtain job description.
3. Obtain a copy of the educational materials on NCAA legislation undertaken by the athletics department to communicate applicable NCAA legislation.
4. Meet with Human Resources staff who have responsibility for Athletics' compliance and discuss any expected changes.
5. Summarize these results in a memo with your opinion on whether there is an adequate system that is engaged and operating in accordance with management P&P.

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AMATEURISM
AUDIT PROGRAM

1. Identify all athletics department or other university personnel who have primary responsibility for ensuring that all students are registered with the eligibility center.
2. Obtain a copy of the policies and procedures for registering student-athletes with the eligibility center. Make sure this includes procedures for transfers, international students, and recruits.
 - A. Identify controls to ensure the recruits are reviewed for the national letter of intent is signed.
 - B. Identify controls to ensure the process is monitored throughout the process.

Athletics uses the NCAA sponsored website for collecting information.
The NCAA indicates the eligibility status of each student (attachment A).
3. Discuss the process and controls for producing the report in question.
4. Discuss the process ensuring all amateurism forms are completed.

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COMMITMENT OF PERSONNEL TO RULES COMPLIANCE ACTIVITIES
AUDIT PROGRAM

A. Audit Objective – Evaluate athletic personnel commitment to NCAA rules and compliance as it relates to employment.

B. Basic Program

1. Identify all athletics department or other university personnel who have primary responsibility for compliance.
2. Obtain a copy of the appointment letters and the templates used for performance evaluations. Ensure the evaluation address compliance.

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted as by the Committee on Athletics Certification.

1. Condition

The University of Wisconsin-Madison did not have any conditions for certification imposed.

Action

Action Date

Explanation for partial or non-completion

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 second-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include:

- a. The original plan;
- 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 plans.

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

1. Original Plan

The University of Wisconsin-Madison did not have any plans for improvement/recommendations in this area.

Action

Action Date

Academic Integrity

Explanation for partial or non-completion

3. Describe any additional plans for improvement/recommendations as they relate to Operating Principle 2.1 (Academic Standards) developed by the institution since the second-cycle certification decision was rendered by the Committee on Athletics Certification, including any plans or recommendations developed through the institution's involvement in the Division I Academic Performance Program (APP) Data Review process, if applicable. Provide:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

On March 17, 2006, the NCAA Division I Committee on Academic Performance mandated that the University of Wisconsin-Madison create an academic improvement plan for the sport of football as the single-year football APR for the 2003-04 and 2004-05 year were 924 and 907 respectively producing an overall APR of 914, thus not meeting the established NCAA Division I Academic Performance Program Benchmarks. Since the development and implementation of the plan in 2006, the football APR has improved single-year rates, which have averaged 967 for a multiyear rate of 952.

The football academic improvement plan identified areas of concern, established goals, developed steps to achieve the goals, identified individuals responsible for implementation, and set a specific timetable for completing the work. The academic improvement plan is monitored and reviewed annually by the Athletic Department and the Academic and Compliance Committee of the Athletic Board. It was also reviewed by the third-cycle NCAA Athletic Certification Self-Study Academic Integrity Subcommittee and Steering Committee. The academic improvement plan is on file in the Office of Academic Services and is available for review.

The first goal was to reduce the number of 0-for-2 student-athletes. The steps taken to achieve the goals included expanding the current learning specialist and mentoring program in the fall of 2006 to allow more individual attention to student-athletes who need the most remediation and assistance. An increase in the monitoring of class attendance meant expanding the comprehensive class checking system, while maintaining weekly coaches meetings. Coaches and staff were instructed on how to continue to develop and extract information from the Badger Athletics Student Information System (BASIS). BASIS is upgraded periodically, and its features are made more user-friendly for the coaches and staff.

The second goal included reducing the number of eligibility points lost by student-athletes who pursued professional opportunities after exhausting their eligibility. The steps taken to achieve the goal include having the football advisor meet weekly with all student-athletes who intend to pursue professional opportunities who are in their final year of eligibility. The meetings address the impact a poor semester has on future academic pursuits. Additionally, there is a focus on increasing contact between advisors and instructors and an increase in effective communication with tutors and monitors at review groups. Since the fall of 2006, non-athletically related conditions were implemented in athletic financial aid tenders that state if a student does not meet all NCAA, Big 10 and institutional academic eligibility requirements, future athletic financial aid may be withheld.

Another area of identified concern was the need to reduce the number of points lost by student-athletes who are medical non-counters or those on post-competition aid. Since the fall of 2006, the Assistant Director of Academic Services has had the sole responsibility of monitoring all post-competition and medical student-athletes' academic responsibilities. Since the fall of 2006, non-athletically related conditions in tenders, an increase in the monitoring of class attendance of post-competition and medical non-counters, has been implemented. Greater training room involvement in providing mental health support and professional referral for those student-athletes who may be dealing with personal issues after no longer being able to participate is also a desired goal, and the Office of Academic Services and the Sports Medicine staff have engaged in continuous dialogue with students who are injured or are having difficulty with the transition out of athletics.

As a way to address the need to assist football student-athletes' assimilation into the campus, the Office of Academic Services hired a Director of Inclusion and Life skills Programming who works with the campus community in educating and encouraging student-athletes to take advantage of campus resources (i.e. Multicultural Center,

Academic Integrity

Diversity Education Program) and rewarding student-athletes who participate. A goal that has been established and is continually evaluated is to continue to hire football study table supervisors who are connected with, and/or knowledgeable of, various campus resources and campus organizations.

In the fall of 2007, the Academic Athletic Mentoring Partnership (AAMP) was formed to initiate a mentor-mentee relationship involving community members, former student-athletes, and University faculty members that would foster a dynamic relationship for both the student-athletes of color and the mentors. Ultimately, this program increases the qualitative experience for our student-athletes of color and connects these students to campus and community members.

To continue to meet the needs of student-athletes who are academically underprepared and to increase retention and graduation, the goals addressed improving academic support to student-athletes by expanding current learning specialist services. This will allow more individual attention for student-athletes who need the most remediation and assistance. Additional attendance monitors were employed, which allowed for an expansion in the class checking system. Coaches meetings are held on Tuesday mornings at 9 a.m., and progress updates and attendance reports are summarized and distributed at the meetings. Updates and improvements to the Badger Athletics Student Information System (BASIS), a database that houses academic information, continue to be developed and expanded to facilitate communication.

In an effort to continue to minimize the number of student-athletes who are suspended per the Student-Athlete Discipline Policy, which was revised and clarified in plain language, or dismissed from the team for detrimental conduct, Student-Athletes Equally Supporting Others (SAESO), a student-organization, was formed within the Office of Academic Services. SAESO strives to bring together student-athletes of different cultures, ethnicities, lifestyles, and belief systems to enhance their experience on campus. The group meets regularly to improve the campus experience for student-athletes of color through group discussion, community involvement, and social interactions. As discussed previously, the AAMP program also serves as a mechanism to meet this goal.

The Office of Academic Services has developed a data collection form that is sent to all NLI signees prior to the conclusion of their senior year in high school to gather information that will help to develop an individualized plan for each incoming student.

To better assist student-athletes in selecting an appropriate major based upon their understanding of their strengths and aptitudes, goals were also established to make better use of the CHAMPS/Life Skills career development programming for football student-athletes. Increasing football student-athlete attendance at campus career fairs and other related career events has been emphasized. A goal of creating career programming development specific to year in school with participation on a yearly basis in a campus-related career event was also a part of the plan and was implemented as part of the Life Skills Academy programming that debuted in the fall of 2007. All first-year student-athletes who attended the mandatory Life Skills Academy in the fall of 2008 also participated in a career/personality inventory activity.

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

While the authority for admissions decisions formally is lodged in individual schools and colleges, the admission decision process for student-athletes, as for all prospective students, begins at the University via submission of academic records to the Office of Admissions. This can be accomplished by submitting an application with associated records or by submitting applicant records before the submission of a formal application. In both cases, the records are identified as "athlete" records via data entry into the student record within the institutional database. Records are kept and maintained via a document imaging system.

The review process at the University is considered to be comprehensive (holistic). There are not specific thresholds or absolute "cut-offs" in place to determine admissibility. General guidelines are established by the Office of Admissions and will take into account academic performance, unique skills and talents, special contributions the individual may provide the University, and unique circumstances. The first and foremost principle in application review is likelihood of academic success.

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Upon receipt of the academic records for student-athletes, a review is made by the Office of Admissions to determine admissibility. Application review is conducted by a staff of 18 admissions counselors who are assigned a geographic region of high schools. If an application for admission and all required materials have been received and the student-athlete is deemed routinely admissible, the applicant will be officially admitted by the assigned admissions counselor. In the case of a completed application for a student-athlete who is not routinely admissible, the application for admission is referred to the Associate Director of Admissions who is assigned to serve as a liaison to Athletics. A review is then conducted by the Associate Director to consider additional factors including, but not limited to, the special, unique contribution the individual may provide the University and the support services available to ensure academic success. If the Associate Director deems the applicant to have an adequate likelihood of success, the applicant is officially admitted.

If there is not a formal application for admission, but complete records have been submitted to the Office of Admissions, an initial review of admissibility may be conducted by the Associate Director. A potential admissions status is then communicated to Doug Tiedt, the Assistant Athletic Director for Academic Services.

In both cases (complete application and/or records received prior to application), if the Office of Admissions is concerned about the likelihood of success, this concern is communicated to the Assistant Athletic Director for Academic Services, Doug Tiedt.

The Office of Admissions works on behalf of the nine (9) undergraduate schools and colleges that make up the academic structure of the University. The schools and colleges represent the final authority in admission decisions. In the case of a student-athlete application for whom the Office of Admissions holds concern, continued consideration may be solicited from the appropriate school or college on the prospective student-athlete's behalf, by the Athletic Department, via the Office of Admissions. In the case of all schools and colleges, except the College of Letters and Science, the application is referred to the Dean's Office. If it is determined by the Dean's Office that there is reasonable promise of academic success, the Dean's Office may instruct the Office of Admissions to grant admission. If a complete and official application has been submitted, the Office of Admissions will then admit the applicant. If the application has not been formally submitted and/or it is incomplete, action by the Office of Admissions will be withheld until such time as all official, required admission application documents have been received by the Office of Admissions.

The College of Letters and Science is the largest of the University's schools and colleges. It is also the academic college in which the majority of undecided students reside, and thus the college to which most student-athletes apply and are referred for continued consideration. In the case of the College of Letters and Science, a standing committee exists to provide continued consideration. The committee members include a minimum of two Associate/Assistant Deans and the Associate Director of Admissions. This committee is scheduled to meet monthly from October through May. Coaches and athletic support staff are encouraged to attend committee meetings to offer insight into the individual applicants.

If the committee, upon reviewing all circumstances, believes the applicant demonstrates reasonable promise and likelihood of academic success, admission is approved. If a complete and official application has been submitted, the Office of Admissions (Associate Director) will admit the applicant. If the application has not been formally submitted and/or it is incomplete, action by the Office of Admissions will be withheld until such time as all official required documents have been received by the Office of Admissions.

Similar processes of continued admissions review exist for all applicants to the University.

The student-athletes are governed by the University's admission policies that apply to all students. The following is the University's public statement of requirements and admissions expectations:

University of Wisconsin-Madison, Freshman Admission Expectations 2009-10

Admission Criteria

Admission is competitive and selective. Our admission counselors review each application individually, looking for students who meet the university's high academic standards while also demonstrating leadership qualities, nonacademic achievement, diversity in personal background and experience, and potential for contribution to the Wisconsin community. Academic preparation and success are the primary considerations for admission. No single attribute or characteristic guarantees the admission of any applicant, and outstanding performance in one area may compensate for less-than-competitive performance in another. We consider all achievement, with emphasis on:

Rigor of Course Work: Applicants must complete the high school course requirements listed below, including AP, IB, and honors courses when appropriate and possible.

Academic Integrity

English 4
 Math* 3
 Social Studies 3
 Science 3
 Single Foreign Language 2
 Additional Academic/Fine Arts 2
 Total Units 17

*Math requirement includes at least one year each of algebra, geometry, and advanced math, or an integrated sequence of courses.

Academic GPA: Students must earn good grades and maintain a high level of achievement in challenging course work.

Grade Trends: The pattern of grades is important. An increasingly strong academic record improves the likelihood of admission.

Class Rank: We request class rank from all applicants. In the absence of rank, we look to other factors to help us make informed decisions.

Test Scores: Either the ACT or SAT is required, including results from the standardized writing test.

Applicant Statements: Our two essays give students the opportunity to distinguish themselves among other applicants.

Nonacademic Qualifications: We look for students who demonstrate a strong commitment to extracurricular activities, work experiences, and community service.

Recommendations: Insights from teachers, counselors, employers, and coaches add perspective to each student's achievements.

Profile of Admitted Freshmen: Following are the general qualifications of admitted freshmen. These figures are not cutoffs. They are the middle 50 percent range, so 25 percent of admitted students fall below the range and 25 percent place above it.

GPA 3.5-3.9
 ACT 26-30
 SAT 1830-1980
 Class Rank 86-96th percentile

Dates and Deadlines:

Applications are accepted beginning September 15. All applications completed by February 1 receive full and equal consideration for admission. The University offers two notification periods as follows:

First Notification Period: To receive a decision during the First Notification Period, students must complete the application and submit all required materials by November 15. Admission decisions for these students will be made on or by January 15.

Second Notification Period: Students who complete their applications during the Second Notification Period (after November 15 but before the February 1 application deadline) will have decisions made on or by March 15.

Applying during the First Notification Period will not increase the likelihood of admission. It simply gives students the opportunity to receive their decisions sooner.

5. Describe the process by which students who do not meet the institutions standard or normal entrance requirements may be admitted, and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures that may be used when students are not automatically admitted because they do not meet the institution's published entrance requirements.

As stated in response to Self-Study Item Number 4 above, processes exist whereby special characteristics, unique skills/talents, special circumstances, etc. may be taken into account during the University's application review. The

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University's academic standards and policies are consistent for all applicants. When a student possessing special characteristics is deemed regularly admissible, the Office of Admissions, via the assigned admission's counselor, admits the student. When there is concern for academic success, continued consideration may be afforded the applicant through various academic support service groups, the major department, the corresponding school or college, or its designated committee/agent.

An appeal process exists for any formal applicants who have been denied admission to the University. This process of appeal is conducted by the Office of Admissions. The appeal takes the simple form of an applicant asking for reconsideration and providing information which might be adequate to modify the original decision. In the case of the general applicant, this would need to be information that suggests the applicant does compare favorably with others who have applied and demonstrates adequate likelihood of academic success.

The Office of Admissions may engage and consult with additional academic resources in arriving at an appeal decision. This could include the Dean's Offices of the various schools and colleges, support programs, and major departments

6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 5 and the percentage of first-year students in general who were so admitted. Provide these comparative data for the four most recent academic years.

No formal data are available from the Admissions Office that address acclimation, retention, and the academic success of the general student body who are offered continued consideration as described in Self-Study Item Number 4 and 5, given the admissions process is holistic in nature and takes into account many factors, including rigor of course work, applicant statements, and nonacademic qualifications, that are difficult to quantify.

As stated in response to Self-Study Item Number 4 and 5 above, student-athletes, based on the exceptional talent they bring to the University, the contributions they make to the University, and the disadvantaged background many may come from, are viewed as a targeted enrollment group. They represent one set of applicants for whom space limitations are not a concern for admission or enrollment. The University's academic standards and policies are consistent for all applicants. The basis of their admission is likelihood of academic success.

The responsibility for making this judgment lies initially with the Office of Admissions. The Office of Admissions works on behalf of the Schools and Colleges of the University. Admission counselors, the Associate Director of Admissions assigned to serve as liaison to Athletics and the Director of Admissions are initially responsible for determining the likelihood of academic success.

The Office of Admissions works on behalf of the nine (9) undergraduate schools and colleges that make up the academic structure of the University. The schools and colleges represent the final authority in admission decisions. In the case of a student-athlete application for whom the Office of Admissions holds concern, continued consideration may be solicited from the appropriate school or college on the prospective student-athlete's behalf, by the Athletic Department, via the Office of Admissions. In the case of all schools and colleges, except the College of Letters and Science, the application is referred to the Dean's Office. If it is determined by the Dean's Office that there is reasonable promise of academic success, the Dean's Office may instruct the Office of Admissions to grant admission. If a complete and official application has been submitted, the Office of Admissions will then admit the applicant. If the application has not been formally submitted and/or it is incomplete, action by the Office of Admissions will be withheld until such time as all official, required admission application documents have been received by the Office of Admissions.

The College of Letters and Science is the largest of the University's schools and colleges. It is also the academic college in which the majority of undecided students reside, and thus the college to which most student-athletes apply and are referred for continued consideration. In the case of the College of Letters and Science, a standing committee exists to provide continued consideration. The committee members include a minimum of two Associate/Assistant Deans and the Associate Director of Admissions. This committee is scheduled to meet monthly from October through May. Coaches and athletic support staff are encouraged to attend committee meetings to offer insight into the individual applicants.

If the committee, upon reviewing all circumstances, believes the applicant demonstrates reasonable promise and likelihood of academic success, admission is approved. If a complete and official application has been submitted, the Office of Admissions (Associate Director) will admit the applicant. If the application has not been formally submitted and/or it is incomplete, action by the Office of Admissions will be withheld until such time as all official required documents have been received by the Office of Admissions.

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Similar processes of continued admissions review exist for all applicants to the University.

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

Overall, the admissions profiles of student-athletes who received athletic aid based upon ACT scores are lower than the general student body. As described in Self-Study Item Number 4 and 5, the University uses an admissions process which takes into account factors other than ACT scores, high school class rank and GPA, including applicant statements, rigor of course work, nonacademic qualifications and recommendations. While the academic profile of these student-athletes may be lower than that of the general student body, student-athletes, based on the exceptional talent they bring, the contributions they make to the University, and the disadvantaged background many may come from, are viewed as a targeted enrollment group. They represent one set of applicants for who said limitations are not a concern for admission. The University is also committed to minority recruitment in accord with its overall plan for diversity and provides justification for this pattern.

The standardized test scores of male and female first-year student-athletes who received athletics aid are lower than the standardized test scores of male and female first-year students at the University.

First-year male student-athletes competing in Football, Men's Basketball, Men's Track/CC, and Other Men's teams have lower standardized test scores than first-year male students.

First-year female student-athletes competing in Women's Basketball, Women's Track/CC, and Other Women's teams have lower standardized test scores than first-year female students.

Black, Hispanic, White, and Non-resident Alien first-year student-athletes have lower standardized test scores than Black, Hispanic, White, and Non-resident Alien first-year students.

Comparing the standardized test scores of first-year American Indian, Asian, and Other student-athletes with the standardized test scores of first-year American Indian, Asian, and Other students from the overall student body is not possible given the NCAA reporting criteria requires an N larger than 2.

8. Describe the institution's specific academic support programs to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item Number 5.

The Office of Academic Services offers extensive programming and support to all student-athletes by individually assessing each student's academic needs based upon his or her profile with specific programming targeted at student-athletes who have academic profiles lower than those of the general student body. As part of the comprehensive academic support program, Athletic Academic Advisors, Learning Specialists, a Tutorial Coordinator, a Director of Inclusion and Life Skills Programming, a Career Development Coordinator, numerous mentors, tutors, and attendance checkers play key roles in ensuring a student-athletes academic success.

To accurately assess each individual's academic preparedness, which ultimately assists with the matching of services within the Office of Academic Services, student-athletes who enroll in summer school prior to their initial fall enrollment (men's and women's basketball, football and volleyball) have their reading skills assessed using the Stanford Diagnostic Reading Test.

The most significant programming that addresses the unique needs of student-athletes who are deemed to need additional academic support is through learning specialist support. Students who are identified as needing additional academic support based upon their high school profile, test scores, coach and high school counselor recommendations are assigned to Learning Specialists and meet with them regularly. The student-athlete and Learning Specialist work together to design a plan to help the student-athlete acquire the necessary skills to succeed academically, increase academic confidence and accomplish academic goals. The Learning Specialists foster academic skills for success in the classroom by assisting students with developing a mastery of the subject material, study strategies, test-taking skills, organizational skills, time-management advice and prioritization of homework, time and athletic practice. The Learning Specialists assist student-athletes with skill development and assess and evaluate individual student-athletes to determine need for additional academic support. In 2006, Learning Specialists were paired with advisors to form teams that are able to provide consistent support for student-

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athletes. The Learning Specialists also communicate regularly with student-athletes, coaches, academic support staff, and administrators and enter pertinent data into Badger Athletics Student Information System (BASIS).

BASIS, a database that houses academic information, was developed to provide a real-time way of communicating and documenting interactions with student-athletes and assisting in the development and tracking of individual academic support programs. BASIS encourages participation and involvement of all support personnel, including coaches and administrators.

To help facilitate the success of student-athletes who are in need of additional support, class attendance is regularly monitored. The Athletic Department employs approximately 12-15 part-time student employees and one full-time attendance coordinator who monitor the class attendance of student-athletes. Each day the class checkers report to the attendance coordinator via e-mail those student-athletes who were not in class. The attendance coordinator in turn notifies the coaches, Academic Advisors, Learning Specialists, and Assistant Athletic Director for Academic Services of the class misses. Daily, weekly, and semester records/notes are also maintained by the attendance coordinator. Student-athletes are notified of their missed classes through notes on their athletic locker and/or e-mail for those student-athletes whose lockers are not located in the Kohl or McClain Centers.

To assist all student-athletes to make the transition from high school to college, with a focus on those who need additional academic support, the Athletic Department supports the Counseling Psychology (CP) Department with the teaching of two courses: CP 125-Racial and Socioeconomic Perspectives on the First College Year course and CP 115- Human Resources Development: Educational Effectiveness. Both courses deal with the transition from high school to college as well as race and ethnicity issues. The goal is for all first-year scholarship student-athletes to enroll in one of the courses.

Additional efforts include the development of the Academic Athletic Mentor Partnership (AAMP) in 2007 by the Office of Academic Services. The intent of the AAMP program is to initiate a mentor-mentee relationship involving community members, former student-athletes, and University faculty members which will foster into a dynamic relationship for both the student-athletes of color and the mentors. Ultimately, this program increases the qualitative experience for our student-athletes of color, as well as connects these students to campus and community members. In its pilot year, AAMP included twelve first-year football student-athletes of color. In addition to adding female student-athletes, the program has also grown to include various sports. Currently the AAMP program includes eighteen first-year student-athletes of color from football, women's basketball, and women's track and field. In 2008, the AAMP program added monthly events and meetings to facilitate mentor-mentee interaction.

In 2008, a Life Skills Academy was implemented to provide a structured life skills curriculum for first-year student-athletes. The Life Skills Academy consists of six mandatory meetings, all having a life skills topic theme, throughout the academic year. Guest speakers provide information on each topic and upper class peer leaders facilitate small group activities.

In October of 2006 an Academic Services satellite office opened at the Kohl Center, providing a convenient location for student-athletes who are in need of additional academic support and who train at the Kohl Center. Academic Advisors and Learning Specialists regularly communicate with each other, the coaching staff, and the students regarding the academic progress of their student-athletes. Academic Advisors meet weekly with the coaching staff of their assigned sport to discuss the academic progress of student-athletes.

The University provides disability-related services and accommodations to enrolled students with disabilities through the McBurney Disability Resource Center. The Center is a unit within the Office of the Dean of Students. Its mission is to provide classroom accommodations enabling students with disabilities to have an equal opportunity to participate in the educational experience of the University. Services are individually determined and include, but are not limited to, test accommodations, note-taker services, sign-language interpreters, real-time captionists, document conversion from print to audio or Braille, advocacy and support, and referral to other campus programs including the Office of Academic Services.

Student-athletes with documented disabilities are referred to the McBurney Disability Resource Center. The Center evaluates the student-athletes' disability documentation to determine if accommodations are warranted. If the evaluation report justifies accommodations, the McBurney Staff determines the types of services and modifications the student can receive.

Student-athletes who have disabilities are first and foremost regarded as students with disabilities. The decision to disclose disability status to anyone on campus is an individual decision made by the student. All student-athletes have the right to limit who has access to information about disability. The McBurney Disability Resource Center is the recognized custodian of disability documentation for the campus.

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The Office of Academic Services and the McBurney Disability Resource Center are able to work cooperatively when student-athletes with disabilities choose to share disability information with the Athletic Department. Referrals are routinely made between the two programs when permission to disclose is given. Student-athletes are advised of the unique and specific services each program may be able to provide. Because the programs have different missions (McBurney focused on equal access and Academic Services focused on acclimation, retention and academic success), student-athletes are encouraged to make use of both programs as appropriate. Student-athletes with disabilities, however, are not required to register with the McBurney Disability Resource Center, nor are they required to notify the Office of Academic Services or Athletic Department of their disability or eligibility for accommodation or disability-related services.

The Office of Academic Services provides additional support for a student-athletes receiving accommodations. A student-athlete receiving support for a disability receives academic assistance from the Office of Academic Services through a Learning Specialist and/or a mentor. Assistive-technology software accommodations are made available on the Office of Academic Service's computers. In addition, staff members may assist with communicating the students' needs and accommodations to faculty. Also, the Office of Academic Services will provide direct remediation for the disability when appropriate. For example, student-athletes with dyslexia may receive reading instruction from Learning Specialists to improve their basic reading skills.

9. For the four most recent academic years, assess and evaluate acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g. at-risk, learning disabled)] and those student-athletes admitted through any of the processes described in Self-Study Item Number 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

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

For the purposes of Self-Study Item Number 9, the acclimation, retention and the academic success of the student-athletes who have received continued consideration in the admissions process as outlined in response to Self-Study Item Number 5 is summarized below.

For the four most recent academic years, the acclimation, retention and the academic success of student-athletes who have been offered continued consideration as described in response to Self-Study Item Number 5 indicate that the retention rate for first-year student-athletes is 97 percent. The overall APR rate for student-athletes who received continued consideration is 951. The APR retention rate for all continued consideration student-athletes is 983 and the eligibility rate 948 respectively. Additionally, the continued consideration student-athletes maintain a 2.643 grade point average.

While acclimation is a complex process and continued academic success is a strong indicator of integration into campus life, the data available regarding the continued consideration student-athletes appear to suggest that there is a high rate of academic success within this cohort.

As described in response to Self-Study Item Number 8, student-athletes with disabilities who are registered with the McBurney Disability Resource Center are competitively admitted and are not defined by the institution to have special academic needs. No formal data is available from the McBurney Disability Resource Center to address acclimation, retention, and the academic success of all student-athletes with disabilities as the decision to disclose disability status is an individual decision made by the student-athlete. Furthermore, there is not a separate admissions process for students who disclose disability status in their admissions materials.

10. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. In addition, provide name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

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The following is a step-by-step sequence of actions taken by the University of Wisconsin-Madison to certify initial eligibility for student-athletes:

Freshman Certification - Initial Eligibility:

- 1). Prospective student-athlete (PSA) registers with the NCAA Eligibility Center and submits for review academic information (Transcript, ACT/SAT scores) from high school(s) attended.
- 2). Coaching staff completes an official visit form for a PSA or the coaching staff will provide the Compliance Office with the name and social security number of a PSA.
- 3). Associate Director of Compliance (Benjy Wilber) adds the PSA to the prospect database. Database can be accessed by all members of the compliance staff to assist the office in tracking PSA.
- 4). Associate Director of Compliance adds the PSA to the NCAA Eligibility Center Institutional Request List.
- 5). Following review of the official visit request form and accompanying documents the Associate Director of Compliance provides copies of the documents to the sport academic advisor, the sport administrator and the coach recruiting the PSA.

Evaluation and Monitoring:

- 1). NCAA Eligibility Center completes a preliminary review once the PSA's high school transcript and ACT/SAT test score have arrived.
- 2). If a PSA has signed a National Letter of Intent (NLI) to attend the institution the Associate Director of Compliance will complete a core-course evaluation. Following the evaluation, the Associate Director of Compliance provides copies of the review to the sports academic advisor, the sports administrator and coach recruiting the PSA.
- 3). A coach may also request from the compliance office a core-course evaluation at anytime for a PSA that has not signed a NLI.
- 4). Associate Director of Compliance regularly tracks the NCAA Eligibility Center website for updates on PSA initial eligibility status.
- 5). Associate Director of Compliance sends weekly updates of PSA status to designated coaching staff member.

Final Certification:

- 1). Starting in April the PSA can request a final certification of their amateur status.
- 2). Upon graduation the PSA initiates a request for the high school to send a final official transcript indicating a graduation date to the NCAA Eligibility Center.
- 3). PSA initiates a request for all official ACT/SAT test scores sent directly from the testing agency to the NCAA Initial Eligibility Center.
- 4). NCAA Eligibility Center completes the final certification to determine qualifier status upon receiving all required documents. Qualifier status is updated on the NCAA Initial Eligibility Center website and Institutional Request List.
- 5). Institution may request final certification if all documents have been received and PSA has pending competition.
- 6). Associate Director of Compliance enters final NCAA Eligibility Center certification information in the Compliance Assistant Internet database. All compliance staff members have access to database.
- 7). Associate Director of Compliance provides copies of final 48C report from NCAA Initial Eligibility Center to sports academic advisor, athletic eligibility specialist and head coach.
- 8). Academic Services Program Assistant (Nancy Kreklow) adds PSA to the institutions Integrated Student Information System (ISIS).
- 9). Athletic Eligibility Specialist (Joan Irwin) confirms full-time enrollment for the PSA in ISIS. If a student-athlete is ineligible, the Athletic Eligibility Specialist will notify the head coach, the academic advisor for the sport and the Assistant Athletic Director for Student Services (Steve Waterfield).

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- 11. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. In addition, provide name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.**

The following is the step-by-step sequence of actions taken by the University of Wisconsin-Madison to certify transfer eligibility for student-athletes:

1). Coach informs the Compliance Office of a potential transfer student-athlete. If the transfer student-athlete is at a four-year institution, the coach either informs the transfer student-athlete that the student-athlete must request permission to contact from the student-athlete's current institution which must be sent to the University of Wisconsin-Madison, or asks Assistant Athletic Director for Student Services (Steve Waterfield), to request permission to contact from the transfer student-athlete's current institution. If the transfer student-athlete is in his or her first-year at a two-year institution, the coach verifies the student-athlete's qualifier status per NCAA Bylaw 13.1.1.2.

2). Once permission to contact is received, the Compliance Office provides copies of the permission to contact to the applicable sport administrator, academic advisor, head coach, Associate Director of Compliance (Benjy Wilber), and Athletic Eligibility Specialist (Joan Irwin) in the Registrar's Office.

3). If a coach plans to invite a transfer student-athlete on an official visit, copies of post-secondary transcripts are submitted by the coach to Associate Director of Compliance (Benjy Wilber), with the Official Visit Form.

4). Once permission to contact is verified, the coach provides the academic advisor with a copy of the student-athlete's transcript with specific information on the major or majors in which the student-athlete is interested and the term of intended enrollment at University of Wisconsin-Madison. The academic advisor submits all information to Athletic Eligibility Specialist (Joan Irwin), who then forwards the information to the Admissions Office staff. The Admissions Office performs a preliminary transfer credit evaluation for the student-athlete. Admissions Advisor (Eric Tomlinson) performs all domestic transfer evaluations and Senior Admissions Advisor (Margo Ptacek) handles all international transfer evaluations. Coach also submits copies of ACT/SAT test scores to Academic Services to provide to the Admissions office.

5). The Admissions Office sends the credit evaluation results to the Athletic Eligibility Specialist who shares the information with the Academic Advisor.

6). Once the coach notifies the Compliance Office that the transfer student-athlete wants to matriculate at the University, the Assistant Athletic Director for Student Services will send the Transfer Certification Request form to the student-athlete's current institution to obtain additional information regarding transfer eligibility (i.e., NLI requirements, seasons used, and eligibility for one-time transfer exception). Upon receipt of the completed form, the Assistant Athletic Director for Student Services sends a copy to the Athletic Eligibility Specialist, head coach, academic advisor, sport administrator and Associate Director of Compliance.

7). When the student-athlete applies for admission, the student-athlete sends official transcripts from all high school and post-secondary institutions attended including courses in progress as well as official ACT/SAT test scores to the Admissions office. A formal transfer evaluation by the Admissions office is done after a student-athlete applies and is accepted to the institution.

8). Coach adds the transfer student-athlete to the squad list via the Change in Status Form sent to Associate Director of Compliance (Joel Ott), who notifies the Athletic Eligibility Specialist of the addition so that the student-athlete's eligibility can be officially determined. Associate Director of Compliance (Joel Ott) informs the coach of the student's eligibility for practice. The coach is notified of the transfer's eligibility status along with all other student-athletes on the coach's team via the Eligibility Status Report distributed by the Athletic Eligibility Specialist.

If the transfer student-athlete is added after the beginning of an academic year, the transfer student-athlete must complete the Late Addition to Team Roster form before being eligible for practice or competition. Associate Director of Compliance (Joel Ott) informs the coach of the student-athlete's eligibility for practice. The Compliance office works with the Athletic Eligibility Specialist to notify the coach of the student-athlete's eligibility to transfer under NCAA and Big Ten Conference Rules.

9). The Athletic Eligibility Specialist has the final determination on the transfer student's eligibility for competition and communicates to academic advisor and coach any student-athlete ineligibility issues.

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- 12. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify continuing eligibility for student-athletes. In addition, provide name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.**

The following is a step-by-step sequence of actions taken by the University of Wisconsin-Madison to certify continuing eligibility for student-athletes: Athletic Eligibility Specialist (Joan Irwin), in the Registrar's Office has ultimate responsibility in determining student-athletes' continuing eligibility.

PREPARATION OF CERTIFICATION OF CONTINUING ELIGIBILITY - END OF EACH ACADEMIC TERM:

- 1). Athletic Eligibility Specialist, Joan Irwin (AES) runs a query in the Integrated Student Information System (ISIS) which indicates those student-athletes earning an end-of-academic-term action such as probation, cleared probation, or dropped from University. This report is sent to the Assistant Athletic Director for Academic Services (Doug Tiedt), as well as Associate Director of Compliance (Joel Ott) and sport academic advisors. This report documents any student-athletes who become immediately ineligible.
- 2). The AES runs Grade Analysis Worksheets in ISIS for each sport at the end of the fall, spring and summer academic terms. These worksheets contain semester and cumulative earned credits, semester and cumulative grade point averages, and end-of-term academic actions.
- 3). The AES runs Degree Audit Reports (DARS) for student-athletes entering their third year or beyond to determine credits earned toward degree as well as percentage of degree. The AES contacts the DARS experts in schools and colleges when need arises.
- 4). The AES details deficiencies of student-athletes by sport and sends a report to the head coach, sport administrator, Assistant Athletic Director for Student Services (Steve Waterfield) Assistant Athletic Director for Academic Services (Doug Tiedt), the sport academic advisor, and Compliance office staff.

SUBMISSION OF CERTIFIED ELIGIBILITY LISTS (CEL):

- 1). Athletic Eligibility Specialist, Joan Irwin (AES) runs Certification of Eligibility Reports in ISIS for each sport. This report details information such as date of initial enrollment, previous institution attended, credits enrolled for current term, credits earned, major and cumulative grade point average. These reports include incoming first-year student-athletes, transfer student-athletes and continuing student-athletes. Student-athletes in each sport are verified via the Compliance Assistant software. Any additions or deletions to squad lists are forwarded from Associate Director of Compliance (Joel Ott) and manually added to this report.
- 2). The AES uses information from the previous term's eligibility report as a basis for determining eligibility. These reports, compiled by the AES, detail deficiencies for each student-athlete based on that term's academic record. Information in ISIS, including the transcript, is used to verify that deficiencies have been addressed.
- 3). Transfer student-athlete eligibility is determined based on transcripts and credit evaluation received from the Admissions Office, as well as the transfer certification from the Assistant Athletic Director for Student Services (Steve Waterfield). Degree Audit Reports (DARS) are used to determine credits and percentage of degree for student-athletes entering their third year and beyond.
- 4). The AES runs daily queries in ISIS to determine full-time enrollment status and shares it with Associate Director of Compliance (Joel Ott) as well as sport academic advisors via a shared network drive. Queries are run in ISIS through the end of the first week of classes. As of the first day of the term, student-athletes are restricted in ISIS from dropping below full-time status without permission from their sport academic advisor and the AES.
- 5). The AES creates preliminary eligibility reports detailing deficiencies the week prior to first date of competition for each sport and forwards to Compliance office staff, academic advisor, Assistant Athletic Director for Academic Services (Doug Tiedt), sport administrator, and head coach.
- 6). The Associate Director of Compliance (Joel Ott) generates Certified Eligibility List (CEL) in the compliance software and obtains all required signatures. Document is converted to a PDF, scanned and e-mailed to the AES.
- 7). The AES confirms accuracy of CEL, signs and e-mails to the Big Ten Conference Office.
- 8). Associate Director of Compliance forwards any subsequent additions and deletions to the roster to AES for eligibility review. With all proper approvals, a CEL addendum is converted to a pdf, scanned and e-mailed to the Big Ten Conference Office.

VERIFICATION OF BIG TEN FIVE YEAR GRADUATION REQUIREMENT:

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- 1). The AES generates individual reports in ISIS which detail the student-athlete's name, school or college, and major. These reports are sent to Assistant Athletic Director for Academic Services (Steve Waterfield) who forwards them to student-athletes.
- 2). The student-athlete completes the form, has it signed by their campus academic advisor, and returns it to the Office of Academic Services located in the Fetzer Academic Center.
- 3). The Office of Academic Services' staff forwards the form to the AES who verifies it for accuracy.
- 4). This form is required each spring for student-athletes entering the fourth and fifth year of school.

PREPARATION FOR CERTIFICATION OF ELIGIBILITY FOR POST-SEASON COMPETITION:

- 1). During the last week of November and April, Senior Associate Director of Compliance (Katie Smith) will submit to Academic Services and to the AES a calendar listing:

- The teams which are participating in post season competition;
- The dates of the competition; and
- The dates grade will be posted.

- 2). Coaches who have teams competing will be notified of post-season eligibility report policies via e-mail prior to end of academic term by Assistant Athletic Director for Academic Services (Doug Tiedt).

- 3). Academic Advisors who have teams competing in post-season will query coaches for a travel roster at least one week prior to the competition travel date requesting travel roster.

- Understanding that the travel roster may not be finalized, coaches are asked to include all potential competitors.
- Academic Advisor will send the AES tentative roster.
- The AES will determine eligibility for six-credit rule.

- 4). Coaches are asked to submit the travel roster to Associate Director of Compliance (Benjy Wilber) 48 hours in advance of the competition travel date.

- 5). Associate Director of Compliance will forward travel roster to the AES and academic advisor with an indication of expected departure time.

- 6). The AES will send post-season eligibility report to Head Coach, Assistant Athletic Director for Student Services, Assistant Athletic Director for Academic Services, Sport Administrator and Academic Advisor in Academic Services prior to departure.

- 7). Academic Advisor will notify Head Coach if the AES determines that a student-athlete is ineligible. Throughout the year, the following AES reports are created and placed on a shared computer drive as a way to disseminate relevant information to both the Compliance and Academic Services office personnel:

- Student-athletes with expected graduation dates for the current term;
- Student-athletes with degrees posted for the current term;
- End-of-term grades for student-athletes;
- Student-athletes enrolled in remedial math or current and past terms; and
- Courses dropped and added by student-athletes for the current term.

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

If the most recent four-class average Federal Graduation Rate for student-athletes is lower than the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The University of Wisconsin-Madison's recent four-class average Federal Graduation Rate for student-athletes who received athletic aid is lower than the general student body Federal Graduation Rate. While the four-class average Federal Graduation Rate of student-athletes is nine (9) percentage points lower than the general student body, the Federal Graduation Rate for student-athletes is higher than the NCAA national average. Additionally, the Federal

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Graduation Rate for student-athletes was within two (2) percentage points in 2006-2007 and within four (4) percentage points in 2007-2008.

A variety of factors affect the overall student-athlete Federal Graduation Rate. Many of the student-athletes are talented enough athletically that they choose to leave school to pursue professional opportunities prior to the conclusion of their fifth year of eligibility. Student-athletes in the sports of football, men's basketball, women's basketball, men's hockey and men's track regularly leave the program to pursue professional opportunities and this has an impact on the overall graduation rate. Many student-athletes complete their degree outside of the six-year window. Sixteen student-athletes who were included in the cohort, that did not graduate in the six-year period, have since graduated.

The University of Wisconsin-Madison's primary goal is to do everything it possibly can to assist its student-athletes with completing their degrees in a timely manner. In that regard, the Athletic Department through the Office of Academic Services, offers extensive programming and support to all student-athletes to ensure acclimation, retention and academic success. The Office of Academic Services has implemented and will continue to support programs and develop services that aim to increase the retention and graduation rates of all student-athletes. Every day presents an opportunity for the Athletic Department to improve academic support operations and develop plans for improvement. In that regard, the following outlines the Department's overall academic programs and services strategies that focus on all student-athletes' academic success:

RETENTION AND GRADUATION RATE PLANS FOR IMPROVEMENT:

Since the second-cycle of certification, a comprehensive academic support system has been put into place that commits additional resources and personnel to increase the retention and graduation of student-athletes. Personnel within the office include Athletic Academic Advisors, Learning Specialists, a Tutorial Coordinator, a Director of Inclusion and Life Skills Programming, a Career Development Coordinator, numerous mentors, tutors, and attendance monitors.

In 2003, a tutorial coordinator was hired to oversee all aspects of the tutor program and a fourth Learning Specialist was also added to increase the level of services available to student-athletes. The tutorial coordinator has implemented additional training opportunities for tutors as well as an electronic monitoring system for tutor sessions and reports.

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To accurately assess each student-athlete's academic preparedness, which ultimately assists with the matching of services within the Office of Academic Services, student-athletes who enroll in summer school prior to their initial fall enrollment (men's and women's basketball, football and volleyball), have their reading skills assessed using the Stanford Diagnostic Reading Test. These results are reviewed by the student-athlete's Academic Advisor and Learning Specialist prior to the student-athlete's fall semester. Since the summer of 2007, incoming football and men's basketball players are asked to complete an information form, before their first semester of enrollment that provides the Office of Academic Services staff with specific data concerning the student-athlete's needs. This form, as well as a Family Educational Rights and Privacy Act Authorization for Release of Information form, is sent out to student-athletes, their parents, and the high school guidance counselor. The completed forms and the information from the coaches are used to determine academic programming and support.

Since 2000, student-athletes have been granted priority registration. Student-athletes have either Priority A (register

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with the juniors, 54 degree credits and above) or Priority B (register first within their class.) This priority registration system is coordinated through the Office of the Registrar.

To facilitate the success of student-athletes, class attendance is regularly monitored. The Office of Academic Services employs approximately 12-15 part-time student employees and one full-time attendance coordinator. The following steps are used: Each day the attendance monitors report to the attendance coordinator via e-mail those student-athletes who were not in class. The coordinator in turn notifies the coaches, Academic Advisors, Learning Specialists, and Assistant Athletic Director of Academic Services of missed classes. Daily, weekly, and semester records/notes are also maintained by the coordinator.

Currently, 10 of the 23 teams have a mandatory study table at the discretion of the coach. Study table consists of monitored study time throughout the week. Some teams require their student-athletes to log hours in the Fetzer Academic Center by checking in and out when they are studying. Both of these initiatives are agreed upon by the Academic Advisor, Learning Specialist and coach. These individuals set the hours, length, and rules regarding study table and who participates in the mandatory study table. This is done to assist student-athletes in learning time management as well as to monitor the certain student-athletes' academic progress.

Since 2003, the Office of Academic Services has strengthened its relationship with the National Football League Players Association (NFLPA) office. To help former football student-athletes to finish their degrees, the NFLPA provides the Office of Academic Services with contact information of current NFL athletes. A member of the Office of Academic Services Staff acts as a liaison to the NFLPA. Additionally, Office of Academic Services staff members belong to the National Association of Academic Advisors for Athletics (N4A) which has a NFL-N4A Advisory Committee. The NFL-N4A Advisory Committee creates degree-completion opportunities for college non-graduates who have pursued a professional sports career. The Assistant Athletic Director for Academic Services is the current N4A Region III Director, and is actively involved in the NFL-N4A Advisory Committee.

As a member of the National Consortium for Academics and Sport and in an attempt to assist former student-athletes to complete their degrees, the Athletic Department provides academic services and free tuition to former student-athletes. In exchange, these former student-athletes agree to participate in school outreach and community service programs addressing social issues of America's youth.

As a way to more effectively provide information to former student-athletes who have not completed their degrees, the Office of Academic Services will make better use of its website by adding graduation resource information.

Overall, the changes in personnel have added more support and resources for student-athletes. Through adding the Stanford Diagnostic Reading Test, BASIS, class attendance monitoring, progress reports and mandatory study table the Office of Academic Services is able to identify those students who need more support and resources as well as work with identified students to find success in the classroom. Finally, through the partnership with the NFLPA and the National Consortium, the University encourages all student-athletes to complete their degrees.

The Office of Academic Services has made an effort to add programming focused on the first-year transition to college, connecting student-athletes to the Athletic Department and to campus.

In 2004, a full-time CHAMPS/ Life Skills Coordinator was added to the office. The CHAMPS/Life Skills program, through five components, assists with the growth and development of student-athletes. In 2005, the UW CHAMPS/ Life Skills program was awarded the Division 1A Program of Excellence Award.

In 2008, the Life Skills Academy was implemented to provide a structured life skills curriculum for first-year student-athletes. The Life Skills Academy consists of six mandatory meetings, all having a life skills topic theme, throughout the academic year. Guest speakers provide information on each topic and experienced student-athlete peer leaders facilitate small group activities and keep in contact with their group of first-year students throughout the academic year.

The Office of Academic Services has increased programming for first-year student-athletes. In an effort to successfully transition student-athletes from high school to college, the Athletic Department also supports the Counseling Psychology (CP) Department with the teaching of two courses: CP 125-Racial and Socioeconomic Perspectives on the First College Year and CP 115- Human Resources Development: Educational Effectiveness. Both courses deal with the transition from high school to college, as well as race and ethnicity issues. The goal is for all first-year scholarship student-athletes to enroll in one of the courses.

The Athletic Department has two student-athlete groups, the Student-Athlete Advisory Committee (SAAC) and Student-Athletes Equally Supporting Others (SAESO). Both of these groups strive to provide a connection between student-athletes and the Athletic Department. Both groups act as a sounding board for legislation and department policies affecting student-athletes. Finally, both SAAC and SAESO plan community and social events for student-

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athletes to engage in and therefore foster a connection with other student-athletes, the Athletic Department and the community.

The Office of Academic Services continues to encourage and support student-athletes in their last semester of academic eligibility. To increase retention, the Athletic Department is emphasizing the importance of leaving eligible by including academic contingencies in athletics aid tenders of those student-athletes in their final year of eligibility or those who coaches feel will pursue professional opportunities.

MINORITY STUDENT-ATHLETE RETENTION AND GRADUATION RATE PLANS FOR IMPROVEMENT:

While the programming and services target and benefit all student-athletes, the implementation of specific programming aimed at increasing minority student-athlete retention and graduation has been successful and continues to evolve.

In 2006, the Athletic Department implemented the Diversity and Inclusion Program. The program focuses on ways to address the emotional, social, intellectual and physical needs of our diverse student-athlete population. The Athletic Department recognizes student-athletes of diverse backgrounds, which include but are not limited to, student-athletes of color (African-American, Hispanic/Latino, Asian or Pacific Islander and American Indian) and LGBTQA students-athletes (Lesbian, Gay, Bisexual, Transgender, Queer and Allied).

To meet the needs of student-athletes of color, the Office of Academic Services also created the position of Director of Inclusion and Life Skills Programming to oversee all of the Office of Academic Services' Diversity and Inclusion Programming. These responsibilities include supervising the Big Ten Minority Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisor Committee (SAAC), planning the Diversity Barbeque, and planning Black History Month Celebrations. These programs and services are described below in further detail.

Annually, the Office of Academic Services uses the Big Ten Minority Internship fund to employ an individual from an underrepresented group as an intern. The intern's daily responsibilities include working directly on diversity and inclusion programming with the Director of Inclusion and Life Skills Programming. The intern increases the diverse make-up of the Office of Academic Services and provides valuable resources to the Diversity and Inclusion programming that benefits the students.

Since 2006, the Office of Academic Services has partnered with the National W Club, the Wisconsin Alumni Association, and Letters & Science/Human Ecology Career Services to host Career Links: Diversity Networking Event. The event is an opportunity for student-athletes of color to network with campus leaders, faculty members, community business leaders, alumni, and other students of color. Several student-athletes attend the event and make professional connections with those in attendance. The goal is to increase participation in the event each year.

In 2006, as a way to bring together student-athletes of different cultures, ethnicities, lifestyles, and belief systems, Student-Athletes Equally Supporting Others (SAESO), a student-organization, was formed within the Office of Academic Services. The organization meets regularly to improve the campus experience for student-athletes through group discussion, community involvement, and social interactions. SAESO also serves as an avenue for student-athletes to assist with promoting campus and community events. For the 2008-2009 academic year, and thereafter, the President of SAESO will hold an officer position on SAAC.

The Office of Academic Services developed the Academic Athletic Mentor Partnership (AAMP) in 2007. The intent of the AAMP program is to initiate a mentor-mentee relationship involving community members, former student-athletes, and University faculty members that will foster a dynamic relationship for both the student-athletes of color and the mentors. Ultimately, this program increases the qualitative experience for our student-athletes of color as well as connects these students to campus and community members. Currently the AAMP program includes eighteen first-year student-athletes of color from football, women's basketball, and women's track and field. Moving forward, the AAMP program will strive to include more student-athletes and mentors.

As a way to link the successes of former African-American student-athletes to current student-athletes of color, former student-athletes of color are highlighted through public service announcements (PSAs) during the month of February (Black History Month). Current student-athletes record the PSAs and the spots are shown on the video board, are played as radio spots during the men's and women's basketball games, and are featured on the Department's website, UWBadgers.com.

To connect former student-athletes of color with current student-athletes of color, the National W Club and the Office of Academic Services partner to host a diversity barbeque during the summer for student-athletes. The day includes a Southern style barbeque and networking. A number of student-athletes attend along with members of

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the 100 Black Men, National W Club, and additional community leaders. This event has been in existence since 2007.

To continue an active connection with community members of color, the Athletic Department works closely with the 100 Black Men of Madison. Student-athletes of color are directly impacted by the 100 Black Men of Madison's involvement. Student-athletes participate in the annual 100 Black Men "Back to School Picnic" to pass out backpacks and school supplies to Madison's youth. The 100 Black Men also provide guest speakers and mentors for the Academic Athletic Mentor Partnership events and members attend the annual Diversity Barbeque.

As a way to connect with campus resources, in 2007 the Athletic Department implemented the Diversity Integration Group (DIG). DIG assists with the collaboration of diversity and inclusion efforts within the Athletic Department while striving to meet campus goals and initiatives. Membership of DIG include the Associate Athletic Director for Event and Facilities, Associate Athletic Director for Sports Administration (SWA), Assistant Athletic Director for Academic Services, Director of Inclusion & Life Skills Programming, Big Ten Minority Intern, Executive Director National W Club, Membership Director National W Club, Director of Human Resources, Director of Championships and Special Projects, Big Ten Liaison, Coach Representative, and two Student-Athlete Representatives (one of being the President of SAESO).

To evaluate the commitment to diversity and to ensure that the student-athlete diversity programs are meeting the needs of the student-athletes, the Department will review student-athlete exit interviews, solicit feedback from student-athletes involved in diversity programming and from participants in the Academic Athletic Mentor Partnership (AAMP).

Efforts that aim to strengthen current and future diversity initiatives are focused on increasing the number of student-athletes and sports participating in governance and decision-making groups, such as Student-Athlete Advisory Committee (SAAC), Student-Athletes Equally Supporting Others (SAESO), and participants in the Academic Athletic Mentor Partnership (AAMP).

The Academic Integrity Subcommittee was responsible for ensuring above mentioned improvement strategies were developed through a process involving broad-based participation. The Academic Integrity Subcommittee was chaired by a University faculty member, Dr. Dale Bjorling, and contained broad-based representation that included Athletic Board members, Athletics senior staff, University faculty and staff, alumni, coaches, student-athletes, and members of the student body. The Subcommittee met regularly to share information, analyze and prepare responses to NCAA certification self-study items. As a result, plans for improvement were made and approved by the Steering Committee.

Members of the Academic Integrity Subcommittee:

- Dale Bjorling, Chair of the Academic Integrity Subcommittee, Professor School of Veterinary Medicine, and Faculty Member on the Athletic Board
- Patrick Farrell, former Vice Chancellor and Provost, currently Engineering Professor
- Judith Harackiewicz, Psychology Professor and Faculty Member on the Athletic Board
- Norm Fost, Professor of Pediatrics and Faculty Member on the Athletic Board
- Thomas Mitchell, Law School Professor
- Jeff Anders, Clinical Assistant Professor of Psychiatry and Academic Staff Representative on the Athletic Board
- Claudia Pogreba, Alumni Representative on the Athletic Board
- Logan Hulick, Associated Students of Madison Representative on the Athletic Board
- Tom Reason, Associate Director for Enrollment Management
- Joan Irwin, Athletic Eligibility Specialist in the Registrar's Office
- Vince Sweeney, Senior Associate Athletic Director for External Relations, Athletic Department
- Doug Tiedt, Assistant Athletic Director for Academic Services, Athletic Department
- Katie Smith, Associate Compliance Director, Athletic Department
- John Jentz, Associate Athletic Director for Business Operations, Athletic Department
- Terrance Jamison, Football Student-Athlete (Medical Non Counter)
- Barry Davis, Head Wrestling Coach, Athletic Department

The Athletic Department will continue to monitor and evaluate efforts to increase Federal Graduation Rates for all student-athletes and especially minority student-athletes. These improvement initiatives and efforts will be monitored by the Office of Academic Services with regular reports to the Athletic Director; Athletic Department senior staff management team; Chancellor's office; the Equity, Diversity, Student Welfare Committee of the Athletic Board; and the Academic Affairs and Compliance Committee of the Athletic Board.

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

If the most recent four-class average Federal Graduation Rate of a student-athlete subgroup is lower than the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the institution must develop a plan for improvement to address the issue.

When comparing the most recent four-class average Federal Graduation Rate of all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) to the most recent four-class average Federal Graduation Rate of the student body, including comparable student body groups, there are areas in which student-athlete subgroup graduation rates are lower than the student body graduation rates. It is important to note that some sports have a small number of student-athletes on aid "N" and that the N fluctuates from year to year. The comparison and evaluation of each subgroup is described below. The Athletic Department's current programs and improvement initiatives are fully described in response to Self-Study Item Number 13 above and at the end of this Self-Study Item. The broad-based campus participation in the overall assessment and development of these current programs and plans is described at the end of this section in response to Self-Study Item Number 22.

Female Student-Athletes: Female student-athletes graduate at the same rate as all female students. Both subgroups graduate at a rate of 78 percent, which is well above the national four-class average Federal Graduation Rate for general students (63 percent) and student-athletes (71 percent).

Male Student-Athletes: Male student-athletes graduate at a rate of 61 percent, which is lower than all male students. While the rate is lower, the Federal Graduation Rate for male student-athletes has increased over the last three years and is well above the national average rate of 56 percent for all male student-athletes. One explanation for this difference is that the subgroup of male student-athletes is more likely to pursue professional opportunities and potentially graduate outside of the six-year window. Facilitating the graduation of student-athletes is the primary goal of the Athletic Department. As indicated, the plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

White Student-Athletes: White student-athletes graduate at a rate of 72 percent, which is lower than all white students (79 percent). Although the graduation rate of white student-athletes is lower, both Federal Graduation Rates are higher than the national averages, which are 63 percent and 67 percent respectively. Facilitating the graduation of student-athletes is the primary goal of the Athletic Department. As indicated, the plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

African-American Student-Athletes: African-American student-athletes graduate at a rate of 52 percent, which is lower than all African-American students (57 percent). When analyzing African-American graduate rates by gender, both male and female African-American student-athletes graduate at a rate that is equal to or above all African-American students. Specifically, African-American female student-athletes graduate at a rate of 64 percent compared to 63 percent, the rate for African-American female students on campus. And, both African-American male student-athletes and African-American male students 50 percent. The incongruity between the overall graduation rate and the gender rates is due to the disproportionate number of male student-athletes. African-American male student-athletes make up 48 percent of the male African-American student population on campus (N=232), while African-American males make up 83 percent (N=54) of the total African-American student-athlete population. Therefore, the African-American student-athlete graduation rate is negatively affected by the preponderance of male student-athletes, who graduate at a lower rate than females. While the overall graduation rate for African-American student-athletes is lower than all African-American students, when broken down by gender, the student-athlete rate for African-American women (N=11) is greater than the African-American female student body population (N=485) and the African-American male student-athlete population (N=54) is equal to the African-American male student body population (N=232). Facilitating the graduation of student-athletes is the primary goal of the Office of Academic Services. As indicated, the plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

Non-Resident Aliens: Non-resident alien student-athletes graduate at a rate of 81 percent which is higher than the non-resident alien students' rate of 39 percent.

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Men's Basketball: The men's basketball graduation rate is 62 percent, which is lower than the rate for all students (77 percent). Men's basketball has a low number of student-athletes in the cohort, which makes generalizing difficult. Specifically, there were four African-American student-athletes in this cohort, one transferred, and one pursued professional opportunities and finished his degree outside of the four-year window. The other two graduated. Of the three white student-athletes who did not graduate, one of the student-athletes plays professionally, one student-athlete withdrew from the university due to mental health issues, and the third student-athlete transferred and graduated with a four-year degree at another institution. Facilitating the graduation of student-athletes is the primary goal of the Office of Academic Services. As indicated, the plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

Men's Track & Cross Country: The men's track and cross country graduation rate is 69 percent, which is lower than all students (77 percent). Over the last three years of the four-year cohort, the team has graduated at a rate of 78 percent, which is trending upward. When looking at the ethnicity graduation rate, African-American student-athletes (N=7) on this team graduated at a rate of 100 percent, while the white student-athletes graduated at a rate of 58 percent. As indicated, the plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

Football: The football graduation rate is 51 percent, which is lower than the rate for all students (77 percent). The graduation rates over the past two years have been 65 percent and 61 percent respectively, which is above the current four-year rate. Football student-athletes are more likely to pursue professional opportunities and potentially graduate outside of the six-year window. Specifically, 18 percent of football student-athletes in this cohort pursued professional opportunities before finishing requirements for their degree within the six-year window. An analysis of African-American and white student-athlete graduation rates (the only subgroups with an N larger than 2) revealed an African-American football student-athlete graduation rate of 39 percent and a white student-athlete graduation rate of 62 percent. As indicated, the plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

Men's Golf: The men's golf graduation rate is 44 percent which is lower than the rate for all students (77 percent). Of the five male student-athletes in this cohort who did not graduate, one transferred to another institution, and one is currently playing professionally. It is important to note that the small number of student-athletes in this sport makes the evaluation difficult. As indicated, the plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

Men's Hockey: The men's hockey graduation rate is 63 percent which is lower than the rate for all students (77 percent). Six student-athletes in this cohort did not graduate. Of these six student-athletes, three are currently playing professionally, one transferred, and one earned his degree outside of the six-year window. Therefore, one student-athlete did not receive his degree or pursue professional opportunities. Facilitating the graduation of student-athletes is the primary goal of the Office of Academic Services. As indicated, the plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

Men's Soccer: The men's soccer graduation rate is 62 percent which is lower than the rate for all students (77 percent). Six student-athletes in this cohort did not graduate. Five of the six student-athletes transferred. Within this time frame, there was inconsistency in the coaching staff, which may have contributed to these student-athletes' decision to transfer. Of these five, three of them have graduated at their other institution and one student-athlete finished his degree outside the six-year window. Many of these student-athletes left the institution eligible, which is reflected in the Graduation Success Rate (GSR), which is 85 percent. Facilitating the graduation of student-athletes is the primary goal of the Office of Academic Services. As indicated, the Plan for Improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

Men's Tennis: The men's tennis graduation rate is 67 percent, which is lower than the rate for all students (77 percent). The two student-athletes in this sport who did not graduate transferred to other institutions. These numbers are too small to conduct an analysis as they are below the NCAA's reporting criteria of N>2.

Wrestling: The wrestling graduation rate is 73 percent, which is lower than the rate for all students (77 percent). The 2001 graduation rate data indicate that the wrestling team is graduating at a rate of 80 percent, and therefore trending upward. Facilitating the graduation of student-athletes is the primary goal of the Office of Academic Services. As indicated, the plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

Women's Basketball: The women's basketball graduation rate is 77 percent, which is equal to the graduation rate for all students. Specifically, the African-American student-athletes graduated at a rate of 25 percent (N=4). Out of these four, one of them is playing professionally and now enrolled in school to finish her degree. Another individual

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transferred to a different institution. These numbers are too small to conduct an analysis and are below the NCAA's reporting criteria of $N \geq 2$.

Women's Golf: The women's golf graduation rate is 71 percent, which is lower than the rate for all students (77 percent). In four out of the last five years, women's golf has graduated at a rate of 100 percent. These numbers are too small to conduct an analysis as they are below the NCAA's reporting criteria of $N \geq 2$.

Women's Cross Country & Track: The women's cross country and track graduation rate is 85 percent, which is well above the rate of all students. Specifically, the American Indian graduation rate is 0 percent, with an N of one; too small to conduct an analysis as it is below the NCAA's reporting criteria of $N \geq 2$.

Women's Rowing: The women's rowing graduation rate is 69 percent, which is lower than the rate for all students (77 percent). There were five coaching changes within this four-year period which may have had an effect on the number of student-athletes retained and therefore graduated. Facilitating the graduation of student-athletes is the primary goal of the Office of Academic Services. As indicated, the plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

Women's Soccer: The women's soccer graduation rate is 73 percent, which is lower than the rate for all students (77 percent). In this cohort, six student-athletes did not graduate. Of these six student-athletes, four transferred eligible, which is reflected in the GSR rate of 84 percent. Facilitating the graduation of student-athletes is the primary goal of the Office of Academic Services. As indicated, the plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

Softball: The softball graduation rate is 69 percent, which is lower than the rate for all students (77 percent). Many student-athletes transferred eligible, which is reflected in the GSR rate of 83 percent. In 2006, a new head coach was hired for this sport which has drastically improved retention. Facilitating the graduation of student-athletes is the primary goal of the Office of Academic Services. As indicated, the plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Federal Graduation Rates.

The University of Wisconsin-Madison's primary goal is to do everything it possibly can to assist its student-athletes with completing their degrees in a timely manner. In that regard, the Athletic Department through the Office of Academic Services offers extensive programming and support to all student-athletes to ensure acclimation, retention and academic success. The Office of Academic Services has implemented and will continue to support programs and develop services that aim to increase the retention and graduation rates of all student-athletes. Every day presents an opportunity for the Athletic Department to improve academic support operations and develop plans for improvement. In that regard, the following outlines the department's overall academic programs and services strategies which focus on all student-athletes' academic success:

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Since the second cycle of certification, a comprehensive academic support system has been put into place that commits additional resources and personnel to increase the retention and graduation of student-athletes. Personnel within the office include Athletic Academic Advisors, Learning Specialists, a Tutorial Coordinator, a Director of Inclusion and Life Skills Programming, a Career Development Coordinator, numerous mentors, tutors, and attendance monitors.

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To accurately assess each student-athlete's academic preparedness, which ultimately assists with the matching of services within the Office of Academic Services, student-athletes who enroll in summer school prior to their initial fall enrollment (men's and women's basketball, football and volleyball), have their reading skills assessed using the Stanford Diagnostic Reading Test. These results are reviewed by the student-athlete's Academic Advisor and Learning Specialist prior to the student-athlete's fall semester. Since the summer of 2007, incoming football and men's basketball players are asked to complete an information form, before their first semester of enrollment that provides the Office of Academic Services staff with specific data concerning the student-athlete's needs. This form, as well as a Family Educational Rights and Privacy Act Authorization for Release of Information form, is sent out to student-athletes, their parents, and the high school guidance counselor. The completed forms and the information from the coaches are used to determine academic programming and support.

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To facilitate the success of student-athletes, class attendance is regularly monitored. The Office of Academic Services employs approximately 12-15 part-time student employees and one full-time attendance coordinator. The following steps are used: Each day the attendance monitors report to the attendance coordinator via e-mail those student-athletes who were not in class. The coordinator in turn notifies the coaches, Academic Advisors, Learning Specialists, and Assistant Athletic Director of Academic Services of missed classes. Daily, weekly, and semester records/notes are also maintained by the coordinator.

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As a member of the National Consortium for Academics and Sport and in an attempt to assist former student-athletes to complete their degrees, the Athletic Department provides academic services and free tuition to former student-athletes. In exchange, these former student-athletes agree to participate in school outreach and community service programs addressing social issues of America's youth.

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MINORITY STUDENT-ATHLETE RETENTION AND GRADUATION RATE PLANS FOR IMPROVEMENT:

While the programming and services target and benefit all student-athletes, the implementation of specific programming aimed at increasing minority student-athlete retention and graduation has been successful and continues to evolve.

In 2006, the Athletic Department implemented the Diversity and Inclusion Program. The program focuses on ways to address the emotional, social, intellectual and physical needs of our diverse student-athlete population. The Athletic Department recognizes student-athletes of diverse backgrounds, which include but are not limited to, student-athletes of color (African-American, Hispanic/Latino, Asian or Pacific Islander and American Indian) and LGBTQA students-athletes (Lesbian, Gay, Bisexual, Transgender, Queer and Allied).

To meet the needs of student-athletes of color, the Office of Academic Services also created the position of Director of Inclusion and Life Skills Programming to oversee all of the Office of Academic Services' Diversity and Inclusion Programming. These responsibilities include supervising the Big Ten Minority Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisor Committee (SAAC), planning the Diversity Barbeque, and planning Black History Month Celebrations. These programs and services are described below in further detail.

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Since 2006, the Office of Academic Services has partnered with the National W Club, the Wisconsin Alumni Association, and Letters & Science/Human Ecology Career Services, to host Career Links: Diversity Networking Event. The event is an opportunity for student-athletes of color to network with campus leaders, faculty members, community business leaders, alumni, and other students of color. Several student-athletes attend the event and make professional connections with those in attendance. The goal is to increase participation in the event each year.

In 2006, as a way to bring together student-athletes of different cultures, ethnicities, lifestyles, and belief systems, Student-Athletes Equally Supporting Others (SAESO), a student-organization, was formed within the Office of Academic Services. The organization meets regularly to improve the campus experience for student-athletes through group discussion, community involvement, and social interactions. SAESO also serves as an avenue for student-athletes to assist with promoting campus and community events. For the 2008-2009 academic year, and thereafter, the President of SAESO will hold an officer position on SAAC.

The Office of Academic Services developed the Academic Athletic Mentor Partnership (AAMP) in 2007. The intent of the AAMP program is to initiate a mentor-mentee relationship involving community members, former student-

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athletes, and University faculty members that will foster a dynamic relationship for both the student-athletes of color and the mentors. Ultimately, this program increases the qualitative experience for our student-athletes of color, as well as connects these students to campus and community members. Currently the AAMP program includes eighteen first-year student-athletes of color from football, women's basketball, and women's track and field. Moving forward, the AAMP program will strive to include more student-athletes and mentors.

As a way to link the successes of former African-American student-athletes to current student-athletes of color, former student-athletes of color are highlighted through public service announcements (PSAs) during the month of February (Black History Month). Current student-athletes record the PSAs and the spots are shown on the video board and are also played as radio spots during the men's and women's basketball games.

To connect former student-athletes of color with current student-athletes of color, the National W Club and the Office of Academic Services partner to host a diversity barbeque during the summer for student-athletes. The day includes a Southern-style barbeque and networking. A number of student-athletes attend, along with members of the 100 Black Men, National W Club, and additional community leaders. This event has been in existence since 2007.

To continue an active connection with community members of color, the Athletic Department works closely with the 100 Black Men of Madison. Student-athletes of color are directly impacted by the 100 Black Men of Madison's involvement. Student-athletes participate in the annual 100 Black Men "Back to School Picnic" to pass out backpacks and school supplies to Madison's youth. The 100 Black Men also provide guest speakers and mentors for the Academic Athletic Mentor Partnership events and members attend the annual Diversity Barbeque.

As a way to connect with campus resources, in 2007, the Athletic Department implemented the Diversity Integration Group (DIG). DIG assists with the collaboration of diversity and inclusion efforts within the Athletic Department while striving to meet campus goals and initiatives. Membership of DIG includes the Associate Athletic Director for Event and Facilities, Associate Athletic Director for Sports Administration (SWA), Assistant Athletic Director for Academic Services, Director of Inclusion & Life Skills Programming, Big Ten Minority Intern, Executive Director National W Club, Membership Director National W Club, Director of Human Resources, Director of Championships and Special Projects, Big Ten Liaison, Coach Representative, and two Student-Athlete Representatives (one of being the President of SAESO).

To evaluate the commitment to diversity and to ensure that the student-athlete diversity programs are meeting the needs of the student-athletes, the Department will review student-athlete exit interviews, and will solicit feedback from student-athletes involved in diversity programming and from participants in the Academic Athletic Mentor Partnership (AAMP).

THE ANSWER TO 2.1 ACADEMIC STANDARDS, SELF-STUDY ITEM 14 CONTINUED IN 2.1 ACADEMIC STANDARDS, SELF-STUDY ITEM 15

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

If a sports team's projected Federal Graduation Rate is lower than the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

ANSWER TO 2.1 ACADEMIC STANDARDS, SELF-STUDY ITEM 14 CONTINUED

Efforts that aim to strengthen current and future diversity initiatives are focused on increasing the number of student-athletes and sports participating in governance and decision-making groups such as Student-Athlete Advisory Committee (SAAC), Student-Athletes Equally Supporting Others (SAESO), and participants in the Academic Athletic Mentor Partnership (AAMP).

The Academic Integrity Subcommittee was responsible for ensuring above-mentioned improvement strategies were developed through a process involving broad-based participation. The Academic Integrity Subcommittee was chaired by a University faculty member, Dr. Dale Bjorling, and contained broad-based representation, which included Athletic Board members, Athletic senior staff, University faculty and staff, alumni, coaches, student-athletes, and members of the student body. The Subcommittee met regularly to share information, analyze and

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prepare responses to NCAA certification self-study items. As a result plans for improvement were made and approved by the Steering Committee.

Members of the Academic Integrity Subcommittee:

- Dale Bjorling, Chair of the Academic Integrity Subcommittee, Professor School of Veterinary Medicine, and Faculty Member on the Athletic Board
- Patrick Farrell, former Vice Chancellor and Provost, currently Engineering Professor
- Judith Harackiewicz, Psychology Professor and Faculty Member on the Athletic Board
- Norm Fost, Professor of Pediatrics and Faculty Member on the Athletic Board
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- Katie Smith, Associate Compliance Director, Athletic Department
- John Jentz, Associate Athletic Director for Business Operations, Athletic Department
- Terrance Jamison, Football Student-Athlete (Medical Non Counter)
- Barry Davis, Head Wrestling Coach, Athletic Department

The Athletic Department will continue to monitor and evaluate efforts to increase Federal Graduation Rates for all student-athletes and especially minority student-athletes. These improvement initiatives and efforts will be monitored by the Office of Academic Services with regular reports to the Athletic Director, Athletic Department senior staff management team, Chancellor's office, the Equity, Diversity, Student Welfare Committee of the Athletic Board, and the Academic and Compliance Committee of the Athletic Board.

ANSWER TO 2.1 ACADEMIC STANDARDS, SELF-STUDY ITEM 15

The University of Wisconsin-Madison does not have any sport teams with an Academic Progress Rate (APR) below 925. Since team projected Federal Graduation Rate scores are not available for those sport teams with team multi-year scores above 925, no additional evaluation and data are being submitted.

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

If the most recent four-cohort GSR for any sports team is lower than the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

The overall Graduation Success Rate (GSR) for all University of Wisconsin-Madison student-athletes is 78 percent. The following teams have GSRs lower than the all student-athlete GSR: men's basketball 67 percent, football 61 percent, men's golf 57 percent, men's ice hockey 68 percent, wrestling 73 percent and women's golf 71 percent. Of these teams, the 2008 GSR data for men's basketball and wrestling are now above the GSR for all student-athletes. The 2008 GSR for all sport teams is equal to or above the national GSR rate for their respective sport. In the sports of football, men's basketball, and men's hockey, many student-athletes left ineligible in their last semester while preparing for professional opportunities. Additionally, in the sports of men's basketball, men's golf and women's golf, the GSR is affected by the small number of student-athletes in these cohorts. For example, two individuals from women's golf, out of seven in the cohort, were ineligible in their final semester of competition. Of these two, one has since finished her degree, and the other student-athlete transferred to another four-year institution. The plan for improvement located at the end of this Self-Study Item has been developed to address differences in the Graduation Success Rates.

The University of Wisconsin-Madison's primary goal is to do everything it possibly can to assist its student-athletes with completing their degrees in a timely manner. In that regard, the Athletic Department through the Office of Academic Services offers extensive programming and support to all student-athletes to ensure acclimation, retention and academic success. The Office of Academic Services has implemented and will continue to support programs and develop services that aim to increase the retention and graduation rates of all student-athletes. Every day presents an opportunity for the Athletic Department to improve academic support operations and develop plans

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for improvement. In that regard, the following outlines the department's overall academic programs and services strategies that focus on all student-athletes' academic success:

RETENTION AND GRADUATION RATE PLANS FOR IMPROVEMENT:

Since the second cycle of certification, a comprehensive academic support system has been put into place that commits additional resources and personnel to increase the retention and graduation of student-athletes. Personnel within the office include Athletic Academic Advisors, Learning Specialists, a Tutorial Coordinator, a Director of Inclusion and Life Skills Programming, a Career Development Coordinator, numerous mentors, tutors, and attendance monitors.

In 2003, a tutorial coordinator was hired to oversee all aspects of the tutor program and a fourth Learning Specialist was also added to increase the level of services available to student-athletes. The tutorial coordinator has implemented additional training opportunities for tutors as well as an electronic monitoring system for tutor sessions and reports.

In 2004, the Badger Athletics Student Information System (BASIS), a database that houses academic information, was developed to communicate and document interactions with student-athletes and assist in the development and tracking of individual academic support programs. BASIS encourages participation and involvement of all support personnel, including coaches and administrators. It provides a historical record of the services provided to assist student-athletes during their time at the University of Wisconsin-Madison. Through BASIS, progress reports are requested via e-mail from course instructors twice a semester. Meeting notes and comments from a student-athletes' meetings with Academic Advisors, Learning Specialists, tutors, and mentors are kept in BASIS. Moving forward, the Office of Academic Services will try to integrate the progress report system with new technology on campus to increase the response rate.

Programming changes in 2006 included the pairing of Learning Specialists with Academic Advisors to form teams that are able to provide consistent support for student-athletes. Academic Advisors and Learning Specialists regularly communicate with each other, the coaching staff, and student-athletes regarding the academic progress of student-athletes. Academic Athletic Advisors meet weekly with the coaching staff of their assigned sport to discuss the academic progress of student-athletes. In October of 2006, an Academic Services satellite office opened at the Kohl Center, providing a convenient location for men's and women's basketball student-athletes to receive services support.

To accurately assess each student-athlete's academic preparedness, which ultimately assists with the matching of services within the Office of Academic Services, student-athletes who enroll in summer school prior to their initial fall enrollment (men's and women's basketball, football and volleyball), have their reading skills assessed using the Stanford Diagnostic Reading Test. These results are reviewed by the student-athlete's Academic Advisor and Learning Specialist prior to the student-athlete's fall semester. Since the summer of 2007, incoming football and men's basketball players are asked to complete an information form, before their first semester of enrollment, that provides the Office of Academic Services staff with specific data concerning the student-athlete's needs. This form, as well as a Family Educational Rights and Privacy Act Authorization for Release of Information form, is sent out to student-athletes, their parents, and the high school guidance counselor. The completed forms and the information from the coaches are used to determine academic programming and support.

Since 2000, student-athletes have been granted priority registration. Student-athletes have either Priority A (register with the juniors, 54 degree credits and above) or Priority B (register first within their class.) This priority registration system is coordinated through the Office of the Registrar.

To facilitate the success of student-athletes, class attendance is regularly monitored. The Office of Academic Services employs approximately 12-15 part-time student employees and one full-time attendance coordinator. The following steps are used: Each day the attendance monitors report to the attendance coordinator via e-mail those student-athletes who were not in class. The coordinator in turn notifies the coaches, Academic Advisors, Learning Specialists, and Assistant Athletic Director of Academic Services of missed classes. Daily, weekly, and semester records/notes are also maintained by the coordinator.

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To evaluate the commitment to diversity and to ensure that the student-athlete diversity programs are meeting the needs of the student-athletes, the Department will review student-athlete exit interviews, and will solicit feedback from student-athletes involved in diversity programming and from participants in the Academic Athletic Mentor Partnership (AAMP).

Efforts that aim to strengthen current and future diversity initiatives are focused on increasing the number of student-athletes and sports participating in governance and decision-making groups such as Student-Athlete Advisory Committee (SAAC), Student-Athletes Equally Supporting Others (SAESO), and participants in the Academic Athletic Mentor Partnership (AAMP).

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- Barry Davis, Head Wrestling Coach, Athletic Department

The Athletic Department will continue to monitor and evaluate efforts to increase Graduation Success Rates for all student-athletes and especially minority student-athletes. These improvement initiatives and efforts will be monitored by the Office of Academic Services with regular reports to the Athletic Director, Athletic Department senior staff management team, Chancellor's office, the Equity, Diversity, Student Welfare Committee of the Athletic Board, and the Academic and Compliance Committee of the Athletic Board.

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

If the most recent four-class retention rate for any student-athlete subgroup is lower than the retention rate for all student-athletes, the institution must develop a plan for improvement to address the issue.

A variety of factors affect the retention rate for student-athletes, which include but are not limited to, student-athletes choosing to transfer to other institutions in order to pursue their athletic pursuits and student-athletes leaving school to pursue professional opportunities prior to the conclusion of their final year of eligibility. Male student-athletes leave the program in order to pursue professional opportunities prior to the conclusion of their fifth year of eligibility at a rate greater than females and this has had an impact on the overall male retention rate. While the University of Wisconsin-Madison is very pleased with the overall retention rate of its student-athletes, we do recognize that there are opportunities for improvements.

Male Student-Athletes: The four-class retention rate for male student-athletes is 958; the four-class average for all student-athletes is 971. A variety of factors affect the retention rate for male student-athletes including, but not

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limited to, student-athletes choosing to transfer to other institutions in order to pursue their athletic pursuits and student-athletes leaving school to pursue professional opportunities prior to the conclusion of their final year of eligibility. Student-athletes in men's sports regularly leave the program to pursue professional opportunities and this has had an impact on the overall retention rate.

Men's Basketball: The four-class retention rate for men's basketball is 952 which is lower than the four-class rate for male and all student-athletes. Of the five total retention points lost during the four year period, one student has returned to earn his degree, one student is playing professionally and the other three transferred to other institutions (one of whom had above a 2.6 GPA but was not granted a retention adjustment given it was prior to the implementation of the adjustment). The plan for improvement, located at the end of this Self Study Item has been developed to address differences in the retention rates.

Football: The four-class retention rate is 941, which is lower than the four-class retention rate for male and all student-athletes. Over the four year period, ten football student-athletes lost their retention point in their final year of competition as they pursued professional opportunities and were not eligible in their final semester. Of the ten student-athletes who lost points, two were in the 2003-04 year and eight were in the 2004-05 year. The retention rate for football student-athletes for the 2006-07 and 2007-08 years are 965 and 964 respectively. The plan for improvement, located at the end of this Self Study Item has been developed to address differences in the retention rates

Men's Ice Hockey: The four-class retention rate is 938 which is lower than the four-class retention rate for male and all student-athletes. Twelve individuals left ineligible as they pursued professional opportunities. The plan for improvement, located at the end of this Self Study Item has been developed to address differences in the retention rates.

Men's Swimming: The four-class retention rate for men's swimming is 950, which is lower than the four-class retention rate for male and all student-athletes. Of the eight student-athletes who lost retention points and transferred to other institutions, five had above a 2.6 GPA but were not granted a retention adjustment given it was prior to the implementation of the adjustment. Had the adjustment been operational, the men's swimming retention rate would have been 981. The plan for improvement, located at the end of this Self Study Item has been developed to address differences in the retention rates

Wrestling: The four-class retention rate for wrestling is 967 which is above the four-class retention rate for males and below the all student-athlete rate. The plan for improvement, located at the end of this Self Study Item has been developed to address differences in the retention rates

Women's Basketball: The four-class retention rate for women's basketball is 972. We recognize that even though the women's basketball team earned 106 of the 109 possible retention points over the four year period, the retention rate is below the all female student-athlete rate of 984. The plan for improvement, located at the end of this Self Study Item has been developed to address differences in the retention rates

Women's Cross Country: The four-class retention rate for women's cross country is 972. We recognize that even though the women's cross country team earned 103 of the 106 possible retention points over the four year period, the retention rate is below the all female student-athlete rate of 984. The plan for improvement, located at the end of this Self Study Item has been developed to address differences in the retention rates

Women's Golf: The four-class retention rate for women's golf is 974. We recognize that even though the women's cross country team earned 74 of the 76 possible retention points over the four year period, the retention rate is below the all female student-athlete rate of 984. The plan for improvement, located at the end of this Self Study Item has been developed to address differences in the retention rates

Softball: The four-class retention rate for softball is 978. We recognize that even though the women's softball team earned 133 of the 136 possible retention points over the four year period, the retention rate is below the all female student-athlete rate of 984. The plan for improvement, located at the end of this Self Study Item has been developed to address differences in the retention rates

Women's Indoor Track: The four-class retention rate for women's indoor track is 980. We recognize that even though the women's indoor track team earned 239 of the 244 possible retention points over the four year period, the retention rate is below the all female student-athlete rate of 984. The plan for improvement, located at the end of this Self Study Item has been developed to address differences in the retention rates

Women's Outdoor Track: The four-class retention rate for women's outdoor track is 980. We recognize that even though the women's outdoor track team earned 248 of the 253 possible retention points over the four year period, the retention rate is below the all female student-athlete rate of 984. The plan for improvement, located at the end of

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this Self Study Item has been developed to address differences in the retention rates developed to address differences in the retention rates.

The University of Wisconsin-Madison's primary goal is to do everything it possibly can to assist its student-athletes with completing their degrees in a timely manner. In that regard, the Athletic Department through the Office of Academic Services, offers extensive programming and support to all student-athletes to ensure acclimation, retention and academic success. The Office of Academic Services has implemented and will continue to support programs and develop services that aim to increase the retention and graduation rates of all student-athletes. Every day presents an opportunity for the Athletic Department to improve academic support operations and develop plans for improvement. In that regard, the following outlines the Department's overall academic programs and services strategies that focus on all student-athletes' academic success:

RETENTION AND GRADUATION RATE PLANS FOR IMPROVEMENT:

Since the second-cycle of certification, a comprehensive academic support system has been put into place that commits additional resources and personnel to increase the retention and graduation of student-athletes. Personnel within the office include Athletic Academic Advisors, Learning Specialists, a Tutorial Coordinator, a Director of Inclusion and Life Skills Programming, a Career Development Coordinator, numerous mentors, tutors, and attendance monitors.

In 2003, a tutorial coordinator was hired to oversee all aspects of the tutor program and a fourth Learning Specialist was also added to increase the level of services available to student-athletes. The tutorial coordinator has implemented additional training opportunities for tutors as well as an electronic monitoring system for tutor sessions and reports.

In 2004, the Badger Athletics Student Information System (BASIS), a database which houses academic information, was developed to communicate and document interactions with student-athletes and assist in the development and tracking of individual academic support programs. BASIS encourages participation and involvement of all support personnel including coaches and administrators. It provides a historical record of the services provided to assist student-athletes during their time at the University of Wisconsin-Madison. Through BASIS, progress reports are requested via e-mail from course instructors twice a semester. Meeting notes and comments from a student-athlete's meetings with Academic Advisors, Learning Specialists, tutors, and mentors are kept in BASIS. Moving forward, the Office of Academic Services will try to integrate the progress report system with new technology on campus to increase the response rate.

Programming changes in 2006 included the pairing of Learning Specialists with Academic Advisors to form teams that are able to provide consistent support for student-athletes. Academic Advisors and Learning Specialists regularly communicate with each other, the coaching staff, and student-athletes regarding the academic progress of student-athletes. Academic Athletic Advisors meet weekly with the coaching staff of their assigned sport to discuss the academic progress of student-athletes. In October of 2006, an Academic Services satellite office opened at the Kohl Center, providing a convenient location for men's and women's basketball student-athletes to receive services support.

To accurately assess each student-athlete's academic preparedness, which ultimately assists with the matching of services within the Office of Academic Services, student-athletes who enroll in summer school prior to their initial fall enrollment (men's and women's basketball, football and volleyball), have their reading skills assessed using the Stanford Diagnostic Reading Test. These results are reviewed by the student-athlete's Academic Advisor and Learning Specialist prior to the student-athlete's fall semester. Since the summer of 2007, incoming football and men's basketball players are asked to complete an information form, before their first semester of enrollment that provides the Office of Academic Services staff with specific data concerning the student-athlete's needs. This form, as well as a Family Educational Rights and Privacy Act Authorization for Release of Information form, is sent out to student-athletes, their parents, and the high school guidance counselor. The completed forms and the information from the coaches are used to determine academic programming and support.

Since 2000, student-athletes have been granted priority registration. Student-athletes have either Priority A (register with the juniors, 54 degree credits and above) or Priority B (register first within their class.) This priority registration system is coordinated through the Office of the Registrar.

To facilitate the success of student-athletes, class attendance is regularly monitored. The Office of Academic Services employs approximately 12-15 part-time student employees and one full-time attendance coordinator. The following steps are used: Each day the attendance monitors report to the attendance coordinator via e-mail those student-athletes who were not in class. The coordinator in turn notifies the coaches, Academic Advisors, Learning Specialists, and Assistant Athletic Director of Academic Services of missed classes. Daily, weekly, and semester records/notes are also maintained by the coordinator.

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Currently, 10 of the 23 teams have a mandatory study table at the discretion of the coach. Study table consists of monitored study time throughout the week. Some teams require their student-athletes to log hours in the Fetzer Academic Center by checking in and out when they are studying. Both of these initiatives are agreed upon by the Academic Advisor, Learning Specialist and coach. These individuals set the hours, length, and rules regarding study table and who participates in the mandatory study table. This is done to assist student-athletes in learning time management as well as to monitor the certain student-athletes' academic progress.

Since 2003, the Office of Academic Services has strengthened its relationship with the National Football League Players Association (NFLPA) office. To help former football student-athletes to finish their degrees, the NFLPA provides the Office of Academic Services with contact information of current NFL athletes. A member of the Office of Academic Services Staff acts as a liaison to the NFLPA. Additionally, Office of Academic Services staff members belong to the National Association of Academic Advisors for Athletics (N4A) which has a NFL-N4A Advisory Committee. The NFL-N4A Advisory Committee creates degree-completion opportunities for college non-graduates who have pursued a professional sports career. The Assistant Athletic Director for Academic Services is the current N4A Region III Director, and is actively involved in the NFL-N4A Advisory Committee.

As a member of the National Consortium for Academics and Sport and in an attempt to assist former student-athletes to complete their degrees, the Athletic Department provides academic services and free tuition to former student-athletes. In exchange, these former student-athletes agree to participate in school outreach and community service programs addressing social issues of America's youth.

As a way to more effectively provide information to former student-athletes who have not completed their degrees, the Office of Academic Services will make better use of its website by adding graduation resource information.

Overall, the changes in personnel have added more support and resources for student-athletes. Through adding the Stanford Diagnostic Reading Test, BASIS, class attendance monitoring, progress reports and mandatory study table the Office of Academic Services is able to identify those students who need more support and resources as well as work with identified students to find success in the classroom. Finally, through the partnership with the NFLPA and the National Consortium, the University encourages all student-athletes to complete their degrees.

The Office of Academic Services has made an effort to add programming focused on the first-year transition to college, connecting student-athletes to the Athletic Department and to campus.

In 2004, a full-time CHAMPS/ Life Skills Coordinator was added to the office. The CHAMPS/Life Skills program, through five components, assists with the growth and development of student-athletes. In 2005, the UW CHAMPS/ Life Skills program was awarded the Division 1A Program of Excellence Award.

In 2008, the Life Skills Academy was implemented to provide a structured life skills curriculum for first-year student-athletes. The Life Skills Academy consists of six mandatory meetings, all having a life skills topic theme, throughout the academic year. Guest speakers provide information on each topic and experienced student-athlete peer leaders facilitate small group activities and keep in contact with their group of first-year students throughout the academic year.

The Office of Academic Services has increased programming for first-year student-athletes. In an effort to successfully transition student-athletes from high school to college, the Athletic Department also supports the Counseling Psychology (CP) Department with the teaching of two courses: CP 125-Racial and Socioeconomic Perspectives on the First College Year and CP 115- Human Resources Development: Educational Effectiveness. Both courses deal with the transition from high school to college, as well as race and ethnicity issues. The goal is for all first-year scholarship student-athletes to enroll in one of the courses.

The Athletic Department has two student-athlete groups, the Student-Athlete Advisory Committee (SAAC) and Student-Athletes Equally Supporting Others (SAESO). Both of these groups strive to provide a connection between student-athletes and the Athletic Department. Both groups act as a sounding board for legislation and department policies affecting student-athletes. Finally, both SAAC and SAESO plan community and social events for student-athletes to engage in and therefore foster a connection with other student-athletes, the Athletic Department and the community.

The Office of Academic Services continues to encourage and support student-athletes in their last semester of academic eligibility. To increase retention, the Athletic Department is emphasizing the importance of leaving eligible by including academic contingencies in athletics aid tenders of those student-athletes in their final year of eligibility or those who coaches feel will pursue professional opportunities.

MINORITY STUDENT-ATHLETE RETENTION AND GRADUATION RATE PLANS FOR IMPROVEMENT:

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While the programming and services target and benefit all student-athletes, the implementation of specific programming aimed at increasing minority student-athlete retention and graduation has been successful and continues to evolve.

In 2006, the Athletic Department implemented the Diversity and Inclusion Program. The program focuses on ways to address the emotional, social, intellectual and physical needs of our diverse student-athlete population. The Athletic Department recognizes student-athletes of diverse backgrounds, which include but are not limited to, student-athletes of color (African-American, Hispanic/Latino, Asian or Pacific Islander and American Indian) and LGBTQA students-athletes (Lesbian, Gay, Bisexual, Transgender, Queer and Allied).

To meet the needs of student-athletes of color, the Office of Academic Services also created the position of Director of Inclusion and Life Skills Programming to oversee all of the Office of Academic Services' Diversity and Inclusion Programming. These responsibilities include supervising the Big Ten Minority Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisor Committee (SAAC), planning the Diversity Barbeque, and planning Black History Month Celebrations. These programs and services are described below in further detail.

Annually, the Office of Academic Services uses the Big Ten Minority Internship fund to employ an individual from an underrepresented group as an intern. The intern's daily responsibilities include working directly on diversity and inclusion programming with the Director of Inclusion and Life Skills Programming. The intern increases the diverse make-up of the Office of Academic Services and provides valuable resources to the Diversity and Inclusion programming that benefits the students.

Since 2006, the Office of Academic Services has partnered with the National W Club, the Wisconsin Alumni Association, and Letters & Science/Human Ecology Career Services to host Career Links: Diversity Networking Event. The event is an opportunity for student-athletes of color to network with campus leaders, faculty members, community business leaders, alumni, and other students of color. Several student-athletes attend the event and make professional connections with those in attendance. The goal is to increase participation in the event each year.

In 2006, as a way to bring together student-athletes of different cultures, ethnicities, lifestyles, and belief systems, Student-Athletes Equally Supporting Others (SAESO), a student-organization, was formed within the Office of Academic Services. The organization meets regularly to improve the campus experience for student-athletes through group discussion, community involvement, and social interactions. SAESO also serves as an avenue for student-athletes to assist with promoting campus and community events. For the 2008-2009 academic year, and thereafter, the President of SAESO will hold an officer position on SAAC.

The Office of Academic Services developed the Academic Athletic Mentor Partnership (AAMP) in 2007. The intent of the AAMP program is to initiate a mentor-mentee relationship involving community members, former student-athletes, and University faculty members that will foster a dynamic relationship for both the student-athletes of color and the mentors. Ultimately, this program increases the qualitative experience for our student-athletes of color as well as connects these students to campus and community members. Currently the AAMP program includes eighteen first-year student-athletes of color from football, women's basketball, and women's track and field. Moving forward, the AAMP program will strive to include more student-athletes and mentors.

As a way to link the successes of former African-American student-athletes to current student-athletes of color, former student-athletes of color are highlighted through public service announcements (PSAs) during the month of February (Black History Month). Current student-athletes record the PSAs and the spots are shown on the video board, are played as radio spots during the men's and women's basketball games, and are featured on the Department's website, UWBadgers.com.

To connect former student-athletes of color with current student-athletes of color, the National W Club and the Office of Academic Services partner to host a diversity barbeque during the summer for student-athletes. The day includes a Southern style barbeque and networking. A number of student-athletes attend along with members of the 100 Black Men, National W Club, and additional community leaders. This event has been in existence since 2007.

To continue an active connection with community members of color, the Athletic Department works closely with the 100 Black Men of Madison. Student-athletes of color are directly impacted by the 100 Black Men of Madison's involvement. Student-athletes participate in the annual 100 Black Men "Back to School Picnic" to pass out backpacks and school supplies to Madison's youth. The 100 Black Men also provide guest speakers and mentors for the Academic Athletic Mentor Partnership events and members attend the annual Diversity Barbeque.

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As a way to connect with campus resources, in 2007 the Athletic Department implemented the Diversity Integration Group (DIG). DIG assists with the collaboration of diversity and inclusion efforts within the Athletic Department while striving to meet campus goals and initiatives. Membership of DIG include the Associate Athletic Director for Event and Facilities, Associate Athletic Director for Sports Administration (SWA), Assistant Athletic Director for Academic Services, Director of Inclusion & Life Skills Programming, Big Ten Minority Intern, Executive Director National W Club, Membership Director National W Club, Director of Human Resources, Director of Championships and Special Projects, Big Ten Liaison, Coach Representative, and two Student-Athlete Representatives (one of being the President of SAESO).

To evaluate the commitment to diversity and to ensure that the student-athlete diversity programs are meeting the needs of the student-athletes, the Department will review student-athlete exit interviews, solicit feedback from student-athletes involved in diversity programming and from participants in the Academic Athletic Mentor Partnership (AAMP).

Efforts that aim to strengthen current and future diversity initiatives are focused on increasing the number of student-athletes and sports participating in governance and decision-making groups, such as Student-Athlete Advisory Committee (SAAC), Student-Athletes Equally Supporting Others (SAESO), and participants in the Academic Athletic Mentor Partnership (AAMP).

The Academic Integrity Subcommittee was responsible for ensuring above mentioned improvement strategies were developed through a process involving broad-based participation. The Academic Integrity Subcommittee was chaired by a University faculty member, Dr. Dale Bjorling, and contained broad-based representation that included Athletic Board members, Athletics senior staff, University faculty and staff, alumni, coaches, student-athletes, and members of the student body. The Subcommittee met regularly to share information, analyze and prepare responses to NCAA certification self-study items. As a result, plans for improvement were made and approved by the Steering Committee.

Members of the Academic Integrity Subcommittee:

- Dale Bjorling, Chair of the Academic Integrity Subcommittee, Professor School of Veterinary Medicine, and Faculty Member on the Athletic Board
- Patrick Farrell, former Vice Chancellor and Provost, currently Engineering Professor
- Judith Harackiewicz, Psychology Professor and Faculty Member on the Athletic Board
- Norm Fost, Professor of Pediatrics and Faculty Member on the Athletic Board
- Thomas Mitchell, Law School Professor
- Jeff Anders, Clinical Assistant Professor of Psychiatry and Academic Staff Representative on the Athletic Board
- Claudia Pogreba, Alumni Representative on the Athletic Board
- Logan Hulick, Associated Students of Madison Representative on the Athletic Board
- Tom Reason, Associate Director for Enrollment Management
- Joan Irwin, Athletic Eligibility Specialist in the Registrar's Office
- Vince Sweeney, Senior Associate Athletic Director for External Relations, Athletic Department
- Doug Tiedt, Assistant Athletic Director for Academic Services, Athletic Department
- Katie Smith, Associate Compliance Director, Athletic Department
- John Jentz, Associate Athletic Director for Business Operations, Athletic Department
- Terrance Jamison, Football Student-Athlete (Medical Non Counter)
- Barry Davis, Head Wrestling Coach, Athletic Department

The Athletic Department will continue to monitor and evaluate efforts to increase Federal Graduation Rates for all student-athletes and especially minority student-athletes. These improvement initiatives and efforts will be monitored by the Office of Academic Services with regular reports to the Athletic Director; Athletic Department senior staff management team; Chancellor's office; the Equity, Diversity, Student Welfare Committee of the Athletic Board; and the Academic Affairs and Compliance Committee of the Athletic Board.

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

The Athletic Department has established written policies regarding the scheduling of practices and competition to minimize conflicts with student-athletes' class time and final examination periods due to participation in intercollegiate athletics.

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Coaches are required to submit practice schedules to the Office of Academic Services in the spring of each academic year. This information is communicated to all campus advisors prior to summer orientation and fall enrollment, as well as to athletic academic advisors prior to the beginning of each academic year. It is the responsibility of the student-athlete, with the assistance of his/her academic advisor, to avoid scheduling classes that regularly conflict with practice and competition.

The athletic competition schedules are submitted by the coach to the sport administrator for initial review. The schedules are then forwarded by the sport administrator to the Senior Associate Director of Compliance (Katie Smith) for placement on the agenda of an upcoming Athletic Board Academics and Compliance Committee meeting. The Athletic Board Academics and Compliance Committee reviews and approves all athletic competition schedules.

The Academics and Compliance Committee reviews the schedules under the Department's missed class days policy that limits missed class days to a maximum of six days per semester. Neither tournaments with mandatory qualifying or NCAA Championships count in the six-day total.

All Committee members are provided academic data for each team showing the most recent cumulative GPA of team members (without specific identification of the student-athlete) in addition to the average team GPA to use as a resource in the schedule review process.

If a schedule results in less than six missed-class days, then the schedule is automatically approved by the Committee.

If a sport requests more than six missed-class days, the head coach (or designee) must present the schedule to the Committee and provide pertinent background information as to why the schedule exceeds the limit. The Committee may waive the limit of six missed-class days under the condition that no student-athlete with a GPA less than 2.5 misses more than six class days.

Following the Committee's approval, the Chair of the Committee sends confirmation to the Head Coach that the schedule has been approved and reminds the Head Coach that no student-athlete with less than a 2.5 GPA may miss more than six class days.

The Office of Academic Services provides travel excuse letters for away competitions during the academic year. The travel letters are an official request from the Athletic Department asking instructors for their consideration in excusing student-athletes for expected missed-class time due to travel and competition. The letters contain the names of the members of the team who are traveling, the travel schedule and are signed by the Assistant Athletic Director of Academic Services (Doug Tiedt) and the Head Coach of the sport. These letters do not insure that student-athletes will receive excused absences for class time missed. Attendance policies are determined by the instructors of the course. The travel letters are available each semester before the competition for that season begins. Head coaches are also sent electronic copies of travel letters to facilitate their distribution. Student-athletes are instructed to present the letters to instructors at the beginning of the semester and are encouraged to engage in communication with the instructors to work through any potential conflicts.

Competitions may not be scheduled during final-exam periods. It is permissible to schedule competitions on the study day immediately preceding the final-exam period. Furthermore, competitions may be scheduled on or after 5:00 p.m. Central Time on the date the final-exam period ends (e.g., Saturday, May 18, 2008 and Saturday, December 20, 2008). Competitions in conjunction with NCAA Championships, Big Ten Conference Championships, and EACRC/EAWRC/Central Sprints and IRA National Championships are exempt from this policy. Exceptions to these scheduling policies may only be granted by the Athletic Director.

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

The University does not have a standard written policy regarding class attendance and missed classes for students and makes no exceptions for student-athletes. Policies regarding these issues are at the discretion of the course instructor. The University through the Dean of Students Office publishes the following statement (Information Regarding Absences from Classes from <http://www.wisc.edu/students/students/students.htm>): "If a student misses classes due to illness, injury, family emergency, or some other reason, it is the responsibility of the student to notify their instructors of this absence as soon as possible. The Dean of Students Office will not normally send notice of absence to instructional staff unless the student is unable to do so themselves. Accommodations and make-up procedures are at the discretion of the faculty member. Students are welcome to discuss their situations with the on-call dean."

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

The following is a list of sports and the number of actual missed class days for the 2007-08 academic year. These numbers include participation in all post-season events. If the sport exceeds the six-day maximum, an explanation is included. Please note that while a sport team may miss more than six class days, the coaching staff is responsible for ensuring that no student-athlete with a GPA below 2.5 misses more than six class days, excluding tournaments with mandatory qualifying and NCAA Championships.

Football (Fall-0 / Spring-NA)

Men's Basketball (Fall-1 / Spring-9.5): NCAA postseason participation accounted for 2.5 missed-class days in the Spring which cannot be predicted accurately at the beginning of the year.

Men's Golf (Fall-11 / Spring-6.5): All contests were away-from-home competitions against high-level competition. Courses hosting high-level events will not host college golf tournaments on the weekends due to a major loss of revenue. Therefore, these tournaments often use a Monday-Tuesday format. Weather conditions increase travel, limit hosting opportunities and ability to attract high-level opponents to such home competitions.

Men's Ice Hockey (Fall-5.5 / Spring-7.5): Conference post-season participation accounted for 2 missed-class days in the Spring that cannot be predicted accurately at the beginning of the year.

Men's Rowing (Fall-1.5 / Spring-4)

Men's Soccer (Fall-5 / Spring-0)

Men's Swimming & Diving (Fall-5 / Spring-4)

Men's Tennis (Fall-9 / Spring-9): The fall tennis schedule comprises of a number of invitational tournaments that do not involve all team members. In addition, the number of days involved varies per student-athlete based on progression in a tournament. The most class days any team member would have missed were 9 during each semester.

Men's Cross Country (Fall-4 / Spring-Participants included in Track)

Men's Track (Fall-NA / Spring-11): Men's Track often travels in three separate groups-distance, decathletes/heptathletes and track and field. While many student-athletes missed less, the most class days a student-athlete in one of these groups would have missed were 11. The nature of the sport also leads to more missed-class days because competitions are often held over three days so that all events may be accommodated.

Wrestling (Fall-6.5 / Spring-4)

Women's Basketball (Fall-2.5 / Spring-4.5)

Women's Golf (Fall-5 / Spring-9): All contests were away-from-home competitions against high-level competition. Courses hosting high-level events will not host college golf tournaments on the weekends due to a major loss of revenue. Therefore, these tournaments often use a Monday-Tuesday format. Weather conditions increase travel, limit hosting opportunities and ability to attract high-level opponents to such home competitions.

Women's Ice Hockey (Fall-5.5 / Spring-4.5)

Women's Rowing Lightweight (Fall-1, Spring-4)

Women's Rowing Openweight (Fall-0 / Spring-8.5): Team travel involved two commercial flights. Departure options for these flights are limited given the large squad size of the traveling party and limited seat capacity.

Women's Soccer (Fall-4 / Spring-0)

Softball (Fall-0 / Spring-9.5): Due to the nature of the sport, the team began the championship segment with 5 road trips to locations where winter weather would not be a factor.

Women's Swimming & Diving (Fall-6 / Spring-4.5)

Women's Tennis (Fall-9 / Spring-7): The fall tennis schedule comprises of a number of invitational tournaments that do not involve all team members. In addition, the number of missed-class days involved varies per student-athlete based on progression in a tournament. The most class days any team member would have missed were 9 during the fall semester. The most classes any student-athlete would have missed in the spring were 7.

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Women's Cross Country (Fall-4 / Spring-Participants included in Track)

Women's Track and Field (Fall-NA / Spring-13.5): Women's Track often travels in split squads due to the large numbers with departure based on when student-athletes compete in a multi-day event. Since events for heptathlon participants are at the beginning of these multi-day events, the heptathletes are the first to depart and miss more class days as a result. The one heptathlete who traveled to all events missed 13.5 class days, including five for Conference and NCAA post-season championships. The most any distance runner would have missed is 11, again, including five for conference and postseason championships. All other student-athletes would not have missed more than 11 class days.

Volleyball (Fall-7 / Spring-0): Conference competition is on a Friday-Saturday format, requiring the teams to depart Thursdays for away-from-home competitions.

The following is a list of sports and the number of actual missed class days for the 2006-07 academic year. These numbers include participation in all post-season events. If the sport exceeds the six-day maximum, an explanation is included. Please note that while a sports team may show more than six missed-class days, the coaching staff is responsible for ensuring that no student-athlete with a GPA below 2.5 misses more than six class days, excluding tournaments with mandatory qualifying and NCAA Championships.

Football (Fall-0 / Spring-NA)

Men's Basketball (Fall-0 / Spring-7): NCAA post-season participation accounted for 2 missed-class days in the Spring which cannot be predicted accurately at the beginning of the year.

Men's Golf (Fall-10 / Spring-9.5): All contests were away-from-home competitions against high-level competition. Courses hosting high-level events will not host college golf tournaments on the weekends due to a major loss of revenue. Therefore, these tournaments often use a Monday-Tuesday format. Weather conditions increase travel, limit hosting opportunities and ability to attract high-level opponents to such home competitions. While not all student-athletes competed in every event, the most class days any student-athlete would have missed in the fall are 10 and 9.5 in the spring.

Men's Ice Hockey (Fall-6.5 / Spring-10.5): Conference post-season participation accounted for 5 missed-class days in the spring which cannot be predicted accurately at the beginning of the year.

Men's Rowing (Fall-2.5 / Spring-2.5)

Men's Soccer (Fall-5 / Spring-0)

Men's Swimming & Diving (Fall-3 / Spring-6)

Men's Tennis (Fall-7 / Spring-7.5): The fall tennis schedule comprises of a number of invitational tournaments that do not involve all team members. In addition, the number of missed class days involved varies per student-athlete based on progression in a tournament. While other student-athletes missed less in the fall, the most class days any team member missed during fall was 7. NCAA Regionals accounted for 2 missed class days during spring which cannot be predicted accurately at the beginning of the year.

Men's Cross Country (Fall-5 / Spring-Participants included in Track)

Men's Track (Fall-NA / Spring-8.5): Men's Track often travels in three separate groups-distance, decathletes/heptathletes and track and field. While many student-athletes missed less, the most class days a student-athlete in one of these groups would have missed are 8.5. The nature of the sport also leads to more missed-class days because competitions are often held over three days so that all events may be accommodated.

Wrestling (Fall-4 / Spring-6.5): NCAA post-season participation accounted for 3 missed class days during spring which cannot be predicted accurately at the beginning of the year.

Women's Basketball (Fall-3 / Spring-5)

Women's Golf (Fall-3 / Spring-4)

Women's Ice Hockey (Fall-5.5 / Spring-6)

Women's Rowing Lightweight (Fall-1 / Spring-3)

Women's Rowing Openweight (Fall-0 / Spring-4)

Women's Soccer (Fall-9 / Spring-0): Conference post-season accounted for 2.5 missed-class days in the fall that cannot be predicted accurately at the beginning of the year.

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Softball (Fall-0 / Spring-9.5): Due to the nature of the sport, the team began the championship segment with 4 road trips to locations where winter weather would not be a factor.

Women's Swimming & Diving (Fall-7 / Spring-6.5): Fall season included two invitationals with competition spanning a three-day period. NCAA post-season accounted for 3.5 missed-class days during the spring for 8 student-athletes.

Women's Tennis (Fall-12 / Spring-6): The fall tennis schedule comprises of a number of invitational tournaments that do not involve all team members. In addition, the number of days involved varies per student-athlete based on progression in a tournament. While all other student-athletes missed 7 class days or less in the fall, one student-athlete missed 12 class days including 5 for the ITA All-American Championships. The most class days any student-athlete would have missed in the spring were 6.

Women's Cross Country (Fall-5.5 / Spring-Participants included in Track)

Women's Track and Field (Fall-0 / Spring-10.5): Women's Track often travels in split squads due to the large numbers with departure based on when student-athletes compete in a multi-day event. Since events for heptathlon participants are at the beginning of these multi-day events, the heptathletes are the first to depart and miss more class days as a result. The one heptathlete who traveled to all events except one missed 10.5 class days. All other student-athletes would not have missed more than 9.5 class days.

Volleyball (Fall-8 / Spring-0): Conference competition is on a Friday-Saturday format, requiring the teams to depart Thursdays for away-from-home competitions. NCAA postseason participation accounted for 2 missed-class days that cannot be accurately predicted at the beginning of the year.

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

The Athletic Department established written policies and practices regarding the scheduling of practices, competition and missed-class time are clearly communicated to coaches and administrators via the Office of Academic Services Handbook and at monthly coaches meetings. Student-athletes are informed during academic meetings at the beginning of the year and throughout the year and via the Student-Athlete Handbook which is available on the Department's website, UWBadgers.com.

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

The Academic Integrity Subcommittee was responsible for ensuring above mentioned improvement strategies were developed through a process involving broad-based participation. The Academic Integrity Subcommittee was chaired by a University faculty member, Dr. Dale Bjorling, and contained broad-based representation which included Athletic Board members, Athletic senior staff, University faculty and staff, alumni, coaches, student-athletes, and members of the student body. The Subcommittee met regularly to share information, analyze and prepare responses to NCAA certification self-study items. As a result plans for improvement were made and approved by the Steering Committee.

Members of the Academic Integrity Subcommittee:

- Dale Bjorling, Chair of the Academic Integrity Subcommittee, Professor School of Veterinary Medicine, and Faculty Member on the Athletic Board
- Patrick Farrell, former Vice Chancellor and Provost, currently Engineering Professor
- Judith Harackiewicz, Psychology Professor and Faculty Member on the Athletic Board
- Norm Fost, Professor of Pediatrics and Faculty Member on the Athletic Board
- Thomas Mitchell, Law School Professor
- Jeff Anders, Clinical Assistant Professor of Psychiatry and Academic Staff Representative on the Athletic Board
- Claudia Pogreba, Alumni Representative on the Athletic Board
- Logan Hulick, Associated Students of Madison Representative on the Athletic Board
- Tom Reason, Associate Director for Enrollment Management
- Joan Irwin, Athletic Eligibility Specialist in the Registrar's Office

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- Vince Sweeney, Senior Associate Athletic Director for External Relations, Athletic Department
- Doug Tiedt, Assistant Athletic Director for Academic Services, Athletic Department
- Katie Smith, Associate Compliance Director, Athletic Department
- John Jentz, Associate Athletic Director for Business Operations, Athletic Department
- Terrance Jamison, Football Student-Athlete (Medical Non Counter)
- Barry Davis, Head Wrestling Coach, Athletic Department

The Athletic Department will continue to monitor and evaluate efforts to increase the Federal Graduation Rates, Graduation Success Rates and retention for all student-athletes and especially minority student-athletes. These improvement initiatives and efforts will be monitored by the Office of Academic Services with regular reports to the Athletic Director, Athletic Department senior staff management team, Chancellor's office, the Equity, Diversity, Student Welfare Committee of the Athletic Board, and the Academic and Compliance Committee of the Athletic Board.

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

- Most recent Federal Graduation Rates report.
- Most recent Academic Progress Rate report.
- Most recent Graduation Success Rate report.
- Most recent institutional catalog and/or bulletin.
- 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 president or chancellor, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- A random sampling of student-athlete eligibility files (including, when appropriate, final high school transcripts, high schools' lists of approved core courses and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, and transfer documentation).
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.
- Scheduling policies.
- Missed class policies.

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Operating Principle

2.2 Academic Support

Self-Study Items

1. List all conditions for certification imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide:

- a. The original condition imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

The University of Wisconsin-Madison did not have any conditions for certification imposed.

Action

Action Date

Explanation for partial or non-completion

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 second-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include:

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s);
- d. An explanation for any partial or noncompletion of such plans.

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

1. Original Plan

The University of Wisconsin-Madison did not have any plans for improvement/recommendations in this area.

Action

Action Date

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Explanation for partial or non-completion

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

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

On March 17, 2006, the NCAA Division I Committee on Academic Performance mandated that the University of Wisconsin-Madison create an academic improvement plan for the sport of football as the single-year football APR for the 2003-04 and 2004-05 year were 924 and 907 respectively producing an overall APR of 914, thus not meeting the established NCAA Division I Academic Performance Program Benchmarks. Since the development and implementation of the plan in 2006, the football APR has improved single-year rates, which have averaged 967 for a multiyear rate of 952.

The football academic improvement plan identified areas of concern, established goals, developed steps to achieve the goals, identified individuals responsible for implementation, and set a specific timetable for completing the work. The academic improvement plan is monitored and reviewed annually by the Athletic Department and the Academic and Compliance Committee of the Athletic Board. It was also reviewed by the third-cycle NCAA Athletic Certification Self-Study Academic Integrity Subcommittee and Steering Committee. The academic improvement plan is on file in the Office of Academic Services and is available for review.

The first goal was to reduce the number of 0-for-2 student-athletes. The steps taken to achieve the goals included expanding the current learning specialist and mentoring program in the fall of 2006 to allow more individual attention to student-athletes who need the most remediation and assistance. An increase in the monitoring of class attendance meant expanding the comprehensive class checking system, while maintaining weekly coaches meetings. Coaches and staff were instructed on how to continue to develop and extract information from the Badger Athletics Student Information System (BASIS). BASIS is upgraded periodically, and its features are made more user-friendly for the coaches and staff.

The second goal included reducing the number of eligibility points lost by student-athletes who pursued professional opportunities after exhausting their eligibility. The steps taken to achieve the goal include having the football advisor meet weekly with all student-athletes who intend to pursue professional opportunities who are in their final year of eligibility. The meetings address the impact a poor semester has on future academic pursuits. Additionally, there is a focus on increasing contact between advisors and instructors, and an increase in effective communication with tutors and monitors at review groups. Since the fall of 2006, non-athletically related conditions were implemented in athletic financial aid tenders that state if a student does not meet all NCAA, Big 10 and institutional academic eligibility requirements, future athletic financial aid may be withheld.

Another area of identified concern was the need to reduce the number of points lost by student-athletes who are medical non-counters or those on post-competition aid. Since the fall of 2006, the Assistant Director of Academic Services has had the sole responsibility of monitoring all post-competition and medical student-athletes' academic responsibilities. Since the fall of 2006, non-athletically related conditions in tenders, an increase in the monitoring of class attendance of post-competition and medical non-counters has been implemented. Greater training room involvement in providing mental health support and professional referral for those student-athletes who may be dealing with personal issues after no longer being able to participate is also a desired goal. The Office of Academic Services and the Sports Medicine staff have engaged in continuous dialogue with students who are injured or are having difficulty with the transition out of athletics.

As a way to address the need to assist football student-athletes' assimilation into the campus, the Office of Academic Services hired a Director of Inclusion and Life Skills Programming who works with the campus community in educating and encouraging student-athletes to take advantage of campus resources (i.e. Multicultural Center, Diversity Education Program) and rewarding student-athletes who participate. A goal that has been established and is continually evaluated is to continue to hire football study table supervisors who are connected with, and/or knowledgeable of, various campus resources and campus organizations.

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In the fall of 2007, the Academic Athletic Mentoring Partnership (AAMP) was formed to initiate a mentor-mentee relationship involving community members, former student-athletes, and University faculty members that would foster a dynamic relationship for both the student-athletes of color and the mentors. Ultimately, this program increases the qualitative experience for our student-athletes of color and connects these students to campus and community members.

To continue to meet the needs of student-athletes who are academically underprepared and to increase retention and graduation, the goals addressed improving academic support to student-athletes by expanding current learning specialist services. This will allow more individual attention for student-athletes who need the most remediation and assistance. Additional attendance monitors were employed, which allowed for an expansion in the class checking system. Coaches meetings are held on Tuesday mornings at 9 am, and progress updates and attendance reports are summarized and distributed at the meetings. Updates and improvements to the Badger Athletics Student Information System (BASIS), a database that houses academic information, continue to be developed and expanded to facilitate communication.

In an effort to continue to minimize the number of student-athletes who are suspended per the Student-Athlete Discipline Policy, which was revised and clarified in plain language, or dismissed from the team for detrimental conduct, Student-Athletes Equally Supporting Others (SAESO), a student-organization, was formed within the Office of Academic Services. SAESO strives to bring together student-athletes of different cultures, ethnicities, lifestyles, and belief systems to enhance their experience on campus. The group meets regularly to improve the campus experience for student-athletes of color through group discussion, community involvement, and social interactions. As discussed previously, the AAMP program also serves as a mechanism to meet this goal.

The Office of Academic Services has developed a data collection form that is sent to all NLI signees prior to the conclusion of their senior year in high school to gather information that will help to develop an individualized plan for each incoming student.

To better assist student-athletes in selecting an appropriate major based upon their understanding of their strengths and aptitudes, goals were also established to make better use of the CHAMPS/Life Skills career development programming for football student-athletes. Increasing football student-athlete attendance at campus career fairs and other related career events has been emphasized. A goal of creating career programming development specific to year in school with participation on a yearly basis in a campus-related career event was also a part of the plan and was implemented as part of the Life Skills Academy programming that debuted in the fall of 2007. All first-year student-athletes who attended the mandatory Life Skills Academy in the fall of 2008 also participated in a career/personality inventory activity.

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

The University is strongly committed to providing the best possible academic support and advising services to all student-athletes. These academic support services are carried out via the Athletic Department and maintained as an integral part of the University's educational system. The following is a summary of how the University is organized to provide academic support and advising services to student-athletes.

The Athletic Director, who reports directly to the Chancellor, is ultimately responsible for the academic support and services provided to student-athletes. The Athletic Director delegates the day-to-day responsibilities to Steve Waterfield, Assistant Athletic Director for Student Services. Mr. Waterfield reports directly to the Athletic Director and is a member of the Department's senior staff management team. Doug Tiedt, Assistant Athletic Director for Academic Services, manages all the Department's academic support services and reports directly to Mr. Waterfield. Mr. Tiedt meets weekly with Mr. Waterfield and biweekly with the Department's senior staff management team. The Athletic Department works closely and reports regularly to the Academic and Compliance Committee of the Athletic Board which regularly reports to the full Athletic Board.

Mr. Tiedt leads the operations of the Office of Academic Services. The Office of Academic Services is staffed by an Assistant Director, seven Academic Advisors, four Learning Specialists, a Director of Diversity and Life Skills Programming, a Career Coordinator, a Tutorial Coordinator, an intern, office personnel and student workers, all of whom report directly to the Assistant Athletic Director for Academic Services. Mary Weaver-Klees, Assistant Director, leads the operations at the Kohl Fetzer Center, a satellite student-athlete academic center, and is the advisor for Men's Basketball, Women's Basketball, Men's Soccer and those student-athletes who are post-competition and medical hardship.

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The Academic Advisors are assigned to an athletic team and work directly with student-athletes. Advisors provide a broad range of services, which include academic advising and counseling, monitoring academic performance, monitoring eligibility, monitoring post-competition, monitoring participation in summer orientation and registration and other orientations for new student-athletes, meeting and communicating regularly with coaches and administrators, monitoring class attendance, contacting University faculty and staff to gather information on the performance of student-athletes, and meeting with prospective student-athletes and families on recruiting visits.

Academic Advisors and Learning Specialists work cooperatively and are paired with the same athletic teams. Learning Specialists coordinate and implement academic support plans for student-athletes who are potentially at risk or under-prepared. They foster academic skills by assisting student-athletes with developing a mastery of the subject material, developing study strategies, test taking skills, organizational skills, and time management approaches. Student-athletes are assigned to Learning Specialists and meet with them regularly. The student-athlete, Learning Specialist, and Advisor work together to design a plan to help the student-athlete acquire the necessary skills to succeed academically, increase academic confidence and accomplish academic goals.

The Director of Inclusion and Life Skills Programming oversees the five components of the CHAMPS program, which assists with the growth and development of student-athletes, and oversees the Diversity and Inclusion Program.

Other office personnel include a Tutorial Coordinator who oversees all aspects of the tutor program and a Career Development Coordinator who coordinates all of the career programming through the CHAMPS program.

The campus advisor plays an important role in the student-athlete's advising experience as well. Each student is assigned an advisor in his/her school or college and students regularly meet with campus advisors for semester by semester course selection and progress toward degree-related matters. To ensure that the students (including student-athletes) meet with the campus advisor, schools and colleges place registration holds on the academic records of the students until they meet with a campus advisor.

Members of the Office of Academic Services serve on various campus committees and communicate regularly with various members of the University community regarding academic advising and support services. The Assistant Athletic Director for Academic Services is a member of the Associate Administrative Council (AAC). The council meets monthly, serving a vital role within the University to maintain communication among schools and colleges on issues relating to student academic affairs.

Doug Tiedt, Assistant Athletic Director for Academic Services, is also a member of the Council on Academic Advising (CAA), a position appointed by the Provost, and charged with providing a leadership role in University efforts to promote the best possible academic advising possible.

Two members of the Office of Academic Services staff serve on the Letters and Science Advising Consortium. The Consortium is an affiliation of all L&S departmental advisors - both faculty and academic staff. Campus partners include representatives from various functional units, as well as others involved with advising L&S students. Athletic Academic Advisors work with many student-athletes in L&S programs and are included in the Advising Consortium. Monthly meetings serve as a forum to discuss various advising issues. For new advisors, the Consortium is a rich source of training, networking with fellow advisors and campus partners, and a means to help with professional development.

The Career Development Coordinator within the Office of Academic Services serves as a member of the Madison Academic & Career Advising Association (MACAA). MACAA is an organization for all persons on campus who are interested in advising. MACAA fosters excellence in career and academic advising for the benefit of students by promoting professional development, building collaborative relationships, advocating for advising and recognizing excellence. The MACAA consists of career advisors on campus and plans various professional development events for all advisors in the Madison area.

The Director of Inclusion and Life Skills Programming serves on the Sexual Assault and Dating & Domestic Violence (SA/DV) University Subcommittee, Alcohol Task Force & PACE, and the Pro-Active Risk Management Group. There are representatives from campus and the community (District Attorney's Office, Madison Police Department). The purpose of this committee is to share information on practices and educational events. This committee also hosts events for campus.

Additional members of the Office of Academic Services staff serve on The Alcohol Task Force & PACE and The Pro-Active Risk Management Group. The Alcohol Task Force & PACE is a working group that reports through the Dean of Students Office to the Chancellor Alcohol Task Force. This group of campus and community representatives works together to address, and stay informed about issues and educational efforts around the issue of alcohol use. The Pro-Active Risk Management Group is a student organization that addresses issues, such as

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hazing, and the policies surrounding these issues as they relate to student groups on campus. This committee includes representatives from the student organization office, recreational sports and athletics.

The Assistant Athletic Director for Academic Services and the staff members of the Office of Academic Services utilize the Academic and Compliance Committee of the Athletic Board, the Education, Diversity, and Student Welfare Committee of the Athletic Board, and numerous campus committees and organizations, for assessment and feedback regarding academic support programs and services. The Assistant Athletic Director for Academic Services and the Office of Academic Services staff have an established relationship with other institutional campus units. The Office of Academic Services staff periodically consults with these groups (i.e. Admissions Office, Registrar's Office, Dean of Students Office, Financial Aid Office, Deans of the respective schools and colleges, etc.) with regard to academic support programs and services.

5. Explain how the institution's staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution.

The University of Wisconsin-Madison, through the operating and reporting structure more fully described in response to Self-Study Item Number 4 above, continually assesses and monitors that the staffing, physical space and financial support for academic support services is being provided. The Athletic Director and his senior staff management team continually review and monitor all the resources being provided to academic support services. This is done both on an annual and long-range strategic planning perspective.

The Finance, Facilities and Operations Committee of the Athletic Board works collaboratively with the Department and reviews the financial, staffing and facility space for academic support services. The committee meets regularly and ultimately recommends an annual budget. Facility issues and improvements are discussed at these meetings, and capital projects are reviewed on a priority and need basis. Members of the committee include five faculty members, an academic staff member, an alumnus and a student. The Vice Chancellor for Administration, who reports directly to the Chancellor, is closely involved in the overall Department annual and long-range budget development as well.

6. Using the program areas for academic support services, describe the following (this program analysis must be conducted as part of the self-study process):

- 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 evaluation of these services by academic authorities outside athletics at least once every four years; and
- e. The mechanism for periodic approval of these services by academic authorities outside athletics.

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

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

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

Academic advising is offered through the Office of Academic Services. Academic advisors are responsible for providing support for each sport and work directly with student-athletes regarding academic requirements, eligibility and academic progress. Each student on campus is also assigned an advisor in his or her school or college.

First-year student-athletes meet with their athletic academic advisors on a consistent basis and upperclassmen are encouraged to see their advisors at least once per semester. New and transfer student-athletes attend a mandatory advising program titled Student Orientation, Advising, and Registration (SOAR). This program, which is required by the University for all incoming students, provides

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them with information about academic advising, course enrollment, campus resources, and campus life. During SOAR, students also register for their first-semester courses.

Registration for classes for continuing students is done beginning in the eleventh week of the semester. Students are assigned a registration time based on the total number of degree credits they have earned. Priority registration is provided to student-athletes who have less than 86 degree credits (senior standing). Student-athletes have either Priority A (register with the juniors, 54 degree credits and above) or Priority B (register first within their class.) This priority registration system is coordinated through the Office of the Registrar and is a service offered to student groups on campus with specific time restraints or disabilities.

Student-athletes are encouraged to meet with their school or college academic advisors and their assigned sport academic advisors to review degree requirements and course work needed for their declared major. Taken into consideration during course selection are the sport practice, competition, and travel schedules. All courses need to fit into a student-athlete's schedule allowing them to attend team activities. The student-athletes must also make progress toward their degree per NCAA and Big Ten Conference rules, which is monitored by their sport academic advisor.

Online course registration is a procedure that allows the student to view open courses, times classes meet and the ability to select the class via a student portal called MyUW. The student signs on to his/her MyUW portal and enters the class enrollment module. The ability to add classes continues from the time the student's enrollment session begins through the end of the second week of the academic semester.

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

The Office of Academic Services provides services to current student-athletes, post-competition student-athletes, medical non-counter student-athletes, and former student-athletes returning to complete their undergraduate degree outside the six-year window.

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

Student-athletes are made aware of the academic support services available to them at the new student-athlete orientation (required of all new student-athletes), academic team meetings, informational meetings with coaches, and the Student-Athlete Handbook. Student-athletes are also made aware of services, programming and updates through frequent e-mails sent via the Badger List, a student-athlete listserve. Student-athletes are made aware of all services offered by the Office of Academic Services on their official/unofficial visits to campus as well.

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

The comprehensive academic services review was conducted in the Spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes; and
- Student-athlete degree selection.

The committee was provided with the report of the Academic Integrity Subcommittee as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff. The committee's written report is attached in response to Self-Study Item Number 7 below.

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

The periodic review and approval of the overall delivery of academic support services is managed through the collaboration and integration of the Office of Academic Services into the overall University system and is an ongoing endeavor that is consistently carried out in the manner more fully described in response to Self-Study Item Number 4 above. Furthermore, the Athletic Department works collaboratively with the Academic and Compliance Committee of the Athletic Board, the Equity, Diversity, and Student Welfare Committee of the Athletic Board, and numerous campus committees and organizations for periodic assessment and feedback.

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).

In addition to the tutoring offered to the general student body, student-athletes have access to academic tutoring through the Office of Academic Services. Tutoring offered by the Office of Academic Services is provided in two forms: individual tutoring and drop-in group tutoring. To receive individual tutoring, student-athletes must contact the Tutorial Coordinator with their specific tutor request. Student-athletes are also referred for tutoring by their Academic Advisor or Learning Specialist. These requests may be conducted through e-mail or in person. The Tutorial Coordinator provides the student-athlete with the tutor's name and contact information. The student-athlete is responsible for contacting the tutor and setting up tutor sessions as needed throughout the semester. All tutor sessions must take place at the Fetzer Student-Athlete Academic Center located in the McClain Center and Kohl Center.

In addition to individual tutoring, student-athletes may use drop-in tutor groups. The Tutorial Coordinator forms groups when demand for a specific content area reaches a high level. Typically groups are formed for math, foreign language, and science courses. Student-athletes do not need to contact the Tutorial Coordinator prior to attending a drop-in tutor group. All drop-in tutor groups must meet at one of the Fetzer Academic Centers.

The Office of Academic Services employs approximately 60-70 tutors. The Tutorial Coordinator hires all tutors. Tutor applicants must submit a resume, letter of recommendation, and college transcript to the Tutorial Coordinator to be considered for a tutor position. Teaching and tutoring experience is preferred but not required for a tutor position. Tutor applicants must have a "B" average in the content area they wish to tutor.

Upon receipt of the resume, letter, and transcript, the Tutorial Coordinator will conduct an interview with the potential tutor. If the Tutorial Coordinator decides to hire the applicant, the applicant must fill out required hiring paperwork, pass a background check, and attend a mandatory compliance tutor training session with the Tutorial Coordinator.

Tutor training consists of two mandatory training sessions per year (fall and spring). Training sessions are led by the Tutorial Coordinator and take place during the first week of class in the fall and spring semesters. Tutors are also given electronic copies of the Tutor Handbook. The Handbook contains compliance information and directions for the Badger Athletics Student Information System (BASIS), the online tutor database. Tutor-student-athlete assignments and tutor hours are posted in BASIS. Tutors also submit tutor session notes through BASIS. In the near future, tutors will complete annual training sessions online. The online training will feature a compliance assessment that tutors must pass before being permitted to tutor student-athletes.

A tutor's pay rate is based on the tutor's education level. Undergraduate tutors and tutors with a four-year degree earn \$14/hr for individual tutor sessions and \$16/hr for group tutor sessions. Tutors with a master's degree earn \$16/hr for individual tutor sessions and \$19/hr for group tutor sessions. Tutors with a PhD earn \$19/hr for individual tutor sessions and \$21/hr for group tutor sessions.

The Office of Academic Services provides textbooks and course materials to all tutors. Tutors must return books and materials to the Tutorial Coordinator when they leave the tutoring position or when they require updated textbook/course materials.

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There are no pupil load limits for tutors. Tutors are instructed to inform the Tutorial Coordinator when they cannot accept additional students.

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

The Office of Academic Services provides tutoring services to current student-athletes, post-competition student-athletes, medical non-counter student-athletes, and former student-athletes returning to complete their undergraduate degree outside the six-year window.

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

Student-athletes are made aware of the academic support services available to them at the new student-athlete orientation (required of all new student-athletes), academic team meetings, informational meetings with coaches, and the Student-Athlete Handbook. Student-athletes are also made aware of services, programming and updates through frequent e-mails sent via BadgerList, a student-athlete listserv. Student-athletes are made aware of all services offered by the Office of Academic Services on their official/unofficial visits to campus as well.

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

The comprehensive academic services review was conducted in the Spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes; and
- Student-athlete degree selection.

The committee was provided with the report of the Academic Integrity Subcommittee as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff. The committee's written report is attached in response to Self-Study Item Number 7 below.

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

The periodic review and approval of the overall delivery of academic support services is managed through the collaboration and integration of the Office of Academic Services into the overall University system and is an ongoing endeavor that is consistently carried out in the manner more fully described in response to Self-Study Item Number 4 above. Furthermore, the Athletic Department works collaboratively with the Academic and Compliance Committee of the Athletic Board, the Equity, Diversity, and Student Welfare Committee of the Athletic Board, and numerous campus committees and organizations for periodic assessment and feedback.

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

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

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The office of Academic Services Academic Advisors makes periodic contact with instructors of student-athletes who have been identified as needing additional monitoring. Contact is made via e-mail, phone calls and in person, if necessary. The Academic Advisor responsible for the sport meets weekly with coaching staff and reports relevant academic information about members of the team. Additional feedback from the Learning Specialist, tutors, mentors, and advisors is recorded in the Badger Athletics Student Information System (BASIS).

BASIS provides access to information on student-athletes and is available to head coaches, assistant coaches, and Athletic Department staff members and administrators. This tool provides real time communication and documentation and interactions with student-athletes and assists in development and tracking of individual academic support programs. Additionally, it provides a historical record that ensures that the department has an accurate assessment of the services provided to assist student-athletes.

Information available in BASIS provides a detailed listing of enrolled course information for specific semesters and the ability to view a course schedule or export it to an Excel document. Progress reports provide academic progress information from course instructors. Records and meetings notes contain comments from a student-athlete's meetings with advisors, learning specialists, tutors, and mentors. A log of the time a student-athlete spends in the Fetzer Center is also available in a report format.

The information available through BASIS allows Academic Advisors to access three educational reports for use at weekly meetings with coaches. One report provides student-athlete cumulative GPA, adjusted GPA, academic standing, academic action comments, current classes and class times, term credits, cum credits, advisor meeting comments, and learning specialist session comments. A second report provides academic progress information from course instructors; requested via e-mail twice a semester. A third report provides a record of student-athlete tutor/mentor attendance and provides tutor/mentor feedback.

BASIS allows the Tutoring Coordinator to assign student-athletes to individual tutors and weekly study groups, create study groups, and track tutor/mentor meetings.

The Office of Academic Services sends out electronic progress report requests to instructors at the seventh and thirteenth weeks of the semester requesting feedback on the performance of the student-athletes in their courses. The Academic Advisor responsible for the specific team follows up with the instructors when the student-athlete is not succeeding. In these instances, the Academic Advisor responds to the instructor, accesses more detailed information about the student-athlete's progress/situation, and informs the instructor of the action that is being taken by academic services to address the issue.

To facilitate the success of student-athletes, classes are regularly monitored for attendance. The Athletic Department employs approximately 12-15 part-time student employees and one full-time Attendance Coordinator who monitor class attendance by student-athletes. The following steps are utilized in accordance with the attendance monitoring system. Each day, the attendance monitors report to the Attendance Coordinator via e-mail those student-athletes who were not in class. The Attendance Coordinator in turn notifies the coaches, advisors, learning specialists, and Assistant Athletic Director for Academic Services of class misses. Daily, weekly, and semester records/notes are also maintained by the Attendance Coordinator.

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

Current student-athletes, post-competition student-athletes, medical non-counter student-athletes, and former student-athletes returning to complete their undergraduate degree outside the six-year window are monitored using the methods described in this section.

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

Student-athletes are made aware of coach, professor and Office of Academic Services communication via BASIS during the new student-athlete orientation (required for all new student-athletes), academic team meetings, and the Student-Athlete Handbook. Student-athletes are notified of their class misses through notes on their athletic locker and/or e-mail for those student-athletes whose lockers are not located in the Kohl or McClain Centers. Coaches communicate with their students on a consistent basis.

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

Academic Integrity

The comprehensive academic services review was conducted in the Spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes; and
- Student-athlete degree selection.

The committee was provided with the report of the Academic Integrity Subcommittee as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff. The committee's written report is attached in response to Self-Study Item Number 7 below.

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

The periodic review and approval of the overall delivery of academic support services is managed through the collaboration and integration of the Office of Academic Services into the overall University system and is an ongoing endeavor that is consistently carried out in the manner more fully described in response to Self-Study Item Number 4 above. Furthermore, the Athletic Department works collaboratively with the Academic and Compliance Committee of the Athletic Board, the Equity, Diversity, and Student Welfare Committee of the Athletic Board, and numerous campus committees and organizations for periodic assessment and feedback.

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

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

The University provides learning disability-related services and accommodations to enrolled students with disabilities through the McBurney Disability Resource Center. The Center is a unit within the Office of the Dean of Students. Its mission is to provide classroom accommodations enabling students with disabilities to have an equal opportunity to participate in the educational experience of the University. Services required are individually determined and include, but are not limited to, test accommodations, note-taker services, sign language interpreters, real time captionists, document conversion from print to audio or Braille, advocacy and support, and referral to other campus programs including the Athletic Department Office of Academic Services.

Student-athletes with documented disabilities are referred to the McBurney Disability Resource Center. The Center evaluates the student-athlete's disability documentation to determine if accommodations are warranted. If the evaluation reports justify accommodations, the McBurney Staff determines the types of services and modifications the student-athlete can receive.

The Office of Academic Services staff provides additional support for student-athletes receiving accommodations. A student-athlete receiving support for a disability receives academic assistance from the Office of Academic Services through a learning specialist and/or a mentor. Assistive technology software accommodations are made available on the Fetzer Center's computers. In addition, staff members may assist the student-athlete in communicating the student-athlete's needs and accommodations to faculty. Also, Academic Services support staff will provide direct remediation for the disability when appropriate. For example, student-athletes with dyslexia may receive reading instruction from learning specialists to improve their basic reading skills.

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After reviewing academic records and/or providing support to a student-athlete, Office of Academic Services staff may believe that an evaluation for a learning disability is warranted. At that time, informal assessments are administered by a learning specialist. After consultation among the Assistant Athletic Director for Academic Services, the student-athlete's Academic Advisor, and the learning specialist, the results are discussed with the student-athlete and his/her coach. If the student-athlete agrees to a formal, outside assessment, they are referred to a psychologist for a psycho-educational evaluation.

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

Any student who attends the University with documented disabilities is referred to the McBurney Disability Resource Center for assessment and/or assistance. The Center evaluates the student's disability documentation to determine if accommodations are warranted. If the evaluation justifies accommodations, the McBurney Staff determines the types of services and modifications the student can receive. As indicated above, the Office of Academic Services will provide additional services as necessary.

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

When student-athletes disclose a documented learning disability prior to their enrollment, specific information regarding the types of services, is provided to the student-athlete. Student-athletes may disclose their learning disabilities in person or via a pre-enrollment academic informational form sent to student-athletes. Student-athletes are made aware of the academic support services available to them at the new student-athlete orientation (required for all new student-athletes), academic team meetings, informational meetings with coaches, and the Student-Athlete Handbook. Student-athletes are made aware of all services offered by the Office of Academic Services on their official/unofficial visits to campus as well.

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

The comprehensive academic services review was conducted in the Spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

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

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

The Office of Academic Services and other various units on campus offer academic support services to academically underprepared student-athletes.

The Office of Academic Services offers extensive programming and support to all student-athletes by individually assessing each student-athlete's academic needs based upon his/her academic profile. As part of the comprehensive academic support service program, Athletic Academic Advisors, Learning Specialists, a Tutorial Coordinator, a Director of Inclusion and Life Skills Programming, a Career Development Coordinator, numerous mentors, tutors, and attendance monitors play key roles in ensuring student-athlete academic success.

To accurately assess each individual's academic preparedness, student-athletes who enroll in summer school prior to their initial fall enrollment (men's, women's basketball, football and volleyball) have their reading skills assessed using the Stanford Diagnostic Reading Test.

The most significant programming that addresses the unique needs of student-athletes who are deemed to need additional academic support is through Learning Specialist support. Student-athletes who are identified as needing additional academic support based upon their high school academic profile, test scores, coach and high school counselor recommendations are assigned to Learning Specialists and meet with them regularly. The student-athlete and Learning Specialist work together to design a plan to help the student-athlete acquire the necessary skills to succeed academically, increase academic confidence and accomplish academic goals. The Learning Specialists foster academic skills for success in the classroom by assisting student-athletes with developing a mastery of the subject material, study strategies, test taking skills, organizational skills, time management advice and prioritization of homework, time and athletic practice. The Learning Specialists assist student-athletes with skill development and assess and evaluate individual student-athletes to determine need for additional academic support. In 2006, Learning Specialists were paired with Academic Advisors to form teams that are able to provide consistent support for student-athletes. The Learning Specialists also communicate regularly with student-athletes, coaches, academic support staff, and administrators and enter pertinent data into the Badger Athletics Student Information System (BASIS).

As grades, reports, observations, and meetings are noted and shared in BASIS, student-athletes who may be academically underprepared are identified and the academic support services modified. In terms of social/emotional/medical needs, academically underprepared student-athletes receive additional support from the McBurney Disability Resource Center, Sports Medicine Staff, Greater University Tutoring Service (GUTS), Academic Advancement Program (AAP), TRIO (TRIO referred to three programs; Upward Bound, Talent Search, and Student Support Services that existed within this reauthorization of the Higher Education Act designed to assist low-income, first-generation college students, and students with disabilities to begin and complete a post-secondary education), Multicultural Student Center, and the Office of Academic Services Tutor Program.

In addition to the academic support provided by the Athletic Department, the University is uniquely equipped to support academically underprepared students as well. For example, the McBurney Disability Resource Center assists in creating an accessible University community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment.

The Greater University Tutoring Service (GUTS) is dedicated to connecting University students with volunteer tutors for assistance with academic courses, study skills, conversational English, and intercultural exchange. International Student Services (ISS) assists the University in fulfilling our commitment to international education by providing orientation, advising, documentation, information, programming and education to and about international students and their dependents.

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The Academic Advancement Program (AAP) is devoted to retention of selected groups of students and enrichment of their academic experience at the University.

TRIO is a campus-wide program open to students from various disciplines. Students from low-income families, first generation college students, and students with disabilities are eligible for TRIO services. TRIO's mission is to provide a supportive learning community which fosters an equal opportunity for success in higher education.

The Office of Academic Services houses an internal tutoring program exclusively for the benefit of student-athletes. The tutor program consists of a Tutorial Coordinator and approximately 65 tutors.

Several athletic teams require student-athletes to attend mandatory study tables. At this time, Men's Basketball, Women's Basketball, Women's Hockey, Women's Soccer, Men's Swimming, Women's Swimming, Men's Crew, Women's Crew, Football, Wrestling, and Women's Volleyball host mandatory study tables.

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

All student-athletes may use the above referenced list of academic services. Two specific services, Learning Specialists and mentors, are made available to qualifying student-athletes. To qualify for Learning Specialist and mentor services, student-athletes must meet specific criteria. The criteria are listed below.

MENTOR CRITERIA:

- 1). Composite ACT 19 - 21 (SAT 890-990).
- 2). ACT Reading or English subset at or below 20 or SAT Verbal at or below 450.
- 3). GPA below 2.5: GPA subjective considerations - Class size, Class rank, and HS reputation.
- 4). Other: Advisor concerns; Admission Appeal issues; Deficiencies; Cultural.

LEARNING SPECIALIST CRITERIA:

- 1). Composite ACT at or below 18 (SAT 840-880).
- 2). Composite ACT at or below 20 (SAT 930-960) with Reading or English subtest at or below 16 (SAT Verbal 390).
- 3). ACT at or below 16 on any two subtests regardless of composite score.
- 4). Athletic Scholarship recipient.
- 5). GPA below 2.5: GPA subjective considerations - Class size, Class rank, and HS reputation.
- 6). Other: Advisor concerns; -Admission Appeal issues; Deficiencies; Cultural.

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

Student-athletes are made aware of these specific academic support services through their Academic Advisors, after consultation with their coaches. Student-athletes are also made aware of general academic support services during the new student-athlete orientation (required for all new student-athletes), academic team meetings, informational meetings with coaches, and the Student-Athlete Handbook. Student-athletes are made aware of all services offered by the Office of Academic Services on their official/unofficial visits to campus as well.

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

The comprehensive academic services review was conducted in the Spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

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- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes; and
- Student-athlete degree selection.

The committee was provided with the report of the Academic Integrity Subcommittee as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff. The committee's written report is attached in response to Self-Study Item Number 7 below.

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

The periodic review and approval of the overall delivery of academic support services is managed through the collaboration and integration of the Office of Academic Services into the overall University system and is an ongoing endeavor that is consistently carried out in the manner more fully described in response to Self-Study Item Number 4 above. Furthermore, the Athletic Department works collaboratively with the Academic and Compliance Committee of the Athletic Board, the Equity, Diversity, and Student Welfare Committee of the Athletic Board, and numerous campus committees and organizations for periodic assessment and feedback.

6. Academic support facilities. Availability of study rooms, computers and labs.

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

There are two Athletic Department academic support facilities on campus. The McClain Fetzer Center has 15,000 square feet of room that includes 9 study rooms, open study areas with carrels, a 55-seat auditorium, a 42-station computer lab, a lounge area and 11 offices. The Kohl Fetzer Center provides 5,000 square feet of study space which includes 5 study rooms, a lounge area, a 12-station computer lab and 4 offices. Both facilities are open Monday through Thursday from 8:00 a.m. until 10:00 p.m. and from 8:00 a.m. until 4:30 p.m. on Fridays. The McClain Fetzer Center is also open Saturdays from noon until 6:00 p.m. and Sundays from 10:00 a.m. until 10:00 p.m.

All student-athletes have access to both facilities. Individual tutoring and team study tables are located in the study rooms at both facilities. Drop-in tutor groups are only available at the McClain Fetzer Center.

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

Current student-athletes, post-competition student-athletes, medical non-counter student-athletes, and former student-athletes returning to complete their undergraduate degree outside the six-year window are permitted access to the academic support services facilities.

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

Student-athletes are made aware of these academic support services facilities during their recruiting visits to campus, by coaches, at team meetings with athletic Academic Advisors and Learning Specialists, the Student-Athlete Handbook, and through referrals from their assigned athletic Academic Advisor. All student-athletes receive a Student-Athlete handbook and planner at their academic team meeting at the beginning of the fall semester. An electronic message board in the weight rooms, the training rooms and in the hallway outside of the Fetzer Centers also contains messages reminding students of hours of operation, as well as new academic and life skills information pertinent to the time of the semester. The Office of Academic Services presents a mandatory fall orientation for all new student-athletes the Friday before the first day of class. At that orientation, staff and peer leaders review how to get tutoring, the open hours of the centers, where they will meet advisors, and how to open their campus computer accounts.

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

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- Academic support facilities;
- Academic evaluation of prospective student-athletes; and
- Student-athlete degree selection.

The committee was provided with the report of the Academic Integrity Subcommittee as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff. The committee's written report is attached in response to Self-Study Item Number 7 below.

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

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7. Academic evaluation of prospective student-athletes. Review of academic profiles of prospective student-athletes.

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

Prior to a prospective student-athlete (PSA) enrolling, the Associate Director of Compliance (Joel Ott) completes an evaluation of the PSA's academic transcript and test scores following the PSA signing a National Letter of Intent (NLI) or upon request by a coach. The evaluation completed by the Associate Director of Compliance reviews NCAA Eligibility Center core courses and test scores to gauge initial NCAA eligibility status. Following the review, the Associate Director of Compliance distributes copies of the review to the coach, sport academic advisor, and the sport administrator. The review will include any deficiencies discovered.

Beginning in the summer of 2007, incoming football and men's basketball players are asked to complete an information form that provides the Office of Academic Services staff with specific data concerning the student-athlete's needs. This form, as well as a Family Educational Rights and Privacy Act (FERPA) disclosure form, is sent to the student-athlete, their parent or guardian, and the high school counselor. The

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Office of Academic Services contact information is provided as well as a return mailing envelope. Upon receipt, the forms are reviewed and evaluated.

In addition, the Office of Academic Services staff will meet with the coach that recruited the student-athlete to review what is known about the incoming student-athlete. This information is added to the data forms and further discussion occurs as decisions are made regarding the type of academic support services that the student-athlete may need.

In an effort to accurately assess each student-athlete's academic preparedness and assist with matching them with services within the Office of Academic Services, student-athletes who enroll in summer school prior to their initial fall enrollment (men's, women's basketball, football and volleyball) have their reading skills assessed using the Stanford Diagnostic Reading Test.

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

The Athletic Department conducts a comprehensive academic evaluation on all prospective student-athletes who have signed a National Letter of Intent or who will be enrolling at the University and participating on an athletic team.

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

When student-athletes register with the Clearinghouse and complete the Family Educational Rights and Privacy Act form, they are made aware of and authorize the Office of Academic Services to conduct an academic evaluation.

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

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8. Student-athlete degree selection. Degree program assistance.

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

The Office of Academic Services offers a variety of support programs and services that assist student-athletes in the degree selection process. The Career Development programs are offered to student-athletes based on their academic classification. All first-year student-athletes participate in the Life Skills Academy, a series of six workshops with peer leaders, throughout the academic year. One of the sessions focuses on Career Development. During this session, all first-year student-athletes complete an interest assessment as well as hear from speakers on campus about accessing resources and exploring different majors, as well as assistance available for individual exploration of their interests and strengths. All first-year student-athletes have the opportunity to enroll in a Counseling Psychology course that is available to all first-year students on campus. This course explores the transition to college and the various issues that first-year students often face. A component of this course is accessing campus resources, such as the career exploration center, as well as learning about their interests as they relate to choosing a major.

The Office of Academic Services has career programs that are aimed at individual second-year student-athletes and for teams that are interested in attending. One program for sophomores explores the connection between majors and careers and looks to dispel myths on campus about certain majors and how to use a chosen major in the workplace. Another program offered to any interested student-athlete is the "Career Mapping" workshop offered by the After Sport Group. Individuals with the After Sport Group visit campus three times during the academic year and provide programming for student-athletes with regard to mapping out one's career plan.

Student-athletes are also assisted by their Academic Advisors in the degree selection process. All first-year student-athletes meet regularly with their Academic Advisors. At these meetings, advisors discuss the student-athlete's interests as well as degree programs that match these interest areas. To assist student-athletes in the process, advisors use a "First-year to Career" checklist, which provides an overview of the necessary steps a student should take while in attendance at the University of Wisconsin.

Through ongoing communication with the campus advisors, the academic advisors within the Office of Academic Services keep abreast of any curricular changes to degree programs. Specifically, each month, representatives from different degree programs attend the Office of Academic Services staff meeting to update advisors on changes in curriculum and degree requirements. Student-athletes and advisors work together to explore options through individual meetings in conjunction with the variety of programming offered to student-athletes throughout the year. Third- and fourth-year student-athletes are required to meet with their campus academic advisors and jointly complete the Five-Year Graduation Plans. The Five-Year Graduation Plan outlines the remaining courses necessary to complete his/her respective degree.

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

Current student-athletes, post-competition student-athletes, medical non-counter student-athletes, and former student-athletes returning to complete their undergraduate degree outside the six-year window are permitted access to all degree selection services.

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

Available degree selection programs are communicated to student-athletes through various avenues. First-year student-athletes are informed of the Life Skills Academy by their Academic Advisor and coaches as well as peer leaders. The Counseling Psychology course is advertised to all student-athletes during their summer orientation and registration, listed on the time table as well as the Counseling Psychology website, and also communicated to student-athletes through their Academic Advisor. Student-athletes are informed of career development and major exploration workshops offered through e-mail, electronic message boards located around athletic facilities, as well as by coaches and Academic Advisors.

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

The comprehensive academic services review was conducted in the Spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial

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Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

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

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

Placement testing for English, Math and Foreign Language for all students at the University is conducted during Student Orientation, Advising, and Registration (SOAR). Attendance at this program is mandatory for all first-year and transfer students.

Student-athletes with documented disabilities are referred to the McBurney Disability Resource Center. The Center evaluates the student-athlete's disability documentation to determine if accommodations are warranted. If the evaluation justifies accommodations, the McBurney Staff determines the types of services and modifications the student-athlete can receive.

The Office of Academic Services staff provides additional support for a student-athletes receiving accommodations. A student-athlete receiving support for a disability receives academic assistance from the Office of Academic Services through a learning specialist and/or mentor. Assistive technology software accommodations are made available on the Fetzer Center's computers. In addition, staff members may assist the student in communicating the student-athlete's needs and accommodations to faculty. Also, Academic Services support staff will provide direct remediation for the disability. For example, student-athletes with dyslexia may receive reading instruction from learning specialists to improve their basic reading skills.

After reviewing academic records and/or providing support to a student-athlete, the Office of Academic Services staff may believe that an evaluation for a learning disability is warranted. At that time, informal assessments are administered by the learning specialist. After the informal assessment, consultations with the Assistant Athletic Director for Academic Services, the student-athlete's Academic Advisor, and the learning specialist are scheduled. If, after the consultations, the group determines that additional assessment is necessary, the results are discussed with the student-athlete and his/her coach. At this point, if the student-athlete agrees to a formal, outside assessment, he or she is referred to a psychologist for a psycho-educational evaluation.

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In an effort to accurately assess each individual's academic preparedness, student-athletes who enroll in summer school prior to their initial fall enrollment (men's, women's basketball, football and volleyball) have their reading skills assessed using the Stanford Diagnostic Reading Test.

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

The University and Office of Academic Services conduct learning assessments on all students as deemed necessary.

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

Student-athletes are made aware of the placement testing system through the admissions process and the Student Orientation, Advising and Registration (SOAR) program. Student-athletes are made aware of these services during their recruiting visits to campus, by coaches, at team meetings with athletic Academic Advisors and learning specialists, the Student-Athlete Handbook, and through referrals from their athletic Academic Advisor. All student-athletes receive a Student-Athlete Handbook and planner at their academic team meeting at the beginning of the fall semester.

All students admitted to the University of Wisconsin-Madison receive correspondence to notify them of the specifics of SOAR. When student-athletes disclose a documented learning disability prior to their enrollment, specific information regarding the types of services available is provided to the student-athlete. Student-athletes can disclose their learning disabilities in person or via the pre-enrollment academic informational form sent to student-athletes after signing their national letter of intent.

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

The comprehensive academic services review was conducted in the Spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes; and
- Student-athlete degree selection.

The committee was provided with the report of the Academic Integrity Subcommittee as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff. The committee's written report is attached in response to Self-Study Item Number 7 below.

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

The periodic review and approval of the overall delivery of academic support services is managed through the collaboration and integration of the Office of Academic Services into the overall University system and is an ongoing endeavor that is consistently carried out in the manner more fully described in response to Self-Study Item Number 4 above. Furthermore, the Athletic Department works collaboratively with the Academic and Compliance Committee of the Athletic Board, the Equity, Diversity, and Student Welfare Committee of the Athletic Board, and numerous campus committees and organizations for periodic assessment and feedback.

Academic Integrity

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

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

As part of the extensive programming and support offered to student-athletes through the Office of Academic Services, assistance with development of study skills is available.

Student-athletes who are assigned Learning Specialists receive study skills, note- and test- taking, writing and grammar, and time-management skill development on a consistent basis. Learning Specialists meet with student-athletes in a one-on-one environment and monitor student-athlete progress as they utilize these skills and also assist with reading, comprehension, and other day-to-day academic responsibilities.

Student-Athlete Mentors are responsible for fostering skill development as well. Student-athletes paired with Mentors are selected on the basis of their preparedness for college-level work. Mentors meet weekly with their assigned student-athletes, working with them one-on-one.

Tutors provide supplemental instruction to student-athletes needing additional help with specific courses. Tutors work with student-athletes individually and in small groups.

Writing specialists work specifically with student-athletes who need assistance with any aspect of the writing process - from brainstorming and research to polishing a final draft. Writing specialists are available daily to provide one-on-one instruction; student-athletes can either drop-in or sign up for an appointment.

Student-athletes are also encouraged to enroll in Counseling Psychology 125, Racial and Socioeconomic perspectives on the first college year, which addresses the needs of first-year students.

All student-athletes are assigned to an Academic Advisor and all first-year student-athletes meet with his or her Academic Advisor on an at least biweekly basis. Academic Advisors assist with the development of study skills, note- and test-taking, writing and grammar skills, and time management skills.

University resources available to all students include the Greater University Tutoring Services (GUTS) and the Writing Center. GUTS connects students with volunteer tutors for assistance with academic courses, study skills, conversational English, and intercultural exchange. GUTS offers individual tutoring sessions and group workshops in a wide variety of subject areas. This service maintains a comprehensive website that provides additional information and resources for access by students at any time.

The Writing Center assists undergraduate and graduate students in all disciplines in becoming more effective, confident writers. This service is available to students. The Writing Center offers both individual tutoring sessions and group workshops. The Writing Center maintains a comprehensive website that provides additional information and resources for access by students at any time.

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

The above-described success skill services are available to all student-athletes. Two specific services, learning specialists and mentors, are made available to qualifying student-athletes. To qualify for learning specialist and mentor services, student-athletes must meet specific criteria. The criteria are listed below:

MENTOR CRITERIA:

- 1). Composite ACT 19 - 21 (SAT 890-990).
- 2). ACT Reading or English subset at or below 20 or SAT Verbal at or below 450.
- 3). GPA below 2.5: GPA subjective considerations - Class size, Class rank, and HS reputation.
- 4). Other: Advisor concerns; Admission Appeal issues; Deficiencies; Cultural.

LEARNING SPECIALIST CRITERIA:

- 1). Composite ACT at or below 18 (SAT 840-880).
- 2). Composite ACT at or below 20 (SAT 930-960) with Reading or English subtest at or below 16 (SAT Verbal 390).
- 3). ACT at or below 16 on any two subtests regardless of composite score.

Academic Integrity

- 4). Athletic Scholarship recipient
- 5). GPA below 2.5: GPA subjective considerations - Class size, Class rank, and HS reputation.
- 6). Other: Advisor concerns; Admission Appeal issues; Deficiencies; Cultural.

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

Student-athletes are made aware of the above-described success skill services during their recruiting visits to campus, by coaches, at team meetings with their athletic Academic Advisor, at meetings with the learning specialist, through the Student-Athlete Handbook, through e-mails from Badgerlist (the student-athlete list serve), and through referrals from their athletic Academic Advisor. All student-athletes receive a Student-Athlete Handbook and planner at their academic team meeting at the beginning of the fall semester which outlines the types of academic support services available. Available campus resources are communicated at Student Orientation, Advising and Registration (SOAR) program which is mandatory for all new students. The information is also available on the web at <http://www.wisc.edu/>.

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

The comprehensive academic services review was conducted in the Spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes; and
- Student-athlete degree selection.

The committee was provided with the report of the Academic Integrity Subcommittee as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff. The committee's written report is attached in response to Self-Study Item Number 7 below.

The committee was provided with the report of the Academic Integrity Subcommittee compiled as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff. The committee's written report is attached in response to Self-Study Item Number 7 below.

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

The periodic review and approval of the overall delivery of academic support services is managed through the collaboration and integration of the Office of Academic Services into the overall University system and is an ongoing endeavor that is consistently carried out in the manner more fully described in response to Self-Study Item Number 4 above. Furthermore, the Athletic Department works collaboratively with the Academic and Compliance Committee of the Athletic Board, the Equity, Diversity, and Student Welfare Committee of the Athletic Board, and numerous campus committees and organizations for periodic assessment and feedback.

11. Study hall. Availability, facilities, attendance policies.

Academic Integrity

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

All athletic teams are offered the opportunity to have a supervised study environment for their student-athletes. During the fall 2008 semester, ten teams opted to hold supervised study tables ranging from one to five nights per week. All supervised study activities are held in one of the Fetzer Academic Centers with the Office of Academic Services providing rooms and study-table proctors. The proctors are charged with taking attendance and enforcing the study-table rules and policies that vary from team to team.

Eleven teams require student-athletes to log specific amounts of time at the Fetzer Academic Centers in place of, or in addition to, supervised study environments. Student-athletes log in and out of the Fetzer Centers by swiping their athletic ID through a computer kiosk station. Time spent at each Fetzer Center can be monitored by coaches and academic advisors through the Badger Athletics Student Information System (BASIS).

The Office of Academic Services Fetzer Center facilities provide for daily supervised study space available to all student-athletes on a volunteer basis.

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

The coaching staffs and the Office of Academic Services work collaboratively to determine study table necessity, frequency and policies.

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

Student-athletes are made aware of supervised study tables during their recruiting visits to campus, by coaches, at team meetings with athletic Academic Advisors and learning specialists, and in the Student-Athlete Handbook. All student-athletes receive a Student-Athlete Handbook and planner at their academic team meeting at the beginning of the fall semester.

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

The comprehensive academic services review was conducted in the Spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

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- Tutoring;
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- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes; and
- Student-athlete degree selection.

The committee was provided with the report of the Academic Integrity Subcommittee as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff. The committee's written report is attached in response to Self-Study Item Number 7 below.

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

The periodic review and approval of the overall delivery of academic support services is managed through the collaboration and integration of the Office of Academic Services into the overall University system and is an ongoing endeavor that is consistently carried out in the manner more fully described in response to

Academic Integrity

Self-Study Item Number 4 above. Furthermore, the Athletic Department works collaboratively with the Academic and Compliance Committee of the Athletic Board, the Equity, Diversity, and Student Welfare Committee of the Athletic Board, and numerous campus committees and organizations for periodic assessment and feedback.

12. First year/transfer orientation. Availability, attendance requirements.

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

All first-year students and transfer students at the University are required to attend Student Orientation, Advising, & Registration (SOAR) offered through the Center for First-year Experience. SOAR provides information about resources and services available to students in an effort to provide a smooth transition to the University from high school or another college, and tests each student's proficiency in mathematics, English/reading, and foreign language. SOAR offers students the opportunity to get a closer look at what life is like at the University, meet with an academic advisor, and register for fall classes. The Office of Academic Services works with the Center for First-year Experience to meet with all new and transfer student-athletes for advising and registration while they attend SOAR. When students arrive on campus in the fall they also take part in a formal Welcome Week prior to the start of fall classes.

In addition to SOAR, the Office of Academic Services provides an annual mandatory New Student Orientation for all first-year student-athletes and transfer student-athletes. The orientation is held on the Friday prior to the first day of the fall semester and consists of a half day workshop. First-year and transfer student-athletes are divided into small groups that are led by a second, third, or fourth year student-athlete to incorporate peer-to-peer education.

In 2008, the Office of Academic Services started a Life Skills Academy for all first-year student-athletes. The Life Skills Academy consists of six mandatory meetings throughout the academic year and serves as a structured life skills curriculum for our first-year student-athletes in which various life skills topics are covered. Student-athletes are assigned to small groups that they maintain throughout the first year, and each small group is led by an upperclassman peer leader.

Since 2006, in an effort to successfully transition student-athletes from high school to college, the Athletic Department has financially supported Counseling Psychology (CP) 125: Racial and Socioeconomic Perspectives on the First College Year courses. The CP 125 course deals with the transition from high school to college as well as race and ethnicity issues. The goal is for all first-year scholarship student-athletes to enroll in this course.

Athletic Academic Advisors also play a significant role with transition of first-year student-athletes as they meet weekly or biweekly with all of the scholarship first-year student-athletes in their respective sports.

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

All orientation programming is available to first-year and transfer student-athletes. First-year student-athletes are required to attend SOAR, Office of Academic Services' New Student Orientation, and the Life Skills Academy. Transfer student-athletes are required to attend SOAR, and attendance of the Office of Academic Services' New Student Orientation is optional.

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

All students admitted to the University receive correspondence to notify them of the specifics of SOAR. Additionally, the Office of Academic Services and the coaching staff follow-up with the student-athletes via e-mail to ensure that each student registers and participates in SOAR.

First-year student-athletes are made aware of the Office of Academic Services' New Student Orientation by U.S. postal mail, an electronic invitation via e-mail, and through communication with their respective coaches.

Life Skills Academy information is communicated to the student-athletes via e-mail, athletic Academic Advisor, coaching staff, and small-group peer leader.

Academic Integrity

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

The comprehensive academic services review was conducted in the Spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes; and
- Student-athlete degree selection.

The committee was provided with the report of the Academic Integrity Subcommittee as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff. The committee's written report is attached in response to Self-Study Item Number 7 below.

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

The periodic review and approval of the overall delivery of academic support services is managed through the collaboration and integration of the Office of Academic Services into the overall University system and is an ongoing endeavor that is consistently carried out in the manner more fully described in response to Self-Study Item Number 4 above. Furthermore, the Athletic Department works collaboratively with the Academic and Compliance Committee of the Athletic Board, the Equity, Diversity, and Student Welfare Committee of the Athletic Board, and numerous campus committees and organizations for periodic assessment and feedback.

13. Mentoring. Availability of mentor, identification and assignment methods frequency of interaction.

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

The Office of Academic Services developed the mentoring program to specifically provide academically underprepared first-year student-athletes with assisting in the development of effective study skills, time management strategies, basic organizational skills and aid in the transition from high school to college through the support of a mentor. The student-athlete and mentor work together to design a plan to help the student-athlete acquire the skills necessary to succeed academically, increase academic confidence, and accomplish academic goals.

Mentors meet weekly with their assigned first-year student-athletes. During these meetings, mentors assess strengths and weaknesses of the student-athlete. The mentor asks about class attendance and study habits. Together, they create a master calendar with dates of competition, travel, exams, papers, and projects. The mentor assists the student in establishing academic priorities and time use. Mentors communicate via weekly progress reports to the Mentor Coordinator.

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

The high school academic records of all incoming first-year student-athletes are reviewed by the Office of Academic Services the summer prior to initial enrollment to determine the level of support a student-athlete may need. Mentors are typically assigned to first-year student-athletes with the following high school academic profile:

Academic Integrity

MENTOR CRITERIA:

- 1). Composite ACT 19 - 21 (SAT 890-990).
- 2). ACT Reading or English subset at or below 20 or SAT Verbal at or below 450.
- 3). GPA below 2.5: GPA subjective considerations - Class size, Class rank, and HS reputation.
- 4). Other: Advisor concerns; Admission Appeal issues; Deficiencies; Cultural.

Student-athlete participation in the mentor program is voluntary unless a coach mandates participation in the program. Student-athletes are to attend all sessions but can inform mentors of unforeseen scheduling conflicts. Scheduling make-up sessions is the responsibility of the student-athlete. A basic assumption is that the student-athlete will put forth effort and commitment necessary to succeed academically. Student-athletes are to use mentors as a guide and resource. Together, they are to establish an academic plan that is realistic given personal abilities. Upon mutual agreement, the program can be continued in the second semester.

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

First-year student-athletes identified with the aforementioned high school profile are invited to participate in the mentor program by their Academic Advisors. First-year student-athletes not immediately identified as needing a mentor may be referred later to the program by their Academic Advisor or coach. Student-athletes are made aware of these specific academic support services through their Academic Advisors, after consultation with their coach. Student-athletes are also made aware of general academic support services during the new student-athlete orientation (required for all new student-athletes), academic team meetings, informational meetings with coaches, and the Student-Athlete Handbook. Student-athletes are made aware of all services offered by the Office of Academic Services on their official/unofficial visits to campus.

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

The comprehensive academic services review was conducted in the Spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes; and
- Student-athlete degree selection.

The committee was provided with the report of the Academic Integrity Subcommittee as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff. The committee's written report is attached in response to Self-Study Item Number 7 below.

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

The periodic review and approval of the overall delivery of academic support services is managed through the collaboration and integration of the Office of Academic Services into the overall University system and is an ongoing endeavor that is consistently carried out in the manner more fully described in response to Self-Study Item Number 4 above. Furthermore, the Athletic Department works collaboratively with the

Academic Integrity

Academic and Compliance Committee of the Athletic Board, the Equity, Diversity, and Student Welfare Committee of the Athletic Board, and numerous campus committees and organizations for periodic assessment and feedback.

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

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

The Athletic Department is strongly committed to assisting and providing each student-athlete with the support and resources necessary to obtain a degree after they have exhausted their athletic eligibility. In that regard, the department will provide financial aid and academic support services through the Post-Competition Aid program.

All student-athletes on athletic financial aid and wishing to receive Post-Competition Aid must submit an application. The application must be completed in its entirety with submission of an unofficial transcript, and include a statement as to why the application should be approved. All decisions on the amount of Post-Competition Aid are made in May and student-athletes are informed in writing of the decision.

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

Student-athletes who receive Post-Competition Aid must maintain full-time enrollment of no less than 12 hours, all of which must count toward their degree program. If less than 12 hours are needed to graduate, then a letter from the academic dean or campus advisor must accompany the application. Student-athletes must also remain in good academic standing during each semester that Post-Competition Aid is received. Any semester below a 2.0 GPA, regardless of standing, may result in the termination of aid.

Student-athletes are required to complete a weekly work assignment within the Athletic Department or an approved campus work site. The work assignment will not exceed 10 hours per week and will be at the discretion of the Assistant Athletic Director for Academic Services and the worksite supervisor to whom the student-athlete is assigned. If the work assignment is not completed satisfactorily, this may result in room and meal aid checks being stopped and the possible termination of future aid.

Financial assistance will not exceed tuition, fees, books, room and board. Decisions on financial aid are made according to the availability of funds and the number of applicants. Approval of aid does not guarantee that the applicant will receive the maximal amount. If a student-athlete withdraws from classes, the student-athlete must repay the Athletic Department the full cost of any tuition, fees, books, meals, and housing received during that term. Financial aid is awarded term by term for those student-athletes on Post-Competition Aid and can be terminated if any of the above conditions are not met. Additionally, the Athletic Department has a program in place to address those former scholarship student-athletes who chose to return to school outside of the six-year window. Only undergraduates are eligible to receive continued financial aid beyond eligibility.

Criteria used to determine eligibility for former student-athlete financial aid include successful academic performance and class attendance during the last four semesters. All student-athletes that receive this aid must be in good academic standing at the time of application and at the end of the current term of aid. The amount of financial aid awarded is based on the current semester or the aid received during the last year of competition. All student-athletes must have a recommendation from their head coaches. Each applicant will have his or her professional status reviewed regarding contractual obligations to a professional sports franchise. Additionally, each applicant must have completed all years of eligibility during his or her time at the University.

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

Student-athletes are made aware of the Post-Competition Aid program by their Academic Advisors throughout the advising process and by their coaches. This information is also outlined in the Student-Athlete Handbook.

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

Academic Integrity

The comprehensive academic services review was conducted in the Spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes; and
- Student-athlete degree selection.

The committee was provided with the report of the Academic Integrity Subcommittee as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff. The committee's written report is attached in response to Self-Study Item Number 7 below.

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7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent academic support services evaluation.]

Report uploaded.

8. Identify the academic authorities outside the athletics department responsible for conducting the institution's academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution's most recent academic support services evaluation.

The comprehensive academic support services review was conducted in the spring of 2009 by a committee of academic authorities outside athletics chaired by Professor David Zimmerman, Department of Industrial Engineering. The committee included Kevin Helmkamp, Associate Dean of the Dean of Students Office; Professor David McDonald, Chair of the Department of History; and Michele Michelson, Assistant Dean of Student Academic Affairs, School of Human Ecology. In conducting this review, the committee was directed to review and evaluate the following program areas for academic support services:

- a. Academic counseling/advising resources and services;
- b. Tutoring;
- c. Academic progress monitoring and reporting;
- d. Assistance for special academic needs;
- e. Assistance for at-risk students;
- f. Academic support facilities;
- g. Academic evaluation of prospective student-athletes; and
- h. Student-athlete degree selection.

Academic Integrity

The committee was selected by the Steering Committee and was provided with the report of the Academic Integrity Subcommittee compiled as part of the Self-Study program. Additional information was provided by the Office of Academic Service staff, particularly Doug Tiedt, Assistant Athletic Director for Academic Services. The committee also interviewed a sampling of student-athletes, coaches, administrators and academic services staff.

9. If the institution used an outside individual or entity (e.g. conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority(s) involvement in the academic support services evaluation.

The University of Wisconsin-Madison did not use an outside individual or entity to assist in the coordination or facilitation of the academic support services evaluation.

10. Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine if corrective actions are necessary. In addition, identify the individuals involved in this review.

The academic support services review and subsequent written report was evaluated by the University's Athletics Certification Academic Integrity Subcommittee and ultimately the Steering Committee.

11. Identify relevant corrective actions planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Please provide:

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

No deficiencies were identified as a result of the academic support services evaluations conducted and provided in response to Self-Study Item Number 6 and 7 above, therefore no corrective action is necessary.

12. List all NCAA Division I Academic Progress Rate (APR) improvement plans developed and approved by the institution if required by the NCAA Division I Committee on Academic Performance. Please provide:

- a. The original plan;
- 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.

1. Original Plan

Thirty-eight points were lost by nineteen student-athletes who were 0-for-2.

Reduce the number of 0-for-2 student-athletes.

Action

Improve on providing academic support to student-athletes who are academically underprepared by expanding current learning specialist and PrimeTime mentoring program, which will allow for more individual attention to the student-athletes who need the most remediation and assistance. Expand comprehensive class checking system, maintain weekly coaches meetings, and streamline Academic Attendance system. Continue to develop and expand Academic Survey to facilitate communication.

Academic Integrity

Action Date

Periodic review during semester and yearly review since 2006.

Explanation for partial or non-completion

Goal met.

2. Original Plan

Student-athletes who pursued professional opportunities and who are in their final year of eligibility lost seven eligibility points.

Reduce to zero the number of eligibility points lost by student-athletes who pursue professional opportunities and who have exhausted eligibility.

Action

Football Advisor will have weekly meetings with all student-athletes who intend to pursue professional opportunities and are in final year of eligibility. Advisor increases contact with instructors and effectively communicates with tutors and monitors attendance at review groups. Implement non-athletically related conditions in athletic tender that state if a student does not meet all NCAA, Big 10 and institutional academic eligibility requirements, the next semester's athletic aid may be withheld. Additionally, student-athlete may also be asked to repay all semester room-and-board monies already received. Educate student-athletes on impact poor semester has on future academic pursuits.

Action Date

Ongoing and constant monitoring since 2006. Semester review of academic progress. Informing all affected student-athletes reason for non-athletic related contingencies in athletic tender.

Explanation for partial or non-completion

Goal reasonably met. Only one student-athlete who pursued professional opportunities with exhausted eligibility has lost points since the implementation of plan (he did not pass 6 credits). The Athletic Department permits student-athletes the opportunity to enroll in school while pursuing professional opportunities.

3. Original Plan

Medical Hardship student-athletes and post-competition student-athletes lose points at an unacceptable rate. Student-athletes who are post-competition and medical hardship need to be better monitored.

Reduce the number of points lost by student-athletes who are medical hardships and those who are receiving post-competition aid.

Action

Assign one academic advisor the responsibility of monitoring all post competition and medical student-athletes' academic responsibilities. Consistently monitor academic progress by having weekly meetings with student-athletes. Implement non-athletically related conditions in tender that state if a student-athlete does not meet all NCAA, Big 10 and institutional academic eligibility requirements, the next semester's athletic aid may be withheld. Additionally, student-athletes may also be asked to repay fall semester room-and-board monies already received. Hold monthly aid checks unless academic responsibilities have been fulfilled. Increase monitoring of class attendance. Greater training room involvement in providing mental health support and professional referral for those student-athletes who may be dealing with personal issues after no longer being able to participate.

Action Date

Periodic review during semester and yearly review since 2006.

Academic Integrity

Explanation for partial or non-completion

Goal met.

4. Original Plan

Academic performance is affected due to student-athletes' perception that the UW campus does not have an acceptable and inviting climate for all students. Feedback at end of year student-athlete evaluations and exit interviews

Action

Find out specific reasons for leaving team through exit interviews and use this information to better educate student-athletes when they are here. Hired a Director of Diversity and Inclusion Programs who will work with campus community in educating and encouraging student-athletes to take advantage of campus resources (i.e. Multicultural Center, Diversity Education Program) and rewarding student-athletes who participate. Continue to hire football study table supervisors who are connected with, and/or knowledgeable of, various campus resources and campus organizations.

Action Date

Semester and yearly review/interviews since 2006.

Explanation for partial or non-completion

Goal met.

5. Original Plan

Student-athletes are not academically and psychologically prepared for the academic demands and challenges of the University of Wisconsin.

Action

Improve on providing academic support to student-athletes who are academically underprepared by expanding current learning specialist services, which will allow for more individual attention to the student-athletes who need the most remediation and assistance. Expand comprehensive class checking system, maintain weekly coaches meetings, and streamline Academic Attendance system. Continue to develop and expand Academic Survey to facilitate communication. Continue to keep coaches abreast of UW admission and academic standards.

Action Date

Ongoing and constant monitoring since 2006. Periodic review during semester and yearly review.

Explanation for partial or non-completion

Goal met.

6. Original Plan

Provide student-athletes opportunities for personal growth and development.

Reduce the number of student-athletes who are suspended per the student-athlete discipline policy and/or dismissed from team for conduct detrimental to team

Action

Establish programming for student-athletes who are suspended from team per the student athletic code. Develop screening tool that identifies potential problems before they occur. Use former student-athletes as "social mentors" to provide guidance. Recruit student-athletes who are of sound character.

Action Date

Academic Integrity

Periodic review during semester and yearly review since 2006.

Explanation for partial or non-completion

Goal met.

7. Original Plan

Student-athletes feel that they are not able to major in a field of their choice or one that will adequately prepare them for a career which negatively impacts academic performance.

Student-athletes select an appropriate major based upon their understanding of their strengths and aptitudes.

Action

Make better use of CHAMPS/Life Skills career development programming for student-athletes in freshman and sophomore years. Increase student-athlete attendance at campus career fairs and other related career events. Have student-athletes complete interest inventory during freshman orientation to get a sense of their aptitudes and interests. Use study table as a vehicle for promoting career development through the use of WIScareers or other career development programs. Create career programming development specific to year in school. On a yearly basis, participate in a campus-related career event.

Action Date

Ongoing and constant monitoring since 2006. Yearly review of career objectives being met.

Explanation for partial or non-completion

Goal met.

13. If the institution has developed a plan for improvement(s) for Operating Principle 2.2, describe the institution's efforts to ensure the plan for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

No plan for improvement for Operating Principle 2.2 was deemed necessary.

External Evaluation of Academic Support Services at the University of Wisconsin-Madison

Final Committee Report

April 30, 2009

Under action implemented by the NCAA in 2007 (NCAA Bylaw 22.2.2.2-(d)), the Department of Intercollegiate Athletics (“Athletic Department”) at University of Wisconsin -Madison (“UW-Madison”) is required to conduct an external comprehensive review and evaluation of the academic support services provided student-athletes at the institution. Such review is required, at a minimum, every four years. This year, the external review is being conducted in conjunction with the completion of the NCAA certification self-study currently underway at UW-Madison.

At the request of Director of Athletics Barry Alvarez, a committee consisting of academic authorities outside the Athletic Department has been established to conduct the independent review of the academic support services. The external committee consists of the following members:

- David R. Zimmerman, Professor of Industrial Engineering, College of Engineering (Committee Chair)
- Kevin J. Helmkamp, Associate Dean of Students, Dean of Students Office
- David M. McDonald, Chair, Department of History, College of Letters and Science
- Michele B. Mickelson, Assistant Dean of Student Academic Affairs, School of Human Ecology

The external committee was directed to review and evaluate the following academic support service areas:

- a. Academic counseling/advising resources and services
- b. Tutoring
- c. Academic progress monitoring and reporting
- d. Assistance for special academic needs
- e. Assistance for at-risk students
- f. Academic support facilities
- g. Academic evaluation of prospective student-athletes
- h. Student-athlete degree selection

This is the final report of this external review committee. After a description of the sources of information used in the review, and the procedures followed by the committee, the findings of the review are presented. The findings are organized according to the above taxonomy, addressing each of the specific review areas. Where relevant, reference is made in the report to the previous NCAA certification self-study review conducted at UW-Madison in 2000.

SOURCES OF INFORMATION:

The committee members have had a variety of information available to them in the course of their review. Of significant note, the committee has thoroughly reviewed the material in the Academic Integrity section of the UW-Madison third cycle NCAA certification self-study report documents. This source has provided rich, comprehensive, and detailed information about the academic services for student-athletes at UW-Madison and focused on all of the aforementioned areas addressed by the committee. It has also provided important statistics about the academic performance of the student-athletes, as well as the types of activities comprising the academic services program at UW-Madison. The committee has also relied on supplemental information provided by the UW-Madison Athletic Department, including APR and federal graduation rate materials, academic overview survey information about student-athlete majors, etc.

A primary source of information for the committee has been interviews conducted with a variety of individuals having knowledge and perceptions concerning the academic services program. These individuals include:

- Assistant Athletic Director for Academic Services;
- Academic Services staff members, including student advisors, learning specialists, tutors, and career development specialists;
- Student-athletes, with representation across upperclassmen and freshman/sophomores, revenue and non-revenue sports, former student-athletes, and academic performance levels;
- Senior staff members of the Athletic Department, including the Senior Woman Administrator, Assistant Athletic Director for Student Services, Associate Athletic Director for Capital Projects, Executive Associate Athletic Director, and the Athletic Director; and
- Staff members in the Registrar's office who are responsible for eligibility of continuing student-athletes.

Many of the interviews were conducted at the Office of Academic Services within the Fetzer Center, which afforded the committee members an opportunity to observe the academic services programs—both formal and informal—in action.

COMMITTEE PROCEDURES:

Individual committee members had access to each of the information sources described above. In addition, all committee members were invited to each of the interviews; in virtually every case, at least two committee members, and often three members, were present at each interview. The Athletic Department staff members, and especially the Assistant Athletic Director for Academic Services, were very forthcoming and cooperative in providing any requested information and scheduling interviews, while at the same time respecting the independence required by the committee during its review activities.

FINDINGS:

Before proceeding to our specific findings by area, it is useful to provide a brief overview of the review findings. In general, the committee was pleased to find that an impressive set of improvements in the academic services have been made since the NCAA second cycle certification self-study report in 2000. There have been tangible and significant improvements in:

- The infrastructure of the academic services program
- The more systematic procedures that have been established and implemented, throughout the program
- The attention to policies concerning academic services
- The focus on at-risk and students with special needs, including building a significantly strengthened learning specialist program
- The leadership of the academic services program
- The more formal association between the academic services program and the Athletic Department

These improvements are discussed in the individual area findings below. Certainly there are areas that will benefit from additional improvements, and we attempt to identify and describe these opportunities for improvement in our observations below. Most importantly, the significant work that has been accomplished under the present leadership of the Assistant Athletic Director for Academic Services provides a strong foundation for continued efforts to promote student-athlete welfare and further enhance the student-athlete experience at UW-Madison.

We have organized the findings of our review around the major areas set forth in the charge to the committee, as delineated above. In addition to these areas, the committee is mindful of the current “environment” in college sports—reflective of the campus environment generally—concerning academic conduct and misconduct. Thus, we have addressed these considerations as part of our overall review effort.

a. Academic counseling/advising resources and services

The broad array of academic services and resources available to UW-Madison student-athletes are described in detail in the third cycle certification self-study report. It is an impressive set of services and resources, that has seen significant growth—in both magnitude and professionalism—over the period since the second cycle certification self-study. Our interviews with various stakeholders have confirmed the quality of these services and the high value that is placed on them by all concerned, especially the student-athletes themselves.

The committee notes, in particular, strides that have been made in bringing about better organization and structure in the academic services program, with specific divisions pertaining to advising, tutoring, and learning specialists to address at risk and special need student-athletes. Learning specialists add significant value to the academic services program. Learning specialists assist student-athletes, particularly those at risk, by providing additional academic assistance in accessing academic resources across the campus. As well, there has

been much more attention paid to career services and a focus on life skills development, to address the needs of student-athletes as they approach graduation and departure from the campus.

The student-athletes interviewed by committee members were clear and firm in their appreciation for the services of their academic service advisors, tutors, and (especially) learning specialists. The student-athletes placed particular high value on the efforts of these staff members early on in their campus experience; several noted the importance of the staff members in helping them navigate the sometimes confusing path upon entry into the college environment. The Athletic Department supports two courses that deal specifically with the transition from high school to college as well as with race and ethnicity issues. In addition, a Life Skills Academy has been implemented to provide a structured life skills curriculum for first-year student-athletes.

The advising and tutoring and learning assistance appears to be very well-organized, around individual sports. We found no evidence of “preference” given to revenue sports in this regard, with student-athletes across the spectrum of the 23 sports expressing satisfaction with the assistance they receive from advisors, tutors, and learning specialists.

While primary emphasis in academic services is given to supporting student-athletes in their first (and perhaps second) years, there also appears to be adequate help—and, as importantly, no hindrance—to student-athletes in choosing their majors. Career counseling and life skills resources have also been added for the benefit of student-athletes as they approach graduation and departure from the university.

b. Tutoring

Significant strides have been made since the 2000 second cycle certification self-study in the area of tutoring student-athletes. Prominent among these developments has been the establishment of a Tutoring Coordinator within the Academic Services office. The tutoring coordinator position, and particularly the present incumbent of that position, have helped to better organize the tutoring services available to student-athletes and formalize the tutoring process. As a result, the professionalism of that function has been enhanced and greater control over both its quality and oversight in areas such as academic misconduct has been achieved.

The tutoring services and organization of that function are described in detail in the Academic Integrity section of the third cycle certification self-study report. Our interviews with members of the tutoring staff, the Tutoring Coordinator, students, and other Athletic Department staff members have confirmed that the tutoring function has been made much more formal and well-organized under the Tutoring Coordinator. It appears that improvements have been made in compensation, selection procedures, pupil loads, qualifications, and other areas of tutoring. The tutoring function has grown significantly, with 60-70 tutors currently being used. More formal tutor recruitment and selection procedures have been implemented, with more emphasis placed on educational experience, particularly in working with at risk and special needs students.

Tutor training consists of two mandatory training sessions per year (fall and spring). Training sessions are led by the Tutorial Coordinator and take place during the first week of class in the fall and spring semesters. Tutors are given electronic copies of the Tutor Handbook and meet individually with the Tutor Coordinator. The Handbook contains compliance information and directions for the Badger Athletics Student Information System (BASIS), the online tutor database. Tutor student-athlete assignments and tutor hours are posted in BASIS. It might be useful for the handbook guidelines to address affirmative steps tutors could take if and when they encounter situations of potential non-compliance or misconduct.

As noted above, one of the strengths of the tutoring program has been establishment of a more formal tutoring program. The committee is pleased to see the addition of a Tutor Coordinator, improved recruitment and selection process, and more formal procedures that tutors must follow. The committee encourages the academic services program and the Athletic Department to continue these efforts to establish more standardized procedures for tutors in order to (a) maintain consistency in tutoring methods and (b) provide a clear and unambiguous set of expectations regarding academic conduct and misconduct.

Plans for all tutors to complete annual training sessions online are scheduled for implementation in the summer of 2009. The online training will feature a compliance assessment that tutors must pass before being permitted to tutor student-athletes. In addition, the external committee is aware of plans to incorporate into the aforementioned BASIS system, a procedure whereby tutors will affirm after each tutoring session, that their tutoring activities have complied with all NCAA and UW-Madison requirements. The committee commends the Athletic Department for these refinements to the tutoring program to further ensure that standard practices are followed and that close oversight of the tutoring function is maintained.

c. Academic progress monitoring and reporting

The academic services office has a sophisticated set of procedures to monitor the academic progress of student-athletes and to report on their eligibility. Both formal and informal methods of progress monitoring are utilized. Student-athlete progress monitoring activities are described in the third cycle certification self-study report. Particularly impressive is the use of an automated system (Badger Athletics Student Information System, or BASIS) to track progress through multiple reports that can be shared by academic services staff, coaching and Athletic Department staff, and the person responsible for documenting and reporting eligibility of student-athletes. The system also keeps a log of the student-athlete's use of the academic services office (Fetzer Center). Electronic progress reports are sent to faculty members twice each semester to keep track of academic progress, and problems therewith, of student-athletes. The system also serves as the basis for weekly contact, and reports, between the academic services office and coaching staff in the individual sports. Class attendance is monitored through an attendance coordinator, with the help of class monitors hired by the academic services office. The office also has a system for communicating attendance and progress problems with the individual student-athletes, at either of the two student academic service centers or through the appropriate coach.

This system appears to work well, according to the interviews with both student-athletes and program staff. For most student-athletes, more emphasis is placed on monitoring academic progress in the first year (and sometimes the second year) of a student-athlete's tenure at the UW-Madison. There typically is less scrutiny after the student has selected a major and has more experience with time management techniques and study habits, although the Athletic Department continues to monitor the academic progress of student-athletes when necessary.

- d. Assistance for special academic needs, and**
- e. Assistance for at risk students**

The academic services office has a comprehensive set of programs to provide assistance for at-risk students and students with special academic needs. These programs and activities are described in detail in the third cycle certification self-study report. In general, these programs and activities appear to be sound in design and effective in their implementation. The staff members are, justifiably, proud of their accomplishments in this area, and the student-athletes with whom we spoke are satisfied and appreciative of the efforts to assist at-risk and special needs students.

There are two elements of these initiatives that deserve special note. One of the major strengths of the at-risk, special needs initiatives at UW-Madison is the prominent role played by the learning specialists in the academic services office. Learning specialists are a major participant in the academic services program, and one that has been strengthened considerably since the 2000 second cycle certification self-study. Learning specialists have a very specific and clear purpose in the panoply of services, and they work very closely with both advisors and tutors to ensure that services to at-risk and special needs students are adequately coordinated. Recruitment and selection criteria for these positions are stringent and there is a consequent high degree of professionalism in the corps of learning specialists.

The other program warranting special attention is the Academic Athletic Mentor Partnership (AAMP). The intent of the AAMP program, started in 2007, is to initiate a mentor-mentee relationship involving community members, former student-athletes, and UW-Madison faculty members which will foster into a dynamic relationship for both the student-athletes of color and the mentors. The program has grown to include a variety of sports, including football, women's basketball, and women's track and field, and this past year more monthly AAMP events and meetings have been held. The academic services staff members also assist student-athletes in accessing other campus services, such as the McBirney Disability Resource Center.

f. Facilities

There are two Athletic Department academic support facilities on campus. The McClain Fetzer Center has 15,000 square feet of room that includes 9 study rooms, open study areas with carrels, a 55-seat auditorium, a 42-station computer lab, a lounge area and 11 offices. This center remains a "state-of-the art" educational services facility, and it gets high marks from both student-athletes and staff members. It continues to serve the needs of both student-

athletes based in the Camp Randall and Fieldhouse locations and student-athletes based in remote locations, primarily on the west side of campus.

The Athletic Department has enhanced its ability to serve the educational needs of Student-athletes by opening a satellite facility, also called the Fetzer Center, at the Kohl basketball and hockey facility. The Kohl Fetzer Center provides 5,000 square feet of study space which includes 5 study rooms, a lounge area, a 12-station computer lab and 4 offices. In addition to serving the academic needs of the women's and men's basketball and hockey programs, Kohl Fetzer also provides educational services for student-athletes in remote locations, taking some of the pressure off the McClain Fetzer Center in this regard. The committee's interviews with student-athletes has confirmed the value of this new facility, and it has broadened the services available to student-athletes in hockey and basketball, as well as those in other sports who avail themselves of the Kohl Fetzer Center satellite facility.

Some academic advisors not based at the Kohl Center do not hold regular office hours there. However, there will be an opportunity to address the availability of Kohl Center advising services generally, and particularly to hockey student-athletes, when the newly proposed hockey competition/practice facility is completed.

In combination, the McClain and Kohl Fetzer Centers provide excellent facilities for meeting the educational needs of student-athletes. With the addition of the Kohl Fetzer Center, the Athletic Department can now focus even more attention on ensuring that it is meeting the needs of student-athletes whose sports involve competition and practice locations in outlying or remote locations, particularly those on the west side of campus, such as rowing, softball, tennis, and golf, as well as swimming. Student-athletes in these sports have access to both Fetzer Centers, as noted above, but it will be important for the Athletic Department to continue to assess how well the two Fetzer Centers are serving the needs of the other student-athletes, and ensuring that the two Fetzer Centers can accommodate their needs.

g. Academic evaluation of prospective and continuing student-athletes

The system for evaluating the academic standing of prospective and continuing student-athletes is described in the third cycle certification self-study report. The academic services staff members meet with potential recruits on campus visits to discuss available academic services, admission requirements, possible majors, and other information.

The academic evaluation of prospective student-athletes undergoes a preliminary review by the compliance staff within the Athletic Department. A final determination is made through the NCAA eligibility process and then by the UW-Madison Office of the Registrar. Interviews with Athletic Department and Registrar's Office staff indicate satisfaction with this process and the academic services role as part of this process.

Academic progress monitoring also involves the maintenance of records of academic progress for purposes of determining continuing eligibility of student-athletes. This process is handled in the campus Registrar's Office, independent of the Athletic Department. All records are kept and updated by an individual in the Registrar's Office, who then reports

eligibility to the Athletic Department each semester. By all accounts this system seems to be working very well. The Athletic Department Associate Director for Compliance, and the Assistant Director for Academic Services, are satisfied with the process and give it high marks; the individual responsible for this function in the Registrar's Office is also very satisfied with the process, and she reports that she has had complete cooperation and no attempts to influence the process from inside the Athletic Department.

h. Student-athlete degree selection

Assistance to student-athletes in selecting a major area in pursuit of their degrees carries with it a dual responsibility: adequate help in navigating the process of selecting a major, and the absence of pressure—formal or informal—in making that selection, in cases of potential conflict with the requirements of the student-athlete's participation in her/his sport. Some constraints on study and class schedule may be inevitable given the amount of time a student-athlete is required to devote to his/her sport, and the timing of practice and competition schedules; but it is important that the coaches or academic services staff not impose undue restrictions on the student-athlete in selecting a major area.

The committee was pleased to find virtually no evidence of such pressure at UW-Madison, either by coaches or academic service staff. To the contrary, the student-athletes with whom we spoke expressed satisfaction and gratitude for the assistance they received, particularly from the academic services office, in obtaining information about possible majors. Academic services staff members appear to be knowledgeable and candid about major area requirements, and helpful in guiding students through the process of determining personal interests, career goals, and major area admission requirements.

Once the student-athlete is admitted to a major area, in some cases there appears to be a parallel track of advising that ensues, with the academic services program continuing to provide some counseling assistance and another set of advising services flowing from the student-athlete's major area. It would be beneficial to see more coordination of these two advising tracks, and the committee suggests that more attention be devoted to coordinating the efforts between the UW Athletic Department academic services program and the major area advising programs. It is natural that student-athletes would continue to rely on the former, since they have a longer history with and are therefore quite comfortable with their athletic academic advisors; yet the major area academic services advisors may have more detailed and up-to-date information that would be helpful to the student-athlete. Linking the two advising mechanisms will further enhance the student-athlete's academic performance and campus experience.

The committee was also pleased to see that, since the 2000 second cycle certification self-study, considerable enhancements had been made in the career services available to student-athletes. These services are much more comprehensive, including a job fair and mentor program to assist student-athletes in making the transition from campus to career. An important element of the UW-Madison approach to this transition is that the academic services program "broadens" the career guidance to include several "life skills" activities (generally housed under the CHAMPS program). The career assistance activities, and

particularly the CHAMPS program, got high marks from the student-athletes. Recent enhancements include a one-credit career course is available to student-athletes in their junior or senior year, Job Fair, and career networking events held in conjunction with the College of Letters and Science, the National W (letter winners) Club, and the Wisconsin Alumni Association.

SUMMARY:

The committee has undertaken a comprehensive review of the academic support services programs and resources associated with the UW-Madison Athletic Department. The review has encompassed the eight specific areas set forth in our charge, as well as elements of the program relating to relationships between the academic services office and coaches in various sports, relationships between the office and other campus entities such as the registrar's office and individual schools and departments, and issues such as academic conduct and misconduct.

The primary finding of our review is that the academic services program within the Athletic Department at UW-Madison is very strong and much improved over the period since the last certification self-study review in 2000. The program is strong in many ways, including:

- The staff of advisors, tutors, learning specialists, and career/life skills assistance staff are highly professional, through upgraded selection and recruitment.
- The program is well organized, with a formal structure of divisions and reporting relationships.
- Consistency is promoted through guidelines and manuals that govern how the services are provided.
- The staff has a deep commitment to providing skilled and meaningful services to student-athletes.
- The staff members assist rather than hinder the selection of major areas by student-athletes, and there has been an enhancement of career services available to them.
- The introduction of the learning specialist program has been beneficial to student-athletes, in general, and in particular, to at-risk and special needs student-athletes. Learning specialists bring backgrounds in adult education and special education that greatly assist student-athletes' transition to university academics and maintain their academic performance.

Of particular note is the outstanding leadership provided by the Assistant Athletic Director for Academic Services, Doug Tiedt. There is unanimous acclaim for his organizational skills, skill and experience in academic services, vision, ability to work well with staff inside the office and relationships with other department and campus entities, and commitment to excellence. As an experienced educator and program administrator, Mr. Tiedt is highly respected, both by those who work with and for him, and by those within the Athletic Department and other campus entities with whom he interacts on a frequent basis. Staff in the Academic Services Office recognized Mr. Tiedt for the strong program foundation he has built during his tenure and for his dedication to staff development. As Mr. Tiedt continues to grow in his position, and given the importance of academic services in enhancing the overall campus experience of student-athletes, the committee believes that consideration should be given to making him a member of the senior

management team in the Athletic Department, with a commensurate reporting relationship to the Athletic Director. Involvement of the Director of Academic Services at the senior management level would not only acknowledge Mr. Tiedt's important role in the Athletic Department, but would enhance the visibility of the position of the Director of Academic Services Office and reaffirm the Athletic Department's continued commitment to academic as well as athletic excellence.

As with any review the external committee has identified areas that provide opportunities for even more improvements in the academic services offered to student-athletes. Most of the following suggestions reflect the committee's view that the accomplishments and strengths of the academic services program provide a strong foundation for taking it to an even higher level of performance and contribution.

The academic services office and senior staff within the Athletic Department worked hard to instill in student-athletes and coaches an appreciation for the importance of academics in the overall campus experience of student-athletes. The committee has seen and heard positive anecdotal evidence that many coaches and other personnel in specific sports have heard the message and have internalized it in their programs. The Athletic Department should build on these positive efforts to reinforce this message and ensure that it is carried consistently throughout all sports.

The services to student-athletes appears to be particularly strong at the entry point of their campus experience, and major improvements have been made to strengthen those services at the exit point—graduation and departure from campus—as well. The academic services office should extend these accomplishments by focusing more, as well, on the coordination of its services with those of the advising assistance offered by departments and schools on the UW-Madison campus. Making the handoff in advising to the departments is never an easy task, but more coordination in this area will further enhance the student-athlete experience on campus.

The external committee notes that both the Academic Services Office and the Athletic Department have taken important steps to address the importance of appropriate academic conduct and the costs of misconduct. Beginning with the fall semester of 2008-09, representatives of the Office of the Dean of Students have participated in team meetings for every sport to advise student-athletes on the importance and ramifications of compliance and misconduct. Multiple coaches, and in many instances head coaches, have attended these meetings and reinforced the importance of academics by their presence. As mentors and teachers, it is important for coaches to uniformly support academic performance among their student-athletes. The positive reinforcement by coaches of the importance of academics sends a strong supportive message to student-athletes. Given the magnitude of the academic misconduct problem across campuses generally—throughout the country and certainly not restricted to athletic programs—the external committee (a) encourages the Athletic Department to continue this emphasis through education programs, and (b) encourages the Academic Services Office to provide continuing guidance to tutors and other staff members on acceptable and unacceptable practices, including affirmative steps to take when necessary. The message that the UW-Madison community will not tolerate academic misconduct should be conveyed to all students, including student-athletes, throughout their academic and athletic careers at the UW-Madison.

The external committee also is pleased that both the Academic Services Office and the Athletic Department—as well as the Athletic Board—have maintained a focus on directed studies (independent study) courses. Here, as well, a continued program of education and oversight will be useful to ensure that this practice—which can provide a useful academic experience for student-athletes and non-athletes alike—is not abused.

One final note is in order; particularly in consideration of the difficult financial times facing campuses in general, including Athletic Departments. The accomplishments of the UW-Madison academic services program are impressive, as highlighted in this report. The external committee appreciatively takes note of the fact that these accomplishments have been the result of a solid, sustained commitment on the part of the Athletic Department to promote the academic performance and experience of student-athletes as part of their overall campus experience. In this period of increased financial scrutiny and potential cutbacks, it will be critical that the Athletic Department maintain its unqualified support for academic services; the highly committed student-athletes deserve no less.

Academic Integrity

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

Academic Integrity

Special-Admissions

FOR FIRST-YEAR STUDENTS GENERALLY
AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID

		1	2
		Year	
		All First-Year Students	All First-Year Student-Athletes on Athletics Aid
Percent of Specially Admitted Students		%	%
		%	%
		%	%
		%	%

Name of person completing this chart: _

Title: _

Academic Integrity

Special-Admissions by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP

Year	All First Year Student-Athletes		Baseball		Men's Basketball		Football		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4
2007-2008																		
2006-2007																		
2005-2006																		
2004-2005																		

Name of person completing this chart: _

Title: _

Academic Integrity

Test Scores by Gender

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR
STUDENT-ATHLETES ON ATHLETICS-AID

		Gender							
		Male Students		Male Student Athletes		Female Students		Female Student Athletes	
	Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2008-2009	115	2738	94	50	111	3036	93	47
	2007-2008	114	2813	85	52	110	3224	94	39
	2006-2007	113	2634	90	55	109	3059	95	44
	2005-2006	112	2713	86	53	109	3467	99	40

Name of person completing this chart: Clare Huhn

Title: Policy and Planning Analyst

Academic Integrity

Test Scores by Racial or Ethnic Group

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR
STUDENT-ATHLETES ON ATHLETICS-AID

		Racial or Ethnic Group - All Entering First-year Students													
		Am. Ind/An		Asian/PI		Black		Hispanic		White		N-R Alien		Other	
	Year	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	2008-2009	103	53	108	319	95	152	101	244	115	4477	110	340	116	189
	2007-2008	102	55	109	379	93	183	101	222	113	4684	108	322	117	192
	2006-2007	94	36	108	380	92	188	102	208	112	4493	107	243	116	145
	2005-2006	101	36	106	371	90	178	102	208	112	4980	106	208	113	199

		Racial or Ethnic Group - All Entering First-year Student Athletes on Aid													
		Am. Ind/An		Asian/PI		Black		Hispanic		White		N-R Alien		Other	
	Year	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	2008-2009		0	104	1	84	17	85	3	96	68	85	6	101	2
	2007-2008		0	86	1	73	12	107	1	91	67	87	8	103	2
	2006-2007	88	2		0	80	18	78	1	96	71	86	6	115	1
	2005-2006		0	122	1	76	22	80	3	97	60	86	6	132	1

Name of person completing this chart: Clare Huhn

Title: Policy and Planning Analyst

Academic Integrity

Test Scores and GPA by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Sport Group															
		Football		M e n ' s Basketball		Baseball		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	
	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	2008-2009	2.96	17	3.23	5			3.01	4	3.06	24	2.9	3	3.49	14	3.4	30
	2007-2008	2.69	20	3.27	3			3.15	10	2.27	19	3.74	3	3.27	4	3.19	32
	2006-2007	2.89	21	2.83	3			3.3	8	3	23	3.39	5	3.68	5	2.71	34
	2005-2006	2.7	20	2.42	3			3.27	6	2.68	24	3.48	2	3.55	12	3.02	26

		Sport Group															
		Football		M e n ' s Basketball		Baseball		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	
	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
A v e r a g e Standardized Test Score	2008-2009	86	17	86	5			95	4	99	24	83	3	91	14	94	30
	2007-2008	79	20	91	3			90	10	88	19	103	3	99	4	92	32
	2006-2007	85	21	84	3			96	8	94	23	104	5	98	5	93	34
	2005-2006	77	20	78	3			93	6	92	24	89	2	105	12	97	26

Name of person completing this chart: Clare Huhn

Title: Policy and Planning Analyst

Academic Integrity

Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart

- 2006-2007 NCAA Federal Graduation Rates Report

	FGR
All Students	77%
Student Athletes	68%

Academic Integrity

Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2006-2007 NCAA Federal Graduation Rates Report

Men's Team	Team FGR by Racial and Ethnic Group							Team FGR	All SA's	All Male SA's	All Male Students	All Male Students FGR by Racial and Ethnic Group						
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other					AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other
Basketball	%	%	50%	%	67%	%	%	62%	68%	61%	75%	45%	67%	50%	53%	78%	35%	%
CC Track	%	100%	100%	%	58%	%	%	69%										
Football	%	%	39%	50%	62%	%	%	51%										
Others	%	33%	67%	%	68%	75%	%	68%										
All Male SA's	%	50%	50%	50%	65%	75%	%	61%										

Women's Team	Team FGR by Racial and Ethnic Group							Team FGR	All SA's	All Female SA's	All Female Students	All Female Students FGR by Racial and Ethnic Group						
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N - R Alien	Other					AM.Ind/AN	Asian/PI	Black	Hispanic	White	N - R Alien	Other
Basketball	%	%	25%	%	100%	%	%	77%	68%	78%	78%	44%	70%	63%	64%	80%	47%	%
CC Track	0%	%	100%	%	88%	100%	%	86%										
Others	%	%	80%	50%	76%	83%	%	76%										
All Female SA's	0%	%	64%	50%	79%	89%	%	78%										

All Student's	All Students FGR by Racial and Ethnic Group						
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other
77%	45%	68%	57%	59%	79%	39%	%

Academic Integrity

Federal Graduation Rates by Sport

Information obtained to complete this chart

- 2006-2007 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2006-2007 NCAA Federal Graduation Rates Report(Columns 3-6 below)

1	2	3	4	5	6
Men's Team	Team FGR	All Students FGR	All Male Students FGR	All SA's FGR	All Male SA's FGR
Basketball	62%	77%	75%	68%	61%
CC Track	69%				
Football	51%				
Golf	44%				
Ice Hockey	63%				
Soccer	62%				
Swimming	84%				
Tennis	67%				
Wrestling	73%				

1	2	3	4	5	6
Women's Team	Team FGR	All Students FGR	All Female Students FGR	All SA's FGR	All Female SA's FGR

Academic Integrity

Basketball	77%	77%	78%	68%	78%
CC Track	86%				
Golf	71%				
Ice Hockey	84%				
Rowing	60%				
Soccer	73%				
Softball	69%				
Swimming	84%				
Tennis	88%				
Volleyball	78%				

Academic Integrity

Academic Progress Rates

Information obtained to complete this chart

- 2006-2007 NCAA Academic Progress Rate Report(Columns 1-2 below)
- 2006-2007 NCAA Projected Federal Graduation Rate Chart(Columns 3 below)
- 2006-2007 NCAA Federal Graduation Rates Report(Columns 4 below)

1	2	3	4
Men's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Basketball	938	%	77%
Cross Country	1000	%	
Football	944	%	
Golf	983	%	
Ice Hockey	959	%	
Soccer	982	%	
Swimming	978	%	
Tennis	992	%	
Track, Indoor	971	%	
Track, Outdoor	972	%	
Wrestling	967	%	

1	2	3	4
Women's Team	Team MultiYear APR	Team Projected FGR	All Students FGR

Academic Integrity

Basketball	968	%	77%
Cross Country	972	%	
Rowing	987	%	
Golf	961	%	
Ice Hockey	995	%	
Softball	971	%	
Soccer	988	%	
Swimming	986	%	
Tennis	992	%	
Track, Indoor	982	%	
Track, Outdoor	980	%	
Volleyball	995	%	

Academic Integrity

Graduation Success Rates

Information obtained to complete this chart

- 2006-2007 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2006-2007 NCAA Federal Graduation Rates Report(Columns 3 below)

1	2	3
Men's Team	Team GSR	All SA's GSR
Basketball	67%	78%
CC Track	79%	
Football	61%	
Golf	57%	
Ice Hockey	68%	
Soccer	85%	
Swimming	85%	
Tennis	88%	
Wrestling	73%	

1	2	3
Women's Team	Team GSR	All SA's GSR

Academic Integrity

Basketball	79%	78%
CC Track	95%	
Golf	71%	
Ice Hockey	95%	
Rowing	79%	
Soccer	84%	
Softball	83%	
Swimming	89%	
Tennis	100%	
Volleyball	80%	

Academic Integrity

Retention Rates - Women's Sports

Information obtained to complete this chart

- 2006-2007 NCAA Academic Progress Rate Report
- 2006-2007 NCAA Retention Rate Report

Men's Team	Team Retention by Ethnicity							Team Rate
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other	
Basketball								952
Cross Country								1000
Football								941
Golf								983
Ice Hockey								938
Soccer								971
Swimming								950
Tennis								984
Track, Indoor								977
Track, Outdoor								978
Wrestling								967
ALL SA's								971
ALL Male SA's								958

Academic Integrity

Retention Rates - Women's Sports

Information obtained to complete this chart

- 2006-2007 NCAA Academic Progress Rate Report
- 2006-2007 NCAA Retention Rate Report

Women's Team	Team Retention by Ethnicity							Team Rate
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other	
Basketball								972
Cross Country								972
Rowing								985
Golf								974
Ice Hockey								995
Softball								978
Soccer								988
Swimming								989
Tennis								1000
Track, Indoor								980
Track, Outdoor								980
Volleyball								991
ALL SA's								971
ALL Female SA's								984

Gender/ Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

The University of Wisconsin-Madison did not have any conditions for certification imposed.

Action

Action Date

Explanation for partial or non-completion

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its second-cycle certification process. In each case, provide:

- a. The original plan;
- 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 plans.

The Committee on Athletics Certification will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to, participation rates and budget increases, specific numerical targets may be appropriate.

Gender/ Diversity Issues and Student-Athlete Well-Being

1. Original Plan

1. Scholarships.

Action

Fully fund all women's sports to NCAA maximum.

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Goal being achieved prior to the fall of 2001.

Explanation for partial or non-completion

Fully completed.

2. Original Plan

2. Accommodations of Interest and Abilities.

Action

Proportionality.

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Roster management was implemented in the fall of 1999. On November 21, 2001 the Office of Civil Rights notified the University that it met proportionality and was compliant with Title IX.

Explanation for partial or non-completion

Fully completed.

3. Original Plan

3. Equipment and Supplies.

Action

Provide access to equipment and supplies without regard for gender or sport.

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Goal being achieved prior to the fall of 2001.

Explanation for partial or non-completion

Fully completed.

4. Original Plan

4. Scheduling of Games and Practice Times.

Action

Provide equitable access to facilities for practice and games.

Provide equitable funding to enable all sports the opportunity to schedule the maximum number of contests allowable.

Gender/ Diversity Issues and Student-Athlete Well-Being

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Goal being achieved prior to the fall of 2001.

Explanation for partial or non-completion

Fully completed.

5. Original Plan

5. Travel/Per Diem.

Action

Provide equitable per diem and travel opportunities. Designed sports profiles to identify mode of transportation/per diem for each sport.

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Goal being achieved prior to the fall of 2001.

Explanation for partial or non-completion

Fully completed.

6. Original Plan

6. Tutors.

Action

Provide information to all student-athletes for equitable access to tutors.

Budget funds to cover all tutor expenses.

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Goal being achieved prior to the fall of 2001.

Explanation for partial or non-completion

Fully completed.

7. Original Plan

7. Coaches.

Action

Provide full-time position opportunities for all NCAA coaching limits (head and assistant).

Compensate coaches fairly without regard to gender.

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Goal being achieved prior to the fall of 2001.

Explanation for partial or non-completion

Gender/ Diversity Issues and Student-Athlete Well-Being

Fully completed.

8. Original Plan

8. Locker Rooms and Practice/Competitive Facility.

Action

Provide available and exclusive use of facilities on an equitable basis.

Provide remodeled or new locker room for women's ice hockey and provide adequate practice facility.

Provide upgraded facilities for women's rowing.

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Goal achieved: New women's hockey locker room facility was added in 2002 and women's hockey is provided with an adequate practice facility.

New state-of-the-art rowing boathouse was opened in 2004.

Explanation for partial or non-completion

Fully completed.

9. Original Plan

9. Medical/Training Facilities and Services.

Action

Provide services to student-athletes without regard for gender or sport.

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Goal being achieved prior to the fall of 2001.

Explanation for partial or non-completion

Fully completed.

10. Original Plan

10. Housing/Dining Facilities and Services.

Action

Provide services to student-athletes without regard for sport or gender.

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Goal being achieved prior to the fall of 2001.

Explanation for partial or non-completion

Fully completed.

11. Original Plan

11. Publicity.

Gender/ Diversity Issues and Student-Athlete Well-Being

Action

Provide equitable exposure for women's and men's sports teams.

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Goal being achieved prior to the fall of 2001.

Explanation for partial or non-completion

Fully completed.

12. Original Plan

12. Support Services.

Action

Provide equitable support services for men's and women's sports.

Monitor number of support staff in men's and women's sports-including program assistants and administrative assistants.

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Goal achieved: Implemented a monitoring mechanism (chart) in 2001 on the number of program assistants in the Athletic Department.

Explanation for partial or non-completion

Fully completed.

13. Original Plan

13. Recruiting.

Action

Provide adequate funding in recruiting budget without regard for gender or sport.

The program area is monitored and evaluated on an annual basis by the Athletic Department and Athletic Board.

Action Date

Goal being achieved prior to the fall of 2001.

Explanation for partial or non-completion

Fully completed.

3. Describe any additional plans for improvement as they relate to Operating Principle 3.1 (Gender Issues) developed by the institution after the second-cycle certification decision was rendered by the Committee on Athletics Certification. In each case, provide:

- a. The additional plan;
- 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 plans.

Gender/ Diversity Issues and Student-Athlete Well-Being

The Athletic Department has taken additional action in several areas since second-cycle certification. These additional actions were part of an ongoing monitoring and evaluation process set in place by the written stand-alone gender-equity plan implemented in 2000. The following is a summary of improvements related to Operating Principle 3.1 (Gender Issues):

ATHLETICS SCHOLARSHIPS

In women's soccer the NCAA scholarship limit was increased in 2006 from 13 to 14. The Athletic Department supported and immediately implemented this increase effective in the fall of 2006.

EQUIPMENT AND SUPPLIES

In the equipment and supplies area the Athletic Department entered into a lucrative shoe and apparel contract with Adidas for all sports in 2001. As a result, each sport is allocated a portion of the Adidas budget to outfit their particular sport both for practice and competition. Shoe and apparel expenses are averaged over the previous three years for each sport to establish a preliminary budget baseline. Competition uniforms for football, men's hockey and women's hockey are replaced each year. The remaining sports are based on a two-year competition cycle. Individual meetings are scheduled between the Director of Equipment, an Adidas representative and the coaching staff of each sport to discuss and present samples for selection of Adidas shoe and apparel for practice and competition gear. The overall budget allocation is presented to the Athletic Department senior staff management team for discussion, review and approval on a yearly basis. At the conclusion of these meetings, reports are presented to the sport administrators for follow up with their coaches. The review process allows for an additional review of the budget allocations.

Dartfish pro-suite, a video training program, was budgeted in year 2006 for seven women's programs and five men's. The program is designed to be an effective and complete video analysis software package, which includes all necessary functionality to analyze technical performance during and after training. This training program has enhanced training for the student-athletes as instant feedback is reviewed, analyzed, and corrected.

SCHEDULING OF CONTESTS AND PRACTICE TIMES

The Athletic Department has implemented an intensive and sophisticated review process for scheduling of contests and practice time. Mechanisms were developed to make sure each program is treated in a fair and equitable manner. The NCAA maximum number of scheduled contests is allowed in all sports at the coach's discretion. Contests scheduled in shared-use facilities are vetted in a meeting with all programs involved and with guidance from Big Ten/WCHA directives: i.e. conference schedules and match-ups. The objective is to accommodate all programs regardless of gender. Practice times in all facilities are developed through a process with each program represented to request amount, time and length of season. Consideration is given to accommodate as many requests as possible in a fair and equitable manner giving preference to teams currently in season.

In the summer of 2008, EMS software was purchased to streamline the Department's scheduling process. This program offers a full suite of room scheduling, meeting and event management, academic scheduling, shared workspace management and master calendaring solutions that empower an organization to maximize resource utilization, streamline communications and reduce operating costs. This will allow the Athletic Department to find and filter according to each team's needs by facility, time, month, week, etc.

ACADEMIC SUPPORT SERVICES

The Athletic Department has increased the academic support services that are available for all student-athletes on the squad list roster. In 2006, an academic center was added on the east side of campus at the Kohl Center to improve student-athlete access. The student-athletes are eligible to use all support services provided by the Office of Academic Services. Student-athletes have equal access to advising services, tutors, writing specialists, CHAMPS Life Skills programming, learning assessments, and learning specialist support based upon each individual's academic profile. All student-athletes have equal access to the academic support facilities and are made aware of these services through the new student orientation program, the student-athlete handbook, e-mail, advisor contact and team meetings.

The Office of Academic Services works closely with the Student-Athlete Advisory Committee (SAAC) to ensure concerns or enhancements are discussed from the student perspective. Representation from both genders is provided; each team, male or female, has the opportunity to select two members to serve on SAAC. There are three officers for SAAC each year with the caveat that there must be at least one female and one male to allow for equitable gender representation.

COACHES

Gender/ Diversity Issues and Student-Athlete Well-Being

The Athletic Department and Director of Human Resources have improved practices and policies to increase the number of qualified women and minorities in applicant pools and are working to effectively recruit and retain women and minority staff.

Currently the Athletic Department is fully staffed with coaches allotted per NCAA guidelines. The one exception is a swimming coach position that is being held open at the request of the head swimming coach. Funds and an FTE appointment are available for the position if a request is put forth to fill the position. Graduate Assistant coaching positions per NCAA rules are only available in football and women's rowing. The women's rowing Graduate Assistant coaching position was filled immediately after NCAA legislation was passed in 2006 to permit the appointment.

In 2007, the men's and women's golf teams were allowed to increase both the number of active coaches and number of off-campus recruiters from one to two. The Department funded both of these initiatives for each program.

Academic staff positions, including but not limited to, coaches, ticket office, academic services, athletic trainers etc., must hold a minimum of a bachelor's degree. National searches are conducted for head coaching positions in an effort to hire the most qualified coach with regard to training, experience and success. To ensure that female coaches are considered for head coaching positions overseeing women's teams, the Athletic Director initially requires a national list of qualified female candidates. Assistant coaches are typically hired by head coaches with Departmental approval. With regard to a women's team, if the head coach is a male, the directive given to the head coach is to do everything possible to locate a qualified female assistant coach for the staff. Sport administrators, in consultation with the Director of Human Resources, are responsible for setting the years-of-experience criteria, along with any other required professional qualifications in hiring. Professional education and enhancement opportunities are available through sports and departmental budgets regardless of gender.

Each coach's salary is dependent on a number of factors, but generally, they will be competitive within the conference, region, and nationally. The contract of coaches of each men's and women's programs respectively, are negotiated prior to hire and are for one year unless a multi-year contract is granted at the discretion of the Athletic Director. Multi-year contract opportunities for coaches currently under a yearly contract are extended at the discretion of the Athletic Director. The Athletic Board is involved with the review of head coaches' performance evaluations. In the review process, coaches are measured in the following three areas: academic success, competitive success, and student-athlete experience. Athletic Department benefits associated with coaching positions such as clothing allotment, courtesy car, country club membership, complimentary tickets and camps are equitably outlined within the sports profiles and are provided at the discretion of the Athletic Director. The State of Wisconsin offers all employees the same standard benefit package, which includes health insurance, retirement, long-term disability and other benefits.

Total compensation packages vary among coaches and differences in compensation are due to legitimate non-discriminatory factors, including but not limited to, market factors, qualifications or experience levels of the coaches and past performance of the program. The Department conducts periodic market analysis and reviews the salary of coaches to determine whether in-range and/or market adjustments should be awarded. This market analysis includes a review of coaches in the same sport with similar experience, professional recognition and success rates both within the Big Ten or the WCHA and nationally.

All coaches regardless of gender are expected to follow NCAA, WCHA, Big Ten, University and State policies. All coaches expectations are outlined in their employment agreement and the Department Game Plan that is published annually. All head coaches are reviewed annually by student-athletes, sport administrators and the Athletic Board. All assistant coaches are reviewed annually by the head coach and student-athletes.

LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES

The Athletic Department has an ongoing commitment to provide the best possible facilities for both men's and women's teams. Recent facility enhancements directly related to, but not limited to, women's programs include:

2001 Renovated volleyball locker room: \$52,000
 2002 Added Goodman Diamond field lights: \$200,000
 2002 Added women's hockey locker facility: \$1 million
 2003 Added new lighting to McClimon Soccer complex (men and women): \$15,000
 2003 Resurfaced outdoor track (men and women): \$175,000
 2004 Porter Boat House: \$8.3 million (Locker rooms, boat storage, erg areas, offices, storage shed for 170 women and 70 men)
 2005 Upgraded volleyball sound system in the Field House: \$20,000 2005 Added Kellner Club to Kohl Center: \$250,000 (Training table for m/w basketball and m/w hockey)
 2005 Camp Randall renovation: \$110 million

Gender/ Diversity Issues and Student-Athlete Well-Being

- New turf fields in the stadium and the McClain Center used by m/w soccer, softball, m/w track, football
- New ice sheet, boards and chiller for women's hockey in the Shell
- New offices for w hockey, volleyball, softball, m/w soccer, m/w tennis, m/w golf, m/w swimming, m/w track
- New offices for support services (maintenance, athletic communications, marketing, video, technical services)
- Added a student-athlete dining hall used by football, volleyball and women's hockey
- 2006 Added Goodman Diamond dugout heaters: \$3,500
- 2006 Added Fetzer Academic Center and weight room to Kohl Center: \$500,000 (Used by m/w basketball, m/w golf, m/w hockey, m/w tennis and m/w swimming)
- 2007 Upgraded Camp Randall locker rooms for women's soccer and softball: \$10,000
- 2007 Renovated volleyball ready room: \$40,000
- 2007 Rebuilt McClimon Soccer field (men and women): \$40,000
- 2007 Rebuilt six outdoor tennis courts at Nielsen Tennis stadium: \$332,000
- 2007 Added Heritage Hall: \$2.5 million (Used for various team banquets, SAAC meetings, National W Club Senior Steak Fry and first-year letter jacket award ceremonies.). Upgraded wrestling offices and locker room
- 2008 Upgraded women's basketball locker rooms: \$17,000 (Including showers, carpet and paint)
- 2008 Remodeled women's hockey coaches' locker room: \$35,000
- 2008 Added new basketball floor (men and women): \$100,000
- 2008 Resurfaced indoor track (men and women): \$330,000
- 2008 Added outdoor cross country course (men and women): \$350,000 2008 Added to and upgraded University Ridge golf course: \$3.1 million (Upgraded m/w golf outdoor practice facilities)
- 2003-2008 Upgraded security/safety measures at the Kohl Center: \$53,000 (Including cameras and card access)
- 2010-2012 Plans for addition of women's hockey competition facility: \$25 million
- 2010-2012 Plans for addition of Athletic Performance Center (this facility will benefit all student-athletes): \$50 million

MEDICAL AND TRAINING FACILITIES AND SERVICES

In the strength-and-conditioning area, improvements have been made in facilitating both access to facilities and gender representation in coaching positions. A full-time female strength coach was hired in 2006. Prior to 2000, certain sports were assigned to certain facilities. After 2000, all facilities have been made available to all sports as the usage schedule for each facility allows.

The Athletic Department, in partnership with the School of Medicine and Public Health (SMPH), appoints a Sports Medicine staff consisting of physicians, athletic trainers, and other specialty personnel such as a nutritionist, dietician and a chiropractor providing care under one umbrella. The selection of physicians is at the discretion of the SMPH. The Athletic Department has been proactive in this partnership to advocate for the addition of two female physicians to balance the needs of the student-athletes. The athletic training staff consists of 12 full-time positions. Each staff member is state-licensed and NATA-certified. Five of the full-time positions are female. Another female licensed athletic trainer is hired on an hourly basis for event and practice coverage. Three licensed athletic trainers are graduate students; one is female and all are part of the staff that provides daily care to teams.

One primary care team physician and one orthopedic surgeon is assigned to each team. The appointed physicians, in conjunction with the licensed athletic trainer assigned to the sport, form a team approach that provide for personal interaction and care continuity. This team interaction offers a clear communication stream to the coaching staff, and provides the student-athletes with options to transmit personal health and injury information.

In the fall of 2007, the Department added three clinics per week during the academic year in the McClain Facility for specialty physical therapy. A female physical therapist from the physical therapy faculty cares for our student-athletes on referral from our team physicians and athletic training staff for specialized one-on-one care. This may range from unique cervical or low-back issues to certain early-stage post-operative rehabilitation.

Student-athletes benefit by having the medical school and University Hospital located on campus. Specialty care beyond what is available in the clinics held at McClain is referred to the myriad of specialists available within this system. Because the student-athletes pay fees along with their tuition, they also have the option to seek care and counseling through the University Health Service (UHS). Some initial diagnostic procedures and low-cost medications are available to student-athletes at UHS, as they are to every student.

In November of 2007, the Department offered a panel presentation with a dietician, team physician, athletic trainer and psychologist to coaches during a "Lessons Learned...or Not" session that highlighted the importance of nutrition in sport and disordered eating. The presentation outlined the Department's approach to these issues and included a purposeful discussion on the topics. Student-athletes and coaches have expressed interest in learning more about healthy eating for enhancing sport performance, and we plan to continue our efforts of communication and education.

HOUSING, DINING, FACILITIES AND SERVICES

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The University of Wisconsin-Madison Division of Housing offers a housing contract to any first-year student-athlete receiving \$2,250 or more of athletics aid and who has applied to the institution. This process was implemented in 2005-06. Student-athletes must submit a housing application prior to the deadline in May, and a room will be held if they are accepted to the institution, regardless of gender. Other students must be accepted to the institution prior to being offered a housing contract, and they have a limited timeframe to return the contract. This process was implemented to encourage student-athletes to live on campus.

PUBLICITY AND AWARDS

In 2006, the Athletic Communications Office added a full-time intern position that travels with the women's softball and women's hockey programs. A full-time Web site services position was created that promotes all of the programs, but in particular, increases visibility of women's programs to a large variety of media markets. Women student-athletes are consistently nominated for both academic and athletic awards at the national and conference level. This national exposure and recognition of women student-athletes has been enhanced by the hiring of additional staff. Coaches of women's sports are routinely invited to weekly Monday news conferences.

In 2005, the Department celebrated the 30th anniversary of women in sports. Former letter-winners were invited to several celebration events. Those participating in intercollegiate competition prior to 1972 were awarded a letter at a celebratory luncheon.

The Department embraces the Big Ten Conference Gender Equity Action Policy Plans developed in 1992 by implementing the multi-phase plan, as encouraged by the Big Ten Conference. The conference most recently celebrated the 25th anniversary of women's sports in 2006-07 with events and promotions running throughout the year on all campuses.

SUPPORT SERVICES

The Athletic Department allocates support services to sufficiently staff and support all sport programs. To augment the support services offered to softball, men's and women's track, men's and women's cross country, men's and women's swimming and diving, and men's and women's soccer, a program assistant position was designated to be a travel coordinator and provide recruiting support.

Support staffs have equitable and accessible office space that was accommodated in part by the Camp Randall stadium renovation in 2005.

RECRUITMENT OF STUDENT-ATHLETES

In the 2007-08 budget, additional dollars were allotted to six women's sports and three men's sports to improve the recruiting process. Scoutware, a recruiting and organizational program, was purchased and used by the following women's sports: basketball, soccer, volleyball, track, softball and golf. Women's hockey was added in August of 2008. This recruiting program allows personalized e-mails, simultaneous delivery, custom banners and tracking of when each e-mail is read. Quick access to all correspondence is a significant recruiting tool to allow the programs to have an extremely organized process that saves time and provides efficiency.

4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for both athletics department staff and student-athletes.

The University of Wisconsin-Madison is organized and structured to conduct and promote its athletic programs free from gender bias. The University's and Athletic Department's mission statements further substantiate our commitment to gender-equity. The University's mission statement in part states, "...The University seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development. It also seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education. To fulfill its mission, the University must...H). Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society."

In furthering this goal, the University created an Office for Equity and Diversity within the Office of the Provost in 2006. The primary purpose of this office is to promote, integrate, and transfer equity and diversity principles to nurture human resources and advance the mission of the University. This office assists in resolving issues and is available to all staff and students on campus. Moreover, the Office of the Vice Provost for Diversity and Climate (OVPDC) expanded from a part-time operation to a full-time office that employs, in addition to the Vice Provost, three full-time staff, two students and a graduate assistant. The OVPDC developed a Strategic Transition Framework that will guide the work of the office, a core feature of which is to find ways to expand the focus of diversity work, in

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particular, the issues of gender, sexual orientation and disability. The OVPDC intends to bring together working groups of constituents from campus and the broader community to begin working cooperatively to amplify and enhance the University's institutional infrastructure.

The Athletic Department's mission statement states, "The Division of Intercollegiate Athletics at the University of Wisconsin-Madison dedicates itself to the mission of providing athletic opportunities to a wide range of students and an environment in which all student-athletes can achieve their academic and competitive goals. The Division strives to provide equitable opportunities for all student-athletes and staff, regardless of gender or ethnic backgrounds. To honor its academic mission and that of the University, the Division supports the educational aspirations, academic progress and general welfare of the student-athlete. In competition, the Division fosters principles of sportsmanship, respect, fair play and athletic excellence. In all of its activities, the Division insists on integrity, ethical conduct and accountability."

The Athletic Director reports directly to the Chancellor and is ultimately responsible for matters regarding gender equity within the Athletic Department. The Athletic Director has assigned responsibility for monitoring and assessing the Department's strategic initiatives, plans and policies related to gender equity to the Department's senior staff management team Committee on Gender, Diversity and Student-Athlete Welfare, which was established in the fall of 2007. This committee reports directly to the Athletic Director and is chaired by Terry Gawlik, Associate Athletic Director for Sports Administration/Senior Woman Administrator. Ms. Gawlik and three other Department senior staff members (i.e. Sean Frazier, Associate Athletic Director for Events and Facilities; Marija Pientka, Associate Athletic Director for Development; Steve Waterfield, Assistant Athletic Director for Student Services) are assigned to the committee; two members of the group are female and three of the members have direct oversight of NCAA compliance, student services, gender equity and diversity plan coordination. This senior staff committee convenes regularly to ensure the Athletic Department is meeting the specific goals outlined in both the gender-equity and diversity stand-alone plans. All senior staff members meet weekly during the academic year and biweekly during the summer to establish consistency relative to plans, initiatives and decision-making. This committee is designed to work closely with the campus and Athletic Board on gender-equity matters. The Athletic Board committee on Equity, Diversity and Student Welfare (EDSW) meets regularly to review and advise the Athletic Department on gender-equity issues, especially the Department's stand-alone gender-equity plan.

The Athletic Department is organized to encourage all sport administrators to incorporate gender-equity principles and concerns in making general policies and implementation decisions. Because of this organizational arrangement, each sport administrator, except for men's basketball, has responsibility for both men's and women's sports. There are no separate units for men's and women's sports. This oversight-for-both-genders approach is designed to advocate consistently and fairly for both programs in each sport with respect to all matters impacting staff and student-athletes. This includes, but is not limited to: facilities, budget, personnel, equipment, travel, etc. This approach also allows for an equitable decision-making process if any conflicts arise between the programs. Sport profiles have been developed for each sport and are utilized by the sport administrators as a guide to ensure gender-equity principles are considered during decision-making. The sport administrator overseeing men's basketball works with the Associate Athletic Director for Sport Administration/SWA who oversees women's basketball on any matters involving scheduling policies and conflicts, travel policies and any other issues to ensure equity in both programs.

The student-athletes have access and input to the Athletic Department and the Athletic Board through their Student-Athlete Advisory Committee (SAAC) representatives, who give regular reports to the Department and the Board. Student-athletes are involved in the governance and decision-making process through SAAC. SAAC is a leadership group that provides an outlet for student-athletes to discuss issues specific to dealing with the rigors of student-athlete life. This committee serves as a liaison among the student-athletes, coaches and administration, the Big Ten Conference and the National Collegiate Athletic Association (NCAA) on issues affecting student-athletes. SAAC offers input on rules, regulations and policies that directly affect the life of the student-athlete. SAAC also provides opportunities to meet with peers and develop a support system for each other. Female student-athletes are provided leadership opportunities through SAAC. Bridget Warren, Director of Inclusion and Life Skills Programming in the Office of Academic Services, is the Athletic Department liaison.

SAAC is made up of two student-athletes from each of the 23 sports. SAAC has four officers each year: a president, vice president, secretary and a Student-Athletes Equally Supporting Others (SAESO) representative (typically held by the elected President of SAESO). Of the officers, two student-athletes (one male and one female) represent SAAC on the Athletic Board, attend Board meetings and inform the rest of the student-athletes in SAAC of issues that potentially affect them. They also serve on various Athletic Board committees that deal with issues directly affecting student-athletes. There must be at least one male and one female officer each year, and all of the officer positions are one-year terms. A student-athlete may run for re-election, but may only serve as an officer for a total of two years. SAAC representatives may bring to the Athletic Department and Athletic Board issues voiced at SAAC monthly meetings and serve as the liaison between student-athletes and the Athletic Department and Athletic

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Board. The SAAC President attends the biannual meeting of the Big Ten Conference Student-Athlete Advisory Committee.

Other SAAC members may participate in one of three committees. The Community Service Committee works to find volunteer activities in and around the Madison area. The Social Committee works to provide all student-athletes with the opportunity to gather to socialize at an organized event at least once per semester. Past activities have included a movie night and a cookout. The Awareness Committee works to increase the visibility and understanding of SAAC among student-athletes, coaches and administrators. This committee is responsible for keeping the SAAC website up to date, posting flyers about meetings and other activities, and achieving full SAAC meeting participation by all teams.

5. Describe how matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

The Athletic Director reports directly to the Chancellor and is ultimately responsible for matters regarding gender equity within the Athletic Department. The Athletic Director has assigned responsibility for monitoring and assessing the Department's strategic initiatives, plans and policies related to gender equity to the Department's senior staff management team Committee on Gender, Diversity and Student-Athlete Welfare, which was established in the fall of 2007. This committee reports directly to the Athletic Director and is chaired by Terry Gawlik, Associate Athletic Director for Sports Administration/Senior Woman Administrator. Ms. Gawlik and three other Department senior staff members (i.e. Sean Frazier, Associate Athletic Director for Events and Facilities; Marija Pientka, Associate Athletic Director for Development; Steve Waterfield, Assistant Athletic Director for Student Services) are assigned to the committee; two members of the group are female and three of the members have direct oversight of NCAA compliance, student services, Gender Equity and Diversity Plan coordination. This senior staff committee convenes regularly to ensure the Athletic Department is meeting the specific goals outlined in both the gender-equity and diversity stand-alone plans. All senior staff members meet weekly during the academic year and biweekly during the summer to establish consistency relative to plans, initiatives and decision-making. This committee is designed to work closely with the campus and Athletic Board on gender-equity matters. The Athletic Board committee on Equity, Diversity and Student Welfare (EDSW) meets regularly to review and advise the Athletic Department on gender-equity issues, especially the Department's written stand-alone gender-equity plan.

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The Athletic Director is directly involved in hiring head coaches. The Athletic Department strongly encourages at least one female coach on staff of the women's teams to provide an avenue for female student-athletes to seek advice and to provide a role model. This also fosters opportunities for female coaches to develop and advance in the profession. Male head coaches assigned to coach women's teams are informed that they need to pursue every opportunity to include a female assistant coach on staff. Searches and advertising are designed to promote and increase applications from women and minority candidates.

In 2004, the Department hired a full-time CHAMPS/Life Skills coordinator to ensure that programs touching on gender issues were either enhanced or developed. The CHAMPS/Life Skills Program has offered a number of programs and workshops to teams that include gender issues and/or focus on issues related to female student-athletes. Various women's teams have participated in workshops on self-defense, nutrition, body image, and sexual health. Through the CHAMPS/Life Skills Program, the Athletic Department has secured speakers who have provided presentations for all student-athletes on issues of sexual assault, dating violence, and gender identity. Additionally, the campus women's center and the University Health Services office offer workshops and group counseling sessions available to all students on similar topics. With the hiring of the full-time coordinator for the CHAMPS/Life Skills area, the role of the Student-Athlete Advisory Committee (SAAC) was improved and emphasized as a communication link between the student-athletes and the administration.

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In addition, student-athlete evaluations of head and assistant coaches are conducted yearly. Student-athletes can make suggestions for improvements to programs, as well as reflect upon any area of concern within the program. Exit evaluations are also offered to student-athletes who have exhausted eligibility and to a random selection of student-athletes choosing to leave the program. This information is reviewed annually.

6. For the three most recent academic years in which information is available, analyze your institution's Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches). If any differences exist, your institution must explain (using supporting data) and address any deficiencies in your gender-issues plan for improvement.

The Equity in Athletics Disclosure Act (EADA) reports for 2005-2006, 2006-2007, and 2007-2008 were reviewed and analyzed in response to this Self-Study Item. No gender-based specific deficiencies were identified; however, the following gender trends were identified.

Athletic participation rates have held steady with the implementation of roster management. During the period of review, the greatest discrepancy of female athletic participation compared to female campus enrollment was less than 1.5 percent. Female student-athlete participation rates during the review period were: 53.5 percent, 52.0 percent, and 52.2 percent, respectively.

All sport programs are allowed to offer the maximum number of approved scholarships per NCAA guidelines. For the sports offered, the number of scholarships available to male athletes is 167, while female athletes have access to 137. The actual number of scholarships awarded each year varies based on attrition, coaches' decisions to award aid staggered to accommodate recruitment of prospects within the four classes, and coaching staff changes. For the period of review, scholarships offered to female athletes totaled: 43.85 percent, 44.55 percent and 44.94 percent. However, the actual scholarship dollars awarded to female athletes have continued to increase to a total amount closer to the prescribed NCAA scholarship limit.

The dollar amount awarded to females during the same aforementioned three-year period was \$3,275,649, \$3,548,533 and \$3,822,835, an increase of \$547,186. Male athletes were awarded \$4,195,123, \$4,417,139 and \$4,682,794, an increase of \$487,641. The higher increase in spending for female athlete is due in part to offering aid closer to the maximum limit and a slight increase in awarding scholarships to more out-of-state female athletes. The dollar-amount percentage awarded to female athletes is below the participation percent rate of female athletes. This is due in part to the large number of football scholarships allowed by the NCAA, and the lack of a comparable number of NCAA-approved scholarships for a women's sport.

The number of women's teams with female head coaches has remained the same for the review period. There has been a slight downward trend in the number of female assistant coaches of women's teams during this period. This is due in part to the addition of two male coaches hired within the women's basketball program to replace two females who left the program. The number of female assistant coaches also fluctuates because these numbers include volunteer positions. These volunteer positions typically change from year to year, and the assignment of positions is non-gender specific unless there are no females assigned to that coaching staff. In the aforementioned situation, the head coach would need to ensure a female volunteer assistant coach is on staff. These numbers are monitored by Athletic Department senior staff members and the Director of Human Resources. At this point, a deficiency does not exist; however, efforts to stabilize the number of female coaches on staff will continue to be monitored.

In reviewing the program area of operational game-day spending, there was a notable difference between men's and women's ice hockey. In women's ice hockey, there was an increase of 21.5 percent between 2005-06 and 2006-07, and an increase of 19.7 percent between 2006-07 and 2007-08. In men's ice hockey, there was an increase of 8.4 percent between 2005-06 and 2006-07, and a decrease of 2.3 percent between 2006-07 and 2007-08. This increase was due in large part to bringing all women's ice hockey games on campus. In prior seasons, about half of the games for women's ice hockey were held at a smaller venue off campus. The decision to bring the event to campus, although in a larger venue, was intended to attract more students and provide the female athletes the opportunity to play in the Kohl Center, the same venue used by the men's ice hockey team. The cost of hosting a home men's ice hockey event is still a larger budget item compared to the women's event. This is due to the attraction of a much larger audience, resulting in event management costs that are substantially higher. This is not an area of concern.

Over the last three years, the men's ice hockey program overall total expenses have been \$37,326,967, \$35,752,868 and \$39,367,322, a cumulative increase of just over \$2 million dollars. The women's expenditures have increased yearly to \$12,631,027, \$14,807,809 and \$15,228,762, a cumulative increase of just over \$2.5 million dollars. While the year-to-year fluctuation does not show trending, the three-year cumulative snapshot shows

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women's sports with a 17 percent growth versus men's sports with a 5 percent growth. These increases are due to a variety of non-gender based factors, including increasing costs of travel and salaries.

7. For the three most recent academic years in which information is available, analyze your institution's NCAA financial report (all revenue and expense categories). If any differences exist, your institution must explain (using supporting data) and address any deficiencies in your gender-issues plan for improvement.

The NCAA financial reports for 2005-2006, 2006-2007 and 2007-2008 were reviewed and analyzed in response to this Self-Study Item. No gender-based specific deficiencies were identified; however, the following gender trends were identified.

Recruiting expenses for the three-year period indicated an 11 percent increase for the men's programs from 2005-06 to 2006-07, but a 2 percent spending decrease for 2007-08. The large increase and subsequent decrease within the men's program was due in part to the hiring of an entire new football staff. The women's programs increased spending 8 percent and 5 percent respectively which would indicate a normal growth rate pattern.

For the same period, equipment, uniforms and supplies experienced a 1 percent and 7 percent spending decline within the men's programs, and 3 percent and 10 percent increases within the women's programs. The Department has a budget-review process in place that allows all teams access to equipment needed to practice and compete without regard to gender.

Team travel costs vary year to year, with most increases due to post-season advancement. For 2005-06, the increases were 1 percent for the men's programs and 11 percent for the women's. In 2006-07 versus 2007-08, increases in men's and women's travel were both 10 percent.

Medical expenses for all teams were reviewed and showed no measurable discrepancies. Medical expenses are dictated by injury and need, not by gender or budget.

In the membership and dues area, spending was significantly reduced by 51 percent from 2005-06 to 2006-07 within the men's program. Thereafter, spending was increased for both genders: 10 percent for the men and 7 percent for the women. Coaches and staff are encouraged to join and retain memberships in professional organizations to enhance development.

8. Using the program areas for gender issues:

- a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program; and
- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

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

1. Accommodation of interests and abilities Participation proportionate to enrollment; and/or history and continuing practice of program expansion for the underrepresented gender within the athletics program; and/or full and effective accommodation for the underrepresented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.

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a. Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. Outgoing Chancellor John Wiley and current Chancellor Carolyn "Biddy" Martin carefully selected members of the Steering Committee, chaired by Darrell Bazzell, Vice Chancellor for Administration, and subcommittees to ensure that the self-study involved broad-based campus and community participation. The Steering Committee was responsible for the general direction of the self-study, monitored the work and progress of the subcommittees, and ultimately approved the report and any plan for improvement. The Chancellor and Athletic Director were members of the Steering Committee.

The Gender, Diversity and Student Well-Being self-study subcommittee was chaired by Dr. Sheila McGuirk, Professor in the Department of Veterinary Medicine, Steering Committee member, Faculty Athletics Representative and member of the Athletic Board.

Dr. McGuirk met with Steering Committee member Terry Gawlik, Associate Athletic Director/SWA, on several occasions to develop a plan for review and a schedule of meetings. Due to the broad scope of the task, relative to Operating Principles 3.1, 3.2 and 3.3, three smaller working groups were created specifically to focus on Gender, Diversity, and Student-Athlete Well-Being. An Athletic Department senior staff management team member assigned to the subcommittee was asked to chair each of the smaller working groups.

In preparation for the first full subcommittee meeting, Dr. McGuirk and the chairs of each of the small working groups met to discuss Operating Principles 3.1, 3.2, and 3.3, assemble materials needed for dissemination to subcommittee members, and outlined the schedule and agenda for the full subcommittee meetings. The full subcommittee meetings were designed to share information, ask questions, and ensure active participation across the full subcommittee and three smaller working groups. Information and data was gathered by each working group in order to evaluate and respond to the self-study items under each Operating Principle.

The Gender working group and full subcommittee included broad-based campus and community participation represented by the following individuals:

Gender working group:

- Terry Gawlik, Chair of the Gender working group, Associate Athletic Director for Sports Administration/ SWA and member of Athletic Department Senior Staff Management Team
- Chandelle Schulte, Head Softball Coach
- Jake McGhee, Associated Students of Madison Representative on the Athletic Board
- David Zoerb, Alumni Representative on the Athletic Board
- Barb Smith, Project Coordinator for IT Services at the School of Education and Academic Staff Representative on the Athletic Board
- Sheila McGuirk, DVM, Professor School of Veterinary Medicine; member of Steering Committee; Chair of Gender, Diversity and Student-Athlete Well-Being Subcommittee; Faculty Athletics Representative and member of the Athletic Board
- Megan Lee, Program Assistant, Athletic Department
- Amy Appleton, Program Assistant, Athletic Department

Other members of the Gender, Diversity and Student-Athlete Well-Being Subcommittee:

- John Chadima, Chair of the Student-Athlete Well-Being working group, Associate Athletic Director for Capital Projects and Golf Course Operations, and member of Athletic Department senior staff management team
- Phil Brown, Geology and Geophysics Professor and Faculty Member on the Athletic Board
- Lori Berquam, Dean of Students
- Denny Helwig, Assistant Athletic Director for Sports Medicine
- Claire Geiger, Women's Rowing Student-Athlete/SAAC
- Kelli Richards, Advisor/Career Development Coordinator, Athletic Department
- Christine Lucas, Program Assistant, Athletic Department
- Sean Frazier, Chair of the Diversity working group, Associate Athletic Director for Events and Facilities and member of the Athletic Department Senior Staff Management Team
- Mike Plesha, Physics Professor and Faculty Member on the Athletic Board

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- Jerlando Jackson, Associate Professor of Higher and Postsecondary Education, and Faculty Member on the Athletic Board
- Sharon Chamberlain, Former Alumni Representative on the Athletic Board
- Al Toon, Former Football Student-Athlete and National "W" Club Board Member
- Nancy Graff Schultz, Director of Human Resources, Athletic Department
- Sheli Kuhl, Director of Championships and Special Projects, Athletic Department
- Doug Tiedt, Assistant Athletic Director for Academic Services
- Bridget Warren, Director of Inclusion and Life Skills Programming, Athletic Department

The Gender working group's evaluation and responses to the self-study items were comprehensively reviewed, edited and approved by the full subcommittee, the Chief Report Writing team and, ultimately, the Steering Committee. Information relative to the self-study process, meeting notices and meeting minutes were posted on the University's NCAA Certification website for public review. The self-study report was made available for public review on March 24, 2009, and an open public forum to vet the report was held on March 31, 2009. This process ensured a complete, comprehensive study of the program areas set forth in Operating Principle 3.1.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

The Athletic Department is committed to proportional athletic participation. Roster management was implemented in 1999 and the participation rates have been within an acceptable -0.61 to -2.59 percent range difference in comparison to campus enrollment. The reported numbers from the last three years of the EADA report are: 2007-08: 52.20 percent female student-athletes-52.95 percent female students. 2006-07: 52 percent female student-athletes-53.12 percent female students; and 2005-06: 53.3 percent female student-athletes-53.56 percent female students.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The Athletic Department has had proportional athletic participation rates since roster management was implemented in 1999.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Proportionality through roster management will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

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

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

A comprehensive review of athletics scholarship information for the past three (3) years from the EADA report, and a Departmental tracking chart with breakdown by sport of total dollars spent and number of student-athletes from in-state and out-of-state indicated that the athletic scholarship and participation percentages are: Male athletic aid/participation, 2007-08: 53.85 percent/47.75 percent; 2006-07: 55.49

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percent/47.96 percent; and 2005-06: 56.15 percent/46.71 percent. Female aid/participation, 2007-08: 46.15 percent/52.20 percent; 2006-07: 44.51 percent/52 percent; 2005-06: 43.85 percent/53.3 percent.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The Athletic Department fully funds scholarship for all of the sports offered to the NCAA maximum limits without regard to in-state or out-of-state scholarships. Due to the large number of scholarship opportunities for football and the lack of a female sport with comparable scholarship numbers, there exists an imbalance of total scholarship dollars received by male and female athletes. When the NCAA increases scholarship limits for women's sports, those increases will be made available within the Department. In 2006-07 the women's soccer limit was increased by the NCAA from 12 to 14 scholarships, and that increase was implemented immediately.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Athletics scholarship dollars will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

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

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

A comprehensive review of the EADA/NCAA financial reports on equipment, Department apparel/shoe allotment and spending, operational equipment spending charts, Athletic Equipment Department Policies and Procedures Manual, and Sports profiles indicated that equipment and supplies are allocated in an equitable manner with a few non-gender based differences. The women's rowing program, consisting of both lightweight and openweight competitors, carries approximately 170 student-athletes and spends on average \$40,000 more than the men's program, which carries on average 70 student-athletes. The other noticeable difference was the men's basketball program, which had an increase of \$20,995 in 2007-08. This increase in spending was for specialized software purchases and was not gender-based.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Student-athletes, regardless of gender, are not required to purchase any equipment to practice or compete, and each sport is given the opportunity to access equipment and attire for their respective sport. Student-athletes are surveyed with an exit interview upon departure and equipment concerns can be addressed within the survey.

The Athletic Department adheres to the University of Wisconsin and State of Wisconsin budget and purchasing policies, as well as the NCAA rules and regulations regarding equipment. The Athletic Department has a yearly budget process in place allowing each coach to meet with the Head Equipment Manager and the apparel contract representative to discuss and order equipment. Each program is able to order practice and competition equipment, uniforms and supplies in an equitable manner. Budgets are discussed at the senior staff level to determine allotment needs and operational equipment ordering without regard to gender. History and program usage is monitored to determine allotment of equipment. The amount and quality of equipment, supplies, and apparel is comparable for men's and women's

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programs. There are budgetary differences in certain sports when equipment is damaged at a higher rate by one gender compared to the other.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Equipment and supplies will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

4. Scheduling of contests and practice time Number of contests; number, length, and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

A comprehensive review of the Department's contest scheduling data over a three-year period indicated that each sport scheduled at least the NCAA minimum, with the majority of the sports scheduling at or near the NCAA maximum number of contests. Seven of the 10 men's programs scheduled at or near the NCAA maximum. Men's golf decreased its contests by four in 2007-08. Men's swimming and diving decreased by five contests over the three-year period. Men's track and field decreased from 18 to 13 in the first two years, but increased from 13 to 17 in the second two years of the review period. Eight of the 11 women's programs scheduled at or near the NCAA maximum. Women's rowing, which typically schedules between 12 and 14 contests per season versus the NCAA maximum of 20 contests. Women's softball decreased by 14 contests in the first two years, but increased by 14 in the second two years. Women's swimming and diving decreased from 20 contests in 2005-06 to 17 in 2007-08. While some sports that have lowered the number of contests, there are no gender inequities related to scheduling contests.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Competition schedules are presented to and approved by the sport administrators and Academics and Compliance Committee of the Athletic Board. All teams, regardless of gender, are given the opportunity to schedule the maximum limit of NCAA contests. Compliance monitors game scheduling and practice times per NCAA rules. Practice days and times are coordinated through the sports administrators, with alternate use policies in place. For example, the men's basketball team practices early in the fall and late in the spring, and women's basketball team practices at the opposite time block. Practice times are charted and scheduled through facility staff, outlining options with regard to equity and access. Teams that are in season have optimal times for practice in shared facilities. Coaches consult with the facility staff and student-athletes in regard to class schedules to determine the best time of day to schedule practice. In shared-use facilities, game days and start times are scheduled in consultation with all the sports involved. Consideration is given to conference scheduling, television network agreements, facility and event staff, and opponent's travel in regard to game times. Post-season hosting opportunities for all sports are evaluated by the Department's senior staff and are accommodated when feasible.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Scheduling contests and practice times will continue to be monitored and evaluated annually as more fully

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described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

5. Travel allowance Modes of transportation, housing furnished during travel, length of stay before and after competitive events, dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

A comprehensive review of team travel spending from the NCAA Financial report indicated male and female student-athletes from the same sport have comparable opportunities. Scheduling nuances and post-season competition are responsible for differences that do exist. For example, in 2007-08 men's basketball spent \$833,983 and women's basketball spent \$476,448. This difference is due to advancement of the men's program into the NCAA tournament. A similar spending difference exists in the ice hockey programs. In 2007-08, for example, both teams advanced to the NCAA tournament. The men's program hosted and played in two games at home, while the women's team advanced to the Frozen Four and had to travel. The spending difference in that case was: \$539,725 for women and \$449,078 for men.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

All Wisconsin state and institutional travel policies are followed. In 2001, sports profiles were implemented as a guide for sport administrators which outline travel-allowance limits, travel party, mode of transportation, accommodations, meal allotments and other allowable expenses. When comparing sports of like gender, the team travel spending amounts are similar. Variances do exist in regard to away competition, particularly when it relates to tournaments. For example, the Big Ten has different requirements in men's soccer compared to women's to advance to the tournament. All men's teams advance, given that there are only seven teams within the Big Ten. Women's team must be one of the top eight teams to advance to the tournament. Post-season advancement also causes differences in budget spending, as the more successful teams travel beyond the traditional season. For example, men's track has consistently sent more athletes to NCAA competition and Olympic trial events than the women's track program. Outside competition, Olympic trials, etc. has been supported equally for all sports.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Travel allowances will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

6. Academic support services Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program

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area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.**

A comprehensive review indicated that academic support services opportunities are provided equitably. However, the data showed that overall tutorial spending has been higher for men's sports. Football, due to the larger number of student-athletes, has averaged spending \$98,792 over a three-year period. During this time, the women's rowing program, the largest women's team, averaged \$16,425. In the sports of swimming, golf, rowing and track and field, the women's programs have requested and received more tutorial services than their counterpart men's programs.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.**

Academic and tutorial support services that are provided to student-athletes are not based on gender or budget constraints. Historically the women's programs have not utilized the services at the same level as the men's programs. In part, this could be a reflection of the higher female student-athlete GPAs. Each team is assigned an academic counselor and all student-athletes can attend study sessions and request tutorial help. In 2003, a tutorial coordinator was hired to hire, train and monitor all tutors used within the Athletic department. A fourth learning specialist was also added to the academic services staff to increase the level of services available to all student-athletes.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.**

Academic support services will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

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

- a. Describe how the institution has ensured a complete study of each of the 17 program areas.**

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.**

A comprehensive review of the NCAA Financial reports was conducted of salary of full-time equivalent head and assistant coaches provided to each sports program. Although there are large salary discrepancies between like programs, such as basketball and ice hockey, it is not related to gender (i.e. driven by experience, success and market factors).

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.**

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Coaches' salaries and employment terms are competitive at the conference, regional, and national levels. Contracts for coaches of men's and women's programs are negotiated prior to hire and are for a one-year period, unless a multi-year contract is granted. Multi-year contract opportunities of coaches currently under a yearly contract are extended to a multi-year contract at the discretion of the Athletic Director. The Athletic Board participates in the head coach performance evaluation process. In the review process, head coaches are evaluated in the following three areas: academic success, competitive success, and student-athlete experience. Athletic Department benefits associated with coaching positions, such as clothing allotment, courtesy car, country club membership, complimentary tickets and camps are equitably outlined within the sports profiles. The State of Wisconsin offers all employees the same standard benefit package, which includes health insurance, retirement, long term disability and other benefits.

Total compensation packages vary among coaches and differences in compensation are due to legitimate non-discriminatory factors, including but not limited to: market factors, qualifications or experience levels of the coaches and past performance of the program. The Department conducts periodic market analysis and reviews the salary of coaching staffs to determine whether in-range and/or market adjustments should be awarded. This market analysis includes a review of coaches in the same sport with similar experience, professional recognition and success rates within the Big Ten or the WCHA, and nationally.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Coaches positions and compensation will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

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

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

A comprehensive review shows that funding and opportunities for facility upgrades in all sports programs with comparable men's and women's teams are equitable regarding maintenance and rentals with one exception: ice hockey. The men's program drew 99 percent, 58 percent and 31 percent of the combined program expenses in the three-year review period for a total dollar differential of \$3,198,268. While the total dollar differential is substantial, there was an increase in spending related to the women's ice hockey program by 83 percent over the three-year period versus a decrease of 94 percent for the men's program in the same time period.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Within the ice hockey program, fluctuations in spending are due in part to the men's program having an off-campus facility rental/debt of \$949,000 in 2005-2007. This off-campus expenditure was reduced to \$245,000 for the 2007-2008 year per the rental agreement. In return, the Kohl Center, which is shared by men's and women's basketball and men's and women's ice hockey now has a four-way debt share split between the programs. This four-way debt split is reflected in the operating budgets of each sport.

In all other sports programs, there are no identifiable trends over the three-year review period. The

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differential of budget spending is within 10 percent for all programs. No gender differences in regard to locker rooms, practice and competitive facilities exist in like sports.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Locker rooms, practice and competitive facilities will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

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; provision of medical and training expenses.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

A comprehensive review of medical-related expenses for the past three years has indicated a significant amount spent in the area of track and field. The women's program has expended approximately \$100,000 more than the men's program. All sports are offered the medical assistance and coverage they need regardless of gender. The Department is self-insured. The student-athlete's health insurance is primary and is responsible for sport-related injury or illness. The Department pays for any remaining balances and co-pays. There is an insurance coordinator within the sports medicine staff who is available to assist parents and student-athletes. Health insurance information is collected twice a year from the student-athletes and is kept on file by the insurance coordinator. International students are required by University rule to carry a policy covering health-and-accident coverage. This coverage is included in their tuition and they are automatically enrolled in an HMO plan called Student Health Insurance Plan (SHIP) administered by the University. Uninsured domestic students are encouraged to join this plan for complete coverage. The plan excludes athletic-related coverage.

There is equitable access to medical personnel, athletic trainers, strength and conditioning coaches, and facilities.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The Athletic Department Sports Medicine staff provides the student- athlete access to high-quality medical care for all illnesses, injuries and/or conditions affecting the physical or mental status of a student-athlete during the competitive season. This access is open to all student-athletes in all sports regardless of "race, creed, national origin, sex, age, disability, social status, financial status, sexual orientation or religious affiliation." [As set forth on page 6 of the NCAA Sports Medicine Handbook] The Sports Medicine staff consists of team physicians, dentists, certified athletic trainers, and other medical and allied health professionals. Information regarding insurance coverage and the Sports Medicine program is sent to the parents of incoming student-athletes and is published in the Student-Athlete Handbook and the Sports Medicine Policies and Procedures. It is highlighted by the athletic training staff during each sport's fall orientation meeting each year.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

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Medical, strength and conditioning services and facilities will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

10. Housing, dining facilities and services Housing provided; special services as part of housing; dining arrangements.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

A comprehensive review of the data indicates that less than 10 percent of student-athletes take advantage of University housing for a variety of personal reasons. There is no gender inequity in University housing opportunities. The Athletic Department offers a training table program provided by the Department's in-house catering service. Three women's teams and three men's team have access to the service.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The Athletic Department Compliance Office is responsible for overseeing housing and dining arrangements, facilities and special services. Training table is monitored by the Compliance Office, catering department, and the sport nutritionist to ensure quality meals and nutrition monitoring. When traveling, men's and women's programs of comparable sports are offered meal per diem of equal value.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Housing, dining facilities and services will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

11. Publicity and awards Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

A comprehensive review of three years of marketing expenses indicated there were two notable spending differences between comparable programs. The first is in the basketball programs. The women's basketball program spent 70 percent, 81 percent and 73 percent of the total marketing dollars available, for a total

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dollar differential of \$557,548.07 in favor of the women's program. This differential is due mainly to expanding the women's marketing efforts to increase attendance, while the men's events are preseason sell-outs. The second notable difference is in the ice hockey programs. The men's program spent 88 percent, 59 percent and 63 percent of the total marketing dollars available. This is a total dollar differential of \$425,190.76 in favor of the men's team. However, the men's program has increased marketing expenditures of 5 percent over a three-year period and the women's program increased marketing expenditures by 77 percent.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

There is no annual trending indicated in the marketing figures. However, during the three-year timeframe, there is a 10 percent decrease in spending for men's programs and a 28 percent increase in women's programs. Marketing spending is revenue-based, market-driven and not based on gender. The basketball differential is due mainly to the men's program having sold-out attendance and the women's program offering promotional ticket pricing, and additional marketing efforts to increase attendance. The number that stands out within the ice hockey programs is the 88 percent weighted spending in favor of the men's program in 2005-06. The marketing expenses for men's hockey are higher, in part due to the larger base of season-ticket holders who need to be renewed and the decision to support a revenue-generating sport.

Each sport, regardless of gender, has an athletic communications contact person assigned to promote and publicize its program. A comparable media guide is produced for each sport. The athletic department website equally promotes and supports all sports. Application and/or nomination for outside awards are submitted regardless of gender.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Publicity and awards availability and quality will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

12. Support services Administrative, secretarial, clerical support and office space.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

A comprehensive review indicated that men's and women's administrative, secretarial and clerical support has seen minimal changes in the past three years. Overall support services and office space is provided in an equitable manner. The men's programs have a higher percent support of approximately a 10-13 percent difference. This difference is due in large part to the number of support staff needed for the football program.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The Athletic Department provides support services in an equitable manner without regard to gender. The opportunity to enhance these support positions and services for all sports is an ongoing effort and has limits due to the Wisconsin State Personnel Classification employment system. However, when opportunities arise to develop higher-level responsibilities and performance expectations in these positions, the Department has pursued a higher-level position support.

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- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Support services will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

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 student-athletes.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

A comprehensive review of recruiting expenses for the three-year period indicated an 11 percent increase for the men's programs from 2005-06 to 2006-07, but a 2 percent spending decrease for 2007-08. The women's programs increased spending 8 percent and 5 percent respectively. The largest increase within a sports program in recruiting occurred in football from the 2005-06 year to 2006-07. This increase was approximately \$37,000. The increase occurred with the hiring of a new head coach and subsequent hiring of new assistant coaches. This type of increase in recruiting spending occurs most frequently when a coaching change is made and the new staff exerts extra effort to establish connections and recruiting contacts.

Each program has equitable opportunity to recruit student-athletes.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Head coaches are given autonomy to spend recruiting dollars to fit the needs of their programs. In-state, out-of-state and international recruiting is allowed across the board, provided the budget dollars are not exceeded. Each year coaches have the opportunity to request budget increases in the area of recruiting.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Recruitment of student-athletes will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

14. Retention Programs and services to address retention of staff, coaches and student-athletes from the underrepresented gender within the athletics program; review of retention and promotion of staff and coaches from the underrepresented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the underrepresented gender within the athletics program.

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- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

A comprehensive review of full-time female staff members within the Athletic Department for the three year period of 2005 to 2008 showed that females were 33 percent, 33 percent and 31 percent, respectively, of the total staff. This minimal change in percentage of female staff members does not indicate a retention problem. All full-time academic staff members are allowed equitable access to graduate credits, seminars, and professional development opportunities. During the three-year time period, four men and two women took advantage of the graduate credit access at a cost of \$13,200 for the men and \$12,900 for the women.

Since the fall of 2007, 113 student-athletes, 70 male and 43 female, have taken either the Counseling Psychology 125-Racial and Socioeconomic Perspectives on the First College Year course or the Counseling Psychology 115-Human Resources Development: Educational Effectiveness course.

The Athletic Department had a 37 percent participation rate at its inaugural Badger Connection and in "Lessons Learned...or Not" the Department has maintained an average attendance rate of 25 people. The program is specifically designed to support women's initiatives and retention.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

A review of the number of female staff members leaving the program does not indicate a concern for lack of support or gender bias. From an overall perspective, retention is not the issue for Department Heads and Senior Staff Administration. Most individuals occupying these positions historically do not depart the program. The professional development opportunities open to all, regardless of gender, are supported across the Department.

While there is no formal strategic recruitment and retention plan, the Department does encourage individuals to increase the numbers of qualified women and minorities in applicant pools and is working to more effectively recruit and retain women and minority staff. The Department encourages supervisors involved in the hiring process to use diverse media outlets, network with peers on possible candidates, and make contacts with others who may be able to recommend a strong applicant pool. This process has been implemented to ensure a highly qualified, yet diverse, applicant pool. In addition, the Director of Human Resources meets with all permanent staff leaving the Athletic Department to gather information, including reasons for leaving. The Department continues to use minority media outlets to advertise openings for Academic Staff positions.

Coaches' salaries and employment terms are competitive at the conference, regional, and national levels. Contracts for coaches of men's and women's programs are negotiated prior to hire and are for a one-year period unless a multi-year contract is granted. Multi-year contract opportunities of coaches currently under a yearly contract are extended to a multi-year contract at the discretion of the Athletic Director. The Athletic Board participates in the head coach performance evaluation process. In the review process, head coaches are evaluated in the following three areas: academic success, competitive success, and student-athlete experience. Athletic Department benefits associated with coaching positions, such as clothing allotment, courtesy car, country club membership, complimentary tickets and camps are equitably outlined within the sports profiles. The State of Wisconsin offers all employees the same standard benefit package, which includes health insurance, retirement, long term disability and other benefits.

Total compensation packages vary among coaches and differences in compensation are due to legitimate non-discriminatory factors, including but not limited to: market factors, qualifications or experience levels of the coaches and past performance of the program. The Department conducts periodic market analysis and reviews the salary of coaching staffs to determine whether in-range and/or market adjustments should be awarded. This market analysis includes a review of coaches in the same sport with similar experience, professional recognition and success rates within the Big Ten or the WCHA, and nationally.

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Chapter 10 of the University of Wisconsin Unclassified Personnel Policies and Procedures, outlines steps to take and guidelines to follow when considering promotions for Academic Staff employees. The Athletic Department follows these guidelines when submitting all rate increases and promotions to the Academic Staff Personnel Office. The opportunity for professional development is encouraged and offered to all staff members.

To enhance first-year experiences for students, the Counseling Psychology 125-Racial and Socioeconomic Perspectives on the First College Year course and the Counseling Psychology 115-Human Resources Development: Educational Effectiveness course listed in section B were developed. This course offering is focused on first-year student-athletes and includes topics related to Gender Issues 3.1 including but not limited to: sexual assault, sexual orientation, identity exercises to discern what means the most to you. The design of the class is to create a small, sharing environment, to encourage discussion of topics and connect students directly to the instructor. Campus resources are also introduced in the class in an effort to allow students to feel comfortable reaching out if they incur an issue.

In the fall of 2008, a new program, Badger Connection, was developed to connect new and current employees within the Athletic Department. The focus is to bring people of diverse backgrounds together and create a supportive environment. The program is also designed to increase the qualitative experiences for all staff through participation in networking, social, and organized events.

In the fall of 2007, a new initiative was created to connect coaches and staff that work with women's programs. "Lessons Learned...or Not" targeted topics relative to female student-athletes and programs (items such as disordered eating, life-work balance, recruiting, developing leadership skills and hiring practices). The program was also developed to enhance cross-connections between coaches and allow for a mentoring program to develop between coaches at all levels. Monthly sessions are made available to coaches, administrators, Athletic Board members and other support staff.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Retention programs and services of staff, coaches and student-athletes from underrepresented gender will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

15. Programs and activities (staff and coaches) Programs and activities that provide opportunities for all athletics department staff and coaches to address gender issues, including those designed to address the needs of the underrepresented gender within the athletics program.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

Two members of the Athletic Department participated in a campus initiative "Gender Dialogues Violence Prevention." The Athletic Department is an official institutional member of National Association of Collegiate Women Athletics Administrators (NACWAA). Eight female Athletic Department staff members represent the department nationally through NACWAA.

The Athletic Department had a 37 percent participation rate at its inaugural Badger Connection and in "Lessons Learned...or Not" the Department has maintained an average attendance rate of 25 people.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

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As identified above, in the fall of 2007, a new initiative was created to connect coaches and staff that work with women's programs. "Lessons Learned...or Not" targeted topics relative to female student-athletes and programs (i.e. items such as disordered eating, life-work balance, recruiting, developing leadership skills and hiring practices). The program was also developed to enhance cross-connections between coaches and allow for a mentoring program to develop between coaches at all levels. A monthly session is made available to coaches, administrators, Athletic Board members and other support staff.

As indicated above, in the fall of 2008, a new program, Badger Connection, was developed to connect new and current employees within the Athletic Department. The focus is to bring people of diverse backgrounds together and create a supportive environment. The program is also designed to increase the qualitative experiences for all staff members through participation in networking, social, and organized events.

Sexual harassment training for all permanent Academic Staff employees and coaches was mandated in the spring of 2006. The training focused on what is or is not harassment, campus resources available, and guidance in dealing with issues that may arise.

The Department provides funding for staff and coaches to attend various clinics, presentations, and meetings throughout the year, as well as membership fees in professional organizations regardless of gender or sport. A women's basketball student-athlete was supported to attend the Nike, So You Want to be a Coach Program in 2008. In the fall of 2008, the Senior Woman Administrator created a bi-yearly event to host Wisconsin and Illinois female athletic department administrators from all collegiate institutions within a 100-mile radius to network at an athletic event.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Programs and activities for staff and coaches to address gender issues will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

16. Programs and activities (student-athletes) Programs and activities that provide opportunities for all student-athletes to address gender issues, including those designed to address the needs of the underrepresented gender within the athletics program.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

The Student-Athlete Advisory Committee (SAAC) consisted of the following members:

2005-2006= 22 men, 25 women
 2006-2007= 26 men, 28 women
 2007-2008= 23 men, 30 women

In 2006, two female student-athletes organized and developed a new support group: Student-Athlete's Equally Supporting Others (SAESO). Since SAESO's inception, the executive board has consisted primarily of female student-athletes: 1 in 2006 (the only board member), 5 in 2007 (with 6 total members) and 5 in 2008 (with 7 total members). Since its inception, approximately 200 students from underrepresented groups have participated in SAESO activities. The group is organized as an avenue for expressing any concerns or issues relating to gender and other areas.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Gender/ Diversity Issues and Student-Athlete Well-Being

The Student-Athlete Advisory Committee (SAAC) is designed to offer a link between the student-athletes and the Athletic Department administration. The committee provides a support system for student-athletes to discuss various issues specific to the rigors of student-athlete life. Another means of ensuring a complete self-study of programs and activities for student-athletes is through the Athletic Department's Office of Academic Services and specifically by the Director of Inclusion and Life Skills Programming. The Director of Inclusion and Life Skills Programming assesses programming and continually evaluates and receives feedback from student-athletes.

Through the Sports Medicine Department, a variety of programs and avenues are provided to educate female student-athletes on topics related to health and gender specific issues. Sexual disease, preventative measures, and services offered on campus are examples of the topics shared with the female student-athletes. There are two chiropractic clinics per week and two nutrition clinics per week during the academic year. Student-athletes can be referred to a female dietician to deal with dietary intake and issues surrounding eating disorders. A full-time female nutritionist with a dietetics degree assists the dietician in education and promoting a healthy -eating style for sport participation. There are dietician-lead team presentations dealing with topics such as: 1) Weight Management/General Sports Nutrition Tips/Supplements; 2) Top sport foods for eating on the run, eating at the dorm, eating with vouchers or at training table/team dinners, eating for travel; 3) Pre-Competition and Recovery: what to eat and when; and 4) Body Image-Nutrition Tips for Female Athletes with Amenorrhea- Iron and Calcium.

The CHAMPS/Life Skills Program has offered a number of programs and workshops to teams that include Gender Issues 3.1 and/or focus on issues related to female student-athletes. Various women's teams have participated in workshops on self-defense, nutrition, body image, and sexual health. Through the CHAMPS/Life Skills Program, the Athletic Department has secured speakers who have provided presentations for all student-athletes on issues of sexual assault, dating violence, and gender identity. Additionally, the campus women's center, as well as the University Health Services office, offers workshops and group counseling sessions available to all students on similar topics.

In 2006, the Diversity and Inclusion Program was implemented in the Athletic Department to increase the qualitative campus experience for all student-athletes by addressing the emotional, social, intellectual and physical needs of our diverse student-athlete population. The Athletic Department recognizes student-athletes of diverse backgrounds which include, but are not limited to, student-athletes of color (African-American, Hispanic/Latino, Asian or Pacific Islander and American Indian) and LGBTQA students-athletes (Lesbian, Gay, Bisexual, Transgender, Queer and Allied) and female student-athletes. The Director of Inclusion and Life Skills programming assesses and continually evaluates programming and continually evaluates and receives feedback from student-athletes.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Programs and activities that provide opportunities for all student-athletes to address gender issues will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

17. Participation in governance and decision making Involvement of athletics department staff, coaches and student-athletes from the underrepresented gender within the athletics program in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process, which is more fully described in response to Self-Study Item Number 8 (1) (A) above.

Gender/ Diversity Issues and Student-Athlete Well-Being

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

The Athletic Department is committed to female student-athletes participating in the governance and decision making process within the Athletic Department by ensuring that female student-athletes participate in the Student-Athlete Advisory Committee (SAAC) and Student-Athletes Equally Supporting Others (SAESO) programs.

Over the past three years, 14 female student-athletes have been executive board members of Student-Athletes Equally Supporting Others (SAESO) and 83 females have participated in the Student-Athlete Advisory Committee (SAAC).

Furthermore, numerous women coaches and staff members participate in governance and decision-making within the Athletic Department, the conference, and national levels as well.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Student-athletes are involved in the governance and decision-making process of the Athletic Department through the Student-Athlete Advisory Committee (SAAC). The mission of SAAC is to provide a link of communication between student-athletes and Athletic Department administration. This link provides a support system for student-athletes to discuss various issues specific to the rigors of student-athlete life. SAAC also strives to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare and fostering a positive student-athlete image. Additionally, SAAC advises the University, the Big Ten, and NCAA on issues affecting student-athletes. For the 2008-2009 academic year, and thereafter, the President of Student-Athletes Equally Supporting Others (SAESO) will hold an officer position on SAAC to ensure a diverse executive board perspective.

There are three officers for Student-Athlete Advisory Committee (SAAC) each year. Of these three officers, there must be at least one female and one male to allow for equitable gender representation. Over the past 10 years, there have been three male presidents and seven female presidents. Each year, two of the three officers, one female and one male, share one vote on the Athletic Board. This allows student-athletes a voice within the governing body of the Athletic Department governance and decision-making structure.

In addition to leadership on the Student-Athlete Advisory Committee (SAAC), female student-athletes are given leadership opportunities through nominations for the NCAA leadership conference, as well as participation in the conference Student-Athlete Advisory Committee (SAAC) meetings.

Coaches and staff participate in several governance and decision-making opportunities. A Committee on Academic Staff Issues (CASI) was created in 2006 to ensure an avenue for Academic Staff employees (which include coaches) to raise and address issues, concerns, and ideas that impact Academic Staff. Examples of possible issues addressed are: job security, job training, work/ life balance. Coaches have the opportunity to bring issues forward to the Athletic Director or any senior staff member as all operate under an open door policy. Monthly coaches meetings are scheduled and allow for discussion topics to be submitted. As described above, "Lessons Learned...or Not" programming is used as a communication tool among the coaches, program and campus.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Participation in governance and decision making involving Athletic Department staff, coaches and student-athletes from the underrepresented gender will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Gender Equity Plan developed in response to Self-Study Item Number 9 below.

Gender/ Diversity Issues and Student-Athlete Well-Being

9. Using the "plan for improvement" section, provide an institutional gender issues plan that addresses all 17 aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to monitor the institution's status in that program area(s).

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

10. Describe how the institution will review its gender-issues plan on an annual basis, including how it will compare the plan with its EADA reports and NCAA financial reports. Further, please provide the names and titles of those individuals who will be responsible for this review.

The University of Wisconsin-Madison is strongly committed to providing equitable opportunities for all staff and student-athletes, regardless of gender, as outlined in Operating Principle 3.1. In that regard, the University's written, ongoing Stand-Alone Gender-Equity Plan, which is more fully described in response to Self-Study Item Number 9 above, was developed through a process involving broad-based participation, which is more fully described in response to Self-Study Item Number 11 hereafter. The Stand-Alone Gender-Equity Plan will be monitored as indicated in the Plan, on an annual basis in the following manner:

The Athletic Department senior staff committee for Gender, Diversity and Student-Athlete Welfare is responsible for all Department gender plans, policies, procedures, and information. The committee is chaired by Terry Gawlik, Associate Athletic Director for Sports Administration/SWA, meets regularly and reports directly to the Athletic Director, who is ultimately responsible for the Department's Gender-Equity Plan. The Athletic Director reports directly to the Chancellor.

Members of the senior staff committee for Gender, Diversity and Student-Athlete Welfare are:

Terry Gawlik, Associate Athletic Director for Sports Administration/Senior Woman Administrator
 Sean Frazier, Associate Athletic Director for Events and Facilities
 Marija Pientka, Associate Athletic Director for Development
 Steve Waterfield, Assistant Athletic Director for Student Services

The aforementioned committee as well as the entire Athletic Department senior staff management team is responsible for annually reviewing and assessing the Department's Stand-Alone Gender-Equity Plan. The Athletic Department in conjunction with the Equity, Diversity and Student Welfare (EDSW) Committee of the Athletic Board will conduct an annual review of the Gender-Equity Plan. The review will assess the 17 program areas set forth in the Department's Gender-Equity Plan. The annual evaluation and data analysis shall include a three (3)-year review of the EADA and NCAA financial reports. An annual report will be provided to the Athletic Board. A synthesized version of the annual report will be included in the Athletic Board's Annual Report to the Board of Regents, Campus, Faculty Senate and Academic Staff Assembly.

The 2008-09 Equity, Diversity and Student Welfare Committee of the Athletic Board membership is as follows:

Barb Smith, Chair, Project Coordinator, School of Education (Academic Staff); Sheila McGuirk, Professor, School of Veterinary Medicine (Faculty); Jerlando Jackson, Associate Professor, Educational Leadership and Policy Analysis (Faculty); Norman Fost, MD, Professor, School of Medicine and Public Health (Faculty); Mike Plesha, Professor, College of Engineering (Faculty); Jeff Anders, MD, Clinical Assistant Professor, University Health Services (Academic Staff); Claudia Pogreba (Alumni); Caitlin Dupont (Student); Sean Frazier, Associate Director, Athletic Department (ex-officio); Terry Gawlik, Senior Woman Administrator, Associate Director, Athletic Department (ex-officio); Steve Waterfield, Assistant Director, Athletic Department (ex-officio); Nancy Graff Schultz, Director of Human Resources, Athletic Department (ex-officio); Dennis Helwig, Associate Director, Athletic Department Sports Medicine (ex-officio); John Jentz, Associate Director, Athletics (ex-officio); Megan Lee, Associate Administrative Program Specialist, Athletic Department (ex-officio); Doug Tiedt, Assistant Director, Athletic Department Academic

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Services (ex-officio); and Bridget Warren, Associate Lecturer, School of Education/Associate Advisor, Athletic Department (ex-officio).

- 11.** Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

The University of Wisconsin-Madison is strongly committed to conducting and promoting its athletic programs free from gender bias. In that regard, the University has adopted formal written plans and processes that ensure equitable athletic programs for both genders. These active, ongoing gender plans were developed and monitored through processes involving broad-based campus participation as well as formal institutional approval. The University's NCAA Self-Study Athletics Certification Steering and Subcommittee structure over the past two cycles has played a significant role in these processes. Moreover, the Athletic Department in conjunction with the Athletic Board has competently and effectively managed the annual review and adjustment of gender plans by utilizing, among other information, Department, EADA and NCAA financial reports.

The Chancellor and Athletic Director are members of the third-cycle NCAA Self-Study certification Steering Committee which ultimately approved the gender equity plan and monitoring processes. The self-study Gender, Diversity and Student-Athlete Well-Being Subcommittee was further charged with the responsibility to conduct a comprehensive evaluation of the Department's gender plans and monitoring processes.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. Outgoing Chancellor John Wiley and current Chancellor Carolyn "Biddy" Martin carefully selected members of the Steering Committee, chaired by Darrell Bazzell, Vice Chancellor for Administration, and subcommittees to ensure that the self-study involved broad-based campus and community participation. The Steering Committee was responsible for the general direction of the self-study, monitored the work and progress of the subcommittees, and ultimately approved the report and any plan for improvement. The Chancellor and Athletic Director were members of the Steering Committee.

The Gender, Diversity and Student Well-Being self-study subcommittee was chaired by Dr. Sheila McGuirk, Professor in the Department of Veterinary Medicine, Steering Committee member, Faculty Athletics Representative and member of the Athletic Board.

Dr. McGuirk met with Steering Committee member Terry Gawlik, Associate Athletic Director/SWA, on several occasions to develop a plan for review and a schedule of meetings. Due to the broad scope of the task, relative to Operating Principles 3.1, 3.2 and 3.3, three smaller working groups were created specifically to focus on Gender, Diversity, and Student-Athlete Well-Being. An Athletic Department senior staff management team member assigned to the subcommittee was asked to chair each of the smaller working groups.

In preparation for the first full subcommittee meeting, Dr. McGuirk and the chairs of each of the small working groups met to discuss Operating Principles 3.1, 3.2, and 3.3, assemble materials needed for dissemination to subcommittee members, and outlined the schedule and agenda for the full subcommittee meetings. The full subcommittee meetings were designed to share information, ask questions, and ensure active participation across the full subcommittee and three smaller working groups. Information and data was gathered by each working group in order to evaluate and respond to the self-study items under each Operating Principle.

The Gender working group and full subcommittee included broad-based campus and community participation represented by the following individuals:

Gender working group:

- Terry Gawlik, Chair of the Gender working group, Associate Athletic Director for Sports Administration/SWA and member of Athletic Department Senior Staff Management Team
- Chandelle Schulte, Head Softball Coach
- Jake McGhee, Associated Students of Madison Representative on the Athletic Board
- David Zoerb, Alumni Representative for the Athletic Board

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- Barb Smith, Project Coordinator for IT Services at the School of Education and Academic Staff Representative on the Athletic Board
- Sheila McGuirk, DVM, Professor School of Veterinary Medicine; member of Steering Committee; Chair of Gender, Diversity and Student-Athlete Well-Being Subcommittee; Faculty Athletics Representative and member of the Athletic Board
- Megan Lee, Program Assistant, Athletic Department
- Amy Appleton, Program Assistant, Athletic Department

Other members of the Gender, Diversity and Student-Athlete Well-Being Subcommittee:

- John Chadima, Chair of the Student-Athlete Well-Being working group, Associate Athletic Director for Capital Projects and Golf Course Operations; and member of Athletic Department senior staff management team
- Phil Brown, Geology and Geophysics Professor and Faculty Member on the Athletic Board
- Lori Berquam, Dean of Students
- Denny Helwig, Assistant Athletic Director for Sports Medicine
- Claire Geiger, Women's Rowing Student-Athlete/SAAC
- Kelli Richards, Advisor/Career Development Coordinator, Athletic Department
- Christine Lucas, Program Assistant, Athletic Department
- Sean Frazier, Chair of the Diversity working group, Associate Athletic Director for Events and Facilities and member of the Athletic Department Senior Staff Management Team
- Mike Plesha, Physics Professor and Faculty Member on the Athletic Board
- Jerlando Jackson, Associate Professor of Higher and Postsecondary Education and Faculty Member on the Athletic Board
- Sharon Chamberlain, Former Alumni Representative on the Athletic Board
- Al Toon, Former Football Student-Athlete and National "W" Club Board Member
- Nancy Graff Schultz, Director of Human Resources, Athletic Department
- Sheli Kuhl, Director of Championships and Special Projects, Athletic Department
- Doug Tiedt, Assistant Athletic Director for Academic Services
- Bridget Warren, Director of Inclusion and Life Skills Programming, Athletic Department

The Gender working group's evaluation and responses to the self-study items were comprehensively reviewed, edited and approved by the full subcommittee, the Chief Report Writing team and, ultimately, the Steering Committee. Information relative to the self-study process, meeting notices and meeting minutes were posted on the University's NCAA Certification website for public review. The self-study report was made available for public review on March 24, 2009, and an open public forum to vet the report was held on March 31, 2009. This process ensured a complete, comprehensive study of the program areas set forth in Operating Principle 3.1.

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.]
- NCAA financial reports for the three most recent academic years.

Gender/ Diversity Issues and Student-Athlete Well-Being

Plan Date Range: 2009-10 thru 2013-14

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Accommodation of interests and abilities.	No issues identified.	Continue to effectively accommodate interest and abilities of both genders through maintaining proportionality.	Retain and monitor roster management philosophy. Monitor and evaluate roster management philosophy and set forth roster size goals on an annual basis. Maintain acceptable participation rates of female-to-male student-athletes that reflect gender distribution of student campus enrollment.	Athletic Director and Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Athletics scholarships.	No issues identified.	Continue to provide the NCAA maximum number of scholarships allowable in all sponsored sport programs.	Fully fund all women's sports sponsored to the NCAA maximum allowable limit. Add additional scholarships for women when NCAA legislation permits. Continue to monitor and evaluate on an annual basis.	Athletic Director and Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Equipment and supplies.	No issues identified.	Continue to provide access to equipment and supplies of comparable quality without regard to gender or sport.	Monitor EADA and NCAA financial reports. Continue to monitor apparel/shoe allotment and spending. Continue to monitor equipment and supplies purchases, and Athletic Department Equipment Policies and Procedures Manual.	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Associate Athletic Director for Business Operations, and Associate Athletic Director with oversight of equipment room.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Scheduling of contests and practice time.	No issues identified.	Continue to provide equitable access to facilities for practices and games without regard to gender or sport. Continue to offer the opportunity for all sports to schedule up to the maximum amount of contests allowed per NCAA.	Continue to monitor and evaluate scheduling process for contests and practice time on an annual basis and include updates in the sports profiles. Continue to monitor and evaluate the number of contests scheduled per sport.	Athletic Director and Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Travel allowance.	No issues identified.	Continue to provide equitable modes of transportation, housing and dining allowances without regard to gender or sport.	Continue to monitor and evaluate modes of transportation, housing and dining allowances on an annual basis and include updates in the sports profiles.	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, and Associate Athletic Director for Business Operations.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Academic support services.	No issues identified.	Continue to provide equitable access to all academic support services without regard to gender or sport.	Continue to monitor and evaluate the use of academic support services on an annual basis. Increase review of tutorial spending to a three-year period.	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, and Assistant Athletic Director for Student Services, and Assistant Athletic Director for Academic Services.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Coaches.	No issues identified.	Continue to provide coaching opportunities and salaries on an equitable basis without regard to gender.	Continue to monitor and evaluate hiring processes and coaches compensation packages on an annual basis. Increase awareness of the importance of gender and racial diversity hiring.	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, and Associate Athletic Director for Business Operations and Director of Human Resources.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Locker rooms, practice and competitive facilities.	No issues identified.	Continue to provide equitable use of locker rooms, practice and competition facilities without regard to gender or sport.	<p>Continue to monitor and evaluate capital projects and facility improvements plans on an annual basis to ensure upgrades are equitable within sports programs.</p> <p>Continue to monitor and evaluate that all facilities are being provided on an equitable basis without regard to gender or sport on an annual basis.</p>	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Associate Athletic Director for Capital Projects, Associate Athletic Director for Facilities and Events and Associate Athletic Director for Business Operations.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Medical and training facilities and services.	No issues identified.	<p>Continue to provide equitable medical and training facilities and services without regard to gender or sport.</p> <p>Continue to provide equitable access to strength facilities and staff, without regard to gender or sport.</p>	<p>Continue to monitor and evaluate through updates from Assistant Athletic Director for Sports Medicine and Assistant Athletic Director for Strength and Conditioning on an annual basis.</p> <p>Continue to monitor and evaluate equitable delivery of medical services and training facilities on an annual basis.</p> <p>Continue to monitor and evaluate access to strength facilities and staff on an annual basis.</p>	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Associate Athletic Director for Business Operations, Assistant Athletic Director for Student Services, the Assistant Athletic Director for Sports Medicine, and Assistant Athletic Director for Strength and Conditioning.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Housing, dining facilities and services.	No issues identified.	Continue to provide comparable housing and dining services to all student-athletes without regard to gender or sport.	Continue to monitor and evaluate housing, dining facilities and services on an annual basis. Continue to work with and expand relationship with campus housing and increase housing options for student-athletes. Continue to offer comparable dining options to student-athletes receiving training table.	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Associate Athletic Director for Business Operations, and Assistant Athletic Director for Student Services.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Publicity and awards.	No issues identified.	Continue to provide equitable publicity and awards without regard to gender or sport.	Continue to monitor and review equitable distribution of publicity and awards on an annual basis. Continue to recognize teams at football, basketball or men's ice hockey games to ensure exposure to all teams.	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Associate Athletic for Business Operations, Sr. Associate Athletic Director for External Affairs, Assistant Athletic Director for Communications, Assistant Athletic Director for Student Services, Assistant Athletic Director for Academic Services, CHAMPS/Life Skills Director and Marketing Director.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Support services.	No issues identified.	Continue to provide equitable and quality support services to all programs without regard to gender or sport.	Continue to monitor and evaluate equitable distribution of support services on an annual basis.	Athletic Director, Athletic Department senior staff committee on Equity, Diversity and Student-Athlete Welfare, Associate AD for Business Operations and Director of Human Resources.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Recruitment of student-athletes.	No issues identified.	Continue to provide equal opportunities to recruit student-athletes without regard to gender or sport.	Continue to monitor and evaluate recruiting expenditures and opportunities on an annual basis.	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, and Associate Athletic Director for Business Operations.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Retention.	No issues identified.	<p>Continue to retain female staff, coaches and student-athletes.</p> <p>Continue to conduct comprehensive salary reviews.</p> <p>Provide professional development and mentoring opportunities for female staff, coaches and student-athletes.</p>	<p>Continue to monitor and evaluate retention of female staff, coaches and student-athletes on an annual basis.</p> <p>Gather salary information from Big Ten and State of Wisconsin on similar positions and review each position.</p> <p>Continue to develop and grow Badger Connection to facilitate a welcoming environment for all.</p> <p>Continue to promote campus and national training opportunities for female staff members.</p> <p>Continue to offer a variety of topics and presenters for "Lessons Learned...or Not" to promote communication and discussion among staff and coaches.</p>	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Associate Athletic Director of Business Operations and Director of Human Resources.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Programs and activities (staff and coaches).	No issues identified.	<p>Continue to provide programming and activities for staff and coaches regarding gender issues.</p> <p>Continue to sponsor and encourage membership and participation in national organizations.</p>	<p>Provide information and opportunity to discuss gender-specific issues among coaches and staff members. Monitor and evaluate on an annual basis.</p> <p>Promote campus programming and training through athletic department web page and a monthly newsletter 1440 Report.</p> <p>Continue to connect with campus on gender issues.</p> <p>Continue and augment the "Lessons Learned...or Not Program" by inviting coaches from all programs. Provide gender-specific topics when necessary.</p> <p>Encourage female staff and coaches to participate in professional development opportunities.</p> <p>Continue to provide funding to female staff and coaches allow for participation in professional development opportunities.</p>	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare and Director of Human Resources.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Programs and activities (student-athletes).	No issues identified.	Continue to provide programming and activities for student-athletes regarding gender issues.	<p>Continue to develop and enhance programs related to gender issues for student-athletes. Monitor and evaluate on an annual basis.</p> <p>Continue to monitor and discuss concerns raised to coaches, medical staff, and administration via student-athletes. Offer programming to address concerns.</p> <p>Continue to provide information on campus and department resources relating to gender issues. Revise the student-athlete handbook to include additional programming available on campus or within the Athletic Department.</p>	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Assistant Athletic Director for Student Services, and Assistant Athletic Director for Academic Services.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Participation in governance and decision making.	No issues identified.	Continue to provide female staff, coaches and student-athletes opportunities to participate in governance and decision-making.	<p>Continue to provide leadership opportunities for female staff, coaches and student-athletes at the institutional, conference and national level. Monitor and evaluate on an annual basis.</p> <p>The following committees and or meetings will be available to provide opportunity for involvement of Athletic Department staff, coaches, and student-athletes in the governance and decision-making processes: Committee on Academic Staff Issues (CASI), Coaches meetings, "Lessons Learned...or Not" presentations and the Student-Athlete Advisory Committee (SAAC).</p>	Athletic Director, Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Associate Athletic Director for Business Operations, and Director of Human Resources.	Goal being achieved. The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

Gender/ Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.2 Diversity Issues

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

The University of Wisconsin-Madison did not have any conditions for certification imposed.

Action

Action Date

Explanation for partial or non-completion

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its second-cycle certification process. In each case, provide:

- a. The original plan;
- 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 plans.

The Committee on Athletics Certification will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan, and
- The institution has had personnel changes since the original development of the plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

Gender/ Diversity Issues and Student-Athlete Well-Being

1. Original Plan

1. Institutional and Athletic Department Commitment.

Need efforts to secure minority participation on most teams, and increase minority employment in the department.

Action

Maintain outreach efforts of coaches and spirit squad administrators to expose minorities to their specific sport or activity.

Maintain efforts to identify, recruit and retain minority group employees of the Athletic Department.

Increase off-campus recruitment efforts.

Participate in youth programs such as NCAA/YES and NYSP.

Increase pool of candidates by advertising open positions widely, through targeting outlets of minority populations.

The program area is monitored and evaluated on an annual basis.

Action Date

Goal being achieved prior to 2001.

Explanation for partial or non-completion

Fully Completed.

2. Original Plan

2. Organization, Structure, Evaluation and Employment Opportunities.

Regular monitoring of progress in providing minority opportunities, including employment opportunities; employee equity in terms of status, responsibilities, compensation; academic support and athletic opportunities for student-athletes.

Action

Regular tracking of department recruitment, hiring and retention of minority employees by job title category; examination of recruitment and retention plans; monitoring of pay scales, job evaluation and yearly pay increase for equity by race/ethnicity.

An annual formal report evaluates the progress in each sport and department evaluating progress in increasing minority opportunities.

The program area is monitored and evaluated on an annual basis.

Action Date

Goal being achieved since 1999.

Explanation for partial or non-completion

Fully Completed.

3. Original Plan

3. Enrollment.

Need for campus to increase minority enrollment, as outlined in Plan 2008: A Blueprint to Enhance Campus Diversity (Attachment 36 in second-cycle self-study report).

Action

Increase in number of minority students on campus from 1999-2000 level.

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The program area is monitored and evaluated on an annual basis.

Action Date

Goal being achieved since 2000. Annual Review conducted by Campus and Athletic Department.

Explanation for partial or non-completion

Fully Completed.

4. Original Plan

4. Comparison of Populations and Graduation Rates.

Lower graduation rates of minority student-athletes relative to non-minorities; Lower relative minority academic performance; Relative minority take-up of academic services; Relative minority academic eligibility record.

Action

Increase graduation rates of minority student-athletes relative to those of non-minority student-athletes through study and analysis of relative graduation rates.

Action Date

Annual Review conducted since 1999.

Explanation for partial or non-completion

Lower graduation rates of minority student-athletes relative to non-minority student-athletes are being addressed as a deficiency from the accomplished goals in the 1999 Stand-Alone Plan. This deficiency will be carried over into the new Stand-Alone Plan and the Office of Academic Services will continue to monitor, evaluate, analyze, and provide support to student-athletes in an effort to increase minority student-athlete graduation rates relative to non-minority student-athletes. The Office of Academic Services continues to work on this issue by administering Stanford Diagnostic Reading Tests to all incoming football, men's basketball, women's basketball, and volleyball student-athletes; holding weekly meetings between coaches and athletic academic advisors to discuss the academic progress of student-athletes in their respective sport; the pairing of learning specialists with athletic academic advisors to form teams that are able to provide consistent support for student-athletes; and by putting into place a comprehensive academic support system that commits additional resources and personnel to student-athletes. Additionally, as a member of the Office of Academic Services, the Director of Inclusion and Life Skills Programming is responsible for carrying out diversity and inclusion programming to increase the qualitative experience for student-athletes of color in order to increase the retention of these students and ultimately increase graduation rates.

5. Original Plan

4. Comparison of Populations and Graduation Rates.

Lower graduation rates of minority student-athletes relative to non-minorities; Lower relative minority academic performance; Relative minority take-up of academic services; Relative minority academic eligibility record

Action

Regular tracking of academic performance of minority student-athletes by sport, relative to non-minority student-athletes, in terms of grade point averages, provision of student academic services, and academic eligibility, and Athletic Department efforts to improve relative minority performance through study and analysis.

The program area is monitored and evaluated on an annual basis.

Action Date

Gender/ Diversity Issues and Student-Athlete Well-Being

Annual Review conducted since 1999.

Explanation for partial or non-completion

As a measurable goal to address the issue of the lower graduation rates of minority student-athletes relative to non-minorities, the 1999 Stand-Alone Plan stated that the department would monitor the academic performance of minority student-athletes versus non-minority student athletes by monitoring grade point averages. Given the NCAA's adoption of a comprehensive academic reform package designed to improve the academic success and graduation of all student-athletes, which included the development of the Graduation Success Rate (GSR) and the Academic Progress Rate (APR), the Office of Academic Services replaced the regular tracking of academic performance of minority students in terms of grade point averages, with the evaluation, assessment, and monitoring of the Federal Graduation Rates, the GSR and the APR. The Office of Academic Services adopted these to more accurately evaluate the academic progress of student-athletes. The Office of Academic Services will continue to monitor academic performance of minority student-athletes relative to non-minority student-athletes through the evaluation and assessment of the Federal Graduation Rates, the GSR, and the APR.

6. Original Plan

5. Participation in Governance and Decision-Making.

No specific issues raised.

Action

Regular tracking of Athletic Department arrangements to insure full participation of minority employees with governance and decision-making responsibilities in relevant decisions, and minority students in student-athlete organizations.

The program area is monitored and evaluated on an annual basis.

Action Date

Goal being achieved since 1999.

Explanation for partial or non-completion

Fully completed.

7. Original Plan

6. Programs and Activities.

Self-study noted the small number of minorities on the Advisory Committee to the Athletic Director; no other specific issues noted.

Action

Increase of minority membership on the Advisory Committee.

The program area is monitored and evaluated on an annual basis.

Action Date

Annual Review conducted since 1999.

Explanation for partial or non-completion

Fully completed.

The Advisory Committee was replaced with both the Athletic Board as well as a Department senior staff management team consisting of Associate Athletic Directors. There is increased minority and women staff representation on the Athletic Board as well as the Department's senior staff.

Gender/ Diversity Issues and Student-Athlete Well-Being

3. Describe any additional plans for improvement in the area of Operating Principle 3.2 (Minority Issues) developed by the institution after the second-cycle certification decision was rendered by the Committee on Athletics Certification. In each case, provide:

- a. The additional plan;
- 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 plans.

The Athletic Department has taken additional action in several areas since second-cycle certification. The following is a summary of improvements related to Operating Principle 3.2 (Diversity Issues):

The Athletic Department has made a concerted effort of reaching out across campus and integrating more with the campus community, especially where it pertains to diversity issues. The Athletic Department has taken steps to further this initiative in several different ways. First, several Department staff members participated in the planning of the 2008 Campus Diversity Forum. Student-Athletes Equally Supporting Others (SAESO) also participated by displaying a poster, which highlighted their accomplishments and the Academic Athletic Mentoring Partnership (AAMP). The Department had two Associate Athletic Directors participate in the search process for the new Vice Provost for Diversity and Climate. The Department's Director of Human Resources served on the campus Communication Standards Committee. This committee was set up to discuss which positions could require that the incumbents have the ability to speak and/or write English. This was a result of the University seeing the labor market changing and wanting to ensure they were addressing this issue consistently and in a nondiscriminatory fashion.

The Athletic Department has also taken advantage of services offered by the Campus Office of Cultural Linguistic Services. Through this office, the Department was able to offer English as a Second Language (ESL) classes to employees in 2006, 2007 and 2008. Furthermore, in 2007 and 2008, Spanish classes were offered to lead workers and supervisors who guide and direct non-English speaking employees. In conjunction with the Office of Cultural Linguistic Services, The Athletic Department also invited Reynaldo Morales, a Spanish interpreter, to speak to the Facilities supervisors about the changing workforce and incorporating non-English speakers into their workforce.

In 2007, the Diversity Integration Group (DIG) was formed. DIG assists with the collaboration of diversity and inclusion efforts within the Athletic Department while continually striving to meet campus goals and initiatives in relation to diversity. DIG meets at least once per month, where plans, events and issues regarding diversity are shared. Membership of DIG includes the Associate Athletic Director for Events and Facilities, Associate Athletic Director for Sports Administration/SWA, Assistant Athletic Director for Academic Services, Director of Inclusion & Life Skills Programming, Big Ten Minority Intern, Executive Director National W Club, Membership Director National W Club, Director of Human Resources, Director of Championships and Special Projects, Big Ten Liaison, Coach Representative, and two Student-Athlete Representatives, one of whom is the President of SAESO.

The Athletic Department Human Resources Office has also taken steps to improve minority issues. The Athletic Department has participated in the Big Ten Minority Intern program for approximately 10 years. This intern has been assigned to several different departments including, Administration, Academic Services and the Ticket Office. The Human Resources Office also created a new employee orientation handbook in 2005. Every year the handbook is updated and expanded. Recently, it has been expanded to include information on LGBTQA (Lesbian, Gay, Bisexual, Transgender, Queer and Allied) resources on campus and the Athletic Department's mission statement, which highlights the Department's commitment to diversity. In 2008, Badger Connection, a professional networking group, was formed to assist new employees in meeting others in the Department. A main focus of this group is to make connections with minorities within the Department. The need for this type of group arose from information gathered during employee exit interviews.

The Athletic Board has also taken steps to further the understanding of minority issues by educating its members. In 2007, an Athletic Board member made two presentations to the entire Athletic Board and Athletic Department senior staff management team regarding minority student-athletes and the challenges they face in college. The presentation was entitled The Academic At-Risk Student-Athlete: Profile and Needs. This sparked many informal and ongoing conversations amongst Board members and the Department's senior administrative staff.

The University designates a "Minority/Disadvantaged Coordinator" for each campus department. This individual serves as the point person for diversity efforts in each school/college/division, maintains a visible presence at the top administrative levels and provides leadership in the integration of diversity concerns in the school/college/division's academic programs and community engagement. In 2007, the Athletic Department assigned

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responsibilities for coordinating this effort and the Athletic Department's Diversity Plan to Sean Frazier, Associate Athletic Director for Events and Facilities. Mr. Frazier reports directly to the Athletic Director and is a member of the Department's senior staff management team.

Since the second-cycle of certification, a comprehensive academic support system has been put into place in the Office of Academic Services, which commits additional resources and personnel to student-athletes. Currently, personnel include Athletic Academic Advisors, Learning Specialists, a Tutorial Coordinator, a Director of Inclusion and Life Skills Programming, a Career Development Coordinator, numerous mentors, tutors, and attendance checkers.

In 2003, a tutorial coordinator was hired to oversee all aspects of the tutor program and a fourth learning specialist was added to the academic services staff to increase the level of services available to student-athletes.

In 2004, a CHAMPS/Life Skills Coordinator was added to the program. The CHAMPS/Life Skills program, through five components, assists with the growth and development of student-athletes. The five components of the CHAMPS/Life Skills program are: commitment to academic excellence, athletic excellence, personal development, career development and community service. In 2005, the Athletic Department CHAMPS/Life Skills program was awarded the Division 1A Program of Excellence Award.

The Student-Athlete Advisory Committee (SAAC) provides a link of communication between UW student-athletes and the Athletic Department administration, as well as a support system for student-athletes to discuss various issues specific to the rigors of student-athlete life. In an effort to increase minority representation, SAAC has worked hard to improve minority representation and has seen an increase in the number of ethnically diverse representatives. Additionally, for the 2007-2008 academic year a female student-athlete of color served as SAAC's president.

In an effort to highlight the successes of former African-American student-athletes and other successful African-American business people, the Office of Academic Services utilizes people of color as part of the career-development curriculum. The After Sport Group and individuals from the business community provide several workshops throughout the year, which include a mandatory meeting for senior student-athletes regarding career preparation, mock interviews, one-on-one career counseling, individual resume meetings, and networking workshops.

Academic Services programming changes in 2006 included the pairing of learning specialists with advisors to form teams that are able to provide consistent and comprehensive support for student-athletes. In October of 2006, an Academic Services satellite office opened at the Kohl Center, providing a convenient location for men's and women's basketball, men's and women's hockey, men's soccer, women's golf, women's tennis, and men's and women's swimming and diving student-athletes to receive support. Advisors and Learning Specialists regularly communicate with each other, the coaching staff, and the students regarding the academic progress of their respective student-athletes. Additionally, Academic Athletic Advisors meet weekly with the coaching staff of their assigned sport to discuss the academic progress of student-athletes in their respective sports.

In 2004, BASIS, a database that houses academic information, was developed to provide a real-time way of communicating and documenting interactions with student-athletes and assisting in the development and tracking of individual academic support programs. BASIS encourages participation and involvement of all support personnel including coaches and administrators.

In 2006, the Athletic Department implemented the Diversity and Inclusion Program to increase the qualitative campus experience for all student-athletes by addressing the emotional, social, intellectual and physical needs of our diverse student-athlete population. The Office of Academic Services created and hired the Director of Inclusion and Life Skills Programming. The Director of Inclusion and Life Skills Programming oversees all Diversity and Inclusion Programming. These responsibilities include overseeing the Big Ten Diversity Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisory Committee (SAAC), planning the Diversity Barbeque, and planning Black History Month Celebrations. The Athletic Department recognizes and embraces student-athletes of diverse backgrounds which include, but are not limited to, student-athletes of color (African-American, Hispanic/Latino, Asian or Pacific Islander and American Indian) and LGBTQA students-athletes (Lesbian, Gay, Bisexual, Transgender, Queer, and Allied).

Each year the Big Ten Conference provides funding to each institution as part of the Big Ten Minority Internship. The Office of Academic Services uses these funds to employ an individual from an underrepresented group as an intern. The intern's daily responsibilities include working directly on diversity and inclusion programming with the Director of Inclusion and Life Skills Programming.

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Since 2006, the Academic Services Office has partnered with the National W Club, the Wisconsin Alumni Association, and Letters & Science/Human Ecology Career Services, to host Career Links: Diversity Networking Event. The event has prospective employers present, is held either at the Kohl Center or Memorial Union and is an opportunity for student-athletes of color to network with campus leaders, faculty members, community business leaders, alumni, and other students of color. Several student-athletes attend the event and make professional connections with those in attendance. The goal is to have the event grow larger each year as participation increases not only from student-athletes, but also from community leaders, campus leaders and faculty members.

In 2006, Student-Athletes Equally Supporting Others (SAESO), a registered student-organization, was formed within the Office of Academic Services. SAESO strives to bring together student-athletes of different cultures, ethnicities, lifestyles, and belief systems to enhance their experience on campus. Students meet regularly to improve the campus experience for student-athletes of color through group discussion, community involvement, and social interactions. SAESO also assists student-athletes with promoting campus and community events. For the 2008-2009 academic year, and thereafter, the President of SAESO will hold an officer position on SAAC.

The Office of Academic Services developed the Academic Athletic Mentor Partnership (AAMP) in 2007. The intent of the AAMP program is to initiate a mentor-mentee relationship involving community members, former student-athletes, and University faculty and staff members that will foster a dynamic relationship for both the student-athletes of color and the mentors. Ultimately, this program increases the qualitative experience for our student-athletes of color, and connects these students to campus and community members. In its pilot year, AAMP included twelve first-year football student-athletes of color. In addition to adding female student-athletes the program has also grown to include various sports. Currently the AAMP program includes eighteen first-year student-athletes of color from football, women's basketball, and women's track and field.

Former student-athletes of color are highlighted through public service announcements (PSAs) during the month of February (Black History Month) at all men's and women's basketball games. Current student-athletes record the PSAs, and the spots are shown on the video board, aired as radio spots during the men's and women's basketball games, and featured on the Department's website, UWBadgers.com.

As a member of the National Consortium for Academics and Sport (NCAS) and in an attempt to assist former student-athletes of color with completing their degree requirement, the Athletic Department provides them with academic support and pays for their tuition. In exchange, these former student-athletes agree to participate in school outreach and community service programs addressing social issues of America's youth. Since 2005, 15 student-athletes of color have participated in the program.

Since 2003, the Office of Academic Services has strengthened its relationship with the National Football League Players Association (NFLPA) office. The NFLPA provides the Office of Academic Services with contact information of current NFL athletes who attended the University but did not graduate. A member of the Office of Academic Services staff acts as a liaison to the NFLPA. Additionally, Office of Academic Services staff are members of the National Association of Academic Advisors for Athletics (N4A) which has a NFL-N4A Advisory Committee. The NFL-N4A Advisory Committee creates degree completion opportunities for college non-graduates who have pursued a professional sports career. The Assistant Athletic Director for Academic Services is the current N4A Region III Director, and is actively involved in the NFL-N4A Advisory Committee.

In an effort to successfully transition student-athletes of color from high school to college, the Athletic Department supports the Counseling Psychology (CP) Department with the teaching of two courses: CP 125-Racial and Socioeconomic Perspectives on the First College Year course and CP 115- Human Resources Development: Educational Effectiveness. Both courses deal with the transition from high school to college, as well as race and ethnicity issues. The goal is for all first-year scholarship student-athletes to enroll in one of the courses. The Athletic Department also supports the CP 110 Course: Human Development: Career Strategies. Third-, fourth-, and fifth-year student-athletes may enroll in this course to assist with the transition from collegiate athletics to the career track.

In addition to supporting the Counseling Psychology courses, the Office of Academic Services provides programming to ease the student-athletes' transition from high school to college through the Life Skills Academy. In 2008, the Life Skills Academy was implemented to provide a structured Life Skills curriculum for first-year student-athletes. The Life Skills Academy consists of six mandatory meetings, each having a life skills topic theme, presented throughout the academic year. Guest speakers provide information on each topic and upperclass peer leaders facilitate small group activities.

To further assist with the transition from college to a career, the Office of Academic Services works closely with the University of Wisconsin Alumni Association and the National W Club to host an annual Career Night for student-athletes. The National W Club and the Wisconsin Alumni Association also serve as resources for student-athletes to

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network nationally. In 2008, the Office of Academic Services hosted a Graduate School Information session for all student-athletes to assist with the process of searching for and applying to graduate schools.

To connect former student-athletes of color with current student-athletes of color, the National W Club and the Office of Academic Services began hosting an annual Diversity Barbeque in 2007 during the summer for student-athletes. The day includes a Southern-style barbeque and networking. A large number of student-athletes attend, along with members of the 100 Black Men of Madison, National W Club members and additional community leaders.

To continue an active connection with community members of color, the Athletic Department works closely with the 100 Black Men of Madison. Student-athletes of color are directly impacted by the 100 Black Men of Madison's involvement. Student-athletes participate in the annual 100 Black Men "Back to School Picnic" to pass out backpacks and school supplies to Madison's youth. The 100 Black Men of Madison also serve as guest speakers for the Academic Athletic Mentor Partnership events and attend the annual Diversity Barbeque.

4. Explain how the institution is organized to further its efforts related to the diversity- issues operating principle for both athletics department staff and student-athletes.

The University of Wisconsin-Madison is organized and structured to promote respect and sensitivity to every person and to refrain from discrimination. The University's and Athletic Department's mission statements further substantiate our commitment to diversity. The University's mission statement states, "...The university seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development. It also seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education. To fulfill its mission, the university must...H). Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society."

In furthering this goal the University has created an Office for Equity and Diversity within the Office of the Provost in 2006. The primary purpose of this office is to promote, integrate and transfer equity and diversity principles to nurture human resources and advance the mission of the University. The office assists in resolving issues and is available to all staff and students on campus. Moreover, The Office of the Vice Provost for Diversity and Climate (OVPDC) expanded from a part-time operation to a full-time office that employs, in addition to the Vice Provost, three full-time staff, two students and a graduate assistant. The OVPDC developed a Strategic Transition Framework that will guide the work of the office, a core feature of which is to find ways to expand the focus of diversity work, in particular, the issues of gender, sexual orientation and disability. The OVPDC intends to bring together working groups of constituents from campus and the broader community to begin working cooperatively to amplify and enhance the University's institutional infrastructure.

The OVPDC provides leadership to ensure that staff and student diversity and climate issues are addressed. In addition, the Campus Diversity Plan 2008 Oversight Committee became a permanent committee in the spring of 2001, with the broad charge of advising the Chancellor on policy and planning for diversity through the University; coordinating implementation, assessment and revision of the current diversity plan; providing for campus-wide participation in planning and execution of plans; and assisting in forming the campus on diversity matters.

The Athletic Department's mission statement states " The Division of Intercollegiate Athletics at the University of Wisconsin-Madison dedicates itself to the mission of providing athletic opportunities to a wide range of students and an environment in which all student-athletes can achieve their academic and competitive goals. The Division strives to provide equitable opportunities for all student-athletes and staff, regardless of gender or ethnic backgrounds. To honor its academic mission and that of the University, the Division supports the educational aspirations, academic progress and general welfare of the student-athlete. In competition, the Division fosters principles of sportsmanship, respect, fair play and athletic excellence. In all of its activities, the Division insists on integrity, ethical conduct and accountability."

The Athletic Director reports directly to the Chancellor and is ultimately responsible for matters regarding diversity within the Athletic Department. The Athletic Director has assigned responsibility for monitoring and assessing the Department's strategic initiatives, plans and policies related to diversity to the Department's senior staff management team Committee on Gender, Diversity and Student-Athlete Welfare, which was established in the fall of 2007. This committee reports directly to the Athletic Director and is chaired by Terry Gawlik, Associate Athletic Director for Sports Administration/Senior Woman Administrator. Ms. Gawlik and three other Department senior staff members (i.e., Sean Frazier, Associate Athletic Director for Events and Facilities; Marija Pientka, Associate Athletic Director for Development; Steve Waterfield, Assistant Athletic Director for Student Services) are assigned to the

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committee, two members of the group are female and three of the members have direct oversight of NCAA compliance, student services, gender equity and diversity plan coordination. This senior staff committee convenes regularly to ensure the Athletic Department is meeting the specific goals outlined in both the gender-equity and diversity stand alone plans. All senior staff members meet weekly during the academic year and biweekly during the summer to establish consistency relative to plans, initiatives and decision-making. This committee is designed to work closely with the campus and Athletic Board on diversity matters. The Athletic Board committee on Equity, Diversity and Student Welfare (EDSW) meets regularly to review and provide the Athletic Department with advice relative to diversity issues, especially the Department's written stand alone and diversity plan.

Furthermore, Sean Frazier, Associate Athletic Director for Events and Facilities, who is a member of the Department's senior staff management team, is responsible for diversity planning and initiatives. He is the Department's Diversity Coordinator to campus. He created and is Chair of the Diversity and Integration Group (DIG) which supports both student-athletes and Department staff concerning diversity issues. He works closely with Damon Williams, the Vice Provost for Diversity and Climate, regarding Department and campus issues and initiatives.

The student-athletes have access to the Athletic Department and the Athletic Board through their Student-Athlete Advisory Committee (SAAC) representatives, who give regular reports to the Department and the Board. Student-athletes are involved in the governance Athletic Department decision-making process through SAAC. SAAC is a leadership group that provides an outlet for student-athletes to discuss issues specific to dealing with the rigors of student-athlete life. This committee serves as a liaison among the student-athletes, coaches and administration, the Big Ten Conference and the National Collegiate Athletic Association (NCAA) on issues affecting student-athletes. SAAC offers input on rules, regulations and policies that directly affect the life of the student-athlete. SAAC also provides opportunities to meet with peers and develop a support system for each other. Bridget Warren, Director of Inclusion and Life Skills Programming in the Office of Academic Services, is the Athletic Department liaison for SAAC.

SAAC is made up of two student-athletes from each of the 23 sports. SAAC has four officers each year: a president, vice president, secretary and a Student-Athletes Equally Supporting Others (SAESO) representative (typically held by the elected President of SAESO). Of the officers, two student-athletes (one male, one female) represent SAAC on the Athletic Board, attend Board meetings and inform the rest of the student-athletes in SAAC of issues that potentially affect them. They are also on various Athletic Board committees that deal with issues directly affecting student-athletes. There must be at least one male and one female officer each year, and all of the officer positions are one-year terms. A student-athlete may run for re-election, but may only serve as an officer for a total of two years. SAAC representatives may bring to the Athletic Department and Athletic Board issues voiced at SAAC monthly meetings and serve as the liaison between student-athletes and the Athletic Department and Athletic Board. The SAAC President attends the biannual meeting of the Big Ten Conference Student-Athlete Advisory Committee.

Other SAAC members may participate in one of three committees. The Community Service Committee works to find volunteer activities in and around the Madison area. The Social Committee works to provide all student-athletes with the opportunity to gather and socialize at an organized event at least once per semester. Past activities have included a movie night and a cookout. The Awareness Committee works to increase the visibility and understanding of SAAC among student-athletes, coaches and administrators. They are responsible for keeping the SAAC website up to date, posting flyers about meetings and other activities, and achieving full SAAC meeting participation by all teams. All SAAC representatives are members of the Speaker's Bureau. Members of this Bureau are called upon whenever there is a request for a student-athlete to speak for a group. Often student-athletes will be called on to speak at area schools about their experiences as student-athletes and what they have done to succeed in school, athletics and life.

The Athletic Department is also aware of issues related to disabilities. It is the policy of the University to provide reasonable accommodations for qualified individuals with disabilities who are employees or applicants for employment. The University will adhere to all applicable federal and state laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal employment opportunity to qualified individuals with disabilities. Each dean/director has appointed a Division Disability Representative (DDR) to respond to disability-related employment matters. The Director of Human Resources is the DDR for the Athletic Department. The DDRs on campus go through initial small-group training and then continue training on campus at least three times a year. DDRs assist supervisors, managers, and employees in reviewing and responding to disability accommodation requests. They are authorized to request, receive, and maintain confidential medical information of employees in their divisions.

The Human Resources Office is responsible for ensuring that the Athletic Department takes all steps possible to recruit and retain a diverse workforce. In recruiting, the Department ensures that ads are placed on diverse

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websites and sent out to listservs and other locations that generate a diverse pool of candidates for our vacancies. They also lead and assist in coordinating training sessions about diversity issues for staff. The Human Resources Office also keeps the statistics on the ethnicity and gender of our applicants. The Director of Human Resources works closely with the campus, the Athletic Director, the senior staff management team, Diversity and Integration Group (DIG) and the Athletic Board on diversity.

The Office of Academic Services, under the leadership of the Assistant Athletic Director of Academic Services and the Director of Inclusion and Life Skills Programming, coordinates the diversity programming for student-athletes. The Director of Inclusion and Life Skills Programming is responsible for overseeing the Big Ten Diversity Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisor Committee (SAAC), planning the Diversity Barbeque and the Black History Month Celebrations.

The Athletic Department Diversity and Integration Group (DIG) work closely with members of the University community in developing and building upon the University's diversity initiatives. The group membership includes the Associate Athletic Director for Events and Facilities, Associate Athletic Director for Sports Administration/SWA, Assistant Athletic Director for Academic Services, Director of Inclusion & Life Skills Programming, Big Ten Diversity Intern, Executive Director National W Club, Membership Director National W Club, Director of Human Resources, Director of Championships and Special Projects, Big Ten Liaison, Coach Representative, and two Student-Athlete Representatives, one of whom is the President of SAESO.

5. Describe how matters concerning diversity issues are monitored, evaluated and addressed on a continuing basis.

The Athletic Director reports directly to the Chancellor and is ultimately responsible for matters regarding diversity within the Athletic Department. The Athletic Director has assigned responsibility for monitoring and assessing the Department's strategic initiatives, plans and policies related to diversity to the Department's senior staff management team Committee on Gender, Diversity and Student-Athlete Welfare, which was established in the fall of 2007. This committee reports directly to the Athletic Director and is chaired by Terry Gawlik, Associate Athletic Director for Sports Administration/Senior Woman Administrator. Ms Gawlik and three other Department senior staff members (i.e., Sean Frazier, Associate Athletic Director for Events and Facilities; Marija Pientka, Associate Athletic Director for Development; Steve Waterfield, Assistant Athletic Director for Student Services) are assigned to the committee, two members of the group are female and three of the members have direct oversight of NCAA compliance, student services, gender equity and diversity plan coordination. This senior staff committee convenes regularly to ensure the Athletic Department is meeting the specific goals outlined in the diversity stand alone plan. All senior staff members meet weekly during the academic year and biweekly during the summer to establish consistency relative to plans, initiatives and decision-making. This committee is designed to work closely with the campus and Athletic Board on gender-equity matters. The Athletic Board committee on Equity, Diversity and Student Welfare (EDSW) meets regularly to review and provide the Athletic Department with advice relative to the diversity issues, especially the Department's written stand alone diversity plan.

A variety of constituent groups advises and assists in the assessment of the written stand-alone Diversity Plan, monitoring the program areas and addressing any matters of concern that may arise. These groups include: the Athletic Director, the Athletic Department's senior staff Committee on Gender, Diversity and Student-Athlete Welfare, all senior staff members, the full Athletic Board, the Equity, Diversity and Student Welfare Committee (EDSW) of the Athletic Board, and the Student-Athlete Advisory Committee.

The Athletic Department Director of Human Resources immediately investigates any issues that are brought to her attention regarding diversity. In the past, additional resources including campus translators, and senior staff members, have been brought in to resolve issues. Exit interviews are conducted with many of the permanent staff, especially minorities, to ask whether there was anything the Athletic Department could have done to retain them or to make their experience better.

In 2007, the Diversity Integration Group (DIG) was formed. DIG assists with the collaboration of diversity and inclusion efforts within the Athletic Department while continually striving to meet campus goals and initiatives in relation to diversity. DIG meets at least once per month, where plans, events and issues regarding diversity are shared. Membership of DIG includes the Associate Athletic Director for Events and Facilities, Associate Athletic Director for Sports Administration/SWA, Assistant Athletic Director for Academic Services, Director of Inclusion & Life Skills Programming, Big Ten Diversity Intern, Executive Director National W Club, Membership Director National W Club, Director of Human Resources, Director of Championships and Special Projects, Big Ten Liaison, Coach Representative, and two Student-Athlete Representatives, one of whom is the President of SAESO.

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The Director of Inclusion and Life Skills Programming monitors, evaluates, and addresses diversity issues on a continual basis through direct contact with student-athletes and student-athletes of color. Overseeing the Big Ten Diversity Intern, the organization of the Academic Athletic Mentor Partnership (AAMP), the advisement of the Student-Athletes Equally Supporting Others (SAESO) organization, the planning of the Career Links: Diversity Networking Event, the advisement of the Student-Athlete Advisor Committee (SAAC), the planning of the Diversity Barbeque, and the planning of the Black History Month Celebrations, allows this individual to have direct contact with student-athletes, UW faculty and staff, and community members of color.

From a student-athlete perspective, the SAESO President sits on the SAAC board to ensure collaboration between the two student organizations and communication with the Director of Inclusion and Life Skills Programming. Additionally, student-athlete evaluations are conducted at the end of each sports season and exit interviews are conducted when student-athletes exhaust their eligibility. Student-athletes have an opportunity to discuss diversity issues in the evaluations.

6. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

- a. Full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level);
- b. Other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department);
- c. Full- and part-time head coaches;
- d. myQuestionMarkFull- and part-time assistant coaches (including graduate assistant and volunteer coaches);
- e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and
- f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student athlete advisory committee) members (if any).

The years reviewed for this Self-Study Item were 2007-08, 2006-07 and 2005-06.

A). Full-time Senior administrative Athletic Department staff members:

The Athletic Department senior administrative staff consists of nine (9) employees. Two of the nine employees are minorities. The current minority representation on senior staff is 22 percent. In 2007-08, the minority representation on Senior Staff was 22 percent; in 2006-07 it was 11 percent and in 2005-06 it was 25 percent. In 2005-06 the Department had several positions turn over and this generally accounted for the higher percentage.

B). Other full and part time professions of the Athletic Department:

The Athletic Department employs the following other type of professions: Ticket Office, Academic Services, Administration, Sports Medicine, Marketing, Communications, Human Resources, Business Office, Facilities and Events, Food and Beverage, Technical Services, Development, Video Services and Compliance. For full-time employees, our percentage of minority employees has remained fairly steady for the last three years at approximately 6 percent. The part-time professional staff is made up of tutors in Academic Services. In the most recent year, 10 percent of all tutors were minorities, down from a high of 20 percent in 2006-07. The result of such a large percentage drop in minority tutors is due to the moving of the Big Ten Minority Intern position to the Office of Academic Services. Tutors from underrepresented groups were utilized to oversee organized study sessions for specific sports and to mentor student-athletes of color. These responsibilities now fall within the scope of the Big Ten Minority Intern position; therefore, the Office of Academic Services employed fewer tutors from underrepresented groups.

C). Full and part-time head coaches:

Presently, the Athletic Department does not have any minority head coaches.

D). Full and part-time assistant coaches:

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The percentage for minority assistant coaches has remained fairly constant over the past three years. In 2007-08, 13 percent of all assistant coaches were minorities. In 2006-07 the percentage was 14 percent and in 2005-06 the department was at 15 percent. The Athletic Department did not keep diversity data on part-time assistant coaches. The Department will begin tracking part-time assistant coach diversity data in the future.

E). Faculty-based Athletic Board or Committee:

The Athletic Board consists of 23 members. In 2007-08, four members were minorities.

F). Other advisory or policy-making group members:

The Student-Athlete Advisory Committee (SAAC) is made up of two student-athletes from each sport who discuss and address the needs of fellow student-athletes. They are also members of various Athletic Board committees that deal with issues directly affecting student-athletes. Additionally, SAAC members represent the University at Big Ten Conference and NCAA meetings.

Student-Athletes Equally Supporting Others (SAESO) is a student-athlete organization that strives to bring together student-athletes of different cultures, ethnicities, lifestyles, and belief systems to enhance their experience on the University. SAESO exists to foster a diverse learning environment, in support of the mission of both the University and Athletic Department. As noted in the chart, the addition of SAESO in 2006-07 increased the number of student-athletes of color that are part of these advisory or policy-making groups. In 2005-06 there were two student-athletes in these roles, in 2006-07 it increased to 7 students, and in 2007-08 it increased to 11.

7. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

The years reviewed for this Self-Study Item were 2007-08, 2006-07 and 2005-06.

Overall, the student-athletes are consistently a more diverse group than is the general student body. For the most recent three-year period, minority students who receive athletic aid represent 18.5 percent of the student-athlete population while minority students represent 12 percent of the general student body population.

Specifically, African-American student-athletes and Non-Resident Aliens constitute a greater percentage of the student-athlete population compared to African-American students and Non-Resident Aliens in the general student body. African-American student-athletes make up 15 percent of the student-athlete population, while African-Americans in the general student body make up 2.6 percent of the general population. Non-Resident Alien student-athletes are 6.2 percent of the student-athlete population, compared to 3.5 percent Non-Resident Alien population in the general student body. Hispanic enrollment is not significantly different (0.6 percent student body to 0.7 percent student-athlete). Asian enrollment in the general student body is greater than the student-athlete population (5.7 percent to 1.2 percent).

The Non-Resident Alien student-athlete population has increased over the three most recent academic years, which demonstrates the Department's goal to recruit with an awareness to diversity. Although there has been a slight decrease with regard to minority student-athletes on aid, the student-athlete population continues to be a more diverse group than is the general student body.

8. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

The years reviewed for this Self-Study Item were 2007-08, 2006-07 and 2005-06.

The following data and analysis were generated when analyzing the three most recent academic years of the requested sport groups for students who received athletic aid. The men's basketball team averaged six African-American student-athletes per year over the span of the three most recent academic years. The football team averaged approximately 47 African-Americans and one Asian/Pacific Islander over the three-year period, whereas the men's track/cross country team averaged approximately three African-American student-athletes and less than one Non-Resident Alien. Other men's sports averaged three Hispanics, two American Indians, two African-Americans, and approximately 12 Non-Resident Aliens.

The women's basketball team averaged approximately three African-Americans and less than one American Indian and Non-Resident Alien. The women's track/cross country team averaged approximately four African-Americans and less than one Asian Pacific Islander, Hispanic, and Non-Resident Alien. Other women's sports averaged less

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than one American Indian, approximately four Asian/Pacific Islanders, three African-Americans, approximately four Hispanics, and 15 Non-Resident Aliens.

For the three most recent years, the number of student-athletes of color remained relatively consistent across teams other than for men's basketball, which had eight African-American student-athletes on scholarship in 2005-06, six African-American student-athletes on scholarship in 2006-07, and four African-American student-athletes on scholarship in 2007-08. The small number in the cohort makes it difficult to make a statistical correlation. The current men's basketball team has five members who are African-American and on scholarship and two additional student-athletes who are African-American who are not on scholarship.

The men's and women's other sports have their largest concentrations of ethnic grouping in the Non-Resident Alien classification. The averages of Non-Resident Aliens in these sports are greater than any of the other sports averaging approximately 12 members per team in men's other and 15 members per team in women's other.

9. Using the program areas for diversity issues:

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment across each of the nine areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds; and
- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

1. Institutional and athletics department commitment and organization Written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address the issues of diversity, including where the statements are published; description of how the institution and athletics department are organized to address diversity through policies and/or organizational structure, including how athletics department's commitment to diversity connects with the institution's commitment; communication of expectations regarding diversity to staff, coaches and student-athletes.

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. Outgoing Chancellor John Wiley and current Chancellor Carolyn "Biddy" Martin carefully selected members of the Steering Committee, chaired by Darrell Bazzell, Vice Chancellor for Administration, and subcommittees to ensure that the self-study involved broad-based campus and community participation. The Steering Committee was responsible for the general direction of the self-study, monitored the work and progress of the subcommittees, and, ultimately, approved the report and any plan for improvement. The Chancellor and Athletic Director were members of the Steering Committee.

The Gender, Diversity & Student Well-Being self-study subcommittee was chaired by Dr. Sheila McGuirk, Professor in the Department of Veterinary Medicine, Steering Committee member, Faculty Athletics Representative and member of the Athletic Board.

Dr. McGuirk met with Steering Committee member Terry Gawlik, Associate Athletic Director/SWA, on several occasions to develop a plan for review and a schedule of meetings. Due to the broad scope of the task, relative to Operating Principles 3.1, 3.2 and 3.3, three smaller working groups were created to specifically focus on Gender, Diversity, and Student-Athlete Well-Being. An Athletic Department senior staff management team member assigned to the subcommittee was asked to chair each of the smaller working groups.

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In preparation for the first full subcommittee meeting, Dr. McGuirk and the chairs of each of the small working groups met to discuss Operating Principles 3.1, 3.2, and 3.3, assemble materials needed for dissemination to subcommittee members, and outlined the schedule and agenda for the full subcommittee meetings. The full subcommittee meetings were designed to share information, ask questions, and ensure active participation across the full subcommittee and three smaller working groups. Information and data was gathered by each working group in order to evaluate and respond to the self-study items under each Operating Principle.

The Diversity working group and full subcommittee included broad-based campus and community participation represented by the following individuals:

Diversity working group:

- Sean Frazier, Chair of the Diversity working group, Associate Athletic Director for Events and Facilities, and member of the Athletic Department Senior Staff Management Team
- Mike Plesha, Physics Professor and Faculty Member on the Athletic Board
- Jerlando Jackson, Associate Professor of Higher and Postsecondary Education and Faculty Member on the Athletic Board
- Sharon Chamberlain, Former Alumni Representative on the Athletic Board
- Al Toon, Former Football Student-Athlete and National "W" Club Board Member
- Nancy Graff Schultz, Director of Human Resources, Athletic Department
- Sheli Kuhl, Director of Championships and Special Projects, Athletic Department
- Doug Tiedt, Assistant Athletic Director for Academic Services
- Bridget Warren, Director of Inclusion and Life Skills Programming, Athletic Department

Other members of the Gender, Diversity and Student-Athlete Well-Being Subcommittee:

- Sheila McGuirk, DVM, Professor School of Veterinary Medicine; member of Steering Committee; Chair of Gender, Diversity and Student-Athlete Well-Being Subcommittee; Faculty Athletics Representative and member of the Athletic Board
- John Chadima, Chair of the Student-Athlete Well-Being working group, Associate Athletic Director for Capital Projects and Golf Course Operations, and member of Athletic Department senior staff management team
- Phil Brown, Geology and Geophysics Professor and Faculty Member on the Athletic Board
- Lori Berquam, Dean of Students
- Denny Helwig, Assistant Athletic Director for Sports Medicine
- Claire Geiger, Women's Rowing Student-Athlete/SAAC
- Kelli Richards, Advisor/Career Development Coordinator, Athletic Department
- Christine Lucas, Program Assistant, Athletic Department
- Amy Appleton, Program Assistant, Athletic Department
- Terry Gawlik, Chair of the Gender working group, Associate Athletic Director for Sports Administration/ SWA and member of Athletic Department Senior Staff Management Team
- Chandelle Schulte, Head Softball Coach
- Jake McGhee, Associated Students of Madison Representative on the Athletic Board
- David Zoerb, Alumni Representative on the Athletic Board
- Barb Smith, Project Coordinator for IT Services at the School of Education and Academic Staff Representative on the Athletic Board
- Megan Lee, Program Assistant, Athletic Department

The Diversity working group's evaluation and responses to the self-study items were comprehensively reviewed, edited and approved by the full subcommittee, the Chief Report Writing team and ultimately the Steering Committee. Information relative to the self-study process, meeting notices and meeting minutes were posted on the University's NCAA Certification website for public review. The self-study report was made available for public review on March 24, 2009, and an open public forum to vet the report was held on March 31, 2009. This process ensured a complete, comprehensive study of the program areas set forth in Operating Principle 3.2.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

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The University of Wisconsin-Madison's mission statement states, "...The University seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development. It also seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education. To fulfill its mission, the university must...H). Embodiment, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society." This mission statement can be found on the Department's administration page of uwbadgers.com, the Student-Athlete Handbook, as well as in the new employee orientation handbook.

The Athletic Department's mission statement further substantiates the Department's commitment to diversity. It states, "The Division of Intercollegiate Athletics at the University of Wisconsin-Madison dedicates itself to the mission of providing athletic opportunities to a wide range of students and an environment in which all student-athletes can achieve their academic and competitive goals. The Division strives to provide equitable opportunities for all student-athletes and staff, regardless of gender or ethnic backgrounds. To honor its academic mission and that of the University, the Division supports the educational aspirations, academic progress and general welfare of the student-athlete. In competition, the Division fosters principles of sportsmanship, respect, fair play and athletic excellence. In all of its activities, the Division insists on integrity, ethical conduct and accountability." This mission statement can be found on the Department's administration page of uwbadgers.com, the Student-Athlete Handbook, as well as in the new employee orientation handbook.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.**

The University of Wisconsin-Madison is organized and structured to promote respect and sensitivity to every person and to refrain from discrimination. The University's and Athletic Department's mission statements further substantiate our commitment to diversity.

In furthering this goal the University has created an Office for Equity and Diversity within the Office of the Provost in 2006. The primary purpose of this office is to promote, integrate, and transfer equity and diversity principles to nurture human resources and advance the mission of the University. The office assists in resolving issues and is available to all staff and students on campus. Moreover, The Office of the Vice Provost for Diversity and Climate (OVPDC) expanded from a part-time operation to a full-time office that employs, in addition to the Vice Provost, three full-time staff, two students and a graduate assistant. The OVPDC developed a Strategic Transition Framework that will guide the work of the office, a core feature of which is to find ways to expand the focus of diversity work, in particular, the issues of gender, sexual orientation and disability. The OVPDC intends to bring together working groups of constituents from campus and the broader community to begin working cooperatively to amplify and enhance the University's institutional infrastructure.

The OVPDC provides leadership to ensure that staff and student diversity and climate issues are addressed. In addition, the Campus Diversity Plan 2008 Oversight Committee became a permanent committee in the spring of 2001 with the broad charge of advising the Chancellor on policy and planning for diversity through the University; coordinating implementation, assessment and revision of the current diversity plan; providing for campus-wide participation in planning and execution of plans; and assisting in forming the campus on diversity matters.

The Athletic Director reports directly to the Chancellor and is ultimately responsible for matters regarding diversity within the Athletic Department. The Athletic Director has assigned responsibility for monitoring and assessing the Department's strategic initiatives, plans and policies related to diversity to the Department's senior staff management team Committee on Gender, Diversity and Student-Athlete Welfare, which was established in the fall of 2007. This committee reports directly to the Athletic Director and is chaired by Terry Gawlik, Associate Athletic Director for Sports Administration/Senior Woman Administrator. Ms Gawlik and three other Department senior staff members (i.e., Sean Frazier, Associate Athletic Director for Events and Facilities; Marija Pientka, Associate Athletic Director for Development; Steve Waterfield, Assistant Athletic Director for Student Services) are assigned to the committee, two members of the group are female and three of the members have direct oversight of NCAA compliance, student services, gender equity and diversity plan coordination. This senior staff committee convenes regularly to ensure the Athletic Department is meeting the specific goals outlined in both the gender-equity

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and diversity stand-alone plans. All senior staff members meet weekly during the academic year and biweekly during the summer to establish consistency relative to plans, initiatives and decision-making. This committee is designed to work closely with the campus and Athletic Board on diversity matters. The Athletic Board committee on Equity, Diversity and Student Welfare (EDSW) meets regularly to review and provide the Athletic Department with advice relative to diversity issues, especially the Department's written stand-alone and diversity plan.

Furthermore, Sean Frazier, Associate Athletic Director for Events and Facilities, who is a member of the Department's senior staff management team and is responsible for diversity planning and initiatives. He is the Department's Diversity Coordinator to campus. He created and is Chair of the Diversity and Integration Group (DIG) which supports both student-athletes and Department staff concerning diversity issues. He works closely with Damon Williams, the Vice Provost for Diversity and Climate, regarding Department and campus issues and initiatives.

The student-athletes have access to the Athletic Department and the Athletic Board through their Student-Athlete Advisory Committee (SAAC) representatives who give regular reports to the Department and the Board. Student-athletes are involved in the governance Athletic Department decision-making process through SAAC. SAAC is a leadership group that provides an outlet for student-athletes to discuss issues specific to dealing with the rigors of student-athlete life. This committee serves as a liaison among the student-athletes, coaches and administration, the Big Ten Conference and the National Collegiate Athletic Association (NCAA) on issues affecting student-athletes. SAAC offers input on rules, regulations and policies that directly affect the life of the student-athlete. SAAC also provides opportunities to meet with peers and develop a support system for each other. Bridget Warren, Director of Inclusion and Life Skills Programming in the Office of Academic Services, is the Athletic Department liaison.

SAAC is made up of two student-athletes from each of the 23 sports. SAAC has four officers each year: a president, vice president, secretary and a Student-Athletes Equally Supporting Others (SAESO) representative (typically held by the elected President of SAESO). Of the officers, two student-athletes (one male, one female) represent SAAC on the Athletic Board, attend Board meetings and inform the rest of the student-athletes in SAAC of issues that potentially affect them. They are also on various Athletic Board committees that deal with issues directly affecting student-athletes. There must be at least one male and one female officer each year, and all of the officer positions are one-year terms. A student-athlete may run for re-election, but may only serve as an officer for a total of two years. SAAC representatives may bring to the Athletic Department and Athletic Board issues voiced at SAAC monthly meetings and serve as the liaison between student-athletes and the Athletic Department and Athletic Board. The SAAC President attends the biannual meeting of the Big Ten Conference Student-Athlete Advisory Committee.

Other SAAC members may participate in one of three committees. The Community Service Committee works to find volunteer activities in and around the Madison. The Social Committee works to provide all student-athletes with the opportunity to gather to socialize at an organized event at least once per semester. Past activities have included a movie night and a cookout. The Awareness Committee works to increase the visibility and understanding of SAAC among student-athletes, coaches and administrators. They are responsible for keeping the SAAC website up to date, posting flyers about meetings and other activities, and achieving full SAAC meeting participation by all teams. All SAAC representatives are members of the Speaker's Bureau. Members of this Bureau are called upon whenever there is a request for a student-athlete to speak for a group. Often student-athletes will be called on to speak at area schools about their experiences as student-athletes and what they have done to succeed in school, athletics and life.

The Athletic Department is also aware of issues related to disabilities. It is the policy of the University to provide reasonable accommodations for qualified individuals with disabilities who are employees or applicants for employment. The University will adhere to all applicable federal and state laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal employment opportunity to qualified individuals with disabilities. Each dean/director has appointed a Division Disability Representative (DDR) to respond to disability-related employment matters. The Director of Human Resources is the DDR for the Athletic Department. The DDRs on campus go through initial small-group training and then continue training on campus at least three times a year. DDRs assist supervisors, managers, and employees in reviewing and responding to disability accommodation requests. They are authorized to request, receive, and maintain confidential medical information of employees in their divisions.

The Human Resources Office is responsible for ensuring that the Athletic Department takes all steps possible to recruit and retain a diverse workforce. In recruiting, the Department ensures that ads are

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placed on diverse websites and sent out to listservs and other locations that generate a diverse pool of candidates for our vacancies. They also lead and assist in coordinating training sessions about diversity issues for staff. The Human Resources Office also keeps the statistics on the ethnicity and gender of our applicants. The Director of Human Resources works closely with the campus, the Athletic Director, the senior staff management team, Diversity and Integration Group (DIG) and the Athletic Board on diversity.

The Office of Academic Services, under the leadership of the Assistant Athletic Director of Academic Services and the Director of Inclusion and Life Skills Programming, coordinates the diversity programming for student-athletes. The Director of Inclusion and Life Skills Programming is responsible for overseeing the Big Ten Diversity Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisor Committee (SAAC), planning the Diversity Barbeque and the Black History Month Celebrations.

The Athletic Department Diversity and Integration Group (DIG) works closely with members of the University community in developing and building upon the University's diversity initiatives. The group membership includes the Associate Athletic Director for Events and Facilities, Associate Athletic Director for Sports Administration/SWA, Assistant Athletic Director for Academic Services, Director of Inclusion & Life Skills Programming, Big Ten Diversity Intern, Executive Director National W Club, Membership Director National W Club, Director of Human Resources, Director of Championships and Special Projects, Big Ten Liaison, Coach Representative, and two Student-Athlete Representatives, one of whom is the President of SAESO.

Sean Frazier, Associate Athletic Director for Events and Facilities, acts as the liaison to the campus on issues related to diversity. Mr. Frazier represents the Athletic Department as the Diversity Plan Coordinator. Furthermore, he is the Chair of the Diversity Integration Group (DIG), which supports both student-athletes and staff concerning diversity issues. Additionally, the Associate Athletic Director and the recently appointed Vice Provost for Diversity and Climate have collaborated to create a shared agenda for the institution's and the Athletic Department's efforts concerning diversity.

Another example of the Athletic Department's commitment to diversity is the committee of the Athletic Board dedicated to Equity, Diversity and Student Welfare (EDSW). EDSW meets with members of the Athletic Department regularly and the committee is charged with creating an annual report for the full board to review.

To create a diverse applicant pool for vacant positions within the Athletic Department, coaches and supervisors are encouraged to recruit with awareness to diversity. They are reminded of the importance of diversity and are urged to network within their professional communities to generate leads on potential candidates. The Athletic Department also started a program called "Badger Connection" that brings together new employees in an effort to allow them to meet different people within the department. A main focus of this committee is to assist employees from a diverse background in meeting others within the Department.

The commitment and organizational structure with regard to diversity is also demonstrated by housing the Director of Inclusion and Life Skills Programming within the Office of Academic Services. The Director of Inclusion and Life Skills Programming coordinates the diversity programming for student-athletes which includes overseeing the Big Ten Diversity Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisory Committee (SAAC), planning the Diversity Barbeque, and planning Black History Month Celebrations.

An additional example of commitment and organization to diversity is Student-Athletes Equally Supporting Others (SAESO). SAESO is a student-athlete organization that strives to bring together student-athletes of different cultures, ethnicities, lifestyles, and belief systems to enhance their experience on the University of Wisconsin-Madison campus. SAESO exists to foster a diverse learning environment, in support of the mission of both the University of Wisconsin-Madison and the University's Athletic Department. SAESO is devoted to providing the student-athlete population with opportunities to strengthen their understanding of one another and their fellow students. In addition, SAESO aims to enhance the knowledge and experiences of University of Wisconsin-Madison student-athletes by providing events, forums, and programming that encourage social interaction among student-athletes, the University of Wisconsin-Madison student body, and the Madison community at large. All student-athletes are invited to participate in SAESO and the activities/programs that they provide.

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Another example of commitment and organization to diversity is the Student-Athlete Advisory Committee (SAAC). SAAC provides a link of communication between University of Wisconsin-Madison student-athletes and the Athletic Department administration as well as a support system for student-athletes to discuss various issues specific to the rigors of student-athlete life. SAAC also strives to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare, fostering a positive student-athlete image, and increasing representation of underrepresented groups on SAAC. Additionally, SAAC represents the University of Wisconsin student-athletes in advising the institution, the Big Ten Conference, and NCAA on current issues affecting student-athletes.

Members of the Athletic Department promoted, participated in the planning of, and attended the 2008 Campus Diversity Forum. This annual, on-campus event was developed in response to University of Wisconsin-Madison Diversity Plan 2008. The Department also promotes other campus diversity initiatives and regularly works with campus departments to support diversity-related issues.

The Director of Human Resources assists with this responsibility and oversees the recruitment and hiring process. A half-time position in the Office of Academic Services is dedicated to diversity programming along with an annual The Big Ten Conference Minority Intern position. Additionally, the Department supports diversity programming by annually allocating \$8000 of the Student-Athlete Opportunity Fund (SAOF) to the Student-Athletes Equally Supporting Others (SAESO) organization and to the Student-Athlete Advisory Committee (SAAC).

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The University and Athletic Department commitment and organization to support diversity will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Diversity Plan developed in response to Self-Study Item Number 10 below.

- 2. Assessment** Assessment of athletics department activities to evaluate its consistency with objectives set forth in the institution's and athletics department's written diversity statements; assessment of campus climate through evaluation of various campus constituencies.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

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

The Athletic Department and Athletic Board annually develop a report on the status of the Athletic Department as it relates to Equity, Diversity and Student Welfare issues. The Athletic Department also reports out in the "Game Plan," the Department's strategic plan, every year on the progress the Athletic Department has made in reaching its goals of further diversifying department staff. The Director of Inclusion and Life Skills Programming is responsible for overseeing the Big Ten Minority Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisory Committee (SAAC), planning the Diversity Barbeque, and planning Black History Month Celebrations.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The Office of Academic Services demonstrates a commitment to assessment by sending evaluation

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questionnaires, after various life skills programs, to attendees to gather feedback. The Office of Academic Services uses the feedback and recommendations to improve events.

The Office of Academic Services uses student-athlete exit interviews, feedback from students involved with diversity programming, feedback from participants in the Academic Athletic Mentor Partnership (AAMP), interviews with minority student-athletes, and an online coaches' survey to further evaluate our commitment to diversity.

The Human Resources Office within the Athletic Department conducts exit interviews regarding work climate. The Human Resources Office promotes on-campus diversity programming and trainings and coordinates diversity training for Athletic Department staff.

In 2008, Badger Connection, a program that brings together a diverse group of new employees within the Department, was implemented in response to feedback gathered during exit interviews for staff and discussions held with the Senior Woman Administrator.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The University and Athletic Department commitment and organization to support diversity will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Diversity Plan developed in response to Self-Study Item Number 10 below.

3. Recruitment Institutional and athletics department programs and strategies for recruiting administrators, coaches and student-athletes from underrepresented groups or diverse backgrounds.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

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

Over the past three academic years, student-athletes from underrepresented minority groups make up approximately 14 percent of the student-athlete population. Participation at "Lessons Learned...or Not" has averaged 25 participants, including 32 at the session on diversity recruitment strategies. During the diversity recruitment presentation, 78 percent of all sports teams had a representative present.

To recruit individuals of diverse backgrounds the Human Resources Office utilizes the following diverse recruitment resources: Centro Hispano, Madison Urban League, Women in Higher Education, Black Coaches & Administrators (BCA), and the Minority Opportunities Athletic Association (MOAA). In an effort to educate coaches and Athletic Department staff, a workshop on diversity recruitment and retention was offered through the "Lessons Learned...or Not" program. The Athletic Department strives to ensure coaches' salaries are competitive at the conference, regional, and national levels in order to recruit the most diverse candidate pool possible.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The Board of Regents and the University of Wisconsin-Madison Academic Personnel Office (APO) provide recruiting guidelines that must be followed when recruiting any academic position (coaches, Academic Staff, Administration, etc). The Office of State Employment Relations outlines the recruitment process for classified staff. All state and federal guidelines related to recruiting and equal opportunity are followed.

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Since the UW-System dictates the process that is to be used for academic recruitments the process does not differ from that used by University of Wisconsin-Madison. When recruiting academic staff, the Unclassified Title Guidelines are followed to determine the proper title and the Unclassified Personnel Policies and procedures are followed regarding hiring and recruiting. Salary ranges are outlined in the Salary Ranges and Minima for Unclassified Staff posted on the Academic Personnel Office (APO) website.

The following sentence must also be placed at the bottom of all academic recruitments: "UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply."

Recruiting practices are similar for all Academic and Classified employees. The Athletic Department follows the rules and regulations set forth by UW-System, University of Wisconsin-Madison and the State of Wisconsin. Academic positions must be signed off by the APO before they are released for recruitment and the Classified Human Resources Office (CHR) must sign off on all classified vacancies. At a minimum, all Academic staff vacancies are posted on the employment section of the University of Wisconsin-Madison website. Many other vacancies are posted with the Black Coaches and Administrators (BCA) or sent to associations such as the Minority Opportunities Athletic Association (MOAA) or other professional organizations. For all academic positions including, coaches, ticket office, academic services, athletic trainers, etc., applicants must hold a minimum of a bachelor's degree. National searches are conducted for head coaching positions in order to hire the most qualified coach with regard to training, experience and success.

The Athletic Department hosted a "Lessons Learned...or Not" session in the fall of 2008. "Lessons Learned...or Not" is a monthly session made available to all coaches, administrators and Athletic Board members on topics such as eating disorders, diversity, first-year experience, sports performance, etc. From "Lessons Learned...or Not," the Department gathered a list of resources to be utilized by current coaches and staff when recruiting students and staff of color.

When student-athletes are recruited and make campus visits, the Office of Academic Services provides information on the programming that is available. During the visit, the athletic academic advisors discuss the Student-Athletes Equally Supporting Others (SAESO) program, Student-Athlete Advisory Committee (SAAC), Academic Athletic Mentor Partnership (AAMP), Counseling Psychology 125 & 115 courses, the Life Skills Academy, career opportunities with former student-athletes of color, and the Big Ten Minority Intern Position.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The University and Athletic Department commitment and organization to support diversity will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Diversity Plan developed in response to Self-Study Item Number 10 below.

4. Hiring practices Assessment and comparison of institutional and athletics department hiring practices to ensure the athletics department demonstrates a commitment to diversity in hiring procedures for athletics department staff and coaches. Description, comparison and explanation of any differences between institutional hiring practices and athletics department hiring practices. Description of institutional and/or athletics department policies related to use of outside firms (e.g., search firms) to ensure a diverse candidate pool. Description of actual hiring practices since previous self-study for any positions (e.g., coaches, staff) determined to be high profile at the institution.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

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

The University of Wisconsin-Madison is committed to hiring a diverse staff. The University abides by UW-System and the Office of State Employment Relations (OSER) recruitment and hiring processes. UW-System sets salary ranges and titles to be used when hiring Academic staff. Through OSER and contract bargaining, classified wages and ranges are determined. The Department of Intercollegiate Athletics aligns with the above hiring processes and does not differ from the standards and practices set by University of Wisconsin-Madison, UW-System and OSER. During the most recent three-year period, the Division of Intercollegiate Athletics has averaged approximately a 12 percent new hire minority employment rate.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

For any Academic recruitment where the hiring salary will be above approximately \$70,000 the Director of Human Resources must submit a Recruitment Activity Plan (RAP) that must be approved by the Academic Personnel Office and the Office of Equity and Diversity.

The Athletic Department's Director of Human Resources has worked very closely with the new University of Wisconsin-Madison Recruiting Manager. University of Wisconsin-Madison created this position in 2008 to focus on recruiting qualified and diverse applicant pools. The Athletic Department has supported and assisted this new position in many different ways. The Director of Human Resources assisted in staffing one of the job fairs and the Department provided sports posters to use at job fairs. Also, the Department ensured that this position was aware of the Career Links: Diversity Networking Event held for student-athletes. The Director of Human Resources also met with this position to discuss the needs of the Department and how this position could assist the Department in recruiting a diverse workforce. The Department relies heavily on its ability to network and to recruit and hire a diverse workforce. Therefore, we do not use any outside recruiting firms to assist in recruitment efforts.

The Director of Human Resources has worked closely with the Office of Cultural Linguistic Services to ensure that all candidates on the register for the Classified Custodian position received the application materials for the custodian vacancy in a multi-lingual format. The information was provided in English, Spanish and Hmong. The Office of Cultural Linguistic Services also provided translation services to the Athletic Department to assist in conducting these interviews.

In the spring of 2004, Barry Alvarez, Head Football Coach (who also is a minority), was interviewed by the Chancellor and was selected as the new Athletic Director. Barry Alvarez served in a dual capacity as Head Football Coach and Athletic Director until 2006.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The University and Athletic Department commitment and organization to support diversity will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Diversity Plan developed in response to Self-Study Item Number 10 below.

5. Retention Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of underrepresented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

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The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

The Office of Cultural Linguistic Services has offered English as a Second Language (ESL) classes to staff at University of Wisconsin-Madison. They also offered "Spanish for Supervisors" classes to people who oversee staff where Spanish is their primary language. The Department promoted these opportunities and has had approximately 22 percent of its staff whose primary language is Spanish participate in the ESL classes. We have also had four supervisors participate in the "Spanish for Supervisors" class.

The Department had a 37 percent participation rate at its inaugural Badger Connection. The Department has also maintained an average attendance rate of 25 people at all of the "Lessons Learned...or Not" sessions. During the "Lessons Learned...or Not" session focused on diversity recruitment, 18 of 23 sports teams had a member of their staff present.

Since SAESO's inception in 2006, 15 student-athletes from underrepresented groups have been members of the SAESO board of directors. Since its inception, approximately 200 students from underrepresented groups have participated in SAESO activities.

Since its inception in 2007, AAMP has had 17 active mentors who have met with and mentored 30 student-athletes from underrepresented groups.

In the first-year of the Life Skills Academy, 187 first-year student-athletes participated, of which 30 are students from underrepresented groups.

Since fall of 2007, 209 student-athletes have taken either the Counseling Psychology 125-Racial and Socioeconomic Perspectives on the First College Year course or the Counseling Psychology 115-Human Resources Development: Educational Effectiveness course.

Financial resources allocated by the Athletic Department as a means of improving retention include financially supporting a half-time position in the Office of Academic Services dedicated to diversity programming. The Big Ten Minority Intern position is completely allocated to diversity programming. Additionally, the Athletic Department supports diversity programming by annually allocating \$8,000 of the Student-Athlete Opportunity Fund (SAOF) to the Student-Athletes Equally Supporting Others (SAESO) organization and to the Student-Athlete Advisory Committee (SAAC).

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

Coaches' salaries are competitive at the conference, regional, and national levels. Head coach contracts for men's and women's programs are negotiated prior to hire and are for a period of one year unless a multi-year contract is granted, which is at the discretion of the Athletic Director. Multi-year contract opportunities of head coaches currently under a yearly contract are extended to a multi-year contract at the discretion of the Athletic Director. The Athletic Board participates in the head coaches' performance evaluation review process. In the review process, coaches are evaluated in the following three areas; academic success, competitive success, and student-athlete experience. Athletic Department benefits associated with coaching positions such as clothing allotment, courtesy car, country club membership, complimentary tickets and camps are equitably outlined within the sports profiles. The State of Wisconsin offers all employees the same standard benefit package which includes health insurance, retirement, long-term disability and other benefits.

Total compensation packages vary among head coaches and differences in compensation are due to legitimate nondiscriminatory factors including, but not limited to, market factors, qualifications or experience levels and past performance of the program. The Department conducts periodic market analysis and reviews the salary of coaches to determine whether in-range and/or market adjustments should be awarded. This market analysis includes a review of coaches in the same sport with similar experience, professional recognition and success rates both in the Big Ten, and WCHA, and nationally.

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The Department's Human Resources Office has informed staff of campus initiatives to offer English as a Second Language (ESL) classes to staff as well as providing classes to supervisors to assist them in communicating with employees where English is not their first language. The Director of Human Resources has also used the Office of Cultural Linguistic Services to provide translation for documents such as FMLA and interview notices. They have also provided translation assistance when dealing with issues with employees who have English as their second language.

The Athletic Department has also started a series called "Lessons Learned...or Not" to address many topics including diversity. "Lessons Learned...or Not" is a monthly session made available to all coaches, administrators and Athletic Board members on topics such as eating disorders, diversity, first-year experience, sports performance, etc. From "Lessons Learned...or Not," the Athletic Department gathered a list of resources to be utilized by current coaches and staff when recruiting students and staff of color.

The Department has also started Badger Connection, which brings together new employees in an effort to allow them to meet different people within the Department. One of the main focuses of this committee is to assist employees from a diverse background in meeting others within the Department. The program's goals are to increase the qualitative experiences for all staff through participation in networking, social, and organized events.

The Academic Staff Policies and Procedures for University of Wisconsin-Madison outline steps to take and guidelines that must be met when considering promotions for Academic Staff employees. The Department follows these guidelines when submitting all rate increases and promotions to the Academic Staff Personnel Office. The opportunity for professional development is encouraged and offered to all staff members. The Department has had several assistant football coaches attend the Minority Coaches Forum hosted by the Black Coaches and Administrators (BCA).

In an effort to increase retention of student-athletes of color the following programs and/or groups have been put into place: Academic Athletic Mentor Partnership (AAMP), Student-Athletes Equally Supporting Others (SAESO), the Life Skills Academy, Stanford Diagnostic Reading Test, Counseling Psychology 125-Racial and Socioeconomic Perspectives on the First College Year course and Counseling Psychology 115-Human Resources Development: Educational Effectiveness, Advisor/Learning Specialist teams, the Director of Inclusion and Life Skills Programming, and the Big Ten Minority Intern.

The Academic Athletic Mentor Partnership (AAMP) program was established to initiate a mentor-mentee relationship involving community members, former student-athletes, and faculty and staff members. Ultimately, this program will increase the qualitative experience for our student-athletes of color, which, in turn, will assist with the retention of these students. The program will continually be evaluated throughout the year and changes will be made if necessary successfully develop it.

Student-Athletes Equally Supporting Others (SAESO) is a student-athlete organization that strives to bring together student-athletes of different cultures, ethnicities, lifestyles, and belief systems to enhance their experience on the University of Wisconsin-Madison campus. Students meet regularly to improve the campus experience for student-athletes of underrepresented groups through group discussion, community involvement, and social interactions. SAESO also assists student-athletes with promoting campus and community events. All student-athletes are invited to participate in SAESO and the activities/programs that it provides.

The Office of Academic Services provides programming through the Life Skills Academy to ease the student-athletes' transition from high school to college to increase retention. In 2008, a Life Skills Academy was implemented to provide a structured Life Skills curriculum for first-year student-athletes. The Life Skills Academy consists of six mandatory meetings, each having a life skills topic theme, presented throughout the academic year. Guest speakers provide information on each topic and upperclass peer leaders facilitate small-group activities. All first-year student-athletes of color are required to complete the Life Skills Academy.

In an effort to accurately assess each individual's academic preparedness, which ultimately assists with the matching of services within the Office of Academic Services, student-athletes who enroll in summer school prior to their initial fall enrollment (men's and women's basketball) and student-athletes in the sports of football and volleyball, have their reading skills assessed using the Stanford Diagnostic Reading Test.

To successfully transition student-athletes of color from high school to college, the Athletic Department supports the Counseling Psychology (CP) Department with the teaching of two courses: CP 125-Racial and Socioeconomic Perspectives on the First College Year course and CP 115-Human Resources

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Development: Educational Effectiveness. Both courses deal with the transition from high school to college, as well as race and ethnicity issues. The goal is for all first-year scholarship student-athletes to enroll in one of these courses. The Athletic Department also supports the CP 110 Course: Human Development: Career Strategies. Third-, fourth-, and fifth-year student-athletes enroll in this course to assist with the transition from collegiate athletics to the career track.

In 2006 the Office of Academic Services paired learning specialists with advisors to form teams that are able to provide consistent support for student-athletes. Advisors and Learning Specialists regularly communicate with each other, the coaching staff, and the student-athletes regarding the academic progress of their respective student-athletes. Additionally, Academic Athletic Advisors meet weekly with the coaching staff of their assigned sport to discuss the academic progress of student-athletes.

In 2006, the Office of Academic Services developed the Director of Inclusion and Life Skills Programming position. The responsibilities of the Director of Inclusion and Life Skills Programming include overseeing all of the Office of Academic Services Diversity and Inclusion Programming. These responsibilities include overseeing the Big Ten Diversity Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisor Committee (SAAC), planning the Diversity Barbeque, and planning Black History Month Celebrations. The Director of Inclusion and Life Skills Programming also serves as a direct resource for student-athletes on matters related to diversity.

The Big Ten Diversity Intern position is an annual intern position within the Office of Academic Services and it is held by a person of color. Part of the intern's responsibilities is dealing with diversity and inclusion on several levels and working directly with the Director of Inclusion and Life Skills Programming.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The University and Athletic Department commitment and organization to support diversity will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Diversity Plan developed in response to Self-Study Item Number 10 below.

6. Partnerships Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

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

The institution is committed to diversity programming and resource allocation for such programming. The Athletic Department has several partnerships including: the National W Club, the Wisconsin Alumni Association, Letters & Science Career Services, LGBT Campus Center, 2008 Campus Diversity Forum planning committee, 100 Black Men of Madison, Minority/Disadvantaged Coordinators (M/D Coordinators), National Football League Players Association (NFLPA), National Consortium for Academics and Sport, Student-Athlete Equally Supporting Others (SAESO), Multicultural Student Center (MSC), Centro Hispano, Madison Urban League, Women in Higher Education, Black Coaches & Administrators (BCA), Minority Opportunities Athletic Association (MOAA), Cultural Linguistic Services, UW Recruiting Manager and the Diversity Integration Group (DIG). In addition to the partnerships that have been established, the Athletic Department's facilities are utilized for events, meetings, and programming.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The institution's commitment to diversity programming is evident through its partnership with the National W Club, the Wisconsin Alumni Association, and Letters & Science Career Services, to annually host Career Links: Diversity Networking Event. The event gives student-athletes of color an opportunity to network with campus leaders, faculty members, community business leaders, alumni, and other students of color.

Another example of the institution and the Athletic Department's commitment to diversity programming is through the collaboration between the Office of Academic Services and the LGBT Campus Center to promote and advertise a presentation "Out in the NFL" by former NFL athlete Esera Tuaolo. The Office of Academic Services will continue to develop a relationship with the LGBT Campus Center in order to best support student-athletes who identify as lesbian, gay, bisexual, transgender, queer, and allied.

Additional examples of the institution and the Athletic Department's commitment to diversity through collaborative efforts include the members of the Athletic Department assisting with the organization of the Best Practices Poster Session and the Luncheon Session for the 2008 Campus Diversity Forum. The Athletic Department was selected to participate in the Best Practices Poster session with a poster highlighting the Academic Athletic Mentor Partnership (AAMP) and Student-Athletes Equally Supporting Others (SAESO) programs.

To continue an active connection with community members of color, the Athletic Department works closely with the 100 Black Men of Madison, a non-profit organization specializing in providing advocacy and community support for people of color in the Madison, Wisconsin local area. Student-athletes of color are directly impacted by the 100 Black Men of Madison's involvement. Student-athletes participate in the annual 100 Black Men "Back to School Picnic" to pass out backpacks and school supplies to Madison's youth. The 100 Black Men of Madison also serve as guest speakers for the Academic Athletic Mentor Partnership events. Additionally, members of the 100 Black Men of Madison attend the annual Diversity Barbeque.

The commitment to enhance diversity efforts at the campus level is demonstrated as each department designates an individual as their Minority/Disadvantaged (M/D) Coordinator to serve as a point person for diversity efforts in the school/college/division. The M/D Coordinator also maintains a visible presence at the top administrative level and provides leadership in the integration of diversity concerns in the school/college/division's academic programs and community engagement. The Associate Athletic Director for Events and Facilities, Sean Frazier, serves as the Minority/Disadvantaged Coordinator for the Athletic Department.

The Office of Academic Services has demonstrated an effort to enhance academic opportunities for underrepresented groups by The NFLPA provides the Office of Academic Services with contact information of current NFL athletes who attended University of Wisconsin-Madison but did not graduate. A member of the Office of Academic Services staff acts as a liaison to the NFLPA. Office of Academic Services staff are members of the National Association of Academic Advisors for Athletics (N4A) which has a NFL-N4A Advisory Committee. The NFL-N4A Advisory Committee creates degree completion opportunities for college non-graduates who have pursued a professional sports career. The Assistant Athletic Director for Academic Services, Doug Tiedt, is the current N4A Region III Director, and is actively involved in the NFL-N4A Advisory Committee.

A final example of a commitment to enhance academic opportunities for underrepresented groups is the Office of Academic Services' membership in the National Consortium for Academics and Sport. To assist former student-athletes of color to gain their degree, University of Wisconsin agrees to bring back, tuition free, former student-athletes who competed in revenue and non-revenue-producing sports who were unable to complete their degree requirements. In exchange, these former student-athletes agree to participate in school outreach and community service programs addressing social issues of America's youth.

The University of Wisconsin is committed to offering quality programming that is available to student-athletes and staff with diverse racial, ethnic, and other backgrounds. An example is SAESO. For the 2008-09 academic year members of SAESO are reaching out across campus to partner with the Wisconsin Union Film Committee and other registered student organizations to host events for the general

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student population. Additionally, the Office of Academic Services is working with the Multicultural Student Center to strengthen its relationship in order to provide programming for all students.

To meet the needs of student-athletes with diverse racial, ethnic, and other backgrounds, the Office of Academic Services developed the Director of Inclusion position in 2006. The responsibilities of the Director of Inclusion and Life Skills Programming include overseeing all of the Office of Academic Services Diversity and Inclusion Programming. These responsibilities include overseeing the Big Ten Diversity Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisor Committee (SAAC), planning the Diversity Barbeque, and planning Black History Month Celebrations.

The Athletic Department's Director of Human Resources has also worked very closely with the new UW-Madison Recruiting Manager. University of Wisconsin-Madison created this position in 2008 to focus on recruiting qualified and diverse applicant pools. The Department has supported this new position in many ways, including providing time and supplies and giving notice of potential locations to recruit former student-athletes.

To improve the work environment between supervisors and employees, where English is a second language, the Human Resources Office works with Cultural Linguistic Services on improving communication skills. Cultural Linguistic Services is used to ensure communication to candidates and staff is provided and available in multiple languages. Additionally, Food and Beverage staff members have taken a class to assist them in supervising Spanish-speaking employees. The Director of Food and Beverage served on the campus-wide reaccreditation committee and specifically was a member of the Building a Welcoming, Respectful, and Empowered University Community Committee.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The University and Athletic Department diversity effort partnerships will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Diversity Plan developed in response to self-study item number 10 below.

7. Programs and activities (staff and coaches) Programs and activities that provide opportunities for all athletics department staff and coaches to address diversity issues, including those designed to address the needs of underrepresented groups or diverse backgrounds.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

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

The Athletic Department was heavily involved in the 2008 Campus-wide Diversity Forum. Two Senior Staff members, the Director of Inclusion and Life Skills Programming and the Director of Human Resources, served on several committees to help plan and organize the 2008 Diversity Forum.

The Office of Cultural Linguistic Services has offered "English as a Second Language" (ESL) classes to staff at University of Wisconsin-Madison. They have also offered "Spanish for Supervisors" classes to people who oversee staff where Spanish is their primary language. The Department has had approximately 22 percent of its staff whose primary language is Spanish participate in the ESL classes. We have also had 4 supervisors participate in the "Spanish for Supervisors" class.

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The Department also had a 37 percent participation rate at its inaugural Badger Connection. The Department has maintained an attendance rate of 20 to 30 coaches, administrators and Athletic Board members at all of the "Lessons Learned...or Not" sessions. During the "Lessons Learned...or Not" session focused on diversity recruitment, 18 of 23 sports teams had a member of its staff present.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The Athletic Department started a program called "Lessons Learned...or Not" which gathers coaches to discuss issues. In the fall of 2008 a minority former coach presented the topic of recruiting minority student-athletes. The information on recruiting was not only relevant to recruiting student-athletes, but much of the information provided also applied to recruiting staff.

The Department started Badger Connection program that brings together new employees in an effort to allow them to meet different people within the Department. One of the main focuses of this committee is to assist employees from a diverse background in meeting others within the Department. We also advertise to our staff as other training and educational opportunities become available on campus, including the many diversity training initiatives.

The Athletic Department identified the need to better relate and communicate with employees where English is their secondary language. An informational session was held for the Building and Grounds Superintendents on the changing workforce and ways we could better accommodate these employees. The University of Wisconsin-Madison offered "English as a Second Language" classes to all staff, and Spanish classes were offered to supervisors who oversee employees where English is their second language.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The University and Athletic Department commitment and organization to support diversity will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Diversity Plan developed in response to Self-Study Item Number 10 below.

8. Programs and activities (student-athletes) Programs and activities that provide opportunities for all student-athletes to address diversity issues, including those designed to address the needs of under-represented groups or diverse backgrounds.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

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

The Office of Academic Services demonstrates its commitment to diversity by allocating resources for diversity programming for all student-athletes that also includes the funding of a Director of Inclusion and Life Skills Programming position.

The Student-Athlete Opportunity Fund (SAOF) is used to fund programming that includes the Career Links program, which has had over 100 participants since its inception in 2006; Academic Athletic Mentoring Partnership (AAMP) that has had 17 active mentors who have met with and mentored 30 student-athletes from underrepresented groups; over 120 student-athletes attended the diversity barbeque; 15 student-athletes from underrepresented groups have been members of the Student-Athletes Equally Supporting Others (SAESO) board of directors; approximately 200 students from underrepresented groups have

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participated in SAESO activities; and 30 students from underrepresented groups participated in the Life Skills Academy.

The Office of Academic Services financially supports the Counseling Psychology (CP) 125: Racial and Socioeconomic Perspectives on the First College Year course and CP 115: Human Resources Development: Educational Effectiveness courses, which focus on the transition from high school to college.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The Office of Academic Services demonstrates its commitment to diversity by offering programming and activities for all student-athletes. An example that demonstrates the commitment is the Career Links: Diversity Networking Event, which is an annual event allowing student-athletes of color an opportunity to network with campus leaders, faculty members, community business leaders, alumni, and other students of color.

Another example demonstrating commitment to programming and activities for student-athletes is Student-Athletes Equally Supporting Others (SAESO), a student-organization that strives to bring together student-athletes of different cultures, ethnicities, lifestyles, and belief systems to enhance their experience on the University of Wisconsin-Madison campus. Students meet regularly to improve the campus experience for student-athletes of color through group discussion, community involvement, and social interactions. SAESO also serves as an avenue for student-athletes to assist with promoting campus and community events. SAESO collaborates with Student-Athlete Advisory Committee (SAAC) on several events. To ensure diversity within SAAC and specifically in the officers of SAAC, the President of SAESO holds an officer position on SAAC.

In an effort to provide programming and activities for student-athletes the Office of Academic Services developed the Academic Athletic Mentor Partnership (AAMP) in 2007. The intent of the AAMP program is to initiate a mentor-mentee relationship involving community members, former student-athletes, and UW faculty and staff members that will foster into a dynamic relationship for both the student-athletes of color and the mentors. Ultimately, this program will increase the qualitative experience for our student-athletes of color, which, in turn, will assist with the retention of these students.

As a way to link the successes of former African-American student-athletes to current student-athletes of color, former UW student-athletes of color are highlighted through public service announcements (PSA) during the month of February (Black History Month) at all men's and women's basketball games. Current student-athletes record the PSAs and the spots are shown on the video board and played as radio spots during the games.

To highlight the successes of former African-American student-athletes and other African-American business people, the Office of Academic Services utilizes people of color as part of the career-development curriculum. The After Sport Group and individuals from other corporations provide several workshops throughout the year that include mandatory senior meeting-career preparation, mock interviews, one-on-one career counseling, individual resume meetings, and networking workshops.

Another example of a commitment to offer programming and activities for underrepresented groups is through the Office of Academic Services' membership in the National Consortium for Academics and Sport. To assist former student-athletes of color to gain their degrees, the University of Wisconsin agrees to bring back, tuition free, former student-athletes who competed in revenue and non-revenue producing sports that were unable to complete their degree requirements. In exchange, these former student-athletes agree to participate in school outreach and community service programs addressing social issues of America's youth.

To successfully transition student-athletes of color from high school to college, the Athletic Department supports the Counseling Psychology (CP) 125: Racial and Socioeconomic Perspectives on the First College Year course and CP 115: Human Resources Development: Educational Effectiveness. Both courses deal with the transition from high school to college, as well as race and ethnicity issues. The goal is for all first-year scholarship student-athletes to enroll in one of the courses. In addition to the courses mentioned above, the Athletic Department also supports the CP 110 Course: Human Development:

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Career Strategies. Third-, fourth-, and fifth-year student-athletes enroll in this course to assist with the transition from collegiate athletics to the career track.

In addition to supporting the Counseling Psychology courses, the Office of Academic Services provides programming to ease the student-athlete's transition from high school to college after sport through the Life Skills Academy. In 2008, a Life Skills Academy was implemented to provide a structured Life Skills Curriculum for first-year student-athletes. The Life Skills Academy consists of six mandatory meetings, each having a life skills topic theme, presented throughout the academic year. Guest speakers provide information on each topic and upperclass peer leaders facilitate small-group activities.

To assist with the transition from college to a career field, the Office of Academic Services works closely with the University of Wisconsin Alumni Association and the National W Club to host an annual Career Night for student-athletes. The National W Club and the Wisconsin Alumni Association also serve as resources for student-athletes to network nationally. In 2008, the Office of Academic Services hosted a Graduate School Information Session for all student-athletes to assist with the process of searching for and applying to graduate school.

To connect former student-athletes of color to current student-athletes of color the National W Club and the Office of Academic Services partner to host a diversity barbeque during the summer for student-athletes. The day includes a Southern-style barbeque and networking. Approximately 85 individuals attend, including members of the 100 Black Men of Madison, National W Club members and additional community leaders. This event has been presented since 2007.

- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.**

The University and Athletic Department commitment and organization to support diversity will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Diversity Plan developed in response to Self-Study Item Number 10 below.

9. Participation in governance and decision making Involvement of athletics department staff, coaches and student-athletes from underrepresented groups or diverse backgrounds in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.**

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

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

The Athletic Department is committed to student-athletes participating in the governance and decision-making by ensuring that student-athletes from underrepresented groups participate in Student-Athletes Equally Supporting Others (SAESO) and the Student-Athlete Advisory Committee (SAAC).

Over the past three years, 23 student-athletes from underrepresented groups have been members of the Student-Athletes Equally Supporting Others (SAESO) and Student-Athlete Advisory Committee (SAAC). Student-athletes from underrepresented groups are nominated annually for participation in the NCAA student-athlete development conference; in the previous three years the University of Wisconsin has sent a student from an underrepresented group to the Big Ten SAAC meeting,

Numerous minority coaches and staff participate in governance and decision-making within the Athletic Department and at the conference as well as national level.

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- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The mission of SAAC is to provide a link of communication between student-athletes and Athletic Department administration and to provide a support system for student-athletes to discuss various issues specific to the rigors of student-athlete life. SAAC also strives to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare and fostering a positive student-athlete image. Additionally, SAAC fairly represents University of Wisconsin student-athletes in advising our institution, the Big Ten, and NCAA on issues affecting student-athletes. For the 2008-09 academic year, and thereafter, the President of SAESO will hold an officer position on SAAC to ensure a diverse executive board.

The Athletic Department is meeting the needs of student-athletes and staff with diverse racial, ethnic, and other backgrounds through the membership of the Diversity Integration Group (DIG), Equity Diversity Student-Athlete Welfare (EDSW) Committee of the Athletic Board, Senior Staff Minority Subcommittee, Student-Athlete Advisory Committee (SAAC) and Student-Athletes Equally Supporting Others (SAESO).

Coaches and staff participate in governance and decision-making through membership in the Diversity Integration Group (DIG), the Equity Diversity Student-Athlete Welfare (EDSW) Committee of the Athletic Board, and the Athletic Minority/Disadvantaged Coordinator position.

The Associate Athletic Director of Events and Facilities participates in diversity governance and decision-making at the national level through membership in the Minority Opportunities Athletic Association (MOAA) and the Black Coaches and Administrators Association (BCA).

The Athletic Director is a member of the American Football Coaches Association (AFCA) and is a frequent presenter at various national and local football related conferences and events. He is also a member of the NCAA Expert Coaching Academy to support aspiring minority assistant coaches to obtain education toward their goal of becoming head coaches.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The University and Athletic Department commitment and organization to support diversity will continue to be monitored and evaluated annually as more fully described in the written Stand-Alone Diversity Plan developed in response to Self-Study Item Number 10 below.

- 10.** Using the "plan for improvement" section, provide an institutional diversity issues plan that addresses all nine aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to monitor the institution's status in that program area (s).

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

- 11.** Describe how the institution will review its diversity-issues plan on an annual basis, including how it will compare the plan with its assessment (see Program Area No. 2). Further, identify those individuals who will be responsible for this review.

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The University of Wisconsin-Madison is strongly committed to providing equitable opportunities for all staff and student-athletes, as outlined in Operating Principle 3.2. In that regard, the University's written, ongoing Stand-Alone Diversity Plan, which is more fully described in response to Self-Study Item Number 10 above, was developed through a process involving broad-based participation, which is more fully described in response to Self-Study Item Number 12 hereafter. The Stand-Alone Diversity Plan will be monitored as indicated in the Plan, on an annual basis in the following manner:

The Athletic Department senior staff committee for Gender, Diversity and Student-Athlete Welfare is responsible for all Department diversity, policies, procedures, and information. The committee is chaired by Terry Gawlik, Associate Athletic Director for Sports Administration/SWA, meets regularly and reports directly to the Athletic Director who is ultimately responsible for the Department's Diversity Plan. The Athletic Director reports directly to the Chancellor.

Members of the senior staff committee for Gender, Diversity and Student-Athlete Welfare are:

Terry Gawlik, Associate Athletic Director for Sports Administration/Senior Woman Administrator
 Sean Frazier, Associate Athletic Director for Events and Facilities
 Marija Pientka, Associate Athletic Director for Development
 Steve Waterfield, Assistant Athletic Director for Student Services

The aforementioned committee as well as the entire Athletic Department senior staff management team is responsible for annually reviewing and assessing the Department's Stand-Alone Diversity-Equity Plan. The Athletic Department in conjunction with the Equity, Diversity and Student-Athlete Welfare (EDSW) Committee of the Athletic Board will conduct an annual review of the Diversity Plan. The review will assess the 9 program areas set forth in the Department's Diversity Plan. An annual report will be provided to the Athletic Board. A synthesized version of the annual report will be included in the Athletic Board's Annual Report to the Board of Regents, Campus, Faculty Senate and Academic Staff Assembly.

The 2008-09 Equity, Diversity & Student Welfare Committee of the Athletic Board membership is as follows:

Barb Smith, Chair, Project Coordinator, School of Education (Academic Staff); Sheila McGuirk, Professor, School of Veterinary Medicine (Faculty); Jerlando Jackson, Associate Professor, Educational Leadership & Policy Analysis (Faculty); Norman Fost, MD, Professor, School of Medicine and Public Health (Faculty); Mike Plesha, Professor, College of Engineering (Faculty); Jeff Anders, MD, Clinical Assistant Professor, University Health Services (Academic Staff); Claudia Pogreba (Alumni); Caitlin Dupont (Student); Sean Frazier, Associate Director, Athletic Department (ex-officio); Terry Gawlik, Senior Woman Administrator, Associate Director, Athletic Department (ex-officio); Steve Waterfield, Assistant Director, Athletic Department (ex-officio); Nancy Graff Schultz, Director of Human Resources, Athletic Department (ex-officio); Dennis Helwig, Associate Director, Athletic Department Sports Medicine (ex-officio); John Jentz, Associate Director, Athletic Department (ex-officio); Megan Lee, Associate Administrative Program Specialist, Athletic Department (ex-officio); Doug Tiedt, Assistant Director, Athletic Department Academic Services (ex-officio); and Bridget Warren, Director of Inclusion and Life Skills Programming, Athletic Department (ex-officio).

Under this organizational model, the Athletic Department will review its diversity-issues plan on an annual basis by utilizing the following groups that have been set up to provide assessment and review: the Athletic Department Senior Management Committee on Equity, Diversity and Student-Athlete Well Being; the Equity, Diversity and Student Welfare Committee of the Athletic Board (EDSW); the Diversity Integration Group (DIG); the University of Wisconsin-Madison Office of Equity and Diversity; the University of Wisconsin-Madison Office of Diversity and Climate; the Student-Athlete Advisory Committee (SAAC); and Student-Athletes Equally Supporting Others (SAESO).

The DIG group is made up of Athletic Department administrative staff, coaches, student-athletes, Athletic Alumni Association (W-Club), and the conference minority liaison. The role of DIG is to coordinate all Athletic Department efforts that support diversity and inclusion. DIG meets monthly and reviews diversity programming, campus/local community events and NCAA/Conference issues. DIG also takes an active role in monitoring and assessing departmental diversity programming and makes recommendations to the senior staff management team.

The University's Office of Equity and Diversity is headed by the Assistant Vice Provost for Workforce Equity and Diversity. The Office of Equity and Diversity is a resource to the Athletic Department Human Resources Office to provide guidance on employment issues. There is regular communication between both the Athletic Department and the Office of Equity and Diversity. This level of communication is to ensure that University of Wisconsin-Madison diversity recruitment initiatives are being followed as well as to support the goals set in the Athletic Department Gender and Diversity Stand-alone Plans.

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The University's Office of Diversity and Climate is led by the Vice Provost for Diversity and Climate. This office is responsible for the campus coordination efforts of University of Wisconsin-Madison's Plan 2008: A Blueprint to Enhance Campus Diversity. As a way to create a shared agenda between UW-Campus and the Athletic Department, a position/title called a Multicultural/Disadvantaged or (MD) Coordinator was created. This position was developed in part, by recommendations from University of Wisconsin-Madison's Plan 2008 to support campus diversity efforts. Through the Athletic Department Multicultural/Disadvantaged Coordinator, there is a direct connection to the Office of Diversity and Climate. There are regular M/D Coordinator meetings set up by the Office of Diversity and Climate, which serve to review and assess the Athletic Department's Diversity Stand-alone Plan.

The Student-Athlete Advisory Committee (SAAC) includes at least one representative from each team in the Athletic Department. SAAC meets regularly to discuss a number of student-athlete issues and to be updated on Athletic Department/NCAA rules and regulations. SAAC provides review and assessment to the Athletic Department Diversity Stand-alone Plan by supplying feedback about student-athlete exit interviews, diversity programming, and general student-athlete welfare concerns (i.e. minority student transitional issues).

The Student-Athletes Equally Supporting Others (SAESO) group is made up student-athletes working together to support each other's differences. The SAESO group meets regularly and is recognized as a registered student organization. SAESO also has standing representation on the Student-Athlete Advisory Committee (SAAC). The SAESO group, in collaboration with SAAC, provides insight and review to support diversity initiatives that are a part of the Athletic Department's Diversity Stand-alone Plan.

12. Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

The University of Wisconsin-Madison is strongly committed to conducting and promoting diversity in its athletic programs. In that regard, the University has adopted formal written plans and processes that ensure equitable programs and opportunities. These active, ongoing diversity plans were developed and monitored through processes involving broad-based campus participation, as well as formal institutional approval. The University's NCAA Self-Study Athletics Certification Steering and Subcommittee structure over the past two cycles have played a significant role in these processes. Moreover, the Athletic Department in conjunction with the Athletic Board has competently and effectively managed the annual review and adjustment of diversity plans.

The Chancellor and Athletic Director are members of the Third-Cycle NCAA Self-Study certification Steering Committee, which ultimately approved the diversity plan and monitoring processes. The self-study Gender, Diversity and Student-Athlete Well-Being Subcommittee was further charged with the responsibility to conduct a comprehensive evaluation of the Department's gender plans and monitoring processes.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. Outgoing Chancellor John Wiley and current Chancellor Carolyn "Biddy" Martin carefully selected members of the Steering Committee, chaired by Darrell Bazzell, Vice Chancellor for Administration, and subcommittees to ensure that the self-study involved broad-based campus and community participation. The Steering Committee was responsible for the general direction of the self-study, monitored the work and progress of the subcommittees, and, ultimately, approved the report and any plan for improvement. The Chancellor and Athletic Director were members of the Steering Committee.

The Gender, Diversity & Student Well-Being self-study subcommittee was chaired by Dr. Sheila McGuirk, Professor in the Department of Veterinary Medicine, Steering Committee member, Faculty Athletics Representative and member of the Athletic Board.

Dr. McGuirk met with Steering Committee member Terry Gawlik, Associate Athletic Director/SWA, on several occasions to develop a plan for review and a schedule of meetings. Due to the broad scope of the task, relative to Operating Principles 3.1, 3.2 and 3.3, three smaller working groups were created to specifically focus on Gender,

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Diversity, and Student-Athlete Well-Being. An Athletic Department senior staff management team member assigned to the subcommittee was asked to chair each of the smaller working groups.

In preparation for the first full subcommittee meeting, Dr. McGuirk and the chairs of each of the small working groups met to discuss Operating Principles 3.1, 3.2, and 3.3, assemble materials needed for dissemination to subcommittee members, and outlined the schedule and agenda for the full subcommittee meetings. The full subcommittee meetings were designed to share information, ask questions, and ensure active participation across the full subcommittee and three smaller working groups. Information and data was gathered by each working group in order to evaluate and respond to the self-study items under each Operating Principle.

The Diversity working group and full subcommittee included broad-based campus and community participation represented by the following individuals:

Diversity working group:

- Sean Frazier, Chair of the Diversity working group, Associate Athletic Director for Events and Facilities, and member of the Athletic Department Senior Staff Management Team
- Mike Plesha, Physics Professor and Faculty Member on the Athletic Board
- Jerlando Jackson, Associate Professor of Higher and Postsecondary Education and Faculty Member on the Athletic Board
- Sharon Chamberlain, Former Alumni Representative on the Athletic Board
- Al Toon, Former Football Student-Athlete and National "W" Club Board Member
- Nancy Graff Schultz, Director of Human Resources, Athletic Department
- Sheli Kuhl, Director of Championships and Special Projects, Athletic Department
- Doug Tiedt, Assistant Athletic Director for Academic Services
- Bridget Warren, Director of Inclusion and Life Skills Programming, Athletic Department

Other members of the Gender, Diversity and Student-Athlete Well-Being Subcommittee:

- Sheila McGuirk, DVM, Professor School of Veterinary Medicine; member of Steering Committee; Chair of Gender, Diversity and Student-Athlete Well-Being Subcommittee; Faculty Athletics Representative; and member of the Athletic Board
- John Chadima, Chair of the Student-Athlete Well-Being working group, Associate Athletic Director for Capital Projects and Golf Course Operations, and member of Athletic Department senior staff management team
- Phil Brown, Geology and Geophysics Professor and Faculty Member on the Athletic Board
- Lori Berquam, Dean of Students
- Denny Helwig, Assistant Athletic Director for Sports Medicine
- Claire Geiger, Women's Rowing Student-Athlete/SAAC
- Kelli Richards, Advisor/Career Development Coordinator, Athletic Department
- Christine Lucas, Program Assistant, Athletic Department
- Amy Appleton, Program Assistant, Athletic Department
- Terry Gawlik, Chair of the Gender working group, Associate Athletic Director for Sports Administration/SWA and member of Athletic Department Senior Staff Management Team
- Chandelle Schulte, Head Softball Coach
- Jake McGhee, Associated Students of Madison Representative on the Athletic Board
- David Zoerb, Alumni Representative on the Athletic Board
- Barb Smith, Project Coordinator for IT Services at the School of Education and Academic Staff Representative on the Athletic Board
- Megan Lee, Program Assistant, Athletic Department

The Diversity working group's evaluation and responses to the self-study items were comprehensively reviewed, edited and approved by the full subcommittee, the Chief Report Writing team and, ultimately, the Steering Committee. Information relative to the self-study process, meeting notices and meeting minutes were posted on the University's NCAA Certification website for public review. The self-study report was made available for public review on March 24, 2009, and an open public forum to vet the report was held on March 31, 2009. This process ensured a complete, comprehensive study of the program areas set forth in Operating Principle 3.2.

The Diversity small working group was charged with collecting and reviewing information needed to describe the status of the University's athletic program within the Diversity Operating Principle 3.2. The involvement of the Diversity Issues working group helped to review, digest, and assess the information gathered to support the group on all nine program areas. Weekly meetings were set up to ensure a comprehensive and engaged process of evaluation. Members who could not be physically present participated by conference call, and attendance was strongly encouraged. Due to this intense vetting of information, a clear understanding of the commitment that the

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Department has regarding diversity issues was exposed. With the background of information and strong involvement, the working group was positioned well to evaluate and support the diversity plan for improvement going forward.

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

- Written statements that address diversity (e.g., vision statements, mission statements, diversity statements, policies, plans).
- Written policies related to hiring policies and procedures, including any policies related to the use of outside firms (e.g., search firms).
- Written or published information related to the recruitment and retention of diverse staff, coaches and student-athletes.
- Written or published information related to programs and activities for staff, coaches and student-athletes.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and athletics department commitment and organization.	No issues identified.	Increase the visibility of diversity efforts.	Disseminate information describing the Department's diversity efforts and programming via the Athletic Department website UWBadgers.com, AthInfo, the Student-Athlete Handbook and the CHAMPS/ Life Skills Academy.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Assistant Athletic Director for Academic Services, Director of Human Resources, Athletic Communications, and Diversity Integration Group.	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Assessment.	No issues identified.	Continue to implement assessment tools and annually review diversity hire and retention rates.	Continue to monitor staff diversity initiatives on annual basis. Human Resources will continue to collect diversity and retention rate information.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare.	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
		Gain meaningful feedback from program participants, coaches, and staff.	Evaluate student-athlete diversity programs on a consistent basis.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Assistant Athletic Director for Academic Services, and Director of Inclusion & Life Skills Programming.	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
			Continue to evaluate and utilize student-athlete exit interviews, feedback from student-athletes involved in diversity programming, feedback from participants in the Academic Athletic Mentor Partnership (AAMP), interviews with minority student-athletes, and online coaches survey to further evaluate the commitment to diversity.		
			Create and implement a Student-Athletes Equally Supporting Others (SAESO) evaluative measure.	Assistant Athletic Director for Academic Services, Director of Inclusion & Life Skills Programming, Student-Athletes Equally Supporting Others (SAESO)	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment of staff and student-athletes.	Recruitement of staff: Number of minorities in candidate pool. Recruitment of student-athletes: No issues identified.	Recruitment of Staff Goal: Increase number of minority candidates.	Ensure diverse candidate pool and use networks to generate names of diverse applicants who may be interested.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, and Director of Human Resources.	O n g o i n g - T h e measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
		Recruitment of Student-Athletes Goal: Continue to maintain and discuss programs and activities available for minority student-athletes during recruiting visits.	Maintain a commitment to consistently making prospective student-athletes aware of the programs and services available to them. Diversity and inclusion programs will be promoted during prospect visits. Create a resource for Athletic Academic Advisors for their use when communicating available diversity programs to prospects.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, and Assistant Athletic Director for Academic Services.	O n g o i n g - T h e measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Hiring practices.	Minority hiring rate.	Increase minority hiring rate.	Ensure diverse candidate pool and use networks to generate names of diverse applicants who may be interested.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Director of Human Resources, Hiring Supervisors, and Diversity Integration Group.	O n g o i n g - T h e measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Retention of staff and student-athletes.	Retention of staff: Retention rate of minority employees. Retention of student-athletes: Retention and graduation rates of minority student-athletes.	Retention of Staff Goal: Increase retention rate of minority employees.	Gather information from Big Ten and State of Wisconsin on similar positions and review each position. Complete a comprehensive salary survey.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Associate Athletic Director for Business Operations, and Director of Human Resources.	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
			Work with cultural linguistic services to review resources available and best practices on campus. Provide additional job aids for employees and supervisors where English is not their primary language.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Associate Athletic Director for Business Operations, and Director of Human Resources.	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
			Insert a respect and diversity statement in the new employee orientation handbook. Diversity Integration Group (DIG) can generate a statement.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Associate Athletic Director for Business Operations, and Director of Human Resources.	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
			Gather information on potential ideas and places for events. Increase number of Badger Connection events held each year.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Associate Athletic Director for Business Operations, and Director of Human Resources.	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Retention of Student-Athletes Goal: Increase the retention rates of minority student-athletes.	Annually evaluate services and programming for minority student-athletes and make adjustments and improvements as necessary. Annually evaluate retention rates of minority student-athletes.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, and Assistant Athletic Director for Academic Services, Assistant Athletic Director Sports Medicine, and Coaching Staff.	O n g o i n g - T h e measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
		Retention of Student-Athletes Goal: Increase graduation rates of minority student-athletes relative to those of non-minority student-athletes.	Annually evaluate graduation rates and APR. Evaluate Departmental efforts which focus on increasing graduation rates of minority student-athletes.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, and Office of Academic Services, Office of Academic Services, Assistant Athletic Director for Academic Services, Office of Sports Medicine, and Coaching Staff.	O n g o i n g - T h e measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Partnerships.	No issues identified.	Investigate additional community partnerships that would assist in promoting diversity to staff and student-athletes.	Increase and strengthen number of partnerships related to diversity and build stronger partnerships with the connections we currently have. Identify community resources. Seek out membership in diverse organizations. Discuss possible partnerships and identify Athletic Department employees responsible to build relationship.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Assistant Athletic Director for Academic Services, Director of Human Resources, Diversity Integration Group, National W-Club (Athletic Alumni group), Student-Athletes Equally Supporting Others (SAESO)	O n g o i n g - T h e measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Increase partnership with campus groups/members with regard to diversity.	Strengthen partnerships with campus groups. Explore possibilities of: partnering, co-hosting, and sponsoring events with the Multicultural Student Center, Multicultural Student Coalition, and the First Wave program; promoting campus events to the student-athlete population including the Multicultural Orientation and Reception (MCOR); representation in the Student Organization Office; student-athlete participation at MSOAR.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Assistant Athletic Director for Academic Services, Director of Human Resources, Diversity Integration Group, National W-Club (Athletic Alumni group), Student-Athletes Equally Supporting Others (SAESO)	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Programs and activities (staff and coaches).	No issues identified.	Increase diverse programming and activities. Continue to encourage coaches, staff and student-athletes to participate in diverse programs and activities.	Identify potential employees to attend conference each year. Encourage them to participate. Encourage football staff to participate in the American Football Coaches Association (AFCA) & all staff to participate in the (NCAA) Minority Coaches Forum.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Assistant Athletic Director for Academic Services, and Coaching Staff.	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
			Work to identify staff to take part in NCAA professional development enhancement programs (i.e. NCAA Fellows, Ethnic minority male/female program). Identify potential employees to attend each year. Encourage them to participate.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Assistant Athletic Director for Academic Services, and Coaching Staff.	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
			Hold a diversity session for all staff on site. Identify topic and locate qualified instructor.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Assistant Athletic Director for Academic Services, and Coaching Staff.	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Better promotion of campus programs aimed at diversity (i.e. Leadership Institute).	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Assistant Athletic Director for Academic Services, and Coaching Staff.	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
			Search out campus diversity programs and initiatives and advertise on Department Intranet System (AthInfo) and the monthly department newsletter (1440 Report).		
			Increase number of Badger Connection events held each year. Hold a diversity session for all staff on site.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Assistant Athletic Director for Academic Services, and Coaching Staff.	
Programs and activities (student-athletes).	No issues identified.	Increase participation in current programming and evaluate when additional programming and adjustments are needed.	Continue to strengthen current and future diversity initiatives. Increase the number of students and sports who participate in the Academic Athletic Mentor Partnership (AAMP) program.	Assistant Athletic Director for Academic Services and National W-Club (Athletic Alumni group).	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
			Initiate programming for non-resident alien student-athletes.	Assistant Athletic Director for Academic Services and National W-Club (Athletic Alumni group).	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
			Increase programming for minority student-athletes.	Assistant Athletic Director for Academic Services and National W-Club (Athletic Alumni group).	Ongoing - The measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Increase career development opportunities for minority student-athletes.	Assistant Athletic Director for Academic Services and National W-Club (Athletic Alumni group).	O n g o i n g - T h e measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
Participation in governance and decision making.	No issues identified.	Increase the number of minority student-athletes who participate in governance and decision-making groups.	Maintain minority representation on the Student-Athlete Advisory Committee (SAAC); continue Student-Athletes Equally Supporting Others (SAESO) President on SAAC Officer Board and SAESO representative to DIG.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Assistant Athletic Director for Academic Services, and Director of Inclusion & Life Skills Programming.	O n g o i n g - T h e measurable goals and steps to achieve will be monitored and evaluated on an annual basis.
			Increase participation in Student-Athletes Equally Supporting Others (SAESO) group.	Athletic Department senior staff committee on Gender, Diversity and Student-Athlete Welfare, Assistant Athletic Director for Academic Services, and Director of Inclusion & Life Skills Programming.	O n g o i n g - T h e measurable goals and steps to achieve will be monitored and evaluated on an annual basis.

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Operating Principle

3.3 Student-Athlete Well-Being

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

The University of Wisconsin-Madison did not have any conditions for certification imposed.

Action

Action Date

Explanation for partial or non-completion

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 second-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide:

- a. The original plan;
- 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 plans.

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

1. Original Plan

The University of Wisconsin-Madison did not have any plans for improvement/recommendations relative to Operating Principle 3.3 during second-cycle certification.

Action

Action Date

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Explanation for partial or non-completion

3. Describe any additional plans for improvement/recommendations as they relate to Operating Principle 3.3 (Student-Athlete Well-Being) developed by the institution since the second-cycle certification decision was rendered by the Committee on Athletics Certification.

The Athletic Department has made a number of improvements to the services offered to student-athletes. The following is a summary of improvements related to Operating Principle 3.3 (Student-Athlete Well-Being):

In 2004, the Athletic Department revised and implemented a Student-Athlete Discipline Policy, which is used to respond to allegations of non-academic misconduct by student-athletes. The status of a student-athlete creates special responsibilities as a representative of the University of Wisconsin-Madison. Therefore, a separate policy, in conjunction with the University's non-academic misconduct policies (UWS 17) and in addition to team rules, is necessary because allegations of student-athlete misconduct generally receive more public attention than those involving other students. The revised policy gives much greater emphasis to the responsibility to find out what actually happened when student-athletes have been arrested. The facts matter, and under the old policy there was no obligation or direction to get as complete an understanding of the facts as is needed to make the important decisions called for in the policy. Under the revised policy, the Athletic Director, the Chair of the Athletic Board, a designated member of the Athletic Board, and a designee of the Chancellor are responsible for determining the discipline of student-athletes pursuant to the policy. The student-athletes' coaches are not involved in determining the outcome of the discipline. The Student-Athlete Discipline Policy aims to ensure fairness to the student-athlete, an important goal in itself, and to preserve public trust in the University.

In 2004, a full-time CHAMPS/ Life Skills Program Coordinator was added to the Department. The CHAMPS/Life Skills program, which is housed in the Office of Academic Services, provides the necessary support and programming to enable student-athletes to achieve growth intellectually, physically, socially, emotionally, and ethically. The program was implemented to address student-athlete well-being. In 2005, the CHAMPS/Life Skills program was awarded the Division 1A Program of Excellence Award.

In 2006, the Athletic Department implemented the Diversity and Inclusion Program to increase the qualitative campus experience for all student-athletes by addressing the emotional, social, intellectual and physical needs of our diverse student-athlete population. The Department recognizes student-athletes of diverse backgrounds, which include, but are not limited to, student-athletes of color (African-American, Hispanic/Latino, Asian or Pacific Islander and American Indian) and LGBTQA students-athletes (Lesbian, Gay, Bisexual, Transgender, Queer and Allied).

In 2006, the Office of Academic Services developed the Director of Inclusion and Life Skills Programming position. The responsibilities of the Director of Inclusion and Life Skills Programming include overseeing all of the Office of Academic Services Diversity and Inclusion Programming. These responsibilities include overseeing the Big Ten Diversity Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisory Committee (SAAC), planning the Diversity Barbeque and planning Black History Month Celebrations.

In 2006, Student-Athletes Equally Supporting Others (SAESO), a student-organization, was formed within the Office of Academic Services. SAESO strives to bring together student-athletes of different cultures, ethnicities, lifestyles and belief systems to enhance their experience on the campus. Students meet regularly to improve the campus experience for student-athletes of color through group discussion, community involvement and social interactions. SAESO also serves as an avenue for student-athletes to assist with promoting campus and community events. For the 2008-2009 academic year, and thereafter, the President of SAESO will hold an officer position on the Student-Athlete Advisory Committee (SAAC).

In 2007, the Diversity Integration Group (DIG) was formed. DIG assists with the collaboration of diversity and inclusion efforts within the Athletic Department while continually striving to meet campus goals and initiatives in relation to diversity. DIG meets at least once per month, where plans, events and issues regarding diversity are discussed. Membership of DIG includes the Associate Athletic Director for Events and Facilities, Associate Athletic Director for Sports Administration/SWA, Assistant Athletic for Academic Services, Director of Inclusion & Life Skills Programming, Big Ten Diversity Intern, Executive Director National W Club, Membership Director National W Club,

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Director of Human Resources, Director of Championships and Special Projects, Big Ten Liaison, Coach Representative and two Student-Athlete Representatives (one of which is the President of SAESO).

In 2007, the head coach evaluation and student-athlete exit interview processes were upgraded and are conducted electronically. The head coach evaluation takes place in one of the Office of Academic Services computer labs. The senior staff sport administrator explains the process to the entire team prior to the student-athlete logging on to the evaluation. The student-athlete responses are compiled into a database and forwarded to the sport administrator to be considered in the head coach's written performance evaluation. The student-athlete exit interview survey is sent electronically to the student-athlete by the sport administrator, and the responses are returned to the sport administrator when completed. Upon completion of the online exit survey, the student-athlete receives a request to schedule a face-to-face meeting with the sport administrator to further discuss his or her experience. These new processes were designed to provide greater anonymity, participation and candid feedback.

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

The Athletic Department is committed to providing opportunities for student-athletes to complete exit interviews to enhance student-athlete well-being. The Department has a comprehensive electronic online exit interview survey, which is followed by face-to-face meetings with senior staff management team sport administrators.

Student-athletes are required to complete an online exit interview survey at the conclusion of their athletic eligibility to effectively measure and evaluate issues and areas related to their experience. Student-athletes who leave the program for other reasons (i.e., quit the team, transfer, etc.) are also asked to complete the exit interview survey. This exit interview survey is sent electronically to the student-athlete by the senior staff management team sport administrator. Following the completion of the exit interview survey, it is returned electronically to the sport administrator and the Athletic Director. When the exit interview survey is completed and returned, the student-athlete is requested to schedule a face-to-face meeting with the sport administrator to further discuss their experience. Questions asked in the exit interview survey are wide ranging, concentrating on their overall experience including, academic services, career planning, time demands, travel, sports medicine, facilities, and others. Results of the exit interview survey and in-person interviews help determine areas of the Department that may be improved to better serve the needs of student-athletes.

5. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., student-athlete advisory committee, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

In addition to the student-athlete exit interview process, student-athletes are provided a number of other opportunities to provide input to the Athletic Department regarding student-athlete well-being issues. First, each team is required to have a kickoff meeting every year with their sport administrator. During this meeting, the sport administrator reinforces the open-door policy of the administration, including the Athletic Director and Faculty Athletics Representative. The open-door policy is also stated in the Student-Athlete Handbook, which is discussed and made available annually to all student-athletes and is accessible online through the Athletic Department website, uwbadgers.com.

The Student-Athlete Advisory Committee (SAAC) meets monthly and has a working group focused on student-athlete well-being. The mission of the SAAC is to provide a link of communication between student-athletes and the Athletic Department administration, as well as provide a support system for student-athletes to discuss various issues specific to the rigors of student-athlete life. SAAC strives to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare and fostering a positive student-athlete image. SAAC is a vehicle for any student-athlete to make suggestions, provide feedback or raise issues of concern.

Student-athletes are also able to provide input through the CHAMPS/Life Skills program, which frequently provides opportunities for evaluation and feedback from student-athletes. There are annual CHAMPS/Life Skills and academic surveys that evaluate the needs of the student-athletes and seek input on how to improve services and/or programs. In addition, many CHAMPS/Life Skills programs are evaluated after completion of the program.

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6. Describe the 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). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are communicated in writing to student-athletes and athletics department staff members.

The Athletic Department's policies on student-athlete financial aid and transfer appeals, outlined below, are outlined in the Student-Athlete Handbook. The Student-Athlete Handbook is discussed and distributed annually to each student-athlete and appropriate Athletic Department staff members in the fall and also is accessible online via the Department's website, uwbadgers.com. Affected student-athletes also receive information directly in writing regarding the appeal process once the appeal process is triggered.

Financial Aid Appeal:

Changes in a financial aid package must be communicated by the Athletic Department to the student-athlete by certified mail no later than July 1 for the subsequent year. Included with that notification is a letter detailing the appeal procedures. If the student-athlete wishes to appeal any changes, three of a possible four steps in the appeal process occur within the Athletic Department and before the Faculty Athletics Representative. The first step is a meeting between the student-athlete and the head coach of the sport in question to try to resolve the issue. The second step is for the student-athlete to contact the Athletic Director or his designee to try to resolve the issue. The third step, in the event that the Athletic Director upholds the coach's decision, is a meeting with the Faculty Athletics Representative. The final appeal is to an appeal committee organized by the Office of Student Financial Aid (OSFA). No Athletic Department staff member serves on this final appeal committee. The appeal before the OSFA may largely rely on the documentation developed during the first three appeal steps or the committee may solicit additional input—both the student-athlete and the Athletic Department will have an opportunity to be heard. Decisions of the OSFA review committee are final.

Transfer Appeal:

Appeals related to the denial, by a coach, of a student-athlete's request to contact another institution or to use the one-time transfer exception, begin with a written request to the sport administrator for the student-athlete's team. The sport administrator will then gather information and facts before rendering a decision. If the sport administrator upholds the coach's decision, the student-athlete may request an appeal, in writing, to the Athletic Director. If the Athletic Director upholds the previous decisions, the student-athlete may appeal to the Chair of the Athletic Board. The Chair will convene an appeal committee consisting of the Chair and two current members of the Athletic Board. At the appeal, the student-athlete may present their case either in written or oral form, but only information presented at the previous appeal levels will be considered by the committee. The Athletic Department will be represented by the head of the Department's Compliance Office. The committee's standard of review is whether the Athletic Director's decision was reasonable. The appeal committee's decision is final and not subject to further review.

The following people may be involved in the above referenced matters:

ATHLETIC DEPARTMENT SENIOR STAFF/SPORT ADMINISTRATORS:

Barry Alvarez, Athletic Director

John Chadima, Associate Athletic Director (Men's & Women's Golf, Football, Wrestling)

Shawn Eichorst, Executive Associate Athletic Director

Sean Frazier, Associate Athletic Director (Men's & Women's Ice Hockey)

Terry Gawlik, Associate Athletic Director, SWA (Women's Basketball, Men's & Women's Cross Country, Softball, Men's & Women's Swimming & Diving, Men's & Women's Track, Volleyball)

John Jentz, Associate Athletic Director (Men's & Women's Rowing)

Marija Pientka, Associate Athletic Director (Men's & Women's Tennis, Spirit Squad)

Vincey Sweeney, Senior Associate Athletic Director (Men's Basketball)

Steve Waterfield, Assistant Athletic Director (Men's & Women's Soccer)

FACULTY ATHLETICS REPRESENTATIVES:

Walter Dickey, Chair of Athletic Board

Sheila McGuirk

ATHLETIC BOARD:

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Dale Bjorling, Faculty Representative, Chair of Academics & Compliance Committee
 Philip Brown, Faculty Representative, Co-Chair of Finance, Facilities & Operations Committee
 Mark Covalesski, Faculty Representative
 Walter Dickey, Faculty Representative, Chair of Athletic Board
 Norman Fost, Faculty Representative
 Adam Gamoran, Faculty Representative
 Kenneth Goldstein, Faculty Representative
 Judith Harackiewicz, Faculty Representative, Chair of Personnel Committee
 Jerlando Jackson, Faculty Representative
 Sheila McGuirk, Faculty Representative
 Michael Plesha, Faculty Representative, Co-Chair of Finance, Facilities & Operations Committee, Chair of University Ridge Oversight Committee
 David Zimmerman, Faculty Representative
 Jeff Anders, Academic Staff
 Barb Smith, Academic Staff, Chair of Equity, Diversity, & Student Welfare Committee
 Ron Leafblad, Alumni Representative
 Albert Nicholas, Alumni Representative
 Claudia Pogreba, Alumni Representative
 David Zoerb, Alumni Representative
 Caitlin Dupont, Student-Athlete Advisory Committee Representative (SAAC)
 Nick Fulton, Student-Athlete Advisory Committee Representative (SAAC)
 Logan Hulick, Student Representative (ASM)
 Jake McGhee, Student Representative (ASM)
 Dale Carruthers, Ex-Officio, Representative of Division of Recreational Sports

OFFICE OF STUDENT FINANCIAL AID:

Susan Fischer, Director, Office of Student Financial Aid

7. Describe the institution's written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are communicated in writing to student-athletes and athletics department staff members.

University of Wisconsin-Madison student-athletes are governed by a variety of policies under areas not mandated by NCAA legislation (e.g., harassment, hazing, abusive behavior). All student-athletes, like all other University students, are subject to UWS 17 (nonacademic misconduct) (i.e. harassment, hazing, abusive behavior). As referenced above, student-athletes are subject to the Student-Athlete Discipline Policy. Additionally, student-athletes are subject to team rules developed by the head coach of each sport. The following is a summary of the written grievance and/or appeals procedures available to student-athletes in the above referenced areas:

Violations of University of Wisconsin-Madison regulations outlined in administrative code provisions UWS 17 (nonacademic misconduct) are reported to the Office of the Dean of Students and are handled in accordance with the judicial process published in the Student Information Handbook and at www.wisc.edu/students/conduct.htm. Student-athletes found to be in violation of a University regulation are subject to sanctions that may be applied singularly or in combination with other sanctions. These policies are separate and apart from proceeding under the Student-Athlete Discipline Policy.

UWS 17 (nonacademic misconduct) provides for a formal appeals process. The student may appeal to the Chancellor if he or she is suspended or expelled from the University. In such a case, the Chancellor shall sustain the decision of the nonacademic misconduct hearing committee unless the Chancellor finds (a) the evidence of record does not support the findings or recommendations of the hearing committee; (b) established procedures were not followed by the nonacademic misconduct hearing committee and material prejudice to the student resulted; or (c) the decision was based on factors proscribed by state or federal law regarding equal educational opportunities. If the Chancellor makes a finding under these circumstances, the Chancellor may remand the matter for consideration by a different hearing committee, or may invoke an appropriate remedy of her own. The Board of Regents may also, at its discretion, grant a review upon the record.

The written appeals procedure for UWS 17 is available to all students via the Student Information Handbook they receive and which is available through the Offices of the Dean of Students website. Additionally, all student-athletes

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are notified of these policies in the Student-Athlete Handbook. The Student-Athlete Handbook is discussed and distributed annually to each team and appropriate Athletic Department staff members in the fall. Additionally, all of the information from the Student-Athlete Handbook is available on the Department's website, uwbadgers.com.

Each coach and team may develop team rules. These rules may be more restrictive than the Athletic Department, University, Conference or NCAA rules. Team rules must be presented to the student-athletes and respective sport administrators each fall. The head coach of each sport has the authority to suspend any student-athlete on his or her team if the student-athlete violates team rules separate and apart from proceedings under the Student-Athlete Discipline Policy. A student-athlete so suspended may appeal that decision under the following procedures: 1) the student-athlete must first meet with the appropriate individual(s) (e.g., head coach, coach's designee or sport administrator) to informally discuss the decision being appealed. Most cases involving the team rules should be resolved at this level; 2) if no satisfactory resolution can be reached through this informal procedure, and if the student-athlete believes the decision to be arbitrary and capricious, the student-athlete may request a more formal appeal in writing to the Athletic Director. The student-athlete may present their appeal in written and/or oral form. The appeal shall be heard within 14 days. The standard of review is whether the coach's decision was reasonable and not arbitrary and capricious. The finding of the Athletic Director shall be final and not subject to further review.

The policy regarding team rules and the appeals procedure is outlined in the Student-Athlete Handbook. The Student-Athlete Handbook is discussed and distributed annually to each team and appropriate Athletic Department staff members in the fall. The policy is communicated annually at a mandatory all-coaches meeting. Additionally, all of the information from the Student-Athlete Handbook is available on the Department's website, uwbadgers.com.

The Student-Athlete Discipline Policy governs all student-athletes. The policy applies when a student-athlete has been charged with or arrested for a crime based on conduct involving: causing serious physical injury to another person; creating a serious danger to the personal safety of another person; making a credible threat of serious physical injury to another person; sexual assault; delivering or possessing with intent to deliver a controlled substance as defined in Wis. Stat. Ch. 961; felony theft or felony criminal damage to property; "stalking" as defined in UWS 17.02(14); and repeated violations of the criminal law that raise the concerns addressed by the policy.

The student-athlete has the right to appeal the disposition of discipline by requesting a hearing before the Athlete Discipline Appeal Committee. The request for appeal shall be made in writing to the Athletic Director within five days of the decision about discipline. The committee members will be selected to avoid actual or apparent conflict of interest and include: The Chair of the Athletic Board Academics and Compliance Committee, the Dean of Students, a coach, a student representative on the Athletic Board, and a representative of the Chancellor's Office. The committee will schedule the appeal hearing within a reasonable period of time. The committee may be advised by counsel from Administrative Legal Services or designee. The student-athlete may be represented by counsel or other advisor. The student-athlete's counsel or other advisor is allowed to address the committee. The Athletic Director, Chair of the Athletic Board, designated member of the Athletic Board, or the Chancellor's designee shall appear before the committee to explain the decision and the basis for it. The formal rules of evidence do not apply. The hearing is closed to the public. The committee shall decide whether to affirm the original decision or modify it. If the committee modifies the original decision, it may impose any of the dispositional alternatives set forth in Section 8 of the policy except dismissal from the team and increasing the length of the suspension.

The Student-Athlete Discipline Policy is distributed and reviewed by the sport administrator at annual team kickoff meetings in the fall. The policy and the appeals procedure is also outlined in the Student-Athlete Handbook. The Student-Athlete Handbook is discussed and distributed annually to teams and appropriate Athletic Department staff members in the fall. The policy is communicated annually at an all-coaches meeting. Additionally all of the information from the Student-Athlete Handbook is available on the Department's website, uwbadgers.com.

The following people may be involved in the above referenced matters:

UNIVERSITY ADMINISTRATION:

Carolyn "Biddy" Martin, Chancellor
Darrell Bazzell, Vice Chancellor of Administration
Julie Underwood, Interim Provost
Lori Berquam, Office of Dean of Students
Luis Pinero, Office of Equity & Diversity
John Dowling, Administrative Legal Services

FACULTY ATHLETICS REPRESENTATIVES:

Walter Dickey, Chair of Athletic Board

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Sheila McGuirk

ATHLETE DISCIPLINE APPEALS COMMITTEE:

Dale Bjorling, Faculty Representative, Athletic Board; Chair of Academics & Compliance Committee

Lori Berquam, Dean of Students

Walter Dickey, Faculty Athletics Representative

Sheila McGuirk, Faculty Athletics Representative

Other positions on committee: Coach, Student representative from Athletic Board and Chancellor's office representative.

ATHLETIC DEPARTMENT SENIOR STAFF/SPORT ADMINISTRATORS:

Barry Alvarez, Athletic Director

John Chadima, Associate Athletic Director (Men's & Women's Golf, Football, Wrestling)

Shawn Eichorst, Executive Associate Athletic Director

Sean Frazier, Associate Athletic Director (Men's & Women's Hockey)

Terry Gawlik, Associate Athletic Director, SWA (Women's Basketball, Men's & Women's Cross Country, Softball, Men's & Women's Swimming & Diving, Men's & Women's Track, Volleyball)

John Jentz, Associate Athletic Director (Men's & Women's Rowing)

Marija Pientka, Associate Athletic Director (Men's & Women's Tennis, Spirit Squad)

Vincey Sweeney, Senior Associate Athletic Director (Men's Basketball)

Steve Waterfield, Assistant Athletic Director (Men's & Women's Soccer)

ATHLETIC DEPARTMENT HEAD COACHES:

Men's Basketball-Bo Ryan

Women's Basketball-Lisa Stone

Men's Cross Country-Mick Byrne

Women's Cross Country-Jim Stinzi

Football-Bret Bielema

Men's Golf-Jim Schuman

Women's Golf -Todd Oehrlein

Men's Ice Hockey-Mike Eaves

Women's Ice Hockey-Mark Johnson

Men's Rowing-Chris Clark

Women's Rowing-Bebe Bryans

Men's Soccer-Todd Yeagley

Women's Soccer-Paula Wilkins

Softball-Chandelle Schulte

Men's Swimming-Eric Hansen

Women's Swimming-Eric Hansen

Men's Tennis-Greg Van Emburgh

Women's Tennis-Brian Fleishman

Men's Track-Ed Nuttycombe

Women's Track-Jim Stinzi

Volleyball-Pete Waite

Wrestling-Barry Davis

8. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

The University of Wisconsin-Madison provides educational and support programs through the Athletic Department and on the campus, which focus on sexual orientation and aim to provide a safe environment for all students, including those with diverse sexual orientations. These programs focus on diversity in general as well as specifically on diverse sexual orientation.

In 2006, the Athletic Department implemented the Diversity and Inclusion Program to increase the qualitative campus experience for all student-athletes by addressing the emotional, social, intellectual and physical needs of our diverse student-athlete population. The Department recognizes student-athletes of diverse backgrounds which

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include, but are not limited to, student-athletes of color (African-American, Hispanic/Latino, Asian or Pacific Islander and American Indian) and LGBTQA students-athletes (Lesbian, Gay, Bisexual, Transgender, Queer and Allied).

In 2006, the Office of Academic Services developed the Director of Inclusion and Life Skills Programming position. The responsibilities of the Director of Inclusion and Life Skills Programming include overseeing all of the Office of Academic Services Diversity and Inclusion Programming. These responsibilities include overseeing the Big Ten Diversity Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisor Committee (SAAC), planning the Diversity Barbeque and planning Black History Month Celebrations.

In 2006, Student-Athletes Equally Supporting Others (SAESO), a student-organization, was formed within the Office of Academic Services. SAESO strives to bring together student-athletes of different cultures, ethnicities, lifestyles and belief systems to enhance their experience on the campus. Students meet regularly to improve the campus experience for student-athletes of color through group discussion, community involvement and social interactions. SAESO also serves as an avenue for student-athletes to assist with promoting campus and community events. For the 2008-2009 academic year, and thereafter, the President of SAESO will hold an officer position on SAAC.

In 2007, the Diversity Integration Group (DIG) was formed. DIG assists with the collaboration of diversity and inclusion efforts within the Athletic Department while continually striving to meet campus goals and initiatives in relation to diversity. DIG meets at least once per month, where plans, events and issues regarding diversity are discussed. Membership of DIG includes the Associate Athletic Director for Events and Facilities, Associate Athletic Director for Sports Administration/SWA, Assistant Athletic Director for Academic Services, Director of Inclusion & Life Skills Programming, Big Ten Diversity Intern, Executive Director National W Club, Membership Director National W Club, Director of Human Resources, Director of Championships and Special Projects, Big Ten Liaison, Coach Representative and two Student-Athlete Representatives (one of which is the President of SAESO).

Besides the Athletic Department's diversity initiatives, there have been specific workshops devoted to sexual orientation on campus. In a first-year course taught through the Counseling Psychology Department, Counseling Psychology 115, a few of the class sessions focus on identity, and one class specifically addresses sexual orientation through the use of the NCAA "It Takes a Team" video and discussion guide.

In 2005 the Athletic Department partnered with the Department of Counseling Psychology, The Office for the First-Year Experience and the Counseling and Consultation Center to offer a transition course aimed at first-year students. This course is only for first-year students and covers a variety of transition issues that first-year students face in a small discussion-based format. The Athletic Department has partnered with other departments on campus to help fund this course and encourages freshman student-athletes to enroll in this course during their first year on campus.

Additionally, through the CHAMPS/Life Skills program, teams have attended mandatory workshops put on by campus programs. For example, a few of the men's teams had a Diversity Dialogues group lead them through an interactive workshop where they were able to address all issues of diversity and learn from each other's experience. Other teams have attended presentations from Sex Out Loud, a student group that promotes healthy sexuality. These discussions have included presentations and discussion that include all sexual orientations. Finally, the Athletic Department has partnered with campus programs to bring in speakers and former athletes that speak openly about identifying as LGBTQA.

In addition to programming, the Office of Academic Services staff attends trainings and displays information received from the Human Rights Campaign, to create a welcoming and safe environment for all student-athletes.

There are also a number of initiatives available to all students on campus. Through our partnership with the Offices of the Dean of Students, our students have access to the Campus Women's Center (CWC) and the LGBT Campus Center (LGBTCC). Both Centers offer programming, support groups and resources for all students on campus. Specifically, University Residence Halls student-staff positions are identified as LGBTQA liaisons who work with all students to develop awareness about sexual orientation as well as contributing to an inclusive campus community. The LGBTQA liaisons in University Housing facilitate a program called SAFE ZONE to educate all housing residents about LGBTQA issues and how to be supportive of LGBTQA friends. Though problems dealing with this issue rarely occur, when and if they do, the staff work together to address them.

The outcome of this program includes small signs that housing residents and staff can attach to their doors, denoting their rooms as a SAFE ZONE. The Campus Women's Center and LGBT Campus Center also identify their space as safe spaces (not related to the housing initiative). The objective of this label is to signal to students that they can go to this area without fear of harassment or prejudice. The CWC and LGBTCC work to accomplish this by

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having comfortable furniture, inclusive decor, and strict policies prohibiting behavior that could be viewed as threatening. The LGBTCC supports a "First Year Experience" program for LGBTQA students. This program offers support and social events for queer, questioning, and allied students.

All students can report incidents of bias related concerns on the Offices of the Dean of Students website at <http://www.wisc.edu/students/advocacy/bias.html> what.

9. Using the seven program areas for student-athlete well-being issues::

- a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes; and
- d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

1. Organization and structure Policies, organization and structure of the athletics department to enhance student-athlete well-being. Commitment of the institution to enhance the overall student-athlete educational experience. How issues are monitored, evaluated and addressed on a continuing basis, including the periodic review by institutional personnel of programs and activities provided by the athletics department and institution.

- a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. Outgoing Chancellor John Wiley and current Chancellor Carolyn "Biddy" Martin carefully selected members of the Steering Committee, chaired by Darrell Bazzell, Vice Chancellor for Administration, and subcommittees to ensure that the self-study involved broad-based campus and community participation. The Steering Committee was responsible for the general direction of the self-study, monitored the work and progress of the subcommittees, and ultimately approved the report and any plan for improvement. The Chancellor and Athletic Director were members of the Steering Committee.

The Gender, Diversity & Student Well-Being self-study subcommittee was chaired by Dr. Sheila McGuirk, Professor in the Department of Veterinary Medicine, Steering Committee member, Faculty Athletics Representative and member of the Athletic Board.

Dr. McGuirk met with Steering Committee member Terry Gawlik, Associate Athletic Director/SWA, on several occasions to develop a plan for review and a schedule of meetings. Due to the broad scope of the task, relative to Operating Principles 3.1, 3.2 and 3.3, three smaller working groups were created to focus specifically on Gender, Diversity, and Student-Athlete Well-Being. An Athletic Department senior staff management team member assigned to the subcommittee was asked to chair each of the smaller working groups.

In preparation for the first full subcommittee meeting, Dr. McGuirk and the chairs of each of the small working groups met to discuss Operating Principles 3.1, 3.2, and 3.3, assemble materials needed for dissemination to subcommittee members, and outlined the schedule and agenda for the full subcommittee meetings. The full subcommittee meetings were designed to share information, ask questions, and ensure active participation across the full subcommittee and three smaller working groups. Information and data

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was gathered by each working group in order to evaluate and respond to the self-study items under each Operating Principle.

The Student-Athlete Well-Being working group and full subcommittee included broad-based campus and community participation represented by the following individuals:

Student-Athlete Well-Being working group:

- John Chadima, Chair of the Student-Athlete Well-Being working group, Associate Athletic Director for Capital Projects and Golf Course Operations, and member of Athletic Department senior staff management team
- Phil Brown, Geology and Geophysics Professor and Faculty Member on the Athletic Board
- Lori Berquam, Dean of Students
- Denny Helwig, Assistant Athletic Director for Sports Medicine
- Claire Geiger, Women's Rowing Student-Athlete/SAAC
- Kelli Richards, Advisor/Career Development Coordinator, Athletic Department
- Christine Lucas, Program Assistant, Athletic Department
- Amy Appleton, Program Assistant, Athletic Department

Other members of the Gender, Diversity and Student-Athlete Well-Being Subcommittee:

- Sheila McGuirk, DVM, Professor School of Veterinary Medicine; member of Steering Committee; Chair of Gender, Diversity and Student-Athlete Well-Being Subcommittee; Faculty Athletics Representative; and member of the Athletic Board
- Terry Gawlik, Chair of the Gender working group, Associate Athletic Director for Sports Administration/ SWA and member of Athletic Department Senior Staff Management Team
- Chandelle Schulte, Head Softball Coach
- Jake McGhee, Associated Students of Madison Representative on the Athletic Board
- David Zoerb, Alumni Representative on the Athletic Board
- Barb Smith, Project Coordinator for IT Services at the School of Education and Academic Staff Representative on the Athletic Board
- Megan Lee, Program Assistant, Athletic Department
- Sean Frazier, Chair of the Diversity working group, Associate Athletic Director for Events and Facilities, and member of the Athletic Department Senior Staff Management Team
- Mike Plesha, Physics Professor and Faculty Member on the Athletic Board
- Jerlando Jackson, Associate Professor of Higher and Postsecondary Education and Faculty Member on the Athletic Board
- Sharon Chamberlain, Former Alumni Representative on the Athletic Board
- Al Toon, Former Football Student-Athlete and National "W" Club Board Member
- Nancy Graff Schultz, Director of Human Resources, Athletic Department
- Sheli Kuhl, Director of Championships and Special Projects, Athletic Department
- Doug Tiedt, Assistant Athletic Director for Academic Services
- Bridget Warren, Director of Inclusion and Life Skills Programming, Athletic Department

The Student-Athlete Well-Being working group's evaluation and responses to the self-study items were comprehensively reviewed, edited and approved by the full Subcommittee, the Chief Report Writing team and ultimately the Steering Committee. Information relative to the self-study process, meeting notices and meeting minutes were posted on the University's NCAA Certification website for public review. The self-study report was made available for public review on March 24, 2009, and an open public forum to vet the report was held on March 31, 2009. This process ensured a complete, comprehensive study of the program areas set forth in Operating Principle 3.3.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

The Athletic Department is committed to upholding policies, organization and structure to enhance student-athlete well-being. This is demonstrated by the Department's mission statement, organizational structure, and student-athlete programming. The Athletic Department's mission statement states, "The Division of Intercollegiate Athletics at the University of Wisconsin-Madison dedicates itself to the mission of providing athletic opportunities to a wide range of students and an environment in which all student-athletes can achieve their academic and competitive goals. The Division strives to provide equitable

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opportunities for all student-athletes and staff, regardless of gender or ethnic backgrounds. To honor its academic mission and that of the University, the Division supports the educational aspirations, academic progress and general welfare of the student-athlete. In competition, the Division fosters principles of sportsmanship, respect, fair play and athletic excellence. In all of its activities, the Division insists on integrity, ethical conduct and accountability." The information and analysis is fully summarized in response to item C below.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The Athletic Director reports directly to the Chancellor and is ultimately responsible for matters regarding student-athlete well-being within the Athletic Department. The Athletic Director has assigned responsibility for monitoring and assessing the Department's strategic initiatives, plans and policies related to student-athlete well-being to the Department's senior staff management team Committee on Gender, Diversity and Student-Athlete Welfare, which was established in the fall of 2007. This committee reports directly to the Athletic Director and is chaired by Terry Gawlik, Associate Athletic Director for Sports Administration/Senior Woman Administrator. Ms. Gawlik and three other Department senior staff members (i.e., Sean Frazier, Associate Athletic Director for Events and Facilities; Marija Pientka, Associate Athletic Director for Development; Steve Waterfield, Assistant Athletic Director for Student Services) are assigned to the committee, two members of the group are female and three of the members have direct oversight of NCAA compliance, student services, gender equity and diversity plan coordination. This senior staff committee convenes regularly to ensure the Athletic Department is meeting the specific goals and principles related to student-athlete well-being. All senior staff members meet weekly during the academic year and biweekly during the summer to establish consistency relative to plans, initiatives and decision-making. This committee is designed to work closely with the campus and Athletic Board on student-athlete matters. The Athletic Board committee on Equity, Diversity and Student Welfare (EDSW) meets regularly to review and provide the Athletic Department with advice relative to student-athlete welfare.

The Athletic Department is organized to encourage all sport administrators to incorporate student-athlete welfare principles and concerns in making general policies and implementation decisions. There are no separate units for men's and women's sports. Sport profiles have been developed for each sport and are utilized by the sport administrators as a guide to ensure student-athlete welfare principles are considered during decision-making.

The student-athletes have access and input to the Athletic Department and the Athletic Board through their Student-Athlete Advisory Committee (SAAC) representatives who give regular reports to the Department and the Board. Student-athletes are involved in the governance and decision-making process through SAAC. SAAC is a leadership group that provides an outlet for student-athletes to discuss issues specific to dealing with the rigors of student-athlete life. This committee serves as a liaison between student-athletes, coaches and administration, the Big Ten Conference and the National Collegiate Athletic Association (NCAA) on issues affecting student-athletes. SAAC offers input on rules, regulations and policies that directly affect the life of the student-athlete. SAAC also provides opportunities to meet with peers and develop a support system for each other. Female student-athletes are provided leadership opportunities through SAAC. Bridget Warren, Director of Inclusion and Life Skills Programming in the Office of Academic Services, is the Athletic Department liaison.

SAAC is made up of two student-athletes from each of the 23 sports. SAAC has four officers each year: a president, vice president, secretary and a Student-Athletes Equally Supporting Others (SAESO) representative (typically held by the elected President of SAESO). Of the officers, two student-athletes (one male and one female) represent SAAC on the Athletic Board, attend Board meetings and inform the rest of the student-athletes in SAAC of issues that potentially affect them. They are also on various Athletic Board committees that deal with issues directly affecting student-athletes. There must be at least one male and one female officer each year, and all of the officer positions are one-year terms. A student-athlete may run for re-election, but may only serve as an officer for a total of two years. SAAC representatives may bring to the Athletic Department and Athletic Board issues voiced at SAAC monthly meetings and serve as the liaison between student-athletes and the Athletic Department and Athletic Board. The SAAC President attends the biannual meeting of the Big Ten Conference Student-Athlete Advisory Committee.

Other SAAC members may participate in one of three committees. The Community Service Committee works to find volunteer activities in and around the Madison. The Social Committee works to provide all student-athletes with the opportunity to gather to socialize at an organized event at least once per semester. Past activities have included a movie night and a cookout. The Awareness Committee works to

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increase the visibility and understanding of SAAC among student-athletes, coaches and administrators. They are responsible for keeping the SAAC website up to date, posting flyers about meetings and other activities, and achieving full SAAC meeting participation by all teams.

- d.** If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

No deficiencies were identified in this area. Athletic Department policies, organization and structure will continue to be monitored and evaluated annually to support the University's ongoing commitment to student-athlete well-being. The annual monitoring and review will be conducted by the Athletic Department's senior staff Committee on Gender, Diversity and Student-Athlete Welfare, the Athletic Board Committee on Equity, Diversity and Student Welfare, and the Student-Athlete Advisory Committee.

2. Participation in governance and decision making Involvement of student-athletes in the governance and decision-making processes of the athletics department including the student athlete advisory committee.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

The Athletic Department is committed to providing student-athletes opportunities for inclusion in the governance and decision-making process by encouraging and supporting student-athletes participation in the Student-Athlete Advisory Committee (SAAC) and Student-Athletes Equally Supporting Others (SAESO) programs. The information and analysis is fully summarized in response to item C below.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

Student-athletes are involved in the Athletic Department governance and decision-making process through the Student-Athlete Advisory Committee (SAAC). The SAAC is made up of two student-athletes from each of the 23 sports. SAAC has four officers each year: a president, vice president, secretary and a Student-Athletes Equally Supporting Others (SAESO) representative (typically held by the elected President of SAESO). Of the officers, two student-athletes (one male, one female) represent SAAC on the Athletic Board, attend Board meetings and inform the rest of the student-athletes in SAAC of issues that potentially affect them. They are also on various Athletic Board committees that deal with issues directly affecting student-athletes. There must be at least one male and one female officer each year, and all of the officer positions are one-year terms. A student-athlete may run for re-election, but may only serve as an officer for a total of two years. SAAC representatives may bring to the Athletic Department and Athletic Board issues voiced at SAAC monthly meetings and serve as the liaison between student-athletes and the Athletic Department and Athletic Board.

The mission of SAAC is to provide a link of communication between student-athletes and Athletic Department administration. This link provides a support system for student-athletes to discuss various issues specific to the rigors of student-athlete life. SAAC also strives to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare and fostering a positive student-athlete image. Two student-athletes, one male and one female, who are SAAC officers, serve as members and share one vote on the Athletic Board. These two student-athletes serve on committees of the Athletic Board, one of which is the Equity, Diversity and Student-Athlete Welfare Committee. Committee

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membership allows the student-athletes to provide direct feedback from SAAC. In addition, the SAAC representatives attend full Athletic Board meetings and act as a liaison between student-athletes and the athletic administration. They are encouraged to bring to the Athletic Board issues voiced at SAAC monthly meetings so the administration can work to improve the student-athlete's "quality of life."

Additionally, SAAC advises the University, the Big Ten, and NCAA on issues affecting student-athletes. The University of Wisconsin-Madison SAAC President attends bi-annual Big Ten SAAC meetings with representatives from all Big Ten institutions. From the Big Ten SAAC, a representative is selected to be a member of the NCAA National SAAC. In 2007 and 2008, the University of Wisconsin-Madison SAAC president, Nick Fulton, served as the Big Ten representative on the NCAA SAAC. In 2009, Mr. Fulton will serve as Vice Chair and in 2010 he will be the Chair of the NCAA SAAC.

- d.** If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

No deficiencies were identified in this area. Athletic Department involvement of student-athletes in the governance and decision-making process will continue to be monitored and evaluated annually to support the University's ongoing commitment to student-athlete well-being. The annual monitoring and review will be conducted by the Athletic Department's senior staff Committee on Gender, Diversity and Student-Athlete Welfare, the Athletic Board Committee on Equity, Diversity and Student Welfare, and the Student-Athlete Advisory Committee.

3. Student-athlete exit interviews Methods used to conduct exit interviews and description of the process to evaluate and implement outcomes. Inclusion of questions to effectively measure and evaluate issues and areas related to the student-athlete experience.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

The Athletic Department is committed to providing opportunities for student-athletes to complete exit interviews to enhance student-athlete well-being. The Department has a comprehensive electronic online exit interview survey, which is followed by face-to-face meetings with senior staff management team sport administrators. The information and analysis is fully summarized in response to item C below.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

Student-athletes are required to complete an online exit interview survey at the conclusion of their athletic eligibility to effectively measure and evaluate issues and areas related to their experience. Student-athletes who leave the program for other reasons (i.e., quit the team, transfer, etc.) are also asked to complete the exit interview survey. This exit interview survey is sent electronically to the student-athlete by the senior staff management team sport administrator. Following the completion of the exit interview survey, it is returned electronically to the sport administrator and the Athletic Director. When the exit interview survey is completed and returned, the student-athlete is requested to schedule a face-to-face meeting with the sport administrator to further discuss their experience. Questions asked in the exit interview survey are wide ranging, concentrating on their overall experience including, academic services, career planning, time demands, travel, sports medicine, facilities, and others. Results of the exit interview

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survey and in-person interviews help determine areas of the Department that may be improved to better serve the needs of student-athletes.

- d.** If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

No deficiencies were identified in this area. Athletic Department methods of conducting student-athlete exit interviews will continue to be monitored and evaluated annually to support the University's ongoing commitment to student-athlete well-being. The annual monitoring and review will be conducted by the Athletic Department's senior staff Committee on Gender, Diversity and Student-Athlete Welfare, the Athletic Board Committee on Equity, Diversity and Student Welfare, and the Student-Athlete Advisory Committee.

- 4. Programs and activities** CHAMPS/Life Skills (or an equivalent program) or other institutional programs that address the needs and issues affecting student-athletes (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Policies and procedures in place to encourage and assure student-athletes' access to these programs.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

The Athletic Department is committed to providing programs and activities, including the CHAMPS/Life Skills Program, that address the needs and issues affecting student-athletes. The following is summary of the programs and services available to student-athletes:

- Student-Athlete's Equally Supporting Others (SAESO)
- CHAMPS/Life Skills Programming: Life Skills Academy
- Career Counseling and Development Program
- Workshops on resume writing and mock interviews
- CHAMPS/Life Skills Career Night—networking dinner and career fair
- Personal Counseling
- Learning Disabilities Resources
- Nutrition Counseling
- Diversity
- Gambling
- Alcohol and Drug Guidelines
- Leadership

The information and analysis is fully summarized in response to item C below.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The Athletic Department is committed to addressing the needs and issues affecting student-athletes. This commitment is demonstrated through the many programs available to student-athletes varying in focus, including career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug

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guidelines, sexual orientation and personal development. The following is a summary of various programs and services available to student-athletes.

CHAMPS/Life Skills:

The Athletic Department dedicates itself to providing athletic opportunities to a wide range of student-athletes and an environment in which all student-athletes can achieve their academic and competitive goals. In 1998, the Athletic Department started the CHAMPS/Life Skills program. CHAMPS/Life Skills, a life skills program, is a component for achieving the Department's mission to provide the necessary support to enable student-athletes to achieve growth intellectually, physically, socially, emotionally and ethically. In 2004, a full-time CHAMPS/ Life Skills Coordinator was added to the program. In 2005, the CHAMPS/Life Skills program was awarded the Division 1A Program of Excellence Award. All student-athletes have access to the CHAMPS/Life Skills programs. All of the first-year students-athletes are required to complete the Life Skills Academy, which consists of six mandatory meetings presented throughout the academic year. Each meeting focuses on a different life skills topic and allows first-year student-athletes to hear presentations from experts and discuss topics in small groups with peer-leaders. In addition to this program, all second-through fifth-year student-athletes are required to attend two life skills programs throughout the academic year. These programs can either be organized as a team or individually. The CHAMPS/Life Skills Coordinator tracks the attendance throughout the year and reports these numbers to coaches and sport administrators.

Career Services:

The Office of Academic Services offers a variety of support programs and services that assist our student-athletes in their degree-selection process. Many of the career development programs are offered to student-athletes based on their academic classification. All first-year student-athletes participate in the Life Skills Academy, a series of six workshops with peer leaders, presented throughout the academic year. One of the sessions focuses on Career Development. During this session all first-year students complete an interest assessment and hear from speakers on campus about accessing resources, exploring different majors and assisting them in their individual exploration of their interests and strengths. Additionally, all of our first-year student-athletes have the opportunity to enroll in a Counseling Psychology course that is available to all first-year students on campus. This course explores the transition to college and the variety of issues that first-year students often face. A component of this course is accessing campus resources, such as the career exploration center on campus, as well as learning about their interests as it relates to choosing a major.

The Office of Academic Services also has career programs that are aimed at sophomore student-athletes, as well as teams that are interested in attending. One program, offered to sophomores, explores the connection between majors and careers and looks to dispel the myths on campus about certain majors and how to use your chosen major in the workplace. Another program offered to any interested student-athlete is the "Career Mapping" workshop put on through the After Sport Group. Individuals can meet with representatives from the After Sport Group who visit campus three times during the academic year to do presentations to any interested student-athlete about mapping out a career plan, which includes the degree that each individual chooses to pursue.

Additionally, student-athletes are assisted by their academic advisor in their degree-selection process. All first-year student-athletes meet regularly with their athletic academic advisor. Through these meetings, advisors explore the student-athletes interests as well as degree programs that match these interest areas. To assist student-athletes, advisors use a "First year to Career" checklist that is an overview of the many steps a student-athlete should take while here at the University. Furthermore, advisors keep current with majors offered and requirements for these majors through relationships developed on campus and communication with the various programs on campus. Specifically, each month, representatives from different degree programs attend the Offices of Academic Services staff meeting to update advisors on any changes, as well as keeping current on degree requirements. Through these resources, advisors are knowledgeable about campus resources and degree programs offered on campus. Student-athletes and advisors work together to explore the student's options through their individual meetings in conjunction with the variety of programming offered to student-athletes throughout the year.

Resume Writing and Mock Interviews:

The Office of Academic Services offers various programs throughout the year to all student-athletes to further their knowledge about resume writing, mock interviews and finances after graduation. The CHAMPS/Life Skills program hosts a career night for all student-athletes, which includes a networking dinner and career fair. The CHAMPS/Life Skills program also sponsors a graduate school informational

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program that provides student-athletes with information about putting together a successful application for post graduate programs and allows them to meet with representatives in their area of interest.

In addition to the various degree-selection and career programs offered to our student-athletes through the CHAMPS/Life Skills program, there are a variety of programs offered to all undergraduates through their respective school or college. There are eight career services offices on campus that work with majors in their areas of study. Each of these centers offers similar services to students, which include resume writing, employer interviews, career fairs and networking information and events. The University supports two online recruiting/application databases, eRecruiting and Bucky Net. Finally, there is one central office, the Career Exploration Center, for students who are currently undecided. This office focuses programming on exploring various majors and careers to help students choose a major or course of study. All students can receive career counseling through the Counseling and Consultation office.

Personal Counseling:

Personal counseling is available to student-athletes through the Athletic Department as well as on campus. Coordinated through the Athletic Department Sports Medicine staff, a team of community-based psychologists organized through a group called Solutions for Performance, is available to meet with student-athletes to assist with personal issues. The referral is made through the team physician to a coordinator of the Solutions for Performance group. Every effort is made to refer the student-athlete to a psychologist that has a specialty in the area of conflict for the student-athlete. Often the student-athlete has the option to choose the provider based upon preferences of gender and area of expertise. The Athletic Department pays for up to four visits. If additional visits are requested, the student-athletes individual insurance is used to pay for the service. Additional resources are available for specific situations include urgent counseling, sexual assault, drug and alcohol abuse, crisis counseling and psychiatric needs. Urgent counseling is arranged by the team physician. For alcohol or other drug problems, an initial evaluation is arranged with the team physician.

In a case of sexual assault, student-athletes are directed to the Meriter Hospital Emergency Room for evaluation by the SANE (Sexual Assault Nurse Examiner) nurses who are on staff 24 hours a day. They are encouraged to go as soon as possible after an alleged assault has occurred.

For crisis counseling, student-athletes have three options for direct access to counselors: the Student Crisis Hotline, the Mental Health Center of Dane County, which also serves as a suicide prevention hotline, and the Rape Crisis Center.

In instances requiring hospitalization for psychiatric care, arrangements are made by the team physician. If a student-athlete requires hospitalization, the team physician will coordinate confidential communication with the Office of Academic Services as permitted by the student-athlete for the purpose of facilitating notification of absence from classes.

In addition to personal counseling provided through the Athletic Department, all students have access to counseling through the University Health Services Counseling and Consultation office. Counseling and Consultation offers individual counseling, crisis intervention, group counseling, relationship counseling and Alcohol and Other Drug Abuses (AODA) services to all students on campus.

Learning Disabilities Resources:

The University provides disability-related services and accommodations to enrolled students with disabilities through the McBurney Disability Resource Center. The Center is a unit within the Office of the Dean of Students. Its mission is to provide classroom accommodations enabling students with disabilities to have an equal opportunity to participate in the educational experience of the University. Services are individually determined and include, but are not limited to, test accommodations, note-taker services, sign language interpreters, real time captionists, document conversion from print to audio or Braille, advocacy and support, and referral to other campus programs including the Athletic Department Office of Academic Services.

Student-athletes with documented disabilities are referred to the McBurney Disability Resource Center. The Center evaluates the student-athletes disability documentation to determine if accommodations are warranted. If the evaluation report justifies accommodations, the McBurney staff determines the types of services and modifications the student can receive. The McBurney Disability Resource Center is the recognized custodian of disability documentation for the campus.

The Office of Academic Services and the McBurney Disability Resource Center are able to work cooperatively when student-athletes with disabilities choose to share disability information with the Athletic

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Department. Referrals are routinely made between the two programs when permission to disclose is made. Student-athletes are advised of the unique and specific services each program may be able to provide. Because the programs have different missions (McBurney focused on equal access and academic services focused on acclimation, retention and academic success), student-athletes are encouraged to make use of both programs as appropriate. Student-athletes with disabilities, however, are not required to register with the McBurney Disability Resource Center, nor are they required to notify the Office of Academic Services or Athletic Department of their disability or eligibility for accommodation or disability-related services.

The Office of Academic Services staff provides additional support for a student-athlete receiving accommodations. A student-athlete receiving support for a disability receives academic assistance from the Office of Academic Services through a learning specialist and/or a mentor. Assistive technology software accommodations are made available on the Office of Academic Service's computers. In addition, staff members may assist with communicating the student-athlete's needs and accommodations to faculty. Also, the Office of Academic Services staff will provide direct remediation for the disability when appropriate. For example, student-athletes with dyslexia may receive reading instruction from learning specialists to improve their basic reading skills.

Nutrition Counseling:

Two clinics per week are offered during the academic year for student-athletes to be referred to a dietitian to deal with dietary intake and issues surrounding disordered eating. A full-time nutritionist with a dietetics degree assists the dietitian in education and promoting a healthy-eating style for sport participation. The dietitian-lead team presentations deal with topics such as: 1) Weight Management/General Sports Nutrition Tips/Supplements; 2) Top sport foods for eating on the run, eating at the dorm, eating with vouchers or at training table/team dinners, eating for travel; 3) Pre-competition and recovery: what to eat and when; and 4) Body-Image Nutrition Tips for Female Athletes with Amenorrhea-Iron and Calcium.

Panel discussions have been held including a presentation to coaches and staff consisting of a dietitian, team physician, athletic trainer and psychologist. The session highlighted the importance of nutrition in sport and disordered eating. Continued efforts have seen an increasing interest by student-athletes and coaches in obtaining information on healthy eating for enhancing sport performance.

Diversity:

In 2006, the Athletic Department's commitment to addressing the needs and issues of all its diverse student-athletes was evident when the Office of Academic Services developed the Director of Inclusion and Life Skills Programming position. The Director of Inclusion and Life Skills Programming responsibilities include overseeing all of the Office of Academic Services Diversity and Inclusion Programming. This includes overseeing the Big Ten Diversity Intern, organizing the Academic Athletic Mentor Partnership (AAMP), advising the Student-Athletes Equally Supporting Others (SAESO) organization, planning the Career Links: Diversity Networking Event, advising the Student-Athlete Advisor Committee (SAAC), planning the Diversity Barbeque, and planning Black History Month Celebrations.

Since 2006, the Office of Academic Services has partnered with the National W Club, the Wisconsin Alumni Association, and Letters & Science/Human Ecology Career Services, to host Career Links: Diversity Networking Event. This is an opportunity for student-athletes of color to network with campus leaders, faculty members, community business leaders, alumni and other students of color. Many student-athletes attend the event and make professional connections with those in attendance. The goal is to have the event grow larger each year as participation increases not only from student-athletes, but also campus leaders and faculty members.

In 2006, Student-Athletes Equally Supporting Others (SAESO), a student-athlete organization, was formed within the Office of Academic Services. In 2008 SAESO was recognized by campus as a student organization. SAESO exists to unite student-athletes from different social and ethnic backgrounds while promoting an empathetic philosophy toward student-athletes and their surrounding communities. SAESO strives to bring together student-athletes of different cultures, ethnicities, and lifestyle and belief systems to enhance their experience on campus. Student-athletes meet regularly to improve the campus experience for student-athletes of color through group discussion, community involvement, and social interactions. SAESO organizes several events throughout the year that include: diversity dialogues, study jams and soul food night.

The Office of Academic Services developed the Academic Athletic Mentor Partnership (AAMP) in 2007. The intent of the AAMP program is to initiate a mentor-mentee relationship involving community members,

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former student-athletes, and University faculty members which will develop into a dynamic relationship for both the student-athletes of color and the mentors. Ultimately, this program increases the qualitative experience for our student-athletes of color, as well as connects these students to campus and community members.

Since the fall of 1988, the Multicultural Student Center (MSC) has been providing out-of-classroom experiences where students and other members of the University community can learn about and appreciate other cultures. The MSC works across the campus community to promote the tenets of social justice and engage the campus in dialogues about these issues. The campus values diversity and the MSC has been providing opportunities by which differences can be celebrated. The MSC focuses its resources on the needs of five designated student of color groups (African American, American Indian, Asian American, Chicano and Puerto Rican).

Gambling:

The Athletic Department makes it a priority to educate their student-athletes about the rules and consequences of gambling. Each team is required to have two annual meetings with a Compliance Office representative, one in the fall and one in the spring semester. During each meeting, student-athletes are educated about NCAA rules on sports wagering. In addition, reminders are sent to student-athletes and their coaches via e-mail before the Super Bowl and NCAA Basketball Tournaments, common times for sports wagering. NCAA Gambling campaign posters are annually posted in student-athlete locker rooms and common areas.

Since the last certification, speakers have been brought in for all student-athletes that focus on gambling. For example, in 2003 all student-athletes attended a presentation by Michael Franzese, who spoke about the dangers of gambling, specifically sports wagering. Additionally, high-profile sports have brought in sport-specific speakers, including the FBI, to address the risks and dangers of sports wagering.

Alcohol & Drug Guidelines:

The Big Ten Conference began performance-enhancing drug testing in 2007. Testing is conducted year-round and at selected Big Ten Championships. The Compliance Office staff provides education regarding both the Big Ten and the NCAA drug testing program during each sport's organizational meetings at the beginning of each academic year.

The Athletic Department also conducts its own drug testing and education program for the welfare of student-athletes. The program was designed for the following reasons: First, testing provides an early-detection system for abusers of substances. Early detection and referral may reduce the number or extent of problems an abuser must overcome to return to full academic and athletic performance. Second, it is a means to identify and educate student-athletes about the negative effects of drug use. Substance use can adversely affect a student-athlete's health and academic and athletic performance. In addition, it can have manifestations in social and emotional behavior. The student-athlete, through individual counseling, can make a better decision concerning non-use of substances. Third, testing acts as a deterrent to use. A student-athlete may choose not to experiment when faced with testing. It may provide the student-athlete with an additional reason not to succumb to peer pressure. Finally, the testing program places an emphasis on the non-use of drugs in athletics. The student-athletes, their parents and the public can be assured that the Athletic Department adheres to high standards of student welfare and is willing to take reasonable measures to insure those standards.

The Athletic Department, through an ongoing educational program, will continue to emphasize the health risks of all illegal and potentially harmful substances, including alcohol and tobacco. Additionally, the Athletic Department will not tolerate its employees encouraging student-athletes to use illicit substances (i.e. any illegal drug or banned performance enhancing substance). Any Department staff member who distributes or recommends any student-athlete use illicit substances will be disciplined accordingly. In addition, teams have participated in various Alcohol Smart presentations which highlight the use and effects of alcohol on individuals. In 2007, all of our student-athletes were required to attend a presentation on the effects of alcohol on athletic performance.

In 2008, the University was awarded the NCAA CHOICES grant to work on creating student programming around the issues of alcohol use. Student-athletes are involved as leaders with this peer-lead program and all first-year student-athletes will participate in the programs in the spring of 2009.

There is also a Campus Alcohol Task Force and the Athletic Department is represented as a valuable contributor to the campus wide discussion about alcohol and drug issues.

Gender/ Diversity Issues and Student-Athlete Well-Being

Leadership:

The Athletic Department works to create leaders on and off the field by focusing on the personal development of each and every student-athlete. Coaches, administrators and support staff provide various opportunities for student-athletes to flourish in leadership roles within athletics. Student-athletes are exposed to community service projects through the CHAMPS/Life Skills program, in which they are offered the opportunity to lead by example in their community. Many student-athletes have taken it upon themselves to organize team-lead projects that reach out into the campus-area community. In addition, student-athletes have an opportunity to excel as leaders within their respective sport program by taking an active leadership role. Each student-athlete is mentored by his or her coach to excel to his or her highest potential. Whether it be as a captain, a go-to player or even a leader in the classroom, each student-athlete has the opportunity to use his or her talents in a leadership role.

The Athletic Department promotes leadership through facilitating and supporting the various student groups in athletics, which include the Student-Athlete Advisory Committee (SAAC), Student-Athletes Equally Supporting Others (SAESO), as well as Peer Leaders through the Life Skills Academy. Through these programs, student-athletes learn leadership through action, as well as attending trainings as leaders working with other student-athlete groups. The Athletic Department supports an important leadership opportunity for one student-athlete annually to attend the NCAA National Student-Athlete Development Conference that focuses on leadership.

- d.** If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

No deficiencies were identified in this area. Athletic Department programs and activities that address the needs and issues affecting student-athletes will continue to be monitored and evaluated annually to support the University's ongoing commitment to student-athlete well-being. The annual monitoring and review will be conducted by the Athletic Department's senior staff Committee on Gender, Diversity and Student-Athlete Welfare, the Athletic Board Committee on Equity, Diversity and Student Welfare, and the Student-Athlete Advisory Committee.

5. Time demands Written policies and procedures that address the institution's efforts to monitor student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Methods used to educate coaches and student-athletes about time demands and opportunities to integrate to campus life, including the periodic evaluation of such policies to ensure their effectiveness.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

The Athletic Department has written policies and procedures to monitor student-athlete time demands. The following is summary of the policies and procedures used to monitor time demands:

- Annual team meetings
- Student-Athlete Handbook
- Practice and competition scheduling policies
- Review of competition schedule by the Athletic Department and Academic and Compliance Committee of the Athletic Board.

Gender/ Diversity Issues and Student-Athlete Well-Being

- Travel letter
- NCAA countable hours practice logs

The information and analysis is fully summarized in response to item C below.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The Athletic Department is strongly committed to providing its student-athletes with a balanced academic and athletic experience. The administration and coaches work conscientiously and cooperatively to accomplish this goal.

At the beginning and end of the academic year, administrative meetings are held with each sport. These meetings are typically attended by members of the coaching staff, senior staff management team sport administrator, compliance office, sports medicine, Office of Academic Services, and Dean of Students Office. Compliance education is a main component of these meetings. Time-demand issues and policies are discussed at these meetings, through both the compliance staff, and the academic services staff, in both verbal and written form. The Student-Athlete Handbook specifically details a variety of department policies, matters relative to a student-athlete's time demands. These Handbooks are discussed and distributed annually to student-athletes and appropriate Athletic Department staff members each fall and are also available on the Department's website, uwbadgers.com.

The Athletic Department, in conjunction with the Academic and Compliance Committee of the Athletic Board, reviews and approves all team competition schedules. The University has written policies regarding missed-class time by student-athletes for competition purposes. In this regard, committee approval is required for any team that will miss more than six class days per semester. It also mandates that any student-athlete who carries a cumulative grade point average below 2.5 shall not miss more than six class days per semester for competition purposes. The Athletic Department also prohibits any scheduling of contests (except sanctioned Big Ten or NCAA post season events) during final exams, except on the last day of the final exam period. All of these requirements are monitored closely by the senior staff sport administrator for each sport.

The Athletic Department has established written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and final-examination periods. Coaches are required to submit their practice schedules to the Office of Academic Services in the spring of each academic year. This information is communicated to all campus advisors prior to summer orientation and fall enrollment, as well as to athletic advisors prior to the beginning of each academic year. It is the responsibility of the student-athletes, with the assistance of their academic advisors, to avoid scheduling classes that regularly conflict with practice and competition.

The Office of Academic Services provides travel notification letters for away competitions during the academic year. The travel notification letters are an official request from the Athletic Department asking instructors for their consideration in excusing student-athletes for missed-class time due to travel and competition. The letters contain the names of the members of the team who are traveling and are signed by the Assistant Athletic Director for Academic Services and the head coach of the sport. These letters do not insure that student-athletes will receive excused absences for missed-class time. Attendance policies are determined by the instructors of the course. The travel notification letters are available each semester before the competition for that season begins. Head coaches are also sent electronic copies of travel notification letters in order to facilitate their distribution. Student-athletes are informed to present the letter to an instructor at the beginning of the semester and each student-athlete is encouraged to engage in communication with the instructor to work through any potential conflicts.

At least four student-athletes and one coach from each sport are required to sign a form on a monthly basis that verifies the NCAA mandated 20-hour-per-week, four-hour-per-day limits on in-season practice time, including one off day per week, are being met. This same group is also required to verify and sign the out-of-season form that limits each sport to eight hours of required activities and two off days per week. These forms are submitted and reviewed by the Compliance Office on a monthly basis.

d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

Gender/ Diversity Issues and Student-Athlete Well-Being

No deficiencies were identified in this area. Athletic Department policies and procedures to monitor student-athlete time demands will continue to be monitored and evaluated annually to support the University's ongoing commitment to student-athlete well-being. The annual monitoring and review will be conducted by the Athletic Department's senior staff Committee on Gender, Diversity and Student-Athlete Welfare, the Athletic Board Committee on Equity, Diversity and Student Welfare, and the Student-Athlete Advisory Committee.

6. Travel Written policies of the athletics department and/or institution that address the safety of student-athlete transportation (e.g., road travel; air travel, including charter policies; driver selection; training; privately-owned vehicles), including the annual evaluation of such policies to ensure their effectiveness. Communication in writing of these policies to athletics department staff and student-athletes and administrator(s) responsible for institutional awareness in this area.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

The Athletic Department has written policies and procedures that address the safety of student-athlete transportation. The Travel Policy Handbook contains all Department travel policies and procedures. The travel policies and procedures are annually communicated to Department staff and student-athletes. The information and analysis is fully summarized in response to item C below.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The Athletic Department has developed a comprehensive travel policy manual, which contains all pertinent policies and procedures for department travel. The Athletic Department is committed to the overall safe and efficient travel of its staff, student-athletes and guests. The policy applies to all department staff, coaches, student-athletes, student managers or anyone else traveling on University business.

The travel policies and procedures are distributed annually to Athletic Department staff members via e-mail and are maintained for daily reference on the Athletic Department's internal information website. The travel policies and procedures that apply to student-athletes are communicated and distributed annually during fall team meetings, the Student-Athlete Handbook, and e-mail, and are maintained for daily reference on the Department's website, uwbadgers.com.

The travel policies and procedures are under the purview of the Associate Athletic Director for Business Operations, who is a member of the Department's senior staff management team. This individual is responsible for implementing the communication strategy.

d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

No deficiencies were identified in this area. Athletic Department travel policies and procedures will continue to be monitored and evaluated annually to support the University's ongoing commitment to student-athlete well-being. The annual monitoring and review will be conducted by the Athletic Department's senior staff Committee on Gender, Diversity and Student-Athlete Welfare, the Athletic Board Committee on Equity, Diversity and Student Welfare, and the Student-Athlete Advisory Committee.

Gender/ Diversity Issues and Student-Athlete Well-Being

7. Medical policies Written policies of the athletics department and/or institution that address the health and safety of student-athletes (i.e., athletic training coverage and emergency medical plans for practices, games, strength training, skills sessions and out-of-season workouts), including the annual evaluation of such policies to ensure their effectiveness in protecting their health and providing a safe environment. Communication in writing of these policies to athletics department staff and student-athletes and administrator (s) responsible for institutional awareness in this area.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The University of Wisconsin-Madison conducted a comprehensive broad-based review of this program area as part of the third-cycle NCAA Self-Study Athletics Certification process. This process is more fully described in response to Self-Study Item 9 (1) (A) above.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

The Athletic Department has written policies and procedures that address the health and safety of student-athletes. These policies are communicated annually to Department staff and student-athletes in the following publications: Sports Medicine Policies and Procedures Guide, and Sports Medicine Emergency Procedures Manual. The information and analysis is fully summarized in response to item C below.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The Athletic Department, the University of Wisconsin School of Medicine and Public Health, and the University of Wisconsin Hospital cooperate to provide high-quality health care for all student-athletes. The Sports Medicine team is directed by Dr. Greg Landry and Dr. John Orwin, who are responsible for all services provided to student-athletes. Orthopedic care is directed by Dr. John Orwin and Dr. Goeff Baer. General medical care is directed by Dr. Greg Landry, who supervises the urgent care clinics at the McClain Sports Medicine Center. Dr. Landry is assisted by Dr. David Bernhardt, Dr. Kathleen Carr, Dr. Alison Brooks and Dr. John Wilson.

The Sports Medicine team consists of team physicians, dentists, licensed athletic trainers, and other medical and allied health professionals. Consultants and specialist services within the University and the community are utilized on a referral basis. Licensed athletic trainers, working under the direction of the team physicians, are involved in the care of all illnesses, injuries and/or conditions affecting the physical or mental status of a student-athlete, especially if the condition affects the individual's ability to participate in an athletic endeavor. The team physicians have sole responsibility for playability, treatment programs, treatment protocols and criteria for return to practice and competition. The student-athlete is responsible for reporting all injuries and illnesses to the athletic training staff as soon as possible.

One primary care physician, one orthopedic surgeon, and one licensed athletic trainer is assigned to each sport program to form a team-care approach. This team-care approach provides for personal interaction and continuity of care.

The McClain Sports Medicine Facility functions as the main operation center where all student-athlete medical records are housed and all physician clinics are held. Seventeen clinics are held each week during the academic year for student-athletes (six orthopedic clinics, two chiropractic clinics and nine primary care clinics). Each clinic has a two-hour schedule and student-athletes are placed on the schedule by the athletic training staff in a manner to avoid class conflicts. For specialty care, referrals are made to specialty clinics at University Hospital located on the edge of campus. Off-hours urgent care clinics and the emergency room are utilized as needed.

Gender/ Diversity Issues and Student-Athlete Well-Being

On June 7, 2002, the Athletic Department mandated that all coaches, and strength and conditioning coaches be certified in CPR/AED and receive a refresher course each year. This mandate was implemented to assist in the safety and well-being of student-athletes. The Athletic Department administrative staff is also encouraged to receive this training. During this training, emergency procedures are discussed specific to each sport.

In May of each academic year, the Sports Medicine team holds an eight-hour retreat. The main topics on the agenda are: 1) review the Policy and Procedures Guide and the Emergency Procedures Manual; 2) review of the clinical care and coverage of practices and contests; 3) statistics related to injuries and illnesses; 4) pre-participation physical exams and all forms used to document athletic care.

Student-athletes have the opportunity to evaluate the Sports Medicine program annually through a written questionnaire. The results are tabulated by sport and reviewed with each athletic trainer during their annual performance evaluation. Results and feedback that pertain to team physicians are shared with the team physicians. The student-athlete exit interview surveys also solicit feedback relative to a student-athlete experience with Sports Medicine, as well as their overall physical and mental well-being.

The Sports Medicine Advisory Committee, which is part of the Equity, Diversity and Student Welfare Committee of the Athletic Board, consists of administrators, team physicians, the head athletic trainer, hospital administrators, Athletic Board members and student-athletes. This Committee reviews and monitors the overall health care delivery system to student-athletes. Recommendations and reports from these meetings are forwarded to the Athletic Department for consideration. These discussions recognized the need to have female sports-medicine-trained team physicians working with the student-athletes. Through cooperative efforts, the Medical School hired two female team physicians (one in 2002 and one in 2008) who have been integrated into the health care system for student-athletes.

As an additional step to emphasize the importance of student-athlete health and safety, the following clause is in each coach's employment agreement regarding medical decisions, "Coach hereby understands and agrees that the final decision regarding student-athlete participation in organized practices and/or competitions shall be made by the Division's medical and training room staff."

The Sports Medicine "Policies and Procedures Guide and Emergency Procedures Manual" is distributed to coaches and student-athletes annually. These manuals are also available in the athletic training rooms. The policies and procedures are communicated to student-athletes during team meetings attended by athletic training staff. There is a general policy statement in the Student-Athlete Handbook as well. All athletic training room facilities are co-educational and are open for access to all athletes.

d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

No deficiencies were identified in this area. Athletic Department medical policies will continue to be monitored and evaluated annually to support the University's ongoing commitment to student-athlete well-being. The annual monitoring and review will be conducted by the Athletic Department's senior staff Committee on Gender, Diversity and Student-Athlete Welfare, the Athletic Board Committee on Equity, Diversity and Student Welfare, and the Student-Athlete Advisory Committee.

10. If the institution has developed a plan for improvement(s) for Operating Principle 3.3, describe the institution's efforts to ensure the plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

No plan for improvement for Operating Principle 3.3 was deemed necessary.



University of Wisconsin-Madison Student-Athlete Exit Interview Survey

Thank you for taking the time to complete the following exit interview survey. Your thoughtful, constructive responses are important and will help to improve our programs.

1. Name:
2. Sport: (list box of choices)
3. Ethnicity: (list box of choices)
4. First year enrolled at the UW: (list box of choices)
5. Were you recruited in this sport by the UW?
 - Yes
 - No
6. Are you on athletic scholarship?
 - Full
 - Partial
 - None
7. Please indicate the statement that best describes your situation:
 - I will graduate from the UW at the end of this semester/summer.
 - I am no longer participating in intercollegiate athletics at UW, but am remaining in school.
 - I am leaving UW to transfer to another institution.
 - I am leaving UW to pursue professional athletic opportunities.
 - I am leaving UW, having not graduated and am not transferring to another institution.
8. Overall, I had a positive experience at the UW.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

9. The UW is committed to my academic progress and success.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

10. The NCAA time requirements for practice and competition (i.e. off day, four hour daily & 20-hour weekly time limits) were effectively communicated to me?
- Yes
 - No
 - Don't Know

11. I am able to manage the time demands encountered as a student-athlete.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

12. My coach is willing to make scheduling accommodations for classes, labs, and/or tests.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

13. The UW Faculty are cooperative in rescheduling missed classes, assignments and/or tests due to team travel commitments.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

14. The student-athlete handbook that is provided during the fall orientation meeting communicated the vast array of services available to student-athletes.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

15. The CHAMPS/Life Skills Programs are important to my development as a student-athlete at the UW.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

16. The Student-Athlete Advisory Committee (SAAC) represents my interests, including the ability to make suggestions about the future of intercollegiate athletics.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

17. The UW informed me about eligibility for the NCAA Special Assistance Fund (e.g. Pell Grant eligible, unmet financial need) and the opportunities accessible via the NCAA Special Assistance Fund (i.e. clothing, travel home)?

- Yes
- No
- Don't know

18. The UW informed me about the opportunities accessible via the NCAA Student-Athlete Opportunity Fund (SAOF) (i.e. parking, team building activities, academic supplies, etc.)?

- Yes
- No
- Don't know

19. The UW provided me with an opportunity to annually evaluate my coach and provide feedback regarding any concerns.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

20. I had the opportunity to integrate into other areas of campus life.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

21. The UW is committed to offering a safe and inclusive environment for all student-athletes.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

22. The UW is committed to my overall physical and mental well-being.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

23. The UW is committed to ethnic/racial diversity.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

24. Please indicate whether you had an overall positive experience with the following departments/areas:

A. Academic Services

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

(Box for comments)

B. Athletics Administration & Sport Oversight

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

(Box for comments)

C. Athletic Communications (Sports Information)

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

(Box for comments)

D. Athletic Training & Sports Medicine

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

(Box for comments)

E. Compliance

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

(Box for comments)

F. Equipment

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

(Box for comments)

G. Facilities

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

(Box for comments)

H. Strength & Conditioning

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion

(Box for comments)

25. Please feel free to provide any areas of concern or additional comments about your experience not reflected in this survey.

(Box for comments)

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Personnel

		Racial or Ethnic Group																				
		AM.Ind/AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			N-R Alien (N)			Other (N)		
	Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	1	1	1	1	1	1	7	7	10						
Other Professional Athletics Dept. Staff	F	0	0	1	2	3	2	5	3	4	1	1	1	125	118	114						
	P	0	0	1	1	2	2	5	8	5	2	3	3	68	53	54				3	4	0
Head Coaches	F	0	0	0	0	0	0	0	0	0	0	0	0	22	23	21						
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Assistant Coaches	F	1	1	2	0	1	0	8	7	7	0	0	1	59	54	56						
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Totals (for Athletics Dept. Personnel)	F	1	1	3	2	4	2	14	11	12	2	2	3	213	202	201	0					
	P	0	0	1	1	2	2	5	8	5	2	3	3	68	53	54	0	0	0	3	4	0
Faculty-Based Athletics Board or Committee Members		0	0	0	1	1	1	3	2	2	0	0	0	19	20	20						
Other Advisory or Policy-Making Group Members		0	0	0	0	0	1	11	7	2	1	1	0	44	42	39				3	5	5

Name of person completing this chart: Nancy Graff SchultzTitle: Director of Human Resources

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of all Students

STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

	Racial or Ethnic Group																				
	AM.Ind/AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			N-R Alien (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	193	164	165	1703	1612	1535	830	763	718	952	875	805	24188	24055	24312	1133	993	923			
Student-Athletes	3	3	4	4	4	8	67	65	72	7	6	8	348	333	322	31	28	26	6	5	5

Name of person completing this chart: Doug Tiedt

Title: Assistant Athletic Director for Academic Services

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Student-Athletes by Sport Group

	Racial or Ethnic Group																				
	AM.Ind/AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			N-R Alien (N)			Other (N)		
Sports** Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball																					
Men's Basketball							4	6	8				9	7	6						
Football				1	1	2	50	45	47				36	40	41				2	2	1
Men's Track / Cross Country							2	2	4				25	22	17			2			
Men's Other Sports and Mixed Sports	2	2	2				1	2	3	3	2	4	87	85	81	14	11	10	1		
Women's Basketball	1	1					3	3	4				8	10	7	1	1				
Women's Track / Cross Country						1	4	4	3	1			37	36	32			1	1		
Women's Other Sports			2	3	3	5	3	3	3	3	4	4	146	133	138	16	16	13	2	3	4
Total	3	3	4	4	4	8	67	65	72	7	6	8	348	333	322	31	28	26	6	5	5

Name of person completing this chart: Doug TiedtTitle: Assistant Athletic Director for Academic Services