

Athletics Certification Peer-Review Team Report

University of Wisconsin, Madison

Evaluation of the Self-Study

Accuracy

The University of Wisconsin, Madison self-study report responds appropriately to questions and its conclusions are supported by available data. A review of supporting documents also substantiates findings and conclusions of the self-study.

Broad-Based participation in the self-study process.

The self-study process involved broad faculty and campus input. The peer-review team was impressed with the amount of input by the steering committee and the various constituents of the university. A certification Web site provided exemplary access to the process by all interested campus representatives.

There is a clear line of authority and a good understanding of responsibilities. Faculty and student-athletes have appropriate input and consultation into policies.

The combined reporting lines for academic affairs and compliance works well.

Governance and Commitment to Rules Compliance

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

1.2 Rules Compliance

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Academic Integrity

2.1 Academic Standards

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

2.2 Academic Support

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Gender/ Diversity Issues and Student-Athlete Well-Being

3.1 Gender Issues

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issue

1. NCAA Operating Principle 3.1 requires an institution to formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and specific timetables. In order to demonstrate conformity with this operating principle, an institution must include specific steps for completing the work. After reviewing Page Nos. 144 through 150 of your institution's self-study report, the NCAA Division I Committee on Athletics Certification (hereafter referred to as "committee") noted your institution created maintenance plans for several program areas to remain equitable in the future. Further, your institution stated it will "continue to monitor" these program areas as its steps to achieve your stated goal of gender equity. However, in the following program areas, there is no action step(s) that state what your institution will do to continue to remain equitable should a deficiency be identified in the future:

- a. Accommodation of interests and abilities;
- b. Equipment and supplies;
- c. Scheduling of contests and practice time;
- d. Travel allowance;
- e. Academic support services;
- f. Coaches;
- g. Locker rooms, practice and competitive facilities;
- h. Medical and training facilities and services;
- i. Housing and dining facilities and services;
- j. Publicity and awards;
- k. Support services;
- l. Recruitment of student-athletes; and
- m. Retention.

The committee expects institutions to implement specific steps in gender-issues maintenance plans to ensure equity is maintained should a deficiency develop in the future. Therefore, your institution must provide evidence demonstrating the revision of your gender-issues plan to include specific steps to achieve its goals in the aforementioned program areas. Further, your institution must provide evidence that its revised gender-issues plan was developed using broad-based participation and has received formal institutional approval.

Peer-Review Team Report

Rationale as to how the committee's issue has been addressed:

The peer-review team reviewed the revised gender-issues plan and noted the addition of specific action steps should a deficiency develop in the future. The additional steps provide a strong template for yearly review of these areas. The revised gender-issues plan was formally approved and revised using broad-based participation. Therefore, the peer-review team concludes that this issue has been resolved.

Committee on Athletics Certification Identified Issue

2. Operating Principle 3.1 requires an institution to formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and specific timetables. After reviewing Page No. 145 of your institution's self-study report, the committee noted in the program area of coaches that your step to achieve the goal to "increase awareness of the importance of gender and racial diversity hiring" is not specific, nor does it include a specific timetable for implementation. Therefore, your institution must provide evidence demonstrating the revision of your gender-issues plan to include specific steps to achieve the goal and specific timetables for completing the work in the program area of coaches. Further, your institution must provide evidence that its revised gender-issues plan was developed using broad-based participation and has received formal institutional approval.

Peer-Review Team Report

Rationale as to how the committee's issue has been addressed:

The peer-review team reviewed the specific steps that were added to the coaches section of the revised gender-issues plan. The addition of the step to monitor and specific areas to disseminate information was noted.

Through interviews, the peer-review team felt a strong commitment to equity with regard to retention and hiring of coaches from the senior athletics department staff. Valuable relationships have been established across campus to assist in the process of developing a diverse pool of applicants and the peer-review team felt that hiring and retention decisions are made without regard to gender. The timetable in the plan for this program area was also revised.

The revised gender-issues plan was formally approved and revised using broad-based participation. Therefore, the peer-review team concludes that this issue has been resolved.

Committee on Athletics Certification Identified Issue

3. Operating Principle 3.1 requires an institution to formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and specific timetables. After reviewing Page No. 149 of your institution's self-study report, the committee noted in the program area of programs and activities (coaches and staff) that your second step to achieve the goal to "promote campus programming and training" does not include a specific timetable for completing the work. Further, the fifth step to achieve the goal to "encourage female staff and coaches to participate in professional development opportunities" is not specific. Therefore, your institution must provide evidence demonstrating the revision of your gender-issues plan to include specific steps to achieve the goal and specific timetables for completing the work in the program area of programs and activities (coaches and staff). Further, your institution must provide evidence that its revised gender-issues plan was developed using broad-based participation and has received formal institutional approval.

Peer-Review Team Report

Rationale as to how the committee's issue has been addressed:

The peer-review team reviewed the revised gender-issues plan. The addition of specific language to the program and activities area for staff and coaches in the fifth step strengthened the plan, along with the specific timetable for the second step. Through interviews, the peer-review team noted the elements of this area are being implemented and noted positive feedback on the gender-based programming "Lessons Learned" sessions.

The senior management in the athletics department has developed strong relationships across campus to enhance these efforts, as well as in the community and on a national level. There is a clear commitment to providing the athletics department with programming and professional development in gender issues.

The revised gender-issues plan was formally approved and revised using broad-based participation. Therefore, the peer-review team concludes that this issue has been resolved.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

3.2 Diversity Issues

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issue

1. Operating Principle 3.2 requires an institution to formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that expands equitable treatment of all student-athletes and athletics personnel with diverse racial, ethnic and other backgrounds. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and specific timetables. After reviewing Page Nos. 186 through 191 of your institution's self-study report as well as supplemental information provided by your institution June 1, 2009, the committee noted your institution modified its plan for improvement to provide greater specificity in the program areas of recruitment of staff and student-athletes, and hiring practices. Therefore, using the Web-based Athletics Certification System (ACS), your institution must formally submit its revised plan for improvement.

Peer-Review Team Report

Rationale as to how the committee's issue has been addressed:

The peer-review team reviewed the revised diversity-issues plan. Through interviews, the peer-review team felt a strong commitment to diversity and inclusion throughout the athletics department. There is a clear strategy to hire senior staff members that have a vision and desire to implement strong policies and create and maintain a mechanism for thorough yearly review.

The senior staff has formed strong, beneficial relationships across campus, in the community and on a national level that enhance the efforts in the athletics department for both staff and student-athletes. Therefore, the peer-review team concludes that this issue has been resolved.

Committee on Athletics Certification Identified Issue

2. Operating Principle 3.2 requires an institution to formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that expands equitable treatment of all student-athletes and athletics personnel with diverse racial, ethnic and other backgrounds. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and specific timetables. After reviewing Page Nos. 185 through 191 of your institution's self-study report, the committee noted specific timetables were not established for plans in the following program areas:

- a. Institutional and athletics department commitment and organization;
- b. Assessment;
- c. Recruitment of staff and student-athletes;
- d. Retention of staff and student-athletes;
- e. Partnerships;
- f. Programs and activities (staff and coaches); and
- g. Programs and activities (student-athletes).

Therefore, your institution must provide evidence demonstrating the revision of your diversity-issues plan to include specific timetables for completing the work in plans for the aforementioned program areas. Further, your institution must provide evidence that its revised diversity-issues plan was developed using broad-based participation and has received formal institutional approval.

Peer-Review Team Report

Rationale as to how the committee's issue has been addressed:

The peer-review team reviewed the revised timetables added to the diversity-issues plan for program areas (a) through (g) as noted in the committee's analysis. The diversity-issues plan was formally approved and revised with broad-based participation. Therefore, the peer-review team concludes that this issue has been resolved.

Committee on Athletics Certification Identified Issue

3. Operating Principle 3.2 requires an institution to formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that expands equitable treatment of all student-athletes and athletics personnel with diverse racial, ethnic and other backgrounds. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and specific timetables. After reviewing Page Nos. 185 through 191 of your institution's self-study report, the committee noted your institution created maintenance plans for certain program areas to remain equitable in the future. However, in the following program areas, there is no action step(s) that state what your institution will do to continue to remain equitable should a deficiency be identified in the future: a. assessment; and b. participation in governance and decision making.

The committee expects institutions to implement specific steps in diversity-issues maintenance plans to ensure equity is maintained should a deficiency develop in the future. Therefore, your institution must provide evidence demonstrating the revision of your diversity-issues plan to include specific steps to achieve its goals in the aforementioned program areas. Further, your institution must provide evidence that its revised diversity-issues plan was developed using broad-based participation and has received formal institutional approval.

Peer-Review Team Report

Rationale as to how the committee's issue has been addressed:

The peer-review team reviewed the specific steps added to address the development of any potential future deficiency in the areas of assessment and participation in governance and decision making in the diversity-issues plan. The addition of these items that are already occurring on a yearly basis creates a formal template for annual review. The revised diversity-issues plan was formally approved and revised with broad-based participation. Therefore, the peer-review team concludes that this issue has been resolved.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

3.3 Student-Athlete Well-Being

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Individuals Interviewed on Campus

Name	Title
Alvarez, Barry	director of athletics
Bazzell, Darrell	vice chancellor for administration and steering committee chair
Bielema, Bret	football head coach
Bjorling, Dale	chair, academic integrity subcommittee
Brown, Phil	faculty and athletics board member
Bryans, Bebe	women's rowing head coach
Byrne, Mike	men's cross country head coach
Clark, Chris	men's rowing head coach
Cochlin, Lauren	women's soccer student-athlete
Davis, Barry	wrestling head coach
DeKeyser, Tracey	women's ice hockey head coach
Dickey, Walter	faculty athletics representative, professor of law and chair of athletics board
DuPont, Caity	women's volleyball student-athlete
Ducharme, Carly	women's track and field student-athlete
Eaves, Mike	men's ice hockey head coach
Eichorst, Shawn	executive associate director of athletics
Fleishman, Brian	women's tennis head coach
Fulton, Nick	men's swimming student-athlete
Fulton, Nick	student-athlete advisory committee member
Gawlik, Terry	senior woman administrator
Geiger, Claire	women's crew student-athlete
Hansen, Eric	men's and women's swimming and diving head coach
Holland, Tyler	football student-athlete
Hulick, Logan	associated students of Madison representative
Martin, Carolyn	chancellor
McClendon, Kayla	women's track and field student-athlete
McGhee, Jake	associated students of Madison representative
McGuirk, Sheila	chair, gender, diversity and student-athlete well-being subcommittee
Nuttycombe, Ed	men's track head coach
Oehrlein, Todd	women's golf head coach
Pinero, Luis	Title IX officer/director of Equal Opportunity office
Plesha, Mike	professor and athletics board member
Raphael, Valyncia	softball student-athlete
Ryan, Bo	men's basketball head coach
Schulte, Chandelle	softball head coach
Schuman, Jim	men's golf head coach
Stintzi, Jim	women's cross country and track head coach

Name	Title
Stone, Lisa	women's basketball head coach
Van Emburgh, Greg	men's tennis head coach
Waite, Pete	women's volleyball head coach
Walsh, David	board of trustees member
Waterfield, Steve	associate director of athletics for student services
Wilson, Max	men's soccer student-athlete
Yeagley, Todd	men's soccer head coach
Zimmerman, David	chair, governance and commitment to rules compliance subcommittee

Institutional Records Reviewed on Campus

Records Reviewed
Athletic training policies.
Athletics booster club policies and procedures.
Athletics booster clubs officers/policies and procedures.
Athletics department organizational chart.
Athletics department policies and procedures.
Compilation of results from student-athlete exit interviews.
Compliance manual.
Composition of board of trustees.
Conference handbook (2008-09).
EADA reports, including worksheets for each report for the three most recent academic years.
Emergency medical plans for practices, games, strength training, skills sessions and out-of-season workouts.
Facilities schedules for practice and competition.
Goals and actions regarding Title IX.
Information regularly reported to the chancellor, faculty senate and director of athletics concerning the academic performances of sports teams.
Institutional handbook for students.
Institutional organizational chart.
Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules compliance activities.
Letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules compliance activities.
List of athletics booster organizations and their officers.
Minutes of athletics board meetings.
Minutes of board of trustees meetings.
Minutes of steering committee meetings.
Minutes of subcommittee meetings.
Most recent Federal Graduation Rates report.
Most recent Graduation Success Rate report.
Most recent NCAA Division I Academic Progress Rate report.
NCAA financial reports.
Performance evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules compliance activities.
Published entrance requirements.
Published policies of the institution's governing board which relate to the athletics program or athletics interests.
Random sampling of student-athlete eligibility files.
Rules compliance policies and procedures.

Records Reviewed

Rules education program for boosters, student-athletes, athletics department staff, coaches, faculty and institutional staff outside the athletics department.

Scheduling/missed class policies.

Secondary rules violations for the last three years.

Sports medicine policies.

Sports schedules.

Student-athlete handbook.

Travel policies.

Undergraduate catalogs (2007-2009).

Written grievance and/or appeal procedures available to student-athletes in areas mandated by NCAA legislation and in other areas.

Written information related to programs and activities for staff, coaches and student-athletes.

Written policies related to hiring policies and procedures.

Written statements that address diversity (e.g., vision statements, mission statements, diversity statements, policies, plans).