

2007-2008
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1956
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 23403
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 772
7. Highest level of academic degree offered: doctoral
8. Institution's governing entity: University of Wisconsin Board of Regents
9. a. Regional accreditation agency: North Central Association of Schools and Colleges
9. b. Date of most recent regional accreditation self-study: April, 2005
9. c. Current accreditation status: Reaccredited for 10 years (through 2014-2015)

Athletics Information

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

Baseball	Horizon League
Men's Basketball	Horizon League
Men's Cross Country	Horizon League
Men's Soccer	Horizon League
Men's Swimming	Horizon League
Men's Track, Indoor	Horizon League
Men's Track, Outdoor	Horizon League
Women's Basketball	Horizon League
Women's Cross Country	Horizon League
Women's Soccer	Horizon League
Women's Swimming	Horizon League
Women's Tennis	Horizon League
Women's Track, Indoor	Horizon League
Women's Track, Outdoor	Horizon League
Women's Volleyball	Horizon League

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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.

The University has had no major infraction cases since the previous certification self-study.

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 has had no other significant events related to the intercollegiate athletics program since the previous self-study.

Previous Certification Self-Study

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

The University's previous NCAA certification self-study orientation visit was on March 16, 1998. The Interim Self-Study Report was submitted in February, 1999. The evaluation visit was on April 19-22, 1999.

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

The NCAA's initial certification-status decision was rendered on December 2, 1999.

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

The NCAA Committee on Athletics Certification has taken no subsequent actions or made any subsequent changes in 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.

Chancellor Carlos E. Santiago assumed office on July 1, 2004.

Provost and Vice Chancellor for Academic Affairs Rita Cheng assumed office in April 2005.

Vice Chancellor for Student Affairs, Helen Mamarchev assumed office on March 12, 2007

Senior Woman Administrator Kathleen Litzau assumed office in May 2007.

Associate Athletic Director for Financial Affairs, Charles Lang, resigned April 2007. A permanent successor has not been hired.

Assistant Athletic Director for Compliance, Stephen Lautz, assumed office in October 2003.

Associate Professor Maureen Keyes was appointed Faculty Athletic Representative effective September 2007.

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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.

No significant changes impacting the University or the Athletics program have occurred since the previous NCAA certification self-study.

Certification Self-Study Information

1. Steering Committee Chair: Joan Prince
2. Chief report writer/editor of self-study report: William Horstman
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 NCAA Self-study process involved broad-based campus participation from its inception. Several opportunities and mechanisms for input were generated and implemented before the findings and plans for improvement were formulated. Subsequent opportunities for review and input were afforded to the entire campus once the report was drafted.

1) Processes to inform campus and provide input BEFORE the findings were formulated included the following:

Announcement of the Self-study process to campus by the Chancellor via the printed faculty and staff newsletter-? UWM Report. The Chancellor announced the NCAA recertification process, and invited campus to be supportive when called upon to provide input. (UWM Report?November 2007)

Launch of the NCAA campus web site with an announcement for campus to review and provide input to the draft findings as they are formulated. <http://www4.uwm.edu/ncaa/> (October 2007).

Presentation to the University Committee (the faculty governance body) regarding the process and inviting input. (December 2007). Several faculty members are on the steering committee and sit on the various subcommittees.

Presentation to the Academic Staff Committee (the academic staff governance body) regarding the process and inviting input (October 2007). Several academic staff members are on the steering committee (including the Chair of the Academic Staff Committee) and the subcommittees.

Announcement of the progress of the fact finding and review, with a town hall briefing and call for input, was announced in the UWM Report (February 2008).

A campus-wide town hall meeting to discuss findings to date, and to ask for input was held. (February 2008).

Confidential surveys were sent to all student-athletes, coaches, and the Department of Athletics staff to provide input regarding the self-study questions and other climate issues (February 2008). These surveys are posted on the campus web site.

Focus groups of student-athletes took place to provide additional input regarding self-study questions, as well as on academic and climate issues (February 2008).

Presentation to the campus-wide climate/diversity council (the Council on Inclusion) was held. (April 2008). Discussion focused on the gender and minority plans, with review and opportunities for input during the meeting

Review of the draft findings and opportunities for input were afforded to the Athletic Board, as well as to three standing subcommittees of the Athletic Board: Governance; Academic Integrity; and Equity. Documented evidence of these opportunities can be found in the minutes of the Athletics Board meetings (December 2007, March 2008, April 2008). Subcommittee review by each of the three Athletic Board subcommittees occurred during April 2008. It

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should be noted that the Chairs of the Athletic Board subcommittees are members of the various councils on campus that reviewed the findings as well.

2) AFTER the Self-study report was drafted, a similar process for review of the report was afforded to each of the major bodies on campus, with an announcement via the campus web site home page for all campus members to review the report on the web site, and to provide input.

The Self-study report was uploaded to the campus web site. (April 2008)

A campus web site home page announcement was made to all of campus regarding the report, and a call for final input was made. (April 2008)

Copies of the report were sent to the Steering Committee, Athletic Board, Department of Athletics staff, student-athletes, Council on Inclusion members, Chancellor's Executive Team, and to all governance groups on campus. Each was urged to provide final input before submission of the report. Individual meetings by the Self-study subcommittee co-chairs and the subcommittee co-chairs of the Athletic Board occurred. These meetings provided opportunity for input before submission of the final report. (April 2008)

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

NCAA DIVISION I ATHLETIC CERTIFICATION

University of Wisconsin Milwaukee
Institutional Self-Study Recertification

PROJECT MANAGEMENT PLAN 2007-2008

PURPOSE

Athletics certification is meant to ensure the National Collegiate Athletic Association's (NCAA) fundamental commitment to integrity in intercollegiate athletics. The program is structured to achieve its goal in several ways: (a) by opening the affairs of athletics to the university community and the public; (b) by setting standards (called operating principles) for the operation of Division I athletics programs; and (c) by putting tough sanctions in place for institutions that fail to conduct a comprehensive self-study or to correct problems. Three sub-committees are identified by NCAA to assist institutions in meeting the purpose and goals of the process. They are:

Subcommittee on Governance and Commitment to Rules Compliance
Subcommittee on Academic Integrity
Subcommittee on Equity and Student Athlete Well-Being

(http://www1.ncaa.org/membership/membership_svcs/athletics_certification/purpose)

An effective self-study benefits the University of Wisconsin Milwaukee by providing self-awareness, affirmation, and opportunities to improve.

GOALS

The primary goal of this recertification process is to ensure that the University of Wisconsin-Milwaukee complies with the standards set forth by the NCAA on Athletics Certification in its 2007 Handbook, to determine if progress has been made in the recommendations generated from the first certification cycle, and to make recommendations for improvement where needed.

The University of Wisconsin-Milwaukee's ultimate goal is to have an excellent athletics program that provides a superior experience for our students, and that is integrated fully into the academic mission of the University.

To ensure a timely and successful outcome for completion of the goals, this project management plan will be instituted over the tenure of the initiative.

REGIONAL ACCREDITATION

The University of Wisconsin-Milwaukee is accredited by the North Central Association of Colleges and Schools.

STEERING COMMITTEE AND SUBCOMMITTEES

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Dr. Carlos E. Santiago, Chancellor of the University of Wisconsin-Milwaukee has appointed Dr. Joan Prince, Vice Chancellor for Partnerships and Innovation, to chair the Steering Committee. Dr. Prince is a member of the Chancellor's executive management team, reports directly to the Chancellor, and has clear authority from and ready access to him in all university matters.

Likewise, the Chancellor, in consultation with the Steering Committee Chair, has appointed chairs/co-chairs of the three subcommittee sections designated by the NCAA self-study instrument. They are:

Governance and Commitment to Rules Compliance Co-Chairs:

William J. Kritek, Professor, School of Education
Gwyn Wallander, Senior Advisor, L&S Student Academic Services

Academic Integrity Co-Chairs:

Janice Miller, Associate Dean, Lubar School of Business
Maureen Keyes, Associate Professor, School of Education, Faculty Athletic Representative

Equity and Student Athlete Well-Being Chair:

Cathy Seasholes, Director, Women's Resource Center

These co-chairs represent our campus diversity in disciplines and experience. Two of the subcommittee chairs are professors; two are former chairs of faculty and academic staff governance committees; and two have previous experience from the university's first NCAA certification cycle. The chairs are supported by a committee representing broad-based participation from faculty, academic staff, students, athletes, administration and community partners. Individuals include the Chancellor, the Faculty Athletic Representative, the Director of Athletics, and the Senior Woman Administrator. The Chairs and Steering Committee members have ready access to information needed for timely completion of the self-study report. The names and titles of all subcommittee members are listed in subsequent pages of this written plan.

The Chancellor will communicate the importance that the institution attaches to the self-study to the campus and community, and will encourage self-study participants to take the process seriously. He will provide a direct charge to the Steering Committee, charging them with the proper authority to complete their work.

Steering Committee responsibilities

The Steering Committee is responsible for the successful outcome of the self-study project. This committee will work in partnership with the committee Chair, and other campus and community participants to ensure that all deadlines are met and the process is open and transparent. Specifically their duties will consist of:

1. Collecting and organizing pertinent data. The institution will gather data by making use of those individuals best suited to the job, and make this data readily accessible to the steering committee and subcommittees as requested.
2. Coordinating activities of the subcommittees and monitoring progress of the self-study. The Steering Committee is expected to help ensure that subcommittee and steering committee reports are developed with opportunities for input from appropriate campus constituent groups, and that appropriate involvement of all members of the steering committee or of a given subcommittee in the preparation of particular reports occurs.
3. Reviewing reports of the institution, the peer review team, and the NCAA Division I Committee on Athletics Certification in relation to the institution's previous self-study
4. Reviewing the reports of the steering committee and the various subcommittees
5. Maintaining a written record of : (a) dates on which subcommittee and steering committee meetings were conducted, and the individuals in attendance at those meetings; (b) individual (s) responsible for writing each section of the self-study report; (c) invitations extended to members of the subcommittee and steering committee draft reports, including the approximate dates on which those invitations were extended
6. Producing and publicizing the final self-study report

Subcommittee responsibilities

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The subcommittees are ultimately responsible for providing reports to the steering committee that are acceptable in answering the questions and inquiries from the self-study check list. Specifically, members and chairs of these subcommittees will be expected to:

1. Coordinate activities of their respective groups, under the direction of their chairs, to secure and review institutional data and information necessary to complete the self-study checklist
2. Work with the subcommittee chair to ensure that evaluation of requested information is in direct relationship to addressing the operating principles of the self-study
3. Be active participants in the self-study process, adhering to proposed meeting schedule attendance and task completion
4. Maintain a written record of : (a) dates on which subcommittee meetings were conducted, and the individuals in attendance at those meetings and (b) individual (s) responsible for writing each section of their portion of the self-study report
5. Provide continuous commitment to the integrity and transparency of the process

CAMPUS LIASION AND CHIEF REPORT WRITER

Several individuals have been identified to assist with successful completion of the self-study process. These individuals were selected for their expertise in project management work, and their specific knowledge of campus and community operations.

Campus liaison. The campus liaison for this self-study project will be Ms. Mary J. Mulroy. Ms. Mulroy has been a long term member of the UWM campus family through her work as an academic staff employee in the School of Continuing Education. She is recently retired, and readily accessible to provide the time and expertise necessary to support successful completion of this project. She will be responsible for fielding questions from institutional personnel and forwarding them to the NCAA staff member, coordinating preparation and logistics for the NCAA evaluation visit, and organizing any work-related needs for peer reviewers. She will also assist the chief report writer by providing the written reports from the subcommittee chairs in a timely manner, and working with the chief report writer to incorporate these reports into a form for final submission.

Chief report writer. The chief report writer for this project will be Mr. William A. Horstman. Mr. Horstman is a recently retired Assistant Dean Emeritus for the College of Letters & Science. He was the previous chair of the Fiscal Integrity subcommittee for the first certification cycle for the campus. He will interact with the campus liaison to ensure timely completion and downloading of the final report. Further duties will include working to ensure that report responses are from a direct evaluation against the operating principles. This will be accomplished by communication with the campus liaison, steering committee Chair, and subcommittee Chairs on an intermittent basis to ensure process integrity.

THE ROLE OF THE CONFERENCE OFFICE AND OUTSIDE CONSULTANTS

A representative of the Horizon League (formerly known as the Midwest Collegiate Conference) will be asked to read the final self study, and will be invited to attend the peer review visit as an observer. There is no plan to involve an outside agency or consultant.

INSTITUTIONAL GUIDELINES FOR WRITING/EDITING THE REPORT TO INCLUDE THE PROCESS FOR REVIEWING STEERING COMMITTEE AND SUBCOMMITTEE REPORTS

All self-study participants will be provided with the necessary tools for successful completion of the project. The campus liaison, in consultation with additional campus staff support, will provide meeting rooms, institutional data, computer resources, and any clerical assistance needed for completion of the report. The campus liaison will be the key contact with the subcommittee groups to ensure that their needs are met. She will also work with each of the subcommittees to assist in completion of their respective checklists, and generation of that information into a report for submission to the chief report writer. She will be assisted by other campus support staff to ensure that these duties will be completed, and that the goals of the project will be met. The steering committee chair will be ultimately responsible for periodic review of the process, reviewing intermittent writings and draft reports, and movement of the project towards completion, based on the submitted schedule. Frequent communication between the chief report writer, campus liaison, subcommittee chairs, and the steering committee chair will occur to ensure project

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integrity (self-study responses are being evaluated against operating principles) and adherence to deadline dates. All work related needs will be provided by the office of the Vice Chancellor for Partnerships and Innovation, the office of the Chancellor, and other offices needed for assistance in completing the project.

PROCESS FOR DEVELOPING THE FINAL SELF-STUDY REPORT

The steering committee chair will meet with the chief report writer and campus liaison through monthly "touch base" meetings to monitor report completion progress. She will also meet monthly with subcommittee chairs to ensure that they are on target and have the data and tools necessary to accomplish their tasks. Approximately ninety (90) days before the scheduled submission of the report, the steering committee chair will meet with the chief report writer and campus liaison to determine the final phase of the report writing. Timelines and progress will be reviewed, as well as adherence to the evaluation of self-study responses against operating principles. She will inform the Chancellor monthly as to the project's progress, and pending completion date. Any variation to this project progress review will be discussed with the NCAA staff member assigned to the university.

PLANS FOR COMMUNICATING THE WORK OF THE STEERING COMMITTEE TO THE INSTITUTIONAL COMMUNITY

Scheduled communication to the campus and other community partners will be held to announce the project, report on its progress, provide opportunity for input, and announce the results of the final report. A campus web site will be established with meeting schedules, committee members, and progress updates available for review. Press releases, articles in the campus internal newsletter, as well as frequent presentations to campus and community partners will be scheduled.

OUTLINE AND SCHEDULE FOR COMPLETING THE SELF-STUDY

A tentative schedule is included in the following pages for guidance in completion of the self-study report. Any modifications or changes to the proposed schedule will be made in consultation with, and approval by, the NCAA office.

September, 2007 Committee members appointed
 October, 2007 Launch of NCAA website/press release dissemination for campus
 October, 2007 Announcement to external partners regarding project
 October, 2007 Committee process/appointments announced to Faculty Senate
 October, 2007 Committee process/appointments announced to Acad Staff Senate
 October, 2007 Steering committee meeting and briefing
 October, 2007 Video Conference orientation
 October, 2007 Initial meeting of all subcommittees
 November, 2007 Meeting of steering committee and all subcommittees
 December, 2007 Meeting of steering committee and all subcommittees
 January, 2008 Meeting of Steering Committee and all subcommittees
 February, 2008 Meeting of Steering Committee and all subcommittees
 February, 2008 Article in UWM report on self study and certification process
 February, 2008 Formal campus and community hearing on draft self-study
 February, 2008 Presentation to Athletic Board and Chancellor's Cabinet
 March, 2008 Separate meetings of Steering committee and all subcommittees
 April, 2008 Joint meeting of Steering Committee and all subcommittees
 April, 2008 Presentation of self-study to Athletic Board and other partners
 April 30, 2008 DEADLINE SUBMISSION DATE FOR REPORT TO NCAA
 May 1, 2008 Article in UWM Report on submission of NCAA report
 May-June, 2008 NCAA staff liaison reviews report for preliminary issues
 July-August, 2008 NCAA committee reviews report and approves issues
 Aug-Sept, 2008 Campus has option to respond to NCAA analysis
 October, 2008 Campus Evaluation Visit by Peer Review Team
 January, 2009 Chancellor responds to report by Peer Review Team
 February, 2009 Final decision is reported to the Chancellor by NCAA

FIRST CYCLE INSTITUTIONAL PLANS FOR IMPROVEMENT

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The following represents the summary of actions taken by the NCAA Committee on Athletics Certification from the first cycle. It includes the certification status granted, as well as strategies for improvement.

SUMMARY OF ACTIONS TAKEN BY THE NCAA COMMITTEE ON ATHLETICS CERTIFICATION:

University of Wisconsin, Milwaukee

During its November 1 and 2, 1999 meeting, the NCAA Committee on Athletics Certification reviewed written materials related to the self-study of athletics completed by University of Wisconsin, Milwaukee and the campus evaluation visit conducted by peer-review team members April 19 to 22, 1999.

Certification Status

Based upon the information submitted, the committee determined that the institution should be certified.

This classification means that the institution is considered to be operating its athletics program in substantial conformity with operating principles adopted by the Association's Division I membership and that any problems identified during the course of the self-study and the peer-review team's evaluation were considered to be not serious enough to affect the institution's certification status.

Strategies for Improvement

As a normal part of their evaluations, institutions and peer-review teams recommend strategies designed to improve the quality of athletics programs. The Committee on Athletics Certification then determines whether each recommendation should be included in the committee's certification decision.

In this instance, the committee noted the series of recommended plans for improvement identified in the institution's self-study report and in materials submitted by the institution following the peer-review team's visit. The committee received the self-study report and additional materials with the understanding that any plans for improvement outlined by the institution will be implemented according to the deadlines the institution has established but not later than the time of the institution's next certification self-study or interim report, whichever is earlier. In any event, the plans must be carried out sufficiently in advance of the institution's next self-study or interim report to permit a thorough evaluation of the effectiveness of those actions.

In addition, the committee considered the recommendations of the institution and the peer-review team and determined that the institution shall be required to:

1. Ensure that the procedures for the review of academic support services for student-athletes include a review by academic authorities outside the athletics department.
2. Amend the institution's gender-equity plan to include a more thorough review of other issues related to gender equity in the intercollegiate athletics program (e.g., financial aid, marketing, promotions, media guides, recruiting, facilities, travel per diem, and equipment).
3. Enhance the minority-opportunities plan for the intercollegiate athletics program by providing greater specificity (specific action steps, intended end results or measurable goals) that address issues confronting the institution as identified in the university's self-study report. These enhancements must be developed through a broad-based campus participation and receive formal institutional approval.

In regard to Item Nos. 1 to 3 above, the university will be expected to submit to the Committee on Athletics Certification as soon as practicable but not later than June 1, 2000, evidence that these required actions have been taken by the institution. Should the institution fail to submit the information requested in the time specified, the committee will consider whether the institution's certification status shall be modified.

As noted in the "Certification Status" section of this document, the committee felt that these concerns were not serious enough to affect the institution's certification status. Action taken by the institution in response to the strategies for improvement noted above will be examined in the next regular certification cycle, without interim campus visits or additional communication with the committee, unless specifically noted above as part of the committee's action.

The committee recognizes that the peer-review team made a good faith effort in offering various recommendations to improve the institution's athletics program. The institution is obligated to take specific actions, however, only for those items noted in the "Strategies for Improvement" section of this document, which include those improvement plans developed by the institution. The committee has elected not to include other recommendations that appeared in the peer-review team's report. The institution should feel free, however, to review those recommendations to consider the extent to which they are consistent with the operating principles and would improve the quality of the athletics program.

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The National Collegiate Athletic Association
November 9, 1999

NCAA Self Study Membership List
University of Wisconsin Milwaukee
2007-2008

STEERING COMMITTEE

Joan Prince, CHAIR, Vice Chancellor, Partnerships and Innovation

Rafael Acevedo, Chair, Latino Alumni Constituency Group

Patricia Arredondo, Associate Vice Chancellor

Christy Brown, Interim Vice Chancellor, Administrative Affairs

Richard Cox, Executive Director, Neighborhood House & President Emeritus-UWM Alumni Association

Robert Grover, President, UWM Student Association

Bud Haidet, UWM Athletic Director

James Hill, Dean of Students

Rasheedah Helm, Student Athlete, Track

Jack Johnson, Chair, University Committee, Faculty Governance

Maureen Keyes, UWM Faculty Athletic Rep, Assoc Professor, Education (Co-Chair, Academic Integrity)

William Kritek, Professor, School of Education (Co-chair, Governance and Rules-Compliance)

Stephen Lautz, Assistant Athletic Director for Compliance

Kathy Litzau, Associate Athletic Director & Senior Woman Administrator

Tom Luljak, Vice Chancellor, University Relations

Helen Mamarchev, Vice Chancellor, Student Affairs

Janice Miller, Associate Dean, Lubar School of Business (Co-Chair, Academic Integrity)

Tracy Morraine, Chair, Academic Staff Committee, Ac. Staff Governance

David Nikolic, Associate Head Women's Soccer Coach

Michael Powell, Associate Vice Chancellor for Diversity and Climate

Randall Ryder, Professor and Secretary of the University

Catherine Seasholes, Director, Women's Resource Center (Chair, Equity and Student Athlete Well Being)

Patricia Villarreal, Interim Director, Equity and Diversity Services

Jeremy Paul Waldhart, Student Athlete, Men's Swimming

Gwyn Wallander, Senior Advisor, L&S Student Academic Services (Co-Chair, Governance and Rules-Compliance)

Beth Weckmueller, Executive Director, Enrollment Services

MacArthur Weddle, Executive Director, Northcott Neighborhood UWM Alumni member

Ex-Officio:

Rita Cheng, Provost

GOVERNANCE AND COMMITMENT TO RULES COMPLIANCE

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COMMITTEE CHAIRS

William Kritek, Professor, Administrative Leadership, School of Education
Gwyn Wallander, Senior Advisor, Letters & Science Student Academic Services

Members:

1. Cheryl Ajrotutu, Associate Professor, Dept of Anthropology
2. Pete Corfeld, Head Track Coach
3. Christine Faltz, UWM Alumni Association Board chair
4. Robert Harris, Director, Police Athletic League
5. Ron Kotecki, Manager for Foundation and Corporate Relations?Development
6. Becky Peters, Student Athlete, Volleyball
7. Joely Urdan, University Legal Counsel
8. Beth Warner, Associate Director, Enrollment Services
9. Gayla Wince, Administrative Program Specialist, Financial Aid

ACADEMIC INTEGRITY

COMMITTEE CHAIRS

Janice Miller, Associate Dean, Lubar School of Business Administration
Maureen Keyes, Associate Professor, School of Education (Faculty Athletic Rep)

Members:

1. Pam Clark, Director, Gear-Up Program
2. Kim Folstein, Student Services Program Manager, Enrollment Services
3. Vaughn Hallada, Clinical Associate Professor, School of Education
4. Marie Newby-Randle, Principal, Rufus King High School
5. Gail Schneider, Associate Dean, School of Education
6. Sam Sivilotti, Student Athlete, Baseball
7. Murali Vedula, Faculty Associate, School of Continuing Education
8. Gwat-Yong Lie, Associate Dean, Graduate School

EQUITY AND STUDENT-ATHLETE WELL-BEING

COMMITTEE CHAIR:

Cathy Seasholes, Director, Women's Resource Center

Members:

1. Mark Briggs, Senior Academic Advisor
2. Darren Cole, Student Athlete
3. Enrique Figueroa, Director, Roberto Hernandez Center
4. Laura Glawe, Director, University Communications & Media Relations
5. Susie Johnson, Head Volleyball Coach
6. Jodi Klagos, Student Athlete, Women's Soccer
7. John Ochsenwald, Athletic Trainer, Norris Health Center
8. Jean Salzer, Senior Counselor, Student Accessibility Center
9. Virginia Stoffel, Chair, Athletic Board and Associate Professor and Chair, Department of Occupational Therapy
10. Howard Spearman, Senior Advisor, Lubar School of Business
11. Carol Haertlein Sells, Professor, Occupational Therapy

- 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.

UW SYSTEM DOCTORAL CLUSTER MISSION STATEMENT

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As institutions in the Doctoral Cluster, the University of Wisconsin Madison and the University of Wisconsin Milwaukee share the following core mission. Within the approved differentiation stated in their select missions, each university shall:

- (a) Offer degree programs at the baccalaureate, master's and doctoral levels.
- (b) Offer programs leading to professional degrees at the baccalaureate and post-baccalaureate levels.
- (c) Conduct organized programs of research.
- (d) Promote the integration of the extension function, assist the University of Wisconsin?Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- (e) Encourage others in the University of Wisconsin System and in other state and national agencies to seek the benefit of the unique educational and research resources of the doctoral institutions.
- (f) Serve the needs of women, minority, disadvantaged, disabled and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.
- (g) Support activities designed to promote the economic development of the state.

UW-MILWAUKEE SELECT MISSION STATEMENT

To fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin's largest metropolitan area, the University of Wisconsin Milwaukee must provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service. Fulfilling this mission requires the pursuit of these mutually reinforcing academic goals:

- (a) To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university.
- (b) To engage in a sustained research effort which will enhance and fulfill the University's role as a doctoral institution of academic and professional excellence.
- (c) To continue development of a balanced array of high quality doctoral programs in basic disciplines and professional areas.
- (d) To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.
- (e) To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.
- (f) To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels.
- (g) To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas.
- (h) To encourage others from institutions in the University of Wisconsin System and from other educational institutions and agencies to seek benefit from the University's research and educational resources such as libraries, special collections, archives, museums, research facilities, and academic programs.
- (i) To provide educational leadership in meeting future social, cultural, and technological challenges.

The UW System Doctoral Cluster Mission Statement and the UW-Milwaukee Select Mission Statement were approved in September 1971.

UW-MILWAUKEE DEPARTMENT OF ATHLETICS MISSION STATEMENT

The Department of Intercollegiate Athletics at the University of Wisconsin-Milwaukee provides the university community, students and student-athletes, and the greater Milwaukee community with quality Division I athletic experiences. The Athletic Department promotes a spirit of pride in the University through positive athletic experiences for student-athletes, coaches, and spectators. The Athletic Department embraces the educational mission of UWM as a large, student-oriented, urban, research institution.

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Vision Statement:

While sponsoring fifteen NCAA Division I sports, with primary emphasis on men's and women's basketball, the Athletic Department strives to increase the visibility and successes of the athletics programs within the Horizon League, locally, regionally, and nationally. The vision is to provide positive, competitive experiences for students, student-athletes, and coaches while maintaining compliance with institutional, League, and NCAA regulations and within fiscally responsible management guidelines.

Core Values:

The administrators, staff, and coaches of the Athletic Department believe that the department should at all times:

Provide the best possible educational and athletic experience for student-athletes;

Maintain fiscal responsibility;

Hire quality staff who embrace the ideals of both educational success and athletic success;

Provide a "rallying point" for university pride and spirit with alumni, community, staff and students, all of whom are customers;

Celebrate diversity and equity in all facets of the athletics program;

Create an educational and athletic environment that meets the needs of student-athletes as our customers;

Create an atmosphere in which the health and welfare of student-athletes is paramount in planning and decision making processes.

The above Mission, Vision, and Core Values statements of the Department of Athletics were adopted in December 2004.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide: (a) the original "corrective action", "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

In its first-cycle certification decision, the NCAA Division I Committee on Athletics Certification did not impose on the University of Wisconsin-Milwaukee any corrective actions, conditions for certification, or strategies for improvement related to Operating Principle 1.1

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

As a result of its first-cycle certification process, the University of Wisconsin-Milwaukee, (a) identified the following four improvement actions; and (b) took the following actions on (c) the following dates:

#1 (a) Original Plan

"Provide a broader circulation of departmental mission statement by publishing it annually in campus-wide publications such as the UWM Report, The Guide to UWM Boosters, and various media guides published by the Department of Athletics and by providing the University Communications and Media Relations Office with regular media alerts and placing the statement on the departmental homepage."

#1 (b) Action Taken

The mission statement of the Department of Athletics is summarized in the Student Athlete Handbook, the Booster Guidebook, the AD Policies and Procedures Manual, and the Department's Strategic Plan. It is also included on the Department's website.

A longer version of the Mission, called a "Statement of Philosophy," is included in the media guide to Men's Basketball. The Director of Sports Information has agreed to include both Mission and Vision statements in all future media guides.

#1 (c) Date Action Implemented

Various dates

#2 (a) Original Plan

"Formalize a system for distributing all pertinent NCAA and MCC [currently the Horizon League] written reports to the Athletic Board. Provide the Athletic Board with copies of reports and background materials with the agenda prior to the board meeting."

Governance and Commitment to Rules Compliance

#2 (b) Action Taken

Athletic Board minutes show that the Board and its subcommittees reviewed the Equity in Athletics Disclosure Act (EADA) reports, the Academic Progress Reports (APR), and the Graduation Success Rates. Over the course of the re-certification process, the Vice Chancellor for Student Affairs and the Senior Woman Administrator/Associate Director of Athletics decided there was a need to devise a master calendar to plan and document these and other activities supporting compliance with NCAA and Athletics Department policies and procedures. Such a calendar currently is being designed and implemented.

#2 (c) Date Action Implemented

Various dates, including April 24, 2007 (APR), February 14, 2006 (EADA), November 10, 2006 (APR), September 9, 2005 (APR), November 9, 2005 (EADA & APR), and March 10, 2005 (EADA and Graduation Rates)

#3 (a) Original Plan

"Design implementation strategies for aligning the vision of the department [Athletics] with the university's strategic plan."

#3 (b) Action Taken

A Vision Statement for Athletics was included in the department's Strategic Plan and Outcomes 2005-2010: " While sponsoring fifteen NCAA Division I sports, with primary emphasis on men's and women's basketball, the Athletic Department strives to increase the visibility and successes of the athletics programs within the Horizon League, locally, regionally, and nationally. The vision is to provide positive, competitive experiences for students, student-athletes, and coaches while maintaining compliance with institutional, League, and NCAA regulations and within fiscally responsible management guidelines."

This document also identified the following core values:

Provide the best possible educational and athletic experience for student-athletes;

Maintain fiscal responsibility;

Hire quality staff who embrace the ideals of both educational success and athletic success;

Provide a "rallying point" for university pride and spirit with alumni, community, staff and students, all of whom are customers;

Celebrate diversity and equity in all facets of the athletics program;

Create an educational and athletic environment that meets the needs of student-athletes as our customers;

Create an atmosphere in which the health and welfare of student-athletes is paramount in planning and decision making processes.

These core values align with the dual mission of the University to provide a high quality, research-based education and to insure success to this educational experience to a diverse student population. The strategic vision of the Department of Athletics and of the University are fully aligned. Following are the implementation strategies outlined in the Strategic Plan to accomplish goals set for attaining the vision for Athletics.

Category: Financial Implementation Strategies:

Develop strategies to increase institutional commitment to funding athletics (2004-10). Athletics' saving plan to be implemented.

Develop strategies to endow scholarships from one in 2004-05 to three each year (2005-10). Second endowment in planning stages.

Increase fundraising with a goal of \$500,000 annually to Panther Fund by 2010:

2004-05 - \$250,000

2005-06 - \$270,000

2006-07 - \$300,000.

Philanthropic gifts/Panther Fund reached \$600,000 in 2006. Over \$150,000 was for soccer field lights.

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Sponsorships to \$506,600 by 2006.

Explore additional revenue streams for staffing and facilities' improvement (on-going).

Category: Staffing Implementation Strategies:

Hire an Athletic Trainer, full time unclassified staff (2007-08).

Hired Assistant Track & Field Coaches, ad hoc (2006-07); full time unclassified by 2010.

Hire Marketing Specialist, full time unclassified (2008-09).

Hire a Ticket & Events Assistant, full time unclassified by 2010.

Hire an Assistant Academic Advisor/Life Skills Coordinator, full time unclassified by 2012.

Hire a Technology staff person, full time unclassified (2007-08).

Hired a Panther Fund Coordinator in 2006 , part of Administrative position?Camps Coordinator.

Hired an Equipment Manager, Part of Student Services Position - 2006.

Hire a Program assistant, full time classified staff (2009-10).

Hire a full time women's tennis coach (2008-09).

Category: Educational and Academic Environment and Student-Athlete Wellbeing Implementation Strategies:

Increase graduation rates to 90% (2010).

Continue to increase the number of scholar-athletes recognized each year.

Hire qualified coaches to enable student-athletes the greatest opportunity to reach their full academic potential.

Provide academic support services to assistant student-athletes in achieving their academic goals.

Provide highly qualified athletic training staff to meet the medical needs of student-athletes.

Provide highly qualified strength and condition personnel.

Provide Life Skills programming to meet the needs and interests of student-athletes, including freshman experience, career development, nutrition, drug and alcohol education.

Provide leadership opportunities for student-athletes through participation in the Student-Athlete Advisory Committees, mentoring programs, and NCAA Leadership Conferences.

Recruit and retain a diverse population of student-athletes.

Category: Athletic and Competitive Environment Implementation Strategies:

Continue League championships and Coach of the Year awards within the Horizon League (2005-10).

Have at least three teams advance to the first rounds of NCAA play each year (2005-10).

Have at least three sports advance to the second rounds of NCAA tournament play (2006-08).

At least one team advance to semi-finals or finals of NCAA Championship competition (2008-10).

Recruit, train, and coach individuals who have the potential to become NCAA qualifiers in an individual sport (2006-08).

Recruit, train, and coach individuals who have the potential to become All-American in an individual sport (2008-10).

Encourage stability in staff within the Horizon League.

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Maintain and stabilize radio and television contracts for men and women's basketball for maximum exposure to wide range of audiences (2005-10).

Explore radio and television coverage of additional sports: volleyball, men's and women's soccer, and League Championship in collaboration with the League or area outlets (2005-10).

Increase season ticket holders for men and women's basketball (2005-10).

Increase attendance of UWM students at events for women's basketball, women's volleyball, women's soccer, and baseball (2005-10).

Obtain information about our audience demographics and target audiences.

Include athletic events on the campus website.

Explore the possibilities of sponsoring additional or different sports with the possible inclusion of football and other women's sports to be added to maintain gender equity.

Category: Facilities Implementation Strategies:

Search for land lease or purchase for practice fields, baseball field, track, intramurals, and "bubble" type facility for use in inclement weather (2005-10);

Sign a multi-year contract with Milwaukee County Parks for Hank Aaron Field (2007-08).

Renovate the Hank Aaron Field press box and sound system (2008-09).

Construct Engelmann Soccer Field press box, luxury seating, and provide a new sound system * (2008-10).

Explore plans to expand Klotsche Arena to increase seating (2007-08)

Category: Sports Camps Implementation Strategies:

Increase sport camp participation as facilities become more available.

Increase sport camp offerings based on youth interest and demand.

#3 (c) Department of Athletics Strategic Plan was implemented in November 2004

#4 (a) Original Plan

"Provide the Athletic Board with an annual orientation to its role and charge."

#4 (b) Action Taken

Student-athlete handbooks and athletics booster guidebooks are provided to all Athletic Board members as part of the orientation process at the Board's first meeting of each year.

#4 (c) Orientations were conducted at the Athletic Board's first meeting of the year in September 2004, 2005, 2006, and 2007

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

The following two additional improvement actions were taken since the first-cycle certification decision:

Administrative Reporting Structure Change

In early 2005, the Department of Athletics was moved from the Division of Administrative Affairs to the Division of Student Affairs. The Director of Athletics continues to have a direct reporting line to the Chancellor as well as a reporting line to the Vice Chancellor of Student Affairs.

The mission of the Division of Student Affairs is to provide activities and services for students that lead to meaningful collegiate experiences in a diverse and inclusive environment. This mission aligns very well with that of the Department of Athletics. With core values that include student development and primary support for academic

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programs, Student Affairs is the most appropriate administrative division to oversee NCAA rules that designed to support and protect student-athletes in their academic and athletic pursuits.

Assistant Director of Athletics for Compliance Position

In response to a recommendation from the 2003 Horizon League Compliance Review, the position of Assistant Athletic Director for Compliance was created within the Department of Athletics. Having a full-time position designated for this purpose has greatly enhanced UWM's rules compliance activities and rules education efforts. (See Self Study Item 1.2 #9 on rules education for a full description of these activities.)

4. Describe how the institution's governing board decisions are consistent with those of other on-campus units. Based upon the institution's experience in the last three years, list the decisions (if any) related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved.

The University of Wisconsin-Milwaukee is a part of the University of Wisconsin System (UWS). The UWS is governed by the UWS Board of Regents. The Board of Regents has final approval authority for budgetary, policy, and personnel matters for all UW campuses and all units of those campuses, including intercollegiate Athletic programs.

Chapter 36 sets forth the mission and purpose of the University of Wisconsin System (UWS). This statute also describes the responsibilities and powers of the Board of Regents in governing the UWS; the faculty, academic staff, and student roles in shared governance; faculty appointment and tenure rights; academic staff appointments; and other aspects of UWS administration.

The UW-Milwaukee Chancellor recommends needed decision items to the UW System President for action by the UW Board of Regents. In the past three years, the Board made the following decisions (in summary) directly related to UW-Milwaukee intercollegiate athletics:

Annual approval of salaries of all faculty and staff

Annual approval of student segregated fees

Approval of the base annual salary for the UWM men's basketball coach (May 2005 and April 2006)

Directed that a review be done of the practice in UW intercollegiate athletic programs of including student-athlete academic performance standards in the contracts and performance evaluations of athletic directors and coaches (March 2006; review completed October 2006)

Granted authority to execute a land use agreement with the UWM Foundation for installation of exterior flood lighting at the UW-Milwaukee Engelmann Field soccer field and to accept the project work as a gift-in-kind (April 2006)

The following items, taken from Board of Regents minutes, are the decisions (summarized above) related to intercollegiate athletics at UW-Milwaukee.

February 10, 2005: Office of Operations Review and Audit Update

Major Operations Review Projects

Ron Yates, Director of the Office of Operations Review and Audit, advised that reports are being drafted or research completed for several projects, including NCAA required financial statement reviews of athletic departments at UW-Green Bay and UW-Milwaukee for their Division I basketball programs.

April 8, 2005: Report of the President of the System

March Madness Congratulations

President Reilly commended the UW-Madison Badgers and the UW-Milwaukee Panthers for their outstanding performances in the NCAA Men's Basketball Tournament. The Badgers earned a spot in the Elite Eight and the Panthers made their second tournament appearance.

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May 5, 2005: Resolutions adopted in closed session

UW-Milwaukee: Approval of Salary: Men's Basketball Head Coach

Resolution 9020: That, upon recommendation of the President of the University of Wisconsin Systems and the Chancellor of the University of Wisconsin?Milwaukee, the base salary for Rob Jeter as Men's Basketball Head Coach, be set at an annual salary of \$300,000 effective April 11, 2005.

March 10, 2006: Report of the Business and Finance Committee

Audit Issues: UW Audit Projects and Plans

Mr. Yates presented information on audit activities, plans and resources at both the system and institutional levels. The committee requested that the segregated audit fee be presented in May, prior to approving segregated fee increases in June. Regent Randall asked for a review of academic performance of student athletes, including appropriate accountability.

April 7, 2006: Report of the Physical Planning and Funding Committee

UW-Milwaukee: Authority to Execute a Land use Agreement and Accept a Gift-In-Kind

This request was for authority to execute a land use agreement for installation of exterior flood lighting of the UW-Milwaukee Engelmann Field soccer field and to then accept the project work as a gift-in-kind.

The Committee approved a resolution granting the requested authority for inclusion in the consent agenda.

CONSENT AGENDA:

In response to a question by Regent Spector regarding the impact of the soccer field lighting on the neighborhood, Mr. Miller indicated that an environmental impact study had been done and the impact of the lighting on the surrounding area had been reduced.

Regent Salas added that neighbors were excited about the prospect that children in the area would be able to use the field.

Chancellor Santiago concurred that the project had the support of the neighborhood. He pointed out that, while the soccer team is rated in the top 25, the campus is unable to host post season play without lighting on the field.

Resolution 9162: That, upon recommendation of the UW-Milwaukee Chancellor and President of the University of Wisconsin System, authority be granted to (a) execute a land use agreement between the Board of Regents and the UWM Foundation to allow the foundation to install exterior flood lights at the Engelmann Field soccer field and (b) to accept the installation as a gift-in-kind from the foundation at an estimated cost of \$186,000 Gift Funds.

Adoption of Resolution 9162 was moved by Regent Gracz, seconded by Regent Randall and carried on a unanimous voice note.

April 7, 2006: Resolution adopted in closed session

UW-Milwaukee: Approval of Salary for Men's Basketball Head Coach

Resolution 9175: That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin?Milwaukee, the annual base salary for Rob Jeter as Men's Basketball Head Coach will be increased by \$50,000 to \$350,000, effective June 1, 2006 and by \$50,000 to \$400,000, effective June 1, 2007, to recognize competitive factors.

May 5, 2006: Report of the President of the System

UW-Milwaukee Hosts Governor Doyle for Grand Opening

It was reported by President Reilly that UW-Milwaukee hosted Governor Doyle and the Milwaukee community for the grand opening of the Pavilion at UWM. The new academic, athletic and recreational facility is distinctive for its use of glass walls, which save energy, while allowing users to view the Downer Woods and the campus.

The Pavilion's features include state-of-the-art academic facilities for the College of Health Sciences, a student fitness center, athletic department offices, and a running track that is elevated above the gym area and uses natural light.

October 6, 2006: Report of the Business, Finance, and Audit Committee

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Audit Update: Academic Performance Standards in Division I and Division II Athletic Coaches' Contracts

Ron Yates, Director of the Office of Operations Review and Audit, reported on the recently completed review of academic performance standards in Division I and II athletic coaches' contracts. This review was requested by Regent Randall at the March 2006 meeting.

The review found that many, but not all, contracts for athletics directors and coaches include a specific clause addressing academic performance of student athletes. Even though not all contracts include academic performance standards, administrators reported that academic performance of student athletes is routinely considered as part of job performance evaluations.

It was suggested in the report that the Board of Regents consider requiring that all athletic directors' and coaches' contracts include an academic performance clause, especially at Division I institutions that are subject to NCAA penalties under academic progress rate standards.

Regent Pruitt thanked the Chancellors Keating and Shepard for their valuable input. Options for further action will be considered by Mr. Yates in consultation with Regents Connolly-Kessler and Randall.

Regent Burmaster explained that the mechanism for accountability for meeting academic standards rests with the chancellors and that the committee will continue to be informed about it.

November 9, 2006: Report of the Business, Finance, and Audit Committee

Audit Update: Academic Performance Standards in UW-System Athletic Directors' and Coaches' Job Performance Evaluations

Regent Connolly-Kessler discussed specific recommendations to strengthen the extent to which student athlete academic standards are included in athletic directors' and coaches' contracts and performance evaluations. These include requiring athletic directors and head coaches at all UW institutions to promote the academic success of student-athletes and requiring UW institutions with Division I athletic programs to submit an annual report.

Action on this item was tabled since Regent Randall, who requested the review, could not be present.

March 8, 2007: Governor's 2007-09 Operating Budget Recommendation

In operating remarks, Regent President Walsh stated that Governor Doyle's proposed budget would mean "very good news for college students, taxpayers, and for higher education in Wisconsin. It's a very positive signal that the state is ready to reinvest in higher education." The budget, he said, would help the UW system to begin to recover from years of budget cuts, including \$250 million four years ago, and would keep tuition increases much lower than recent years, although the amount of those increases could be affected by state revenue receipts. The budget would authorize increases in program revenue for operations such as auxiliaries, intercollegiate athletics, the Veterinary Diagnostic lab and the State Lab of Hygiene, among others.

5. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's president or chancellor has been significantly involved.

Within the last three years, some specific decisions that involved the Chancellor were:

- 1) hiring a consultant group to do a development/fundraising study comparing our institution/program to other similar institutions/programs,
- 2) raising funds from a private donor to install lights on Engelmann Soccer Field,
- 3) negotiating a retention package for the head basketball coach,
- 4) participating in Horizon League President meetings,
- 5) chairing the Horizon League Board of Directors during 2005-06,
- 6) appointing a new Faculty Athletics Representative,
- 7) negotiating the Marquette basketball game contract,
- 8) working with the Director of Athletics to develop the institutional position on NCAA legislative proposals and
- 9) reviewing Graduation Success Rate (GSR), Academic Progress Rate (APR) and Federal Graduation Rates reports on a yearly basis.

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The Chancellor also works with the Athletic Director and Vice Chancellor for Student Affairs on such issues as seeking alternative practice and playing space, reviewing the US Cellular Arena contract, and appointing a review team on finances. He also attends games and fund raising events (e.g., golf outings, tip-off lunches, pre-game parties).

6. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. If the institution has different processes for making various major decisions regarding intercollegiate athletics, describe the process for making each major decision. For each process, describe the role and authority of the institution's governing board, the president or chancellor, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other appropriate campus constituencies (e.g., faculty, students, institutional personnel involved in rules-compliance activities) in the process.

Ultimate authority for governing intercollegiate athletics at all University of Wisconsin System campuses resides in the Board of Regents. The Board of Regents retains direct authority for decisions regarding salaries and state lands.

Appointed by the Board of Regents, and reporting to the President of the University of Wisconsin System, the Chancellor of the University of Wisconsin-Milwaukee is the chief executive officer of the institution.

The University of Wisconsin-Milwaukee, like all institutions in the University of Wisconsin System, operates under a system of shared governance as written into state statutes. Thus, administration, faculty, academic staff and students have rights and responsibilities for governance of the institution.

The Director of Athletics reports to the Vice Chancellor for Student Affairs, who reports to the Chancellor. The Director of Athletics also has direct access to the Chancellor. The Assistant Director of Athletics for Compliance reports directly to the Athletics Director. The Faculty Athletic Representative (FAR) is recommended by the University Committee (faculty governance), interviewed by the Athletic Board, and appointed by the Chancellor. The FAR serves in a direct advisory role to the Chancellor.

The UWM Athletic Board develops, reviews, and oversees the implementation of university policies relative to intercollegiate athletics and student athletes; makes recommendations to the Chancellor on budgets and personnel; maintains liaison with campus governance groups (faculty, academic staff, and students); and rules on questions of student-athlete eligibility, scholarships, and tuition remission. A complete description of Athletic Board duties, responsibilities, and subcommittee structure is available if requested.

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

The UWM Athletic Board is comprised of twenty-two (22) members: seven elected faculty members; one faculty member appointed to a one-year term; the Faculty Athletic Representative; two members of the UWM Alumni Association, appointed from a list of candidates submitted by the President of the UWM Alumni Association; two elected members of the Academic Staff; six students appointed by the Student Association; and, ex-officio (non-voting), UWM Director of Athletics, the Vice Chancellor for Student Affairs, and the President of the UWM Alumni Association, or their respective designees.

2007-2008 Athletic Board Members:

Teresa Johnson, Associate Professor, Nursing
 Mark Keane, Associate Professor, Architecture
 Jennifer Earl, Assistant Professor, Human Movement Science
 Virginia Stoffel, Chair, Associate Professor, Occupational Therapy
 Dinah Gygi, Academic Staff (Advisor), Peck School of the Arts
 James Cleary, Alumni Representative
 Jose Torres, Associate Professor, Social Work
 Douglas Woods, Associate Professor Psychology
 Andrea Wrench, Academic Staff (Advisor), Lubar School of Business
 Joseph Czarnecki, Alumni Representative
 Erika Sander, Associate Professor, Human Movement Science
 Festus Obiakor, Professor, Exceptional Education

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Maureen Keyes, Associate Professor, Exceptional Education, Faculty Athletic Rep.
Christine Faltz, President Alumni Association
Bud Haidet, Director Athletics
Helen Mamarchev, Vice Chancellor, Student Affairs
Jennifer Thomas, Student
Daniel Carpenter, Student
Joshua Dirkse, Student
Kait Faust, Student
Neal Michals, Student
Eric Becker, Student

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

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

Evaluation

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

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Operating Principle

1.2 Rules Compliance

Self-Study Items

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

In its first-cycle certification decision, the NCAA Division I Committee on Athletics Certification did not impose on the University of Wisconsin-Milwaukee any corrective actions, conditions for certification, or strategies for improvement related to Operating Principle 1.2.

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

As a result of the first-cycle certification process, the University of Wisconsin-Milwaukee (a) identified the following improvement action; and (b) took the following actions on (c) the following dates.

(a) Original Plan

"Establish a structure to improve and expand the booster club network, including the design of by-laws, the election of officers, the development of marketing materials and design of club activities to build interest. Link each fan club with the Black and Gold Club through representation on a new board of directors."

"Clarify the role of the Black and Gold Club by adding a section about the club to the Department of Athletics Policies and Procedures Manual."

"Distribute the "Guide to UWM Athletic Boosters" to all coaches and student athletes to provide basic understanding of rules compliance in this area."

"Establish policies and procedures for initiating booster and fan clubs by coaches to guarantee consistency and rules compliance."

(b) Actions Taken

The Black and Gold Club, which was the athletics booster and fund raising organization at the time of the NCAA first-cycle certification, has been subsumed into the Panther Fund, which is the umbrella fund-raising arm of the UWM Department of Athletics.

The Panther Fund is administered by the UWM Office of Development, which coordinates fund-raising activities for the University. A full-time Development Director for Athletics is part of the Office of Development staff. All donations to athletics are made through the UWM Foundation, which is the official gift-receiving entity serving the University.

The "Guide to UWM Athletic Boosters" is distributed to all coaches and student-athletes at the beginning of each academic year,

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Compliance with NCAA and Horizon League regulations concerning athletics boosters and fund raising is under the purview of the Assistant Director of Athletics for Compliance, who provides ongoing and regular updates on athletic booster regulations to all coaches.

c) Date Implemented

University fund raising activity was centralized within the UWM Office of Development in October 2002.

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

The following additional improvement actions related to Operating Principle 1.2 have been taken since the first-cycle certification decision:

The position of Assistant Director of Athletics for Compliance was added to the Athletic Department in 2003.

In Fall 2007, an intern from the Marquette University Sports Law Program became an assistant to the Assistant Director of Athletics for Compliance. This internship will be continued on an annual basis.

The Assistant Director of Athletics for Compliance conducts a rules workshop for all UWM Academic Advisors at the campus Academic and Counselors Network meetings. The workshop covers the student-athlete eligibility requirements and the student-athlete eligibility forms.

Rules Compliance is a topic at the monthly Athletic Staff meetings.

A newsletter titled "Your Panthers' Rules" is produced about 10 times a year and distributed to all coaches and Athletic Board members. The newsletter relays information on infractions from other institutions and topics for rules education.

The Athletic Department website, UWMPanthers.com, has been enhanced over the last few years. A compliance corner is included on the website which includes the "Your Panthers' Rules" newsletter. Also included are links to sites for prospective student athletes, to the NCAA clearinghouse, and to information on national letters of intent. The Booster Guidebook also is available on this site.

An article on rules compliance, co-signed by the Interim Chancellor and the Director of Athletics, appeared in the January 2004 issue of *UWM Today*, the magazine of the Alumni Association. The article listed principles related to recruitment of prospective student-athletes, noted the prohibition against providing any extra benefits to student-athletes, and reminded alumni to check with the UWM Compliance Office before acting.

Enrollment Services began to use the Compliance Assistant for the Internet (CAi) system in 2000-01 to monitor eligibility. In 2004-05, UWM began to monitor Financial Aid through CAi.

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

Compliance with NCAA and Horizon League rules on athletic booster organizations and fund raising is monitored and implemented by the Assistant Director of Athletics for Compliance. This position reports to the Director of Athletics and also has a direct reporting line to the Chancellor.

BOOSTER CLUBS

There are two major Booster Clubs associated with UWM Athletics—the Men's Basketball Full-Court Club, and the Women's Basketball Fast-Break Club.

The Men's Basketball Full-Court Club was established in November 2005 by head coach Rob Jeter. During the year, the club hosts three luncheons which feature a guest speaker and comments from Coach Jeter. Guest

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speakers are not compensated for their appearance, nor are any expenses covered by UWM Athletics. Forty-five (45) members are enrolled in the Full-Court Club for the 2007-2008 seasons.

The Women's Basketball Fast-Break Club was created in November 2006 by head coach Sandy Botham. During the year, the Fast-Break Club hosts three luncheons which feature an update from Coach Botham, followed by a guest speaker. Guest speakers are not compensated for their appearance, nor are any expenses covered by UWM Athletics. Twenty-four (24) members are enrolled in the Fast-Break Club for the 2007-2008 seasons.

FUND RAISING

The Panther Fund (formerly known as the Black and Gold Club) is the fund raising arm of the UWM Athletic Department. There is a full-time Development Director for Athletics on the staff of UWM's Office of Development. All fund raising activities are directly coordinated and/or supervised by the Development Director for Athletics, with the exception of any fund raising events (e.g., golf outing for men's and women's basketball), where the Development Director serves in a consultant role.

All donations to UWM Athletics are processed through the UWM Foundation, the official gift receiving entity serving the University of Wisconsin-Milwaukee. All donations are deposited into specific designated accounts within the UWM Foundation. Each donation is acknowledged with a printed receipt from the UWM Foundation and sent directly to the donor for their records. Additional correspondence is sent to the donor directly from the Development Director when appropriate.

Furthermore, it is the duty of the Development Director for Panther Athletics to ensure that each donation is used and/or allocated for its intended purpose as defined by the donor in either a written letter, or a more formal written document referred to as a "memorandum of agreement." All donations to UWM Athletics are considered tax-deductible contributions, and as such can be claimed by the donor within the limits of the law.

Every donor to UWM Athletics annually is given a "Guidebook for Boosters, Sponsors and Fans of UWM Athletics." The guidebook is updated each year by the Assistant Director of Athletics for Compliance. Each donor is encouraged to read and follow the guidelines outlined in the "guidebook" so as not to jeopardize the eligibility of any student-athletes or recruits, or to impede UWM's compliance with NCAA rules and regulations. Anytime donors or boosters have questions pertaining to NCAA rules and regulations, they are referred to the Assistant Director.

Each sport is responsible for coordinating and managing its own fund-raising event. UWM Athletics fund raising events include the:

- Men's Basketball Golf Outing
- Women's Basketball Golf Outing
- Men's Soccer Golf Outing
- Women's Soccer Run For The Roses (an event planned around the Kentucky Derby)
- Women's Volleyball Fashion Show

The purpose of the events is to generate additional support to help cover athletic program costs and expenses above and beyond the annual operating budget allocations for each sport. Included in such expenses would be team travel and lodging expenses incurred above and beyond the budgeted allocation.

All donations or sponsorships associated with fund raising events for specific athletic programs are earmarked solely for that program. These events are not done to generate general support for the overall UWM Athletics Program.

SPONSORSHIPS

The UWM Department of Athletics has a full-time Corporate Sales Manager whose primary job is to sell sports "sponsorship" opportunities to Milwaukee area businesses and corporations. A number of checks and balances are in place to ensure that sponsorship agreements comply with NCAA rules and regulations.

For example, all sponsorship agreements are reviewed by UWM's Office of Legal Affairs. Athletics submits draft sponsorship agreements to Legal Affairs, which reviews and finalizes the contract. The contract is then forwarded to the sponsor, signed by both parties, and returned to the university.

The UWM Office of Legal Affairs and the Department of Athletics recently developed a sponsorship contract template, which includes a clause that stipulates that UWM Athletics must approve any and all sponsor elements and/or marketing applications involving the use of the Panthers team marks, promotional slogans and/or coach's endorsements. It also provides for termination of the contract or withholding of benefits under the contract in the event of any NCAA violation by the sponsor consistent with NCAA Bylaw 6.4.1.

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UWM does not offer its sponsors access in any manner to our student-athletes. Sponsors are given the printed "Guidebook for Boosters, Sponsors and Fans of UWM Athletics."

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

The Director of Athletics is designated by the Chancellor to be responsible for the institution's rules compliance. The Director of Athletics reports administratively to the Vice Chancellor for Student Affairs but also has a direct reporting line to the Chancellor.

The head men's and women's Basketball Coaches report to the Director of Athletics. The assistant basketball coaches report to the head coaches.

The Sports Information Director reports directly to the Director of Athletics.

The Department of Athletics has two Associate Directors of Athletics who report to the Director of Athletics. An Associate Director of Athletics is the Senior Woman Administrator. Positions that report to her are the head coaches for Volleyball, Cross Country and Track, Baseball, Tennis and Swimming; a Student Services Coordinator, the Sports Medicine Director, the Strength and Conditioning Trainer, and the Facilities Schedule and Equipment Manager.

The Associate Director of Athletics for Financial Affairs (currently vacant) is responsible for the Events/Ticket Manager, the Corporate Sales Manager and the Assistant Director for Marketing and Promotions. The head women's and men's soccer coaches report directly to this Associate Director.

The Assistant Director of Athletics for Compliance reports to the Director of Athletics but also has a reporting line directly to the Chancellor

The Faculty Athletic Representative reports directly to the Chancellor. The FAR serves as the representative of the Athletic Board and the UWM Faculty at conferences and intercollegiate athletic associations. The FAR works in cooperation with the Director of Athletics and the Athletic Board in monitoring policies and procedures that arise from intercollegiate athletic associations, and communicates these developments to the Board.

Staff external to athletics with responsibilities for compliance work closely and meet regularly with the Assistant Director for Compliance to ensure compliance with NCAA rules. Staff responsible for adherence to NCAA rules are housed within the Center for International Education (CIE), the Department of Enrollment Services (DES) and the Department of Financial Aid (FA).

Within the Center for International Education, a Student Services Coordinator serves as the athletic liaison and reports to Director of International Student and Scholar Services, who reports to Senior CIE Director, who in turn reports to the Provost.

Enrollment Services staff responsible for rules compliance work within two units of the department: Undergraduate Admissions and Records & Grades. An Administrative Specialist serves as the athletic liaison for admission-related matters within Undergraduate Admissions. This position reports to the Assistant Director of Admissions, who reports to the Executive Director of Enrollment Services, who reports to the Provost.

A Senior Records Specialist/Administrative Support Assistant 1 and a Student Status Examiner share responsibility for coordinating the athletic eligibility certification process within the Records & Grades unit of Enrollment Services. This unit is supervised by the Assistant Director for Records, who reports to the Associate Director of Enrollment Services, who reports to Executive Director of Enrollment Services, who reports to the Provost.

Enrollment Services staff in admissions and records meet regularly with the Assistant Director for Compliance and produce daily and weekly reports that monitor the initial, continuing, and transfer academic eligibility status of student-athletes. Enrollment Services staff participate in campus, Horizon League, and NCAA sponsored

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workshops and attend sessions on academic eligibility certification at state and national professional organization conferences.

The Executive Director of Financial Aid reports to the Provost and has assigned rules compliance responsibility to a Senior Administrative Program Specialist, who serves as Scholarship Coordinator. The Scholarship Coordinator ensures that financial aid is awarded in accordance with NCAA rules. The Office of Financial Aid provides a weekly report to the compliance coordinator detailing any changes in an athlete's award or cost of attendance. In addition, close attention is paid to ensure that team and individual award limits are not exceeded. The Scholarship Coordinator is responsible for awarding institutional, state, and federal financial aid in accordance with NCAA rules and regulations.

The Executive Director of Financial Aid reviews and signs all athletic tenders and cancellations/reductions of aid. In the event that a student's aid is canceled or reduced, the Executive Director will issue a letter of cancellation or reduction and will outline the procedures for a hearing with the Student Appeals Committee of Financial Aid.

- 6. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department. Specifically, the institution must provide evidence that all individuals inside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.**

The position descriptions, contracts (if applicable), and performance evaluations of all Department of Athletics employees involved in rules-compliance activities have been updated to include the following language:

"Know, recognize and comply with the laws, policies, rules and regulations governing the University and its employees, and the rules of the National Collegiate Athletic Association ("NCAA") and the applicable Conference, as now constituted or as they may be amended during the Term of this agreement. Employee shall take all reasonable steps to endeavor to ensure that all assistant coaches, and any other employees for whom Employee is administratively responsible, comply with aforesaid policies, rules, and regulations."

In addition to having the above statement in their contracts, position descriptions, and evaluations, all Department of Athletics employees annually sign the NCAA "Certification of Compliance for Staff Members of Athletics Departments" form. Thus, all Department of Athletics employees annually certify that they have reported any NCAA violation of which they have knowledge.

- 7. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities. Specifically, the institution must provide evidence that all individuals outside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.**

The position descriptions, contracts (if applicable), and performance evaluations of all employees outside the Department of Athletics who are involved in rules-compliance activities have been updated to include the following language:

"Know, recognize and comply with the laws, policies, rules and regulations governing the University and its employees, and the rules of the National Collegiate Athletic Association ("NCAA") and the applicable Conference, as now constituted or as they may be amended during the Term of this agreement. Employee shall take all reasonable steps to endeavor to ensure that employees for whom Employee is administratively responsible comply with aforesaid policies, rules, and regulations."

- 8. Please indicate by clicking "yes" or "no" by the areas below, whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance.**

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

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

UWM's Assistant Director of Athletics for Compliance oversees a multi-layered rules-education effort for student-athletes, coaches and other Department of Athletics staff members, institutional staff outside of Athletics, and representatives of the institution's athletics interests.

The Assistant Director of Athletics for Compliance meets regularly with designated staff from Enrollment Services and Financial Aid to update them on current compliance issues discussed in trainings, seminars, conferences and the NCAA News.

Staff in these areas are closely networked with peers at similar NCAA Division I institutions and use this network to explore rules issues. Moreover, Enrollment Services staff with responsibilities for eligibility determination, attend NCAA Compliance Seminars annually to further ensure that they are aware of rules update and changes.

Within the Department of Athletics, the Assistant Director of Athletics for Compliance provides the following rules compliance support:

- Provides rules updates at the monthly Department staff meetings
- Develops and publishes a Monthly Recruiting Calendar for coaches and other staff
- Oversees special recruiting rules education for coaches. (Coaches must pass a written test before they are allowed to recruit off-campus.)
- Monitors the yearly NCAA legislative process from initial discussions in January through the completion of the legislative cycle, keeping the Department of Athletics and the Athletic Board apprised of changes that may be expected.
- Participates in monthly Horizon League conference calls and reports back to appropriate constituencies.

The Assistant Director of Athletics for Compliance also creates, edits and publishes Your Panthers' Rules: The NCAA Compliance Newsletter for the University of Wisconsin-Milwaukee Department of Athletics. This newsletter comes out approximately 10 times a year and is sent to Department of Athletics administrators, coaches, Athletic Board members, and (when appropriate) student-athletes. The newsletter also is on the Department of Athletics website.

An important external rules education document is the Guide for Boosters, Sponsors and Fans of UWM Athletics that is distributed annually to season ticket holders, donors, sponsors, Athletic Board members, and student athletes. It is also available on the Department of Athletics website.

Rules compliance issues also have been the subject of education outreach to campus constituencies, alumni, and the Milwaukee community. For example, an article on rules compliance, co-signed by the Interim Chancellor for Administrative Affairs and the Director of Athletics, was featured in the January 2004 issue of UWM Today, the magazine of the Alumni Association. The article described the principles related to recruitment of prospective student-athletes, the prohibition on providing extra benefits to student-athletes, and a reminder to alumni to check with the UWM Compliance Office before contacting potential or prospective student-athletes.

Governance and Commitment to Rules Compliance

Questions regarding compliance from student-athletes, coaches, or other UWM staff are directed to the Assistant Director of Athletics for Compliance. In turn, the Assistant Director of Athletics for Compliance confers with the Horizon League's Associate Commissioner for Compliance and Legal Affairs. The final arbiter for rules compliance issues is Steve Clar, Associate Director of Membership Services at NCAA.

Staff in the UWM Center for International Education, Department of Enrollment Services and Department of Financial Aid staff who are responsible for rules compliance regarding admission, financial aid and eligibility are in ongoing contact with the institutional Compliance Coordinator. They subscribe to, review, and reference the NCAA News. Finally, they maintain contact with peers at other NCAA Division I institutions and engage in collegial "cross-referencing" with them. In addition, Enrollment Services staff members responsible for eligibility determination attend NCAA Compliance Seminars annually to ensure that they are aware of rules updates and changes.

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

UWM's rules compliance review was done by Stephanie Jarvis, Associate Commissioner for Compliance and Legal Affairs at the Horizon League. The compliance review is a service provided by the Horizon League to all league members. Each Horizon League institution is reviewed every three years. The site visit for the 2006 compliance review was in October 2006. The review was revised and presented to UWM in November 2007.

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

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

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

Both the 2003 and 2006 UWM rules compliance reviews by the Horizon League made the following recommendations for which corrective action have been planned or implemented:

Recommendation #1:

The Chancellor, Director of Athletics (AD), Senior Woman Administrator (SWA), and Faculty Athletic Representative (FAR) should meet quarterly to discuss compliance issues within the Department as well as proposed NCAA legislation.

Action:

Governance and Commitment to Rules Compliance

The Director of Athletics is included in the Chancellor's Cabinet and attends Cabinet meetings. He has a direct reporting line to the Chancellor and provides frequent discussions and updates to the Chancellor and the Vice Chancellor for Student Affairs about compliance issues. Before the Director meets with the Chancellor and Vice Chancellor, he meets with the Assistant Director for Compliance and the Faculty Athletic Representative (FAR) to review any current or past issues and to discuss updates. These issues and updates are then shared directly with the Chancellor and Vice Chancellor for Student Affairs. The FAR meets frequently with all parties to review compliance issues and updates.

Recommendation # 2:

The institution needs to have a clearly written job description for the new FAR. Education regarding the position and role in athletics should be provided, and it may be helpful for the FAR to attend the NCAA FAR convention.

Action:

The position description for the Faculty Athletic Representative was rewritten in June 2007. The FAR attended the NCAA FAR convention in 2007.

Recommendation #3:

The institution should review its financial aid procedures to make sure they are clearly written and followed in all hearings.

Action:

Procedures related to the cancellation or reduction of financial aid have been reviewed to ensure that they are clearly written and followed in all hearings. These procedures are included in the UWM Student-Athlete Handbook.

In addition, the Department of Financial Aid has established a Financial Aid Student Appeals Subcommittee. Student athletes who wish to appeal cancellation or reduction in financial aid may request a hearing with this committee.

Recommendation #4:

The Assistant Athletic Director for Compliance should develop an orientation program for new hires regarding NCAA rules and institutional compliance policies.

Action:

Current practice involves the distribution of materials to all new hires and tests for all coaching positions. The materials include student handbooks, which provide details about policies and procedures that are relevant to NCAA compliance and regulation, and the UWM Guide to Athletic Boosters. A formal orientation process currently is under evaluation and will be implemented in summer 2008.

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

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

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

Evaluation

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

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

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

In its first-cycle certification decision, the NCAA Division I Committee on Athletics Certification did not impose on the University of Wisconsin-Milwaukee any corrective actions, conditions for certification, or strategies for improvement related to Operating Principle 2.1.

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

The internal recommendations from the first-cycle certification relating to Operating Principle 2.1 are as follows:

#1. (a) Original Plan: "In order to increase oversight and responsibility of the Athletic Board regarding student-athlete academic performance and graduation rates, the Athletic Board shall review a summary of information necessary to assess the academic performance of all student athletes and receive an analysis of the data from the FAR in a timely manner after each semester."

(b) Actions Taken: The Athletic Board regularly receives a summary of the academic performance of student athletes.

(c) Dates: See Academic Integrity Index to Athletics Board minutes 2004-2005, 2005-06, and 2006-07.

#2. (a) Original Plan: "In order to increase oversight and responsibility of the Athletic Board regarding student-athlete academic performance and graduation rates, the Director of Athletics shall provide to the Athletic Board a summary of the previous Graduation Rates Disclosure Form at the beginning of each academic year. As a means of oversight for the established Graduation Rates goals, the Athletic Board shall make recommendations to the Chancellor on Progress towards these goals."

(b) Actions Taken: Athletic Board minutes reflect regular reports on the Graduation Rates of student athletes.

(c) Dates: See Academic Integrity Index to Athletics Board minutes 2004-2005, 2005-06, and 2006-07.

#3. (a) Original Plan: "In the orientation of coaches, re-emphasize the importance of the effort to recruit student-athletes, especially men student-athletes, who show every promise of being able to complete the academic requirements for a college degree."

Academic Integrity

(b) Actions Taken: Recruiting guidelines for NCAA and for UWM emphasize the importance of recruiting student-athletes capable of academic success. Recent campus-wide discussion of retention and graduation rates of undergraduates, especially undergraduates of color, has focused on this issue, as well as on first-year academic support for under-represented students, including student-athletes. Department of Athletics staff and coaches participate in annual orientations that emphasize the importance of including academic preparation as a part of the recruitment process. This is also emphasized in the annual performance evaluations. An examination of the Charts comparing the incoming ACT sum scores of student athletes show them to be consistently higher than those of incoming freshmen in general.

(c) Dates: Orientations were conducted in September of 2004, 2005, and 2006; annual performance evaluations were conducted in January-March of 2005, 2006, and 2007.

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

All UWM students, including student-athletes, have new support for their academic excellence in the form of Access to Success, a campus-wide initiative designed to help students achieve greater success especially during their first year at the university. Access to Success, which includes a continuum of initiatives starting with recruitment and culminating in graduation, is embraced by the entire UWM community. Some of the specific benefits include expanded mentoring and advising and a new first-year center.

Within Athletics there has been new support for academic excellence. In addition to one full-time academic advisor, a half-time advisor/mentor was hired in 2006 and a second half-time advisor/mentor was hired in 2008. The recent move to a new athletic facility offers student-athletes a centralized study and tutoring space and a new computer lab with 12 computer work stations and a dedicated high-speed printer. Student-athletes are given special swipe cards that allow them wide access to the building.

In the wake of these improvements, the overall GPA of UWM student-athletes continues to rise and UWM student-athletes are receiving more Horizon League scholar-athlete awards.

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.

New Freshmen

The UW System Board of Regents sets the minimum admission criteria for new freshmen at all UW institutions including UWM. Additional requirements beyond these criteria, such as minimum high school rank and ACT score, are determined at the campus level by a variety of groups including the Faculty Senate, the Admissions and Records Policy Committee, and the academic deans. To manage enrollment, schools and colleges may add criteria.

Special policies for applicants with special circumstances (e.g., those holding a GED, home-schooled applicants, those from non-recognized high schools, and applicants from a high school with a competency-based curriculum) are determined by the same groups.

The Admissions area in the Department of Enrollment Services (DES) is vested with admitting most undergraduate degree seeking students. The Center for International Education (CIE) and the Academic Opportunity Center (AOC) have admitting authority for, respectively, international students and students who do not meet UWM's regular admission requirements.

The admissions process at UWM applies to all new freshmen students. There are no special processes for admitting student-athletes. The Department of Athletics monitors the collection of documentation for admission applications for athletes and inquires about the receipt of requested documents. DES (and in some cases CIE/AOC) responds to such inquiries from all campus units and from applicants.

Academic Integrity

In general, admissibility for the period of this self-evaluation was determined by three factors: high school rank, distribution of high school units, and standardized test scores i.e. ACT or SAT. For 2004-05 and 2005-06, students had to be in the upper 50% of their high school graduating class (or have an ACT score of 21 or higher, or equivalent SAT score) and have completed 17 required distribution units to be admitted. If an applicant did not meet admission guidelines, his/her file was reviewed by the Admissions Review Committee (ARC), a body consisting of representatives from each of UWM's schools and colleges, the Academic Opportunity Center and the Department of Enrollment Services. See item #6 for further detail regarding the ARC.

The Admissions and Records Policy Committee reviewed admission standards throughout 2004-05, and several changes were implemented for students applying for fall 2006 admission. A minimum ACT composite score of 17 (SAT equivalent) was required for standard admission, even if the applicant was in the top half of his/her class and had the required academic units. Additionally, each school/college could choose to have DES admit students with a high school rank between the 40th and 50th percentile, provided that the student's ACT score was 19-20 (as opposed to the usual minimum score of 21 required for applicants lacking upper half rank.) These changes went into effect in September of 2005 for fall 2006 applications.

The process from application to enrollment remained essentially the same during this self-evaluation period. Applications were processed beginning September 15th for the following fall term. Application priority dates existed, but applications were processed on a rolling basis as long as there was space available under enrollment management guidelines. Applicants still in high school had to submit an application, a list of courses in progress, an official high school transcript, rank in class (if available; if not, GPA was considered more closely) and a \$35.00 application-processing fee. (Application fee waivers are available but are granted only if financial need is demonstrated.) Once admitted, all new freshmen took placement tests and attended a STAR (Student Advising and Registration) program. At the summer STAR programs, freshmen met with their academic advisor and registered on-line for their courses.

Transfer Students

The admissions process at UWM applies to all new transfer students. There are no special processes in place for admitting student-athletes. The Department of Athletics monitors the collection of documentation for admission applications for athletes and inquires about the receipt of requested documents. The admissions area in the Department of Enrollment Services (DES) responds to such inquiries from all campus units and from applicants.

The minimum admission criteria for transfer students and the guidelines for transferability of credits are established by the University of Wisconsin System. To manage enrollment, schools and colleges may establish additional criteria. The Admissions area in the Department of Enrollment Services (DES) is vested with admitting most undergraduate degree seeking students. The Center for International Education (CIE) and the Academic Opportunity Center (AOC) have admitting authority for, respectively, international students and students who do not meet UWM's regular admission requirements.

Application processing is done whenever a transfer file is complete. Application priority dates exist, but applicants are processed on a rolling basis as long as there is space under enrollment management guidelines. To be complete, a file must include an official high school transcript, official transcripts of all post-secondary work already completed, courses in progress for the current semester (if a student is enrolled elsewhere at the time of application) and a \$35.00 application fee (unless the applicant was previously a degree candidate at a UW System school).

Once complete, the transfer applicant file is reviewed. Admitted applicants (those who have an overall 2.0 grade point average; 2.5 for Architecture applicants) are sent a letter of admission. If the applicant is currently enrolled elsewhere, his/her letter indicates that s/he must submit a final transcript upon completion of the term. The application files of non-admissible applicants may be referred to the Academic Opportunity Center for further consideration or to the academic dean of the desired school or college to appeal the decision, depending upon individual circumstances.

Following admission, an evaluation of the student's prior credits is completed in accordance with the guidelines approved by the Admissions and Records Policy Committee (UWM Department of Enrollment Services (Admissions Office): Guidelines on Acceptance of Undergraduate Transfer Credit from U.S. Colleges/Universities, April 1991) using course descriptions of the student's former courses to determine UWM equivalencies. A copy of the evaluation is mailed to the student with a degree audit and academic advising information.

Academic Integrity

5. Compare and explain any differences in the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athlete who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I Graduation Rates Disclosure Form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts (Standardized Test Scores, by Gender, Standardized Test Scores, by Racial or Ethnic Group and GPA and Test Scores, by Sport Group) and the graduation- rates disclosure form methodology to compile these data.

Comparisons by Gender:

Standardized ACT sum scores for student-athletes, both male and female, at the University of Wisconsin-Milwaukee were consistently higher than those for the entire entering class over the three-year period studied.

In 04-05, male student-athletes on aid (S=95.3) were 5.8% higher than incoming males in general (S=90). Female student-athletes on aid for that year (S=93.5) were 8.7% higher than incoming females in general (S=86)

In 05-06, male student-athletes on aid (S=90.1) were 1% higher than incoming males in general (S=89), while female student-athletes on aid for that year (S=89.7) were 5.5% higher than incoming freshman females in general (S=85).

For 06-07, male student-athletes on aid (S=91.1) were 2.3% higher than incoming males in general (S=89), while female student-athletes on aid for 06-07 (S=88.9) were 8.7% higher than incoming freshman females in general (S=85)

Comparisons by Racial or Ethnic Group:

Comparisons by racial or ethnic groups of incoming freshman student-athletes on aid and all entering freshman students at UW-Milwaukee essentially are comparisons of black student-athletes and white student-athletes with the general incoming freshman class. In both instances the ACT sum scores of student-athletes on aid were higher than incoming freshmen in general. (Note: In 05-06, two student-athletes on aid are designated as "Other." Privacy restrictions prevented our obtaining these scores because there were two or fewer students in that category.)

In 04-05, black student-athletes on aid (S=74.3) had scores that were 9.2% higher than incoming freshmen blacks in general (S=68). White student-athletes on aid (S=95.7) had scores 6.3% higher than the scores of incoming white freshmen in general (S=90).

In 05-06, black student-athletes on aid (S=74.7) had scores that were 2.7% higher than incoming freshmen black students in general (S=72). White student-athletes on aid (S=94) had scores 5% higher than the scores of incoming white freshmen in general (S=89).

In 06-07, black student-athletes on aid (S=84.1) had scores that were 16.8% higher than incoming freshmen blacks in general (S=72). White student-athletes on aid (S=91.3) had scores 2.5% higher than the scores of incoming white freshmen in general (S=89).

White student ACT sum scores for both student-athletes on aid and incoming freshman generally have decreased slightly from 04-05 to 06-07, while the scores of incoming black students have risen, both for student-athletes on aid and incoming black freshmen in general. The gap in scores between white student-athletes on aid and black student-athletes on aid has decreased from 21.4 in 04-06 (S=95.7-W;S=74.3-B) to 7.2 in 06-7 (S=91.3-W;S=84.1-B), perhaps a reflection of the increased emphasis by coaches on recruiting student-athletes with higher academic potential.

Comparisons by Sport Group

GPA: With just three exceptions, all GPAs in all years in all sports for both men and women were at least 3.26 or above. Exceptions were men's other sports and mixed sports in 04-05 (GPA=2.97); men's basketball in 06-07 (GPA 2.67); and men's track/cross country in 06-07 (GPA 2.78).

ACT sum scores: With just two exceptions, ACT sum scores in all sports, in all years, for both men and women were at least 82. The exceptions were: women's basketball in 05-06 (S=79.3) and men's basketball in 06-07 (S=71.7).

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

All freshman applications are received and initially reviewed in the Department of Enrollment Services (DES) against established admission criteria. If standard requirements are met, the student is offered admission. During the period under review, the following procedures were in place for applicants who did not meet established ("standard") admission criteria:

If the appropriate requirements were not met, the application was deferred and a letter sent requesting additional information before an admission decision could be made. The additional information requested of the applicant might include the following:

- a. Asking the applicant to take the admissions test series consisting of the Math and English placement tests and the Nelson-Denny Reading Comprehension Exam (required);
- b. Offering the applicant the opportunity to provide information (or expand upon information previously provided) about his or her personal and educational background, particular challenges or mitigating circumstances, or other evidence of motivation and maturity (optional, but recommended).

After testing was completed (and optional personal information provided), applications received further processing. DES staff ran transcripts for those applicants who just completed testing, determined if the applicants met Academic Opportunity Center (AOC) "speedy admit" criteria (See AOC Speedy Admit Criteria and Process), and annotated the file accordingly.

If the student did not meet the "speedy admit" criteria, his/her file was reviewed at the next regularly scheduled Admission Review Committee (ARC) meeting. The ARC met once weekly, twice during peak periods. The ARC consisted of representatives from each of the schools/colleges, the AOC and DES. Enrollment Services coordinated the ARC, scheduled and announced meetings, prepared files, recorded admission decisions, issued correspondence and performed other tasks as necessary to ensure timely decisions based on accurate information and timely communication with all applicants.

At the ARC meeting, school/college representatives reviewed their applicants, determined if they wished to admit them and, if "yes," signed off as appropriate. DES processed these files as an exceptional admit to the academic unit.

If the school/college did not choose to admit the student, DES would automatically admit the applicant to AOC if s/he met the appropriate "speedy admit" criteria.

If the applicant did not meet AOC "speedy admit" criteria but did meet minimum standards for consideration, the file was reviewed by AOC staff at the same admission committee meeting. In most cases, an admission decision was made at that time.

AOC also had the opportunity to collect additional information or conduct an interview with an applicant prior to making a decision. In those cases, AOC took the copy of the applicant's file and followed up directly with the applicant. The DES liaison coded the file appropriately (referral to AOC) and kept folders in a special location for subsequent follow-up.

AOC "SPEEDY ADMIT" CRITERIA AND PROCESS

Some applicants who did not meet regular admission criteria qualified for admission into AOC, as noted above. In order to do so, the student had to meet the following specific criteria:

1. ACT composite score equal to or above 18
2. Placement level not lower than 095 in either English or Math
3. Nelson Denny reading comprehension score at or above 11th grade

Assuming the schools/colleges did not opt to admit these students, they were directly admitted into AOC without further individual review.

Academic Integrity

The rationale for this "speedy admit" process is that, since the overwhelming majority of students with this academic profile were being admitted to AOC, a lengthy individual review was not necessary. It was anticipated that the above group of "speedy admit" students would largely coincide with those AOC would, with the recommendation of the advisor, be able to release to the schools and colleges after one or two semesters if they performed well academically. Those students who need additional support from the AOC would remain longer, but not more than two years.

DES ceased using the "speedy admit" criteria in September of 2005 for students applying for fall 2006. Thereafter, all files being considered for admission to AOC received an individual review.

7. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Self- Study Item Number 6 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates Supplemental Form. [Use the supplied chart (Special-Admissions Information to compile these data.)]

The percentage of student-athletes being admitted through the Academic Opportunity Center (AOC) was consistently lower than the percentage of incoming freshmen being admitted through AOC generally for each of the three years studied.

University-wide AOC Admits were 12.1% in 2004-05, 12.0% in 2005-06, and 11.5% in 2006-07. Athletics AOC Admits during these same years were 7.0% in 2004-05, 5.7% in 2005-06, and 6.0% in 2006-07.

In 2004-05, UWM had 43 incoming freshmen student-athletes on aid; 3 were admitted via AOC (one each in Baseball, Men's Track/Cross Country, and Women's Swimming).

In 2005-06, UWM had 35 incoming freshmen student-athletes on aid; 2 were admitted via AOC (one each in Women's Basketball and Women's Cross Country).

In 2006-07, UWM had 50 incoming freshmen student-athletes on aid; 3 were admitted AOC (all three in Men's Basketball.)

8. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility and transfer eligibility for student-athletes. Provide name(s) [including title(s)] of who has ultimate responsibility in determining student-athletes' initial and transfer eligibility.

NCAA rules require that academic eligibility be determined outside of the Department of Athletics. At UWM, the Department of Enrollment Services (DES) is responsible for determining the academic eligibility of all student-athletes. DES works closely with the Department of Athletics to clear student-athletes for competition.

INITIAL ELIGIBILITY

The initial eligibility process begins when coaches identify potential student-athletes they want to recruit. Coaches complete a Permission to Recruit Form and give this form along with a copy of the student's high school transcript and a copy of relevant ACT, SAT, or PSAT score to the Assistant Athletic Director for Compliance (Stephen Lautz). The Assistant Director checks if students are entered into the NCAA Eligibility Center, annotates the Permission to Recruit Form, and returns it to the submitting coach. The Eligibility Center has the ultimate authority to determine if an incoming freshman student initially is eligible to participate in intercollegiate athletics.

At UWM, the admissions process and the initial eligibility process happen simultaneously but separately. Responsibility for eligibility at UWM rests in the Department of Enrollment Services (DES). Currently, an Administrative Support Assistant (Carolyn Johnson) and a Student Status Examiner 2 (Susan Almquist) have eligibility responsibilities within DES. When it is established that the student has registered with the Eligibility Center, the student's eligibility is tracked using the Eligibility Center Checklist. Once admitted and qualified, continuing eligibility at UWM is tracked using the Compliance Assistant for the Internet (CAI).

TRANSFER ELIGIBILITY

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The eligibility process for transfer students is essentially the same as that for incoming freshman at UWM. Coaches identify a potential recruit and submit a packet of documentation to the Assistant Athletic Director for Compliance; the packet includes the Permission to Recruit Form and a copy of the student's post-secondary transcript. Currently, all incoming student-athlete transfers are entered into the NCAA Eligibility Center in order to establish their amateur status. When a transfer student-athlete is admitted, that student's relevant academic information is put into both the Peoplesoft student information system and the Compliance Assistant for Internet program (CAI).

Once admitted, all student-athletes are tracked closely by the Department of Athletics. The Assistant Director of Athletics for Compliance (Stephen Lautz) and the Academic Advisor for Athletics (Thomas Vollman) meet weekly with the designated NCAA compliance staff in DES to monitor student-athlete eligibility and overall academic progress. The SWA/Associate Director of Athletics (Kathleen Litzau) joins these meetings once a month. When there are concerns about a student-athlete's academic progress, the Academic Advisor for Athletics serves as the communication and monitoring link with the student-athlete.

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Provide name(s) [including title(s)] of who has ultimate responsibility in determining student-athlete's continuing eligibility.

The Department of Athletics monitors the eligibility status of student-athletes very closely, both to ensure NCAA compliance and to support the academic success of the student-athletes. As noted above, the UW-Milwaukee Department of Enrollment Services (DES) has the responsibility for determining the academic eligibility of all student-athletes. DES works closely with the Department of Athletics to clear the student-athletes for competition. The step-by-step procedures for determining eligibility are outlined in the DES manual, "Student-Athlete Business Processes."

DES clears student-athletes for competition based on the order in which each sport competes during the semester. A student's eligibility is determined by the NCAA rules for the year in which they begin to compete; however, eligibility criteria must be met from the beginning of the student-athlete's academic career. It is the student's responsibility to obtain his/her advisor's signature on all necessary forms required for academic clearance. DES clears the student-athletes at least one week prior to competition. If the student-athlete has not been cleared for competition because of ineligibility or missing signed documentation, the student is barred from competition.

The NCAA and the Horizon League perform periodic audits of schools. The audit performed for academic eligibility focuses on the documentation kept by the school to monitor eligibility, procedures used to monitor enrollment, and a random check of current student-athlete records.

UWM uses PeopleSoft and the NCAA Compliance Assistant software to track academic eligibility. The DES Eligibility Coordinator performs all updates in these two applications pertaining to student-athlete eligibility.

Step-by-Step Procedures for Clearing Student-Athletes for Competition

- (1) Receive list of athletes from the Assistant Director of Athletics for Compliance

Name
Social Security Number
Campus ID
New or returning athlete
Sport

- (2) Manually update PeopleSoft database

- (3) Run unofficial transcript

- (4) Record review of unofficial transcript

- (5) Highlight semester heading for each past academic year, semester GPA, semester degree credits, and cumulative GPA

Check for repeats not indicated and previous passed repeats (esp. with grade of C or lower & remedial courses)

Count total number of semesters enrolled and any missed terms

Annotate transcript with notes from record review

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(6) Determine if there is a problem.

If there is no problem:

Update NCAA Compliance Assistant software; run conference eligibility report; DES academic athletic liaison who cleaned the student signs report; original report is kept in DES; copy of report given to Assistant Director of Athletics for Compliance.

If there is a problem:

Create separate packs of eligible/ineligible students

Send the NCAA report of students, with problems noted, to the Assistant Director of Athletics for Compliance.

Three positions in the Department of Enrollment Services have NCAA eligibility responsibilities. As noted in Self Study Item No. 8 above, currently Carolyn Johnson, Administrative Support Assistant and Susan Almquist, Student Status Examiner 2, are assigned eligibility responsibilities within the Department of Enrollment Services. A third position with NCAA responsibilities currently is vacant.

As noted in Self Study Item No. 8 above, the Assistant Director of Athletics for Compliance (Stephen Lautz) and the Academic Advisor for Athletics (Thomas Vollman) meet weekly with the designated NCAA compliance staff in the Department of Enrollment Services to monitor student-athlete eligibility and overall academic progress. The SWA/ Associate Director of Athletics (Kathleen Litzau) joins these meetings once a month. When there are concerns about a student-athlete's academic progress, the Academic Advisor for Athletics serves as the communication and monitoring link with the student-athlete.

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

Graduation rates of student-athletes and various student-athlete sub-groups who received grants-in-aid have been compared to the graduation rates of students in general and sub-groups of students in general for the 1995-1998, the 1996-1999, and the 1997-2000 cohorts. These data reflect the 6-year graduation rate. The reports show the graduation rates for all UW-Milwaukee students and subgroups by gender and race and for all UWM student-athletes and student-athlete subgroups by gender and race. Student-athlete graduation rates also appear on the report subdivided by sport.

In each of the three years reported, student-athletes overall graduate at a higher rate than students in general at UWM.

1998-99: 37% (students overall); 73% (student-athletes overall)

1999-00: 42% (students overall); 73% (student-athletes overall)

2000-01: 45% (students overall); 64% (student-athletes overall)

Both male and female student-athletes graduate overall at higher rates than male and female students in general.

1998-99: 34% (male students overall); 72% (male student-athletes)

1999-00: 39% (male students overall); 67% (male student-athletes)

2000-01: 42% (male students overall); 44% (male student-athletes)

1998-99: 40% (female students overall); 74% (female student-athletes overall)

1999-00: 44% (female students overall); 77% (female student-athletes overall)

2000-01: 48% (female students overall); 83% (female student-athletes overall)

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Comparing the graduation rates of various racial groups, both men and women student-athletes in each racial group graduate at either comparable or higher rates than students in the general student population. An exception is the 1995-1998 cohort, in which the rate for black women student-athletes was zero. An asterisk indicates that FERPA guidelines precluded reporting of data for a particular year.

Taken together, these data indicate that while white student athlete graduation rates match or exceed the rate of students in general, black student athlete graduation rates require further exploration with larger sample sizes and over a longer timeline to discern meaningful trends. The very small numbers of ethnic minority students on athletic grants-in-aid in some sports and the shortness of the timeline suggest interpreting these data with caution. The University and the Department of Athletics continue to monitor the progress of all students because retention is a Department and a University priority.

ALL MEN'S SPORTS 1998-1998

Black 67%

White 69%

ALL MEN'S SPORTS 1999-2000

Black *

White 73%

ALL MEN'S SPORTS 2000-2001

Black *

White 42%

ALL WOMEN'S SPORTS 1998-1999

Black 0%

White 74%

ALL WOMEN'S SPORTS 1999-2000

Black *

White 79%

ALL WOMEN'S SPORTS 2000-2001

Black *

White 84%

Student-athlete data by individual sport, gender, and ethnicity are summarized below:

MEN'S SPORTS

BASKETBALL

1998-99

Black 100%

1999-00

Black 100%

White 100%

2000-01

Black 100%

White 0%

BASEBALL

1998-99

White 67%

1999-00

White 60%

2000-01

White 25%

CROSS COUNTRY/TRACK

Academic Integrity

1998-99
Black 0%
White 50%

1999-00
White 33%

2000-01
White 71%
Hispanic 0%

OTHER

1998-99
White 75%
Hispanic 100%

1999-00
White 100%
NR Alien 0%

2000-01
White 100%

WOMEN'S SPORTS:

BASKETBALL

1998-99
White 50%

1999-00
Black 100%
White 50%

2000-01
Black 0%
White 100%

CROSS COUNTRY/TRACK

1998-99
White 57%

1999-00
White 86%

2000-01
White 80%

OTHER

1998-99
White 86%

1999-00
Black 0%
White 80%

2000-01
Black 100%
White 84%
Hispanic 100%
NR Alien 100%

In some men's and women's sports the small number of minority student-athletes on athletic grants-in-aid makes it difficult to draw conclusions. Overall, however, the graduation rate of student-athletes is quite positive and, for most sports and for most years, significantly exceeds the graduation rate of students in general. Isolated exceptions to

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this finding do not reflect an overall trend. Taken together, these successes reflect a strong academic support program and a positive return from investments in tutoring, academic advising and the emphasis coaches place on student-athlete academic progress.

UWM is frequently recognized by the Horizon League for placing many students on all-league academic teams. In 2006, for example, UWM placed 69 student-athletes on the Horizon League Fall Academic Honor Roll. UWM student-athletes consistently receive Horizon League Scholar-Athlete of the Week honors. A member of UWM's men's soccer team was named to the 2006 men's soccer Academic All-America Team, and a men's basketball student-athlete earned recognition in 2006 as an I-AAA Scholar-Athlete. The UWM women's basketball and women's volleyball teams have been honored with the NCAA Public Recognition Award. The award is given to teams that have an NCAA Division I Academic Progress Rate in the top 10 percent of all squads in their respective sport.

These student-athletes are positive academic role models for their teammates. The Department of Athletics and University strive to make their academic successes widely known to the student body, fans, and Milwaukee community.

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

The policies in the Department of Athletics manual on academic standards are the same as the policies in the university catalog/bulletin; no exceptions are granted to student-athletes. Students complete competency requirements designed to assure basic proficiency in English composition, mathematics, and foreign language. They also complete distribution requirements to provide them with a broad body of knowledge in the arts, humanities, natural sciences, and social sciences as a foundation for specialization. These requirements include courses in arts, humanities, natural sciences, social sciences, and cultural diversity.

A full course load for undergraduates is considered to be a minimum of 12 credits, except for students enrolled in the Academic Opportunity Center, for whom it is 8. The minimum number of credits required for graduation is 120, but many degree programs require 130 credits or more. UWM uses a letter grade system that includes "plus" and "minus" grades and is based on a 4.000 scale. In addition, students may be allowed to take a limited number of courses on a "Credit/No Credit" basis, and they may enroll on an "Audit" basis in courses for which they do not wish to obtain college credit.

The University-wide Academic Action Policy establishes minimum standards for undergraduate students enrolled in schools and colleges. Individual schools and colleges may adopt stricter criteria. A student whose GPA falls below minimum university-wide standards for any grading period will be subject to the following academic actions: academic probation (imposed on students whose cumulative GPA falls below 2.000. The student on academic probation whose semester GPA is 2.000 or better, but whose cumulative GPA remains below 2.000, is permitted to continue on academic probation); cleared probation (achieved when cumulative GPA increases to 2.000 or above); dropped for one semester (imposed on any student on academic probation who fails to earn a semester GPA of 2.000); final probation (applies to a student who is permitted to enroll after any drop action. The student on final probation whose semester GPA is 2.000 or better, but whose cumulative GPA remains below 2.000, is permitted to continue on final academic probation); dropped for two years (imposed on any student on final probation who fails to achieve a semester and cumulative GPA of 2.000 or better); reinstatement/readmission (a dropped student may be reinstated immediately after a drop action or readmitted after the drop period. A readmitted or reinstated student is placed on final probation).

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

The Department of Athletics' Policies and Procedures Manual has detailed procedures concerning missed class time that results from student-athlete participation in intercollegiate athletics and the scheduling of athletics competition during final examination periods. NCAA Bylaws 3.2.4.12 and 23.2.2.5 govern these policies.

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In keeping with NCAA Bylaw 17.1.6.5, no class time is missed for practice activities except when a team travels to an away contest and practice is in conjunction with that contest. The Director of Athletics, the SWA, and the Assistant Director of Athletics for Compliance review all competition schedules before signing contracts.

The Department of Athletics Academic Advisor reviews student class schedules at the start of each semester to prevent problems. Furthermore, student-athletes receive priority class registration (approved by Faculty Senate) to avoid potential schedule conflicts. The Advisor also provides letters for student athletes to deliver to professors explaining that they compete in a sport and may have to miss class to travel and compete. These letters include specific dates the absences will occur for regular season events. A cover sheet (later returned to the Department of Athletics) asks the instructor to acknowledge receiving a copy of the travel schedule.

Student-athletes are encouraged to personally interact with their instructors to obtain information on the policy for missed class time for league competition. Approximately 85-90% of instructors allow student-athletes to make up missed work. In addition to bi-weekly meetings with students, the Athletic Advisor receives regular progress reports from instructors that he later shares and discusses with student-athletes. These reports cover attendance, tests scores, attitude, outlook, and need for tutoring. The Associate Director of Athletics (and occasionally the Director of Athletics) also receive these reports. Finally, coaches perform random class attendance checks on their student-athletes.

Although written policy prohibits scheduling regular contests outside Milwaukee during final examination periods, Baseball presents a particularly challenging scheduling situation. All Horizon League universities have differing exam schedules. Consequently, the UWM Department of Athletics has determined that student athletes who have exam conflicts with league play will have to miss games. Because all schools in the Horizon League face similar challenges, this policy is equitable.

In 2006-2007, the Department began chartering small planes for men's and women's basketball and volleyball, which significantly reduced lost class time for athletes. This has been particularly helpful for men's basketball, which often must play mid-week games because of television scheduling.

Student-athletes provide feedback to the Department of Athletics via either a survey or in-person interview at the time they graduate or leave the program. They respond to the following questions: Were you ever required to miss class due to practice? If yes, explain. During an average season, how many classes did you miss because of competition or travel? Indicate how many.

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

The Department of Athletics carefully monitors missed class time for each sport. The institution has determined that missed class time is not significant or excessive for any sport(s). As noted, this is a challenging issue for Baseball. In agreement with other Horizon League schools, however, students do not compete in contests that conflict with their exam schedules.

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

Student-athletes are informed about the institution's policies and procedures on scheduling (including the missed class policy) at orientations and team meetings at the start of each academic year; through the Student Athlete Handbook; and again throughout each sport's competitive season. The Academic Advisor assumes a major role in ensuring that all student-athletes understand scheduling commitments and that they communicate with faculty about their schedules.

Individual team coaches further underscore this practice in the course of monitoring student-athletes' academic progress. Department of Athletics and institutional staff members review policies at staff meetings, and they are familiar with the Department of Athletics Policies and Procedures Manual, including detailed information and NCAA By-Laws governing scheduling. (See item #12 above for additional details.)

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

- A copy of the institution's most recent catalog and/or bulletin.

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

Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**
2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**
3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**
5. Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13? **Currently Yes**

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Operating Principle

2.2 Academic Support

Self-Study Items

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

Original Corrective Action: "Ensure that the procedures for the review of academic support services for student athletes include a review by academic authorities outside the athletics department."

Actions Taken by Institution: The initial action taken by the University was to establish a new sub-committee of the Athletic Board. One of the charges of the new Academic Integrity subcommittee was to "provide oversight and evaluation of the academic assistance area within the Athletics Department." During the course of the current NCAA re-certification process, UWM discovered that this oversight and evaluation should include a formal, written review every three years by academic authorities out-side athletics. This review was conducted by the Office of the Associate Vice Chancellor for Academic Affairs. To help inform the review process, the Faculty Athletic Representative, working with members of the NCAA re-certification team, developed and administered student-athlete and coach surveys that covered academic integrity and equity issues.

Date of Action(s): The initial action was taken during the 1999-2000 academic year. The follow-up written external review was conducted in spring semester of 2007-2008. The student-athlete and coach surveys were administered in February 2008.

Explanation for any partial or non-completion of such required actions: N/A

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

Original recommendation: "Consider a recommendation to open up a second academic advisor position."

Action(s) taken by the institution: UWM has had a full-time athletics academic advisor since 1998. In fall 2006, the Athletics Department created a second, 50% FTE position for academic advising and mentoring. In spring 2008, another 50% FTE position for academic advising and mentoring was added.

Dates: Fall 2006; Spring 2008.

Explanation for any partial or non-completion of such required actions: N/A

Original recommendation: "Formalize a procedure for the review of academic support services available (and used) by student-athletes "

Action(s) taken by the institution: As noted above, the original action taken by the University was to establish a new Academic Integrity subcommittee of the Athletic Board to "provide oversight and evaluation of the academic

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assistance area within the Athletics Department." Also as noted above, the responsibility for conducting the external review of academic support services was placed administratively with the Office of the Provost and Vice-Chancellor for Academic Affairs and a formal review was conducted.

Dates: The Academic Integrity subcommittee was created in 1999. The external review was assigned to the Office of the Provost and Vice-Chancellor for Academic Affairs in February 2008.

Explanation for any partial or non-completion of such required actions: N/A

Original recommendation: "Continue to encourage student-athletes to use the academic support services available to them."

Action(s) taken by the institution: Student-athletes are informed about the academic support services available to them continuously throughout their careers at UWM. At their initial New Freshman Orientation, they are given written material describing university-wide support services. The Athletics Department holds its own annual orientation for student-athletes at which they are given the Student-Athlete Handbook, which contains details on both Athletics Department and university-wide academic assistance resources. This begins in the student-athletes' initial orientation where they are introduced to the general academic policies and procedures of the Department of Athletics, as well as to the specific academic policies of their individual sports. The Athletics Department also hosts a "Welcome Back" event each year to introduce new student athletes and help them integrate into the social and academic fabric of athletics.

Throughout each semester, student-athlete academic progress is closely monitored. At the beginning of each semester, the Academic Advisor schedules bi-weekly meetings with all new student-athletes and all those considered at any kind of academic risk (e.g., a GPA less than 2.5). In addition to meeting with students on a bi-weekly basis, the Athletics Advisor follows up with instructors and asks for regular progress reports, which are then shared and discussed with the student athletes. These progress reports, gathered from phone calls and emails, cover such issues as attendance, test scores, attitude, outlook, and the need for tutoring. Progress reports are shared with coaches and senior Athletics administrative staff. Student-athletes whose academic progress is considered below par are encouraged by the Academic Advisor and/or coach to seek academic assistance.

Dates: Ongoing.

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

Since the first-cycle certification, UWM has enhanced its academic support of student-athletes in the following ways:

Enhanced physical space and resources in the Academic Assistance Center in the new UWM Pavilion offer student-athletes better opportunities for study, one-to-one tutoring, and working in a computer lab with 12 workstations and a dedicated high-speed printer. The new facilities also offer student-athletes access via a special swipe card, which enables them to enter the Academic Assistance Center at any time the building is open and allows them to stay after the Pavilion closes. The new space also makes it possible for coaches and academic advisors to more closely monitor mandated study table and tutoring.

Student-athletes have access to a new half-time Athletics Academic Advisor, who complements the work of a full-time Athletics Academic Advisor. These advisors meet with student-athletes and monitor courses, grades, and student-athlete progress towards degree completion. (Note: a second 50% FTE Athletics Academic Advisor was added in 2008.)

An eight-week, one-credit course for freshman student-athletes (Educational Psychology 101: Success in Academics and Athletics) is offered in two sections each fall semester. Taught by the full-time Academic Advisor for Athletics, the course is designed to enable the freshman student-athlete to transfer athletic success to academic success. The course covers topics such as study skills, instructor/student relations, time management, diversity, values clarification, library and academic resources, and NCAA rules.

A new campus-wide initiative, Access to Success, was initiated in 2006. Access to Success expanded academic support services for all UWM students, including student-athletes. See Self Study Item #4 below for a description of these academic support services.

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

Four (4) major areas of academic support services are available for student-athletes at UWM.

(1) Department of Athletics Academic Assistance Center

The Department of Athletics has an Academic Assistance Center under the direction of a full-time Academic Advisor who reports to the Senior Woman Administrator/Associate Director of Athletics. In addition, two half-time advisor/mentors report to the full-time Advisor. The Academic Advisor is responsible for communicating with student-athletes, instructors, and school/college advisors about the academic progress of student-athletes. Along with the Assistant Director of Athletics for Compliance, the Academic Advisor also helps monitor NCAA eligibility. The Academic Advisor maintains liaison with the Academic Opportunities Center (AOC) and the Tutoring and Academic Resource Center (TARC), as well as with the individual school and college advisors. All student-athletes have access to the Academic Assistance Center.

(2) Academic Opportunity Center (AOC)

Student-Athletes who are admitted through AOC have access to additional academic support service, including intrusive academic advising and introductory course offerings in English, mathematics, study skills, and reading. The Academic Opportunity Center is part of the Division of Academic Affairs and reports to the Provost and Vice Chancellor for Academic Affairs.

(3) Access to Success

Beginning in 2006, a new campus-wide initiative, Access to Success, expanded academic support services for all UWM students, including student-athletes. Enhancements to academic success under this program include the following:

Expansion of the UWM Tutoring and Academic Resource Center (TARC) and the Writing Center; TARC offers individual, group, walk-in and online tutoring, and study groups and teaching teams.

Establishment of the UWM First-Year Center, which offers assistance in areas such as time management and test anxiety control;

Early linking of students to career planning assistance at the UWM Career Development Center;

Supplemental instruction for large introductory courses;

Expansion of freshman seminars, learning communities, mentoring opportunities, and learning/research opportunities through internships.

Establishment of the UWM Freshman Mentoring Network, a collaborative, university-wide program that introduces each participating new freshman to an existing UWM student, faculty, or staff member.

Continuation of other areas of academic support such as Study Skills, Note-taking, Reading Comprehension, Grammar and Composition, ESL, Foreign Language Study, and Stats Software.

Information about the various services and programs associated with Access to Success may be found on the following website: www4.uwm.edu/access_success/index.cfm. This initiative is part of the Academic Affairs and is under the administrative responsibility of the Office of the Provost and Vice Chancellor for Academic Affairs.

(4) University-wide Advising Network

UWM has a University-wide network of over 200 especially-trained academic advisors who support undergraduate students in their academic careers. Each student is given an advisor in his/her major or planned major academic area. Advisors meet regularly and benefit from regular professional development.

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

- a. The specific academic support services offered to student-athletes (if any);
- b. Any policies that govern which students can use these services;
- c. The mechanisms by which student-athletes are made aware of these services;

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

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

1. Academic Advising Course selection, class scheduling, degree program assistance, priority registration.

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

All UWM students, including student-athletes, are assigned an academic advisor from the school or college where they have declared their major or intend to pursue their study. These school/college advisors have the responsibility for advising students on course selection and degree program assistance.

If a student-athlete is admitted through the Academic Opportunity Center (AOC), that student-athlete, like other undergraduates admitted through AOC, has access to the special support services AOC offers.

Academic Advisors in the Department of Athletics supplement the work of school/college advisors by soliciting periodic progress reports from instructors and communicating with student-athletes about any concerns that surface; helping student-athletes communicate with instructors about League competition; matching student-athletes to appropriate tutors, either through athletics or through university-wide academic support services; working with the Assistant Director of Athletics for Compliance and UWM Enrollment Services to monitor student-athlete eligibility; monitoring mandatory study tables and sport-specific academic requirements; and working with the Student-Athlete Advisory Committee to offer supplemental educational programming.

Additional Academic Advising is available through African-American Student Academic Services, American Indian Student Academic Services, English as a Second Language, University Honors Program, Roberto Hernandez Center, Southeast Asian Student Academic Services, Student Accessibility Center, and Student Support Services Program

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

All UWM students have an academic advisor through their school or college.

All UWM undergraduates admitted through the Academic Opportunity Center (AOC), including student-athletes, have access to the special advising services offered in AOC.

All student-athletes have access to the advising services provided through the Department of Athletics.

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

Student-athletes are informed of these services in a variety of ways, including the initial "New Freshman Orientation" prior to their first semester at UWM; the annual Department of Athletics orientation; the Student-Athlete Handbook; regular meetings with the Athletics academic advisor; and email reminders from School/College and Athletics advisors.

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

The Division of Academic Affairs, headed by the Provost, will be the designated office to provide Athletics program review every three years. The Provost will designate a team from the faculty to conduct this review. Outcomes of the review will be reported to the Provost, Chancellor, Vice Chancellor of Student Affairs, Director of Athletics, the Faculty Athletic Representative, Chair of the Athletic Board, and Chair of the Academic Integrity Subcommittee.

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

Following the review mechanism described above, the services will be approved by the following academic authorities outside athletics: the Vice Chancellor for Student Affairs, the Provost, and the Chancellor

2. Tutoring Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

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

Tutoring support is available from a number of sources:

Tutoring and Academic Resource Center (TARC): All UWM undergraduates have access to tutoring provided through TARC. In addition, special tutoring is available within the Access to Success initiative and through multicultural student academic support units.

Department of Athletics: Special tutoring is available to UWM Student-Athletes. Paid tutors are recruited several times a semester, often from within the ranks of the student-athlete community. Tutors are equally represented by gender. (In 2007-08, there were five (5) male and five (5) female Athletics tutors.) Tutors meet students in special tutoring rooms within the Pavilion Athletics Complex. In addition to scheduled one-on-one tutoring, "floating" tutors are available between 6:00 pm and 10:00 pm most Mondays through Thursdays.

Academic Opportunity Center (AOC): Student-athletes admitted through the Academic Opportunity Center have access to AOC's tutoring services.

Schools and Colleges: Schools and Colleges at UWM make provisions for tutoring for students majoring in their disciplines. For example, the Lubar School of Business maintains a Multicultural Tutoring Center that is geared to minority/underrepresented students, although any student may use its services. Students employed as tutors in this center are all minority/underrepresented students.

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

All UWM undergraduates can take advantage of the tutoring services offered through the Tutoring and Academic Resource Center (TARC).

Tutoring in the Department of Athletics is restricted to student-athletes.

Tutoring offered through the Academic Opportunity Center is available to all students admitted through AOC, including student-athletes.

All students, including student-athletes can take advantage of the tutoring offered through UWM's 10 schools and colleges.

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

Student-athletes are informed of these services in a variety of ways including the initial "New Freshman Orientation," the annual Department of Athletics orientation, the Student-Athlete Handbook, regular meetings with the Athletics academic advisor, and email reminders from School/College and Athletics advisors.

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

The Division of Academic Affairs, headed by the Provost, will be the designated office to provide Athletics program review every three years. The Provost will designate a team from the faculty to conduct this review. Outcomes of the review will be reported to the Provost, Chancellor, Vice Chancellor for Student

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Affairs, the Director of Athletics, the Faculty Athletic Representative, the Chair of the Athletic Board, and the Chair of the Academic Integrity Subcommittee.

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

Following the review mechanism described above, the services will be approved by the following academic authorities outside Athletics: the Vice Chancellor for Student Affairs, the Provost, and the Chancellor.

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

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

Athletics advisors and tutors offer informal academic support in study skills, note and test taking, writing and grammar rules, and time-management.

Success skills are covered in Educational Psychology 101 (Success in Academics and Athletics). This course is described in Self-Study Item No. 3.

Success skills are offered through the CHAMPS Program (Challenging Athletes' Minds for Personal Success), a Life Skills curriculum designed to promote student-athletes ownership of their academic and athletic careers and their personal and community responsibilities; to meet the changing needs of student-athletes; to promote respect for diversity and inclusion among student-athletes; to assist student-athletes in identifying and applying transferable skills; to enhance partnerships between the NCAA, member institutions and their communities for the purpose of education; to foster an environment that encourages student-athletes to effectively access campus resources; and to encourage the development of character, integrity and leadership skills.

Success skills are often topics in educational activities sponsored by the Student-Athlete Advisory Committee (SAAC).

Success skills training is available through the Tutoring and Academic Assistance Center (TARC).

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

All student-athletes have access to the Success Skills opportunities described above. All UWM students have access to the success skills training available through Educational Psychology 101 and the Tutoring and Academic Assistance Center.

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

Freshman Orientation

The annual Department of Athletics orientation

The Student-Athlete Handbook

Regular meetings with the Athletics academic advisor

Individual sport team meetings

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

The Division of Academic Affairs, headed by the Provost, will be the designated office to provide Athletics program review every three years. The Provost will designate a team from the faculty to conduct this review. Outcomes of the review will be reported to the Provost, Chancellor, Vice Chancellor for Student Affairs, the Director of Athletics, the Faculty Athletic Representative, the Chair of the Athletic Board, and the Chair of the Academic Integrity Subcommittee.

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

Following the review mechanism described above, the services will be approved by the following academic authorities outside Athletics: the Vice Chancellor for Student Affairs, the Provost, and the Chancellor.

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

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

Study facilities are available in the Athletics Academic Assistance Center. Most student-athletes are required to attend study table when they are first-semester freshmen. In addition, first-semester transfer students, and students who have not maintained a cumulative or semester GPA equal to or greater than a 2.5, attend study table. Student-athletes who do not fall into the above categories are not required to attend study tables, although attendance is strongly recommended.

Each sports team has its own policy about Study Table. In women's basketball, for instance, student-athletes are required to attend if they are a freshman or a transfer student for eight hours each week. Student-athletes who have not earned a cumulative GPA equal to or greater than a 3.2 are to attend study tables based upon their respective GPAs, as follows:

3.19-3.0 (2 hours)
 2.99-2.8 (6 hours)
 2.79-2.6 (8 hours)
 2.59 or below (10 hours)

Student-athletes who do not complete their Study Hall hours are not permitted to practice or compete during the following week's scheduled events.

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

Athletics Study Hall in the Pavilion's Academic Assistance Center is available to student-athletes only.

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

The annual Department of Athletics orientation

The Student-Athlete Handbook

Regular meetings with the Athletics academic advisor

Individual sport team meetings

Written team academic policies.

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

The Division of Academic Affairs, headed by the Provost, will be the designated office to provide Athletics program review every three years. The Provost will designate a team from the faculty to conduct this review. Outcomes of the review will be reported to the Provost, Chancellor, Vice Chancellor for Student Affairs, the Director of Athletics, the Faculty Athletic Representative, the Chair of the Athletic Board, and the Chair of the Academic Integrity Subcommittee.

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

Following the review mechanism described above, the services will be approved by the following academic authorities outside Athletics: the Vice Chancellor for Student Affairs, the Provost, and the Chancellor.

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5. Freshman/transfer orientation Availability, attendance requirements.

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

UWM offers orientation for transfer students and adult students (25 years or older) the week before classes start in the fall and spring semesters. Attendance is voluntary. The orientation is attended by advisors from all schools and colleges, representatives from university-wide academic support services, gender and ethnic-based resource centers, and other UWM student support units. At the orientation, students also can buy their books and get their student IDs. Student-athletes who are transferring to UWM also are given one-on-one orientations by the full-time Athletics Academic Advisor and the coach of their sport.

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

All transfer, adult, and University Special students are invited to the orientation. Attendance is voluntary. Special orientations for transfer student-athletes are mandatory.

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

Transfer, adult, and University Special students are notified of the orientation when they are accepted. They receive reminders by mail. In addition, student-athletes are notified by the Athletics Academic Advisor.

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

The Division of Academic Affairs, headed by the Provost, will be the designated office to provide Athletics program review every three years. The Provost will designate a team from the faculty to conduct this review. Outcomes of the review will be reported to the Provost, Chancellor, Vice Chancellor for Student Affairs, the Director of Athletics, the Faculty Athletic Representative, the Chair of the Athletic Board, and the Chair of the Academic Integrity Subcommittee.

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

Following the review mechanism described above, the services will be approved by the following academic authorities outside Athletics: the Vice Chancellor for Student Affairs, the Provost, and the Chancellor.

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

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

UWM monitors the academic progress of student-athletes very closely. This process begins in the initial orientation where student-athletes are introduced to the general academic policies and procedures of the Department of Athletics and to the specific academic policies of their individual sports. The Athletics Department also hosts a "Welcome Back" event each year to introduce new student athletes and help them integrate into the social and academic fabric of athletics.

Each semester, the full-time Academic Advisor schedules bi-weekly meetings with all new student-athletes and any others considered to have academic risk factors (e.g., a GPA less than 2.5). The Academic Advisor transmits absence packets to instructors that list dates on which scheduled competition conflicts with the student athlete's class schedule. The sport-specific schedule is sent separately with a cover sheet asking instructors to acknowledge receipt of the travel schedule. (This acknowledgment does not obligate the instructor to excuse or accommodate any student-athlete.) The student-athlete is expected to follow up with his/her instructors and solicit feedback on any missed class time because of league

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competition. Approximately 85-90% of instructors cooperate with the Department by permitting student-athletes to make up work.

In addition to meeting with students on a bi-weekly basis, the Athletics Advisor follows up with instructors asking for regular progress reports, which are then shared and discussed with the student athletes. These progress reports are gathered from phone calls and emails and cover issues such as attendance, test scores, attitude, outlook, and need for tutoring. These progress reports are shared with coaches, the Associate Director of Athletics, and, sometimes, the Director of Athletics.

Once admitted, all student-athletes are tracked closely by staff in the Department of Athletics to assure they are meeting NCAA requirements for eligibility. The Assistant Director of Athletics for Compliance and the Academic Advisor for Athletics meet weekly with the designated NCAA compliance staff in the Department of Enrollment Services to monitor student-athlete eligibility and overall academic progress. The SWA/Associate Director of Athletics joins these meetings once a month. When there are concerns about a student-athlete's academic progress, the Academic Advisor for Athletics serves as the communications and monitoring link with the student-athletes.

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

It is the policy of the Department of Athletics to actively monitor the academic progress of all student-athletes continuously from their entrance into the program until completion of their academic career, including post-eligibility.

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

Student-athletes learn about academic expectations for them, how their academic progress will be tracked, and academic support services through the initial orientation, the Student-Athlete handbook, and the required course Educational Psychology 101 (Success in Academics and Athletics).

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

The Division of Academic Affairs, headed by the Provost, will be the designated office to provide Athletics program review every three years. The Provost will designate a team from the faculty to conduct this review. Outcomes of the review will be reported to the Provost, Chancellor, Vice Chancellor for Student Affairs, the Director of Athletics, the Faculty Athletic Representative, the Chair of the Athletic Board, and the Chair of the Academic Integrity Subcommittee.

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

Following the review mechanism described above, the services will be approved by the following academic authorities outside Athletics: the Vice Chancellor for Student Affairs, the Provost, and the Chancellor.

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

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

UWM is strongly committed to maintaining an environment that guarantees students with disabilities full access to its educational programs, activities and facilities. Current federal law (Americans with Disabilities Act, Section 504 of the Rehabilitation Act) and UW-System Board of Regents Policy 96-6, require the University to make reasonable modifications in order to ensure there is no discrimination against qualified

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students with disabilities. All accommodations for Special Academic Needs are co-ordinated through UWM's Student Accessibility Center (SAC).

When a student or student-athlete is having academic difficulties that do not seem to be addressed by the academic support services available through the Tutoring and Academic Assistance Center (TARC), the Academic Opportunity Center (AOC), the Athletics Academic Assistance Center, or similar units, students can be referred to other resources, such as the Norris Health Center or the Student Accessibility Center (SAC).

Each individual who utilizes SAC services is provided with a Verified Individual Services and Accommodation form (VISA) which has a begin date and an end date (usually one academic year in length). The form is reviewed and renewed annually. If further testing is required or a student requests additional services beyond existing documentation, the student is given a final date by which all testing must be completed. Students meet with their SAC Counselor a minimum of once per academic year to review the VISA and assess need for change.

When appropriate, students and/or student-athletes who have not been previously diagnosed with a learning disability are referred to special testing sources. Since such testing is expensive, individuals with financial constraints are referred to places such as UWM's Department of Psychology's Adult Neuropsychology Research Lab (which offers a reduced rate) or external agencies that charge by ability-to-pay. Students may receive accommodations in the initial semester in which they seek help and are awaiting the results of testing.

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

All UWM students, including student-athletes, are eligible for services provided through the Student Accessibility Center.

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

Information about the Student Accessibility Center is available to students on the UWM Web Site direct link to accessibility resources from the homepage, or www.sac.uwm.edu; in the printed UWM catalog; from campus academic advisors; from Athletics Academic Advisors; at freshmen or transfer orientation; in the student handbook provided at the start of each academic year

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

The Division of Academic Affairs, headed by the Provost, will be the designated office to provide Athletics program review every three years. The Provost will designate a team from the faculty to conduct this review. Outcomes of the review will be reported to the Provost, Chancellor, Vice Chancellor for Student Affairs, the Director of Athletics, the Faculty Athletic Representative, the Chair of the Athletic Board, and the Chair of the Academic Integrity Subcommittee.

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

Following the review mechanism described above, the services will be approved by the following academic authorities outside Athletics: the Vice Chancellor for Student Affairs, the Provost, and the Chancellor.

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

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

Initial Placement Testing: All new UWM freshman, including student-athletes, and certain transfer students, are required to take placement tests in Mathematics and English. Optional placement tests are available for foreign languages and chemistry.

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The Learning and Study Strategies Inventory (LASSI): In addition to these standardized placement tests, all UWM students have the option of taking the Learning and Study Strategies Inventory (LASSI) at any point in their academic careers. The LASSI is a 10-scale, 80-item assessment of student awareness about and use of learning and study strategies related to skill, will, and self-regulation components of strategic learning.

This learning assessment tool is offered online through UWM's Tutoring and Academic Resource Center (TARC). The focus is on both covert and overt thoughts, behaviors, attitudes and beliefs that relate to successful learning and that can be altered through educational interventions. After completing the inventory, students have access to online modules designed to hone their skills in areas in which they are deficient.

Specialized Assessments: Finally, students or student-athletes who are having academic difficulties that do not seem to be addressed by the academic support services available through the Tutoring and Academic Assistance Center (TARC), the Academic Opportunity Center (AOC), the Athletics Academic Assistance Center, or similar units, can be referred resources such as the Norris Health Center or the Student Accessibility Center (SAC) for specialized learning assessments.

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

All UWM students, including student-athletes, have access to the learning assessments described above.

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

Initial Placement Testing: All new students are made aware of the required English and Mathematics placement tests and the options for foreign language and Chemistry through various means, including admission acceptance letters, the UWM web site, and initial orientations.

The Learning and Study Strategies Inventory (LASSI): Students learn of the LASSI primarily through their advisors and through the marketing efforts of the Tutoring and Academic Resource Center (TARC). It is also a resource promoted in the First Year Center. In addition, student-athletes learn of it through their Athletics Academic Advisors.

Specialized Testing: Information about the services available through the Student Accessibility Center (SAC) and Norris Health Center are available to students on the UWM Web Site; in the printed UWM catalog; through campus academic advisors; from Athletics Academic Advisors; and at freshmen or transfer orientation.

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

The Division of Academic Affairs, headed by the Provost, will be the designated office to provide Athletics program review every three years. The Provost will designate a team from the faculty to conduct this review. Outcomes of the review will be reported to the Provost, Chancellor, Vice Chancellor for Student Affairs, the Director of Athletics, the Faculty Athletic Representative, the Chair of the Athletic Board, and the Chair of the Academic Integrity Subcommittee.

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

Following the review mechanism described above, the services will be approved by the following academic authorities outside Athletics: the Vice Chancellor for Student Affairs, the Provost, and the Chancellor.

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

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

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Access to Success: As part of the Access to Success First-Year initiative, UWM provides each new freshman with a Campus Ambassador/Mentor upon arrival on campus. The CA/M guides new students, including student-athletes, through new freshman orientations, personally introduces them to campus resources, and helps with the registration process. Campus Ambassador/Mentors also are available during the semester to provide guidance and assistance. These mentors are trained to support new freshmen in a variety of ways, including helping students to connect with faculty/staff mentors, LINKS mentors, and professional/major field mentors.

LINKS (Leading & Inspiring New and Knowledgeable Students) is a Peer Outreach and Mentoring Center. Its mission is to enhance the academic and social experience of UWM students by establishing and maintaining mentoring partnerships. The peer mentors at LINKS come from as many different backgrounds as the students they serve.

LINKS identifies students through referrals from academic advisors, tutoring centers, departments and instructors. Mentoring is of most benefit to incoming freshmen and transfer students — especially those from traditionally underrepresented groups and/or from economically disadvantaged backgrounds.

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

All students are eligible for the mentoring services offered through Access to Success and the LINKS program. Student-athletes are eligible for informal mentoring through Athletics.

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

Student-athletes are informed of mentoring services at the initial New Freshman Orientation prior to their first semester at UWM; at the annual Department of Athletics orientation; in the Student-Athlete Handbook; on the UWM Web Site; and through in-person meetings with school/college and Athletics advisors.

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

The Division of Academic Affairs, headed by the Provost, will be the designated office to provide Athletics program review every three years. The Provost will designate a team from the faculty to conduct this review. Outcomes of the review will be reported to the Provost, Chancellor, Vice Chancellor for Student Affairs, the Director of Athletics, the Faculty Athletic Representative, the Chair of the Athletic Board, and the Chair of the Academic Integrity Subcommittee.

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

Following the review mechanism described above, the services will be approved by the following academic authorities outside Athletics: the Vice Chancellor for Student Affairs, the Provost, and the Chancellor.

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

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

The avenues of assistance for at-risk students have been described above under Academic Advising, Tutoring, Success Skills, Study Hall, Academic Monitoring, and Assistance for Special Academic Needs.

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

Those services provided by the Athletics Department are available only to student-athletes. All other services are available to all UWM students. Student-athletes are eligible for academic support services from the Athletics Department for as long as they are pursuing a degree.

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

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Student-athletes are informed of these services at the initial New Freshman Orientation prior to their first semester at UWM; at the annual Department of Athletics orientation; in the Student-Athlete Handbook; on the UWM Web Site; and through in-person meetings with school/college and Athletics advisors.

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

The Division of Academic Affairs, headed by the Provost, will be the designated office to provide Athletics program review every three years. The Provost will designate a team from the faculty to conduct this review. Outcomes of the review will be reported to the Provost, Chancellor, Vice Chancellor for Student Affairs, the Director of Athletics, the Faculty Athletic Representative, the Chair of the Athletic Board, and the Chair of the Academic Integrity Subcommittee.

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

Following the review mechanism described above, the services will be approved by the following academic authorities outside Athletics: the Vice Chancellor for Student Affairs, the Provost, and the Chancellor.

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

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

UWM student-athletes are eligible for academic support services from the Department of Athletics as long as they are pursuing a degree. They are eligible for university-wide services as long as they are enrolled students. Although UWM does not offer special scholarships or assistantships to student-athletes, the SWA/Associate Director of Athletics has encouraged student-athletes to apply for NCAA post-eligibility support, and several of them have received such aid.

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

NCAA rules apply; UWM imposes no restrictions.

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

Student-athletes attending UWM during post-eligibility meet with academic advisors periodically to receive updated information on available services and to help insure timely graduation. These student-athletes receive the same supports that they did during their period of eligibility.

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

The Division of Academic Affairs, headed by the Provost, will be the designated office to provide Athletics program review every three years. The Provost will designate a team from the faculty to conduct this review. Outcomes of the review will be reported to the Provost, Chancellor, Vice Chancellor for Student Affairs, the Director of Athletics, the Faculty Athletic Representative, the Chair of the Athletic Board, and the Chair of the Academic Integrity Subcommittee.

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

Following the review mechanism described above, the services will be approved by the following academic authorities outside Athletics: the Vice Chancellor for Student Affairs, the Provost, and the Chancellor.

Academic Integrity

6. Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report. [Please use the file upload link contained within this question on the athletics certification system (ACS) database to submit a copy of your most recent academic support services review.]

A copy of UWM's most recent Academic Support Services Review is in the upload link associated with this question. Also included in this link are a table containing the recommendations resulting from the review and a copy of the survey instrument.

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

The recommendations in the Spring 2008 external review of academic support services took the form of enhancements to current policies, procedures, and practices. These suggestions covered tutoring, advising, outreach to special constituencies, and the Student Assistance Center. The Senior Woman Administrator/Associate Director of Athletics, who oversees Athletics Academic Support Services, is working with the full-time Athletics Academic Advisor, the Faculty Athletic Representative, and the members of the Academic Integrity Subcommittee of the Athletic Board to implement the following:

TUTORING

(1) The student-athlete surveys revealed that student-athletes did not have a strong sense that their tutors, both within and outside of athletics, were knowledgeable about their subject matter and/or how to support their learning needs. The Department of Athletics will work with staff from the Tutoring and Academic Resource Center to provide special training for tutors to provide them with more in-depth knowledge of how to effectively support student-athletes' learning needs. Tutors will be more rigorously screened for the appropriate level of content knowledge.

(2) The Department of Athletics will explore the feasibility of providing on-line tutoring support for student-athletes.

SPECIAL CONSTITUENCIES

The Access to Success initiative has demonstrated that certain targeted academic supports are crucial to retention and ultimate academic success. Therefore, the Department of Athletics will take the following actions:

1) Provide first-generation, college-going student-athletes additional and focused support and monitoring, with direct involvement by a mentor who is sensitive to the student's familiarity with the college experience.

2) Enhance academic support services to transfer student-athletes and those in their sophomore year.

(3) Insure that student-athletes have a deliberate introduction to an appropriate ethnic minority student center, as a means of providing additional academic and personal support.

ADVISING

The three Athletics Academic Advisors (1 FTE; 2 50% FTE) will be given special professional development experiences in how to meet the learning needs of student-athletes from diverse backgrounds and those with unique learning profiles.

STUDY TABLE

The student-athlete surveys revealed that a fairly low percentage of student-athletes were studying and completing assignments at the Academic Assistance Center and Study Tables. The Department of Athletics will review usage patterns at the Center to determine if these academic supports can better serve student-athletes.

Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**
2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**

Academic Integrity

3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**
4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**
5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
		Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	Academic Year								
	2006-2007	89	2057	91	20	85	2175	89	31
	2005-2006	89	2133	90	14	85	2366	90	23
	2004-2005	90	1887	95	18	86	2171	94	26

Name of person completing this chart: Stephen Lautz
 Title: Assistant Director of Athletics for Compliance

Academic Integrity

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

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

Racial or Ethnic Group - All Entering Freshman Students														
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007	87	37	86	92	72	295	80	159	89	3426	79	223	
	2005-2006	85	40	84	85	72	336	78	180	89	3629	79	229	
	2004-2005	82	36	89	71	68	343	79	145	90	3239	81	224	
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid														
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2009-2010					84	11			91	40			
	2009-2010					75	6			94	29		2	
	2009-2010					74	3			96	41			

Name of person completing this chart: Stephen Lautz

Title: Assistant Director of Athletics for Compliance

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		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		W o m e n ' s Other Sports	
Academic Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2006-2007			2.67	3		1	2.78	9	3.36	7	3.43	3	3.43	8	3.58	20
	2005-2006				2	3.49	3	3.54	3	3.26	6	3.4	5	3.34	7	3.79	11
	2004-2005				1		2	3.32	8	2.97	7			3.6	5	3.62	21
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2006-2007			72	3		1	89	9	102	7	83	3	87	8	91	20
	2005-2006				2	105	3	87	3	90	6	80	5	82	7	99	11
	2004-2005				1		2	97	8	101	7			90	5	94	21

Name of person completing this chart: Stephen Lautz

Title: Assistant Director of Athletics for Compliance

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2005-2006	12%	6%	0%	99%	0%	0%	0%	0%	0%	0%
	2004-2005	12%	6%	0%	0%	0%	0%	0%	50%	50%	0%
	2003-2004	12%	7%	33%	0%	0%	33%	0%	0%	0%	33%

Name of person completing this chart: Stephen Lautz

Title: Assistant Director of Athletics for Compliance

Equity and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There was one "strategy for improvement" imposed by the Committee on Athletics Certification as it related to Operating Principle 3.1 (Gender Issues), as noted in the Summary of Actions Taken by the NCAA Committee on Athletics Certification (11/9/99) document. Specifically it was determined that UW-Milwaukee was required to:

"Amend the institution's gender-equity plan to include a more thorough review of other issues related to gender equity in the intercollegiate athletics program (e.g., financial aid, marketing, promotions, media guides, recruiting, facilities, travel per diem, and equipment)."

The action(s) taken by the institution:

As noted in the document entitled Follow-Up for the NCAA Committee on Certification Requirements (6/2000), the Athletic Board adopted the following recommendations:

- 1) "A member of the Equity Subcommittee will serve as a representative to the Athletic Board Personnel Committee as well as the Search and Screen Committees to oversee equitable procedures in regard to hiring of coaches and administrators."
- 2) "A member of the Equity Subcommittee will serve on the Athletic Board Fiscal Subcommittee to continue to review recruitment expenditures."
- 3) "The Equity Plan will be evaluated on an annual basis to assure that current goals are achieved and future goals are discussed and considered."
- 4) "Figures for equipment, supplies, and marketing and promotions should be made available and reviewed on an annual basis."

Recommendation #1: "A member of the Equity Subcommittee will serve as a representative to the Athletic Board Personnel Committee as well as the Search and Screen Committees."

The subcommittee reviewed rosters of the Athletic Board and its subcommittees, as well as the composition of athletics-related search and screen committees for the years under study. In 2004-05, a member of the Athletic Board Equity Subcommittee served on each of the three Athletics Department Search and Screen Committees. In 2005-06, a member of the Equity Subcommittee served on six of the nine Search and Screen Committees convened to recruit for 13 positions in Athletics. In 2006-07, a member of the Athletic Board Equity Subcommittee served on each of the nine Athletics Department Search and Screen Committees. For each of these three years, a member of the Athletic Board Equity Subcommittee sat on the Athletic Board Personnel Subcommittee.

Date(s) of the action(s):

The initial recommendation was discussed and adopted by the UWM Athletic Board in the spring of 2000 and submitted to NCAA in June of 2000.

Explanation for any partial or non-completion of such required actions:

Equity and Student-Athlete Well-Being

In 2005-06, six out of nine Athletics Department Search and Screen committees had representation from the Athletic Board Equity Subcommittee. (A single committee recruited for four men's basketball positions.) The Equity Subcommittee for 2005-06 had only three regular members and there were nine search and screen committees in this year, too large a commitment for such a small group. An alternate member from the larger Athletic Board served instead.

Recommendation #2: "A member of the Equity Subcommittee will serve on the Athletic Board Fiscal Subcommittee."

In 2004-05, no Equity Subcommittee members served on the Athletic Board Fiscal Subcommittee. In 2005-06 and 2006-07, there was an Equity Subcommittee member who also served on the Fiscal Subcommittee.

Date(s) of the action(s):

The initial recommendation was discussed and adopted by the UWM Athletic Board in the spring of 2000 and submitted to NCAA in June of 2000.

Explanation for any partial or non-completion of such required actions:

It appears that due to an oversight there was no Equity Subcommittee member on the Fiscal Subcommittee in 2004-05, however this oversight was rectified and in subsequent years there was Equity Subcommittee representation on the Fiscal Subcommittee.

Recommendation #3: "The Equity Plan will be evaluated on an annual basis."

Date(s) of the action(s):

The initial recommendation was discussed and adopted by the UWM Athletic Board in the spring of 2000 and submitted to NCAA in June of 2000.

Explanation for any partial or non-completion of such required actions:

The UWM Athletic Board determined that the annual review of the Gender Equity Plan was best done in conjunction with the annual review and analysis of each year's Equity in Athletics Disclosure Act documents.

Recommendation #4: "The Athletic Board will review figures for equipment, supplies, and marketing and promotions on an annual basis."

The Fiscal Subcommittee of the Athletic Board reviews the budget of the Athletic Board annually. A member of the Equity Subcommittee serves on the Fiscal Subcommittee to monitor issues related to gender equity in the intercollegiate athletics program (e.g., financial aid, marketing, promotions, media guides, recruiting, facilities, travel per diem, and equipment).

Date(s) of the action(s):

The initial recommendation was discussed and adopted by the UWM Athletic Board in the spring of 2000 and submitted to NCAA in June of 2000.

Explanation for any partial or non-completion of such required actions:

Athletic Board Equity Subcommittee documentation for 2005-06 and 2006-07 indicates review of EADA reports which include figures for equipment, supplies, marketing and promotions.

Equity and Student-Athlete Well-Being

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) The institution has had personnel changes since the original development of the plan. [Please note: Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

THE ORIGINAL PLAN:

The original Gender Equity Plan consisted of two parts, a Staff Plan and a Student-Athlete Plan with the following goals:

Staff Plan Goal #1: "The full-time academic staff of the Athletics Department should be comparable to or exceed campus-wide representation by gender for faculty and academic staff."

Staff Plan Goal #2: "Employ at least one female head coach or assistant coach on a full or part-time basis for each sponsored women's sport."

Student-Athlete Plan Goal: "To continue to progress toward female participation in varsity athletics to a percentage that is substantially proportional to female undergraduate student body population."

The action(s) taken by the institution:

Staff Plan Goal #1: "The full-time academic staff of the Athletics Department should be comparable to or exceed campus-wide representation by gender for faculty and academic staff."

Despite efforts to recruit more female administrators, professional staff and coaches, UWM has not yet achieved parity of representation of women in Athletics with women faculty and staff (unclassified staff) on campus generally. In 2004-05 the percentage of female unclassified staff in the University generally was 53%, while the percentage in Athletics was 26%; in 2005-06 the percentage of female unclassified staff in the University was 53%, while the percentage of females in Athletics was 22%; in 2006-07, the percentage of female unclassified staff in the University was 55% and the percentage of females in Athletics was 22%.

Date of the action:

The original Gender Equity Plan was adopted by UWM in January 1999.

Explanation for any partial or non-completion of such required actions:

UWM continues to work in this area through contacts in the Horizon League and national women's coaching associations, and utilizes national recruiting efforts to include women in applicant pools.

Staff Plan Goal #2: "Employ at least one female head coach or assistant coach on a full or part-time basis for each sponsored women's sport."

UWM continues to pursue this goal. In 2004-05, five of the seven women's sports had at least one female coach; in 2005-06, three of the seven women's sports had at least one female coach; and in 2006-07, there was at least one female coach on four of the seven women's teams. The specific break-outs by sport were as follows:

2004-05:

Tennis - female head coach

Volleyball - female head coach and assistant coach

Women's Basketball - female head coach and 2 female assistant coaches

Equity and Student-Athlete Well-Being

Women's Soccer -female assistant coach
Women's Cross Country - no female coaching staff
Women's Track & Field- no female coaching staff
Women's Swimming & Diving - 1 female assistant coach

2005-06:

Tennis - no female coaching staff for majority of year
Volleyball - female head coach and assistant coach
Women's Basketball - female head coach and 2 female assistant coaches
Women's Soccer - female assistant coach
Women's Cross Country - no female coaching staff
Women's Track & Field - no female coaching staff
Women's Swimming & Diving - no female coaching staff

2006-07:

Tennis - no female coaching staff
Volleyball - female head coach and 2 female assistant coaches
Women's Basketball - female head coach and female assistant coach
Women's Soccer - female assistant coach
Women's Cross Country - no female coaching staff
Women's Track & Field - no female coaching staff
Women's Swimming & Diving - 2 female assistant coaches

Date(s) of the action(s):

The original Gender Equity Plan was adopted by UWM in January 1999.

Explanation for any partial or non-completion of such required actions:

2004-05

Women's Cross Country: The women's cross country team shares coaching staff with the men's cross country team. There was an incumbent male head coach for these teams, and it was reported that there weren't strong female candidates in the assistant coach applicant pool.

Women's Track & Field: The women's track & field team not only shares coaching staff with the men's track & field team, but these teams also have the same coaching staff as cross country. As noted for cross country, there was an incumbent male head coach for these teams, and it was reported that there weren't strong female candidates in the assistant coach applicant pool.

2005-06

Tennis: The tennis team has only one part-time coach. A female coach left early in the year, and it was reported that there weren't strong female applicants in the candidate pool for her replacement.

Women's Cross Country: There was no change in coaching staff from 2004-05.

Women's Track & Field: There was no change in coaching staff from 2004-05.

Women's Swimming & Diving: The female assistant coach left right before the season. No other coaches were available under such short notice; a male volunteer coach was made the assistant coach.

2006-07

Women's Tennis: The tennis team has only one coach, and the applicant pool for this part-time, ad hoc position included no female applicants.

Women's Cross Country: There were male incumbents in the head coach and assistant coach roles, and it was reported that there was a lack of qualified female applicants when an additional assistant coach was hired.

Women's Track & Field: The women's track & field team not only shares coaching staff with the men's track & field team, but these teams also have the same coaching staff as cross country. As noted for cross country, there were male incumbents in the head coach and assistant coach roles, and it was reported that there was a lack of qualified female applicants when an additional assistant coach was hired.

Student-Athlete Plan Goal: "To continue to progress toward female participation in varsity athletics to a percentage that is substantially proportional to female undergraduate student body population."

Equity and Student-Athlete Well-Being

Rates of participation of female and male student-athletes are substantially proportional to their percentage of the undergraduate population. Monitoring levels of participation includes annual review of eligibility sheets, squad lists, and official rosters of each team by the Director of Athletics, the Senior Woman Administrator/Associate Director of Athletics, and the Compliance Coordinator. Management of participation levels by male and female student-athletes at UWM also includes monitoring walk-on numbers for teams.

In 2004-05, 50% (153) of student-athletes were male and 50% (153) were female; in this same year, 46.5% (7906) of undergraduate students were male and 53.5% (9084) were female.

In 2005-06, 53.5% (162) of student-athletes were male and 46.5% (141) were female; in this same year, 46.8% (8868) of undergraduate students were male and 53.2% (10062) were female.

In 2006-07, 50.5% (157) of student-athletes were male and 49.5% (154) were female; in this same year, 47.5% (9013) of undergraduate students were male and 52.5% (9952) were female.

Dates(s) of the action(s):

The original Gender Equity Plan was adopted by UWM in January 1999.

Explanation for any partial or non-completion of such required actions:

Not Applicable.

THE ORIGINAL PLAN:

In addition to goals outlined in the Gender Equity Plan, during the first-cycle certification process UWM offered two recommendations relating to gender equity, as documented in the Athletics Department's Commitment to Equity Recommendations (1999):

1. (E3): "Ensure that the athletic equity plans are in complete conformance with current NCAA guidelines" by preparing a separate plan for gender equity and minority equity and clarifying and formalizing approval of minority and gender equity plans."
2. (E4): "Improve annual oversight of equity plans and their progress by the Athletics Board and its Equity Subcommittee."

Recommendation #1 (E3): "Ensure that the athletic equity plans are in complete conformance with current NCAA guidelines" by preparing a separate plan for gender equity and minority equity and clarifying and formalizing approval of minority and gender equity plans."

Actions taken by the institution:

A stand alone Gender Equity Plan was developed through a process that reflected broad-based campus participation with opportunities for input from groups inside and outside of Athletics. The Plan reflects the combined efforts of the Athletics Board Equity Subcommittee, the Faculty Athletics Representative (FAR), the full Athletics Board, and the Division of Student Affairs Personnel Representative.

It was further reviewed for any necessary revisions by the Assistant Chancellor for Student Affairs, the Senior University Legal Counsel, and the Assistant Chancellor for Diversity/Compliance (position currently titled, Associate Vice Chancellor for Diversity and Climate), with final review by the Chancellor. Principal guidelines used in developing the plan were 1) to demonstrate an institutional commitment to fair and equitable treatment of both men and women staff and student-athletes and 2) to accommodate the evolving standards of the NCAA and the University in the area of gender equity.

Date(s) of the action(s):

The original Gender Equity Plan was adopted by UWM in January 1999.

Explanation for any partial or non-completion of such required actions:

Not Applicable.

Recommendation #2 (E4): "Improve annual oversight of equity plans and their progress by the Athletics Board and its Equity Subcommittee."

Equity and Student-Athlete Well-Being

Date(s) of the action(s):

The initial recommendation was discussed and adopted by the UWM Athletics Board in the spring of 2000 and submitted to NCAA in June of 2000.

Explanation for any partial or non-completion of such required actions:

The UWM Athletic Board determined that the annual review of the Gender Equity Plan was best done in conjunction with the annual review and analysis of each year's Equity in Athletics Disclosure Act documents.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Space and facilities inequities were addressed in 2006 with the opening of a new campus recreation and athletics facility, the Pavilion, and the renovation of the Klotsche Center. The facility used by the men's and women's soccer teams (Engelmann) also underwent remodeling in 2007, including significant upgrading of team locker rooms. Men's and women's basketball locker rooms have equal space and amenities, as do the locker room facilities for other same-sport men's and women's teams.

Identical office space is provided for coaches and coaching staff of comparable men's and women's sports teams (basketball and soccer). Men's and women's basketball share a reception area. Coaching staff of the other men's and women's sports (men's baseball, women's volleyball, women's tennis, and men's and women's track & field, cross country, and swimming & diving) have comparable and equal office space and administrative support services. And, all sports/teams have equal access to a conference/meeting room complete with audio-visual equipment.

The Pavilion facility includes an Academic Assistance Center with a large study area, computer laboratory and eight private tutoring/study rooms that are equally available to male and female student-athletes. There are two Athletic Academic Advisors who are equally available to all student-athletes. Male and female student-athletes are equally represented in the action photos found throughout the academic center and other areas of the Athletics Department. The academic and athletic achievements of men's and women's teams and student-athletes are equally displayed.

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

The University of Wisconsin-Milwaukee and the Department of Athletics are committed to providing fair and equitable treatment to both male and female student-athletes and staff.

The Department of Athletics is located in the Division of Student Affairs and is under the purview of the Vice-Chancellor for Student Affairs, Dr. Helen Mamarchev, with the Athletics Director also serving as a member of the Chancellor's cabinet. The organizational structure of the department identifies the Senior Women Administrator (SWA)/Associate Athletic Director with comparable authority for teams and department support functions as those of the Director of Athletics (currently male). Specifically the SWA has oversight for men's baseball, women's volleyball and tennis, and men's and women's track & field, cross country, and swimming & diving. The Director of Athletics oversees men's and women's basketball and soccer. The SWA also oversees student-athlete academic services, sports medicine, strength and conditioning, and facility scheduling/equipment management. The Director of Athletics oversees sports information/university relations, events/tickets and marketing.

The Department of Athletics is committed to gender equity, and as stated in their Strategic Plans and Outcomes 2005-10, the department holds as core values that all "administrators, staff and coaches should at all times:

"Celebrate diversity and equity in all facets of the athletics program;

Create an educational and athletic environment that meets the needs of student-athletes as our customers;

Create an atmosphere in which the health and welfare of student-athletes is paramount in planning and decision-making processes."

The values of the department are evidenced by specific goals in the Strategic Plan which include:

Equity and Student-Athlete Well-Being

"Strive for diversity among staffing through sound hiring practices" (Staffing section); and

"Recruit prospective student-athletes and retain student-athletes in order to achieve a diverse and equitable population among student-athletes" (Educational and Academic Environment and Student-Athlete Well-Being section).

It is the responsibility of the Director of Athletics, in collaboration with the Senior Woman Administrator/Associate Director of Athletics, to ensure gender equity in each area of the department and each team for which they have respective oversight. The job description of the Senior Woman Administrator/Associate Director of Athletics includes specific responsibility for supporting and managing "gender equity and Title IX plans and issues." The Title IX compliance coordinator for the campus, Patricia Villarreal - Interim Director of the Office of Equity/Diversity Services, provides equity orientations to Department of Athletics staff and new employees when requested. She reports that she has not received a Title IX complaint during the time period under review (2005-present).

In addition, the UWM Athletics Board has an Equity Subcommittee with responsibility for assuring that no person shall, on the basis of race, color, religion, sexual orientation, sex, national origin, age, disability, or veteran status, be excluded from participation in, be denied the benefit of, or be treated differently from another person, or otherwise be discriminated against in any intercollegiate sports offered by the University. Specifically related to gender, the Equity Subcommittee is charged with: annually reviewing the NCAA Equity in Athletics Disclosure Act (EADA) and reporting to the full Board; advising the Board on Title IX Rules and Regulations as published in the Federal Register and as administered through the Department of Education, Office of Civil Rights; monitoring the compliance of the Department with Title IX regulations and other laws and regulations pertaining to non-discrimination; hearing grievances filed under Title IX and other non-discrimination laws and recommending action to the Board; and regularly monitoring and reviewing the Athletic Department Gender Equity Plan.

In 2000, the University of Wisconsin-Milwaukee created the Task Force on the Climate for Women and has made efforts since that time to address the significant needs and challenges reported by women faculty and staff at the time. At the conclusion of the Task Force's work, five priority areas were identified for campus-wide attention: educational opportunities; hiring, promotion and retention; climate; work/life balance; and organizational structure. Some of the immediate steps taken were the appointment of an Associate Vice Chancellor for Diversity and Climate, the creation of an implementation task force to address the many recommendations in the report, an annual reception for new women faculty and staff, increased workplace flexibility, the development of a brochure on family-friendly workplace policies, and the use of exit interviews with all departing employees to include questions about campus climate. The Provost provides periodic updates on the recommended actions, with a number of them implemented and continuing at this time including the recent establishment of an Ombuds Program. (Most recent Task Force update: 2006.)

In fall 2007, the University of Wisconsin-Milwaukee became one of five University of Wisconsin System campuses (of 13) to participate in a one-year, broad-based campus climate assessment led by a national research team. A survey has been developed and distributed to all students, staff and faculty on the five campuses to measure climate via perceptions and experiences. The institution's participation in this climate assessment project was voluntary and indicates UWM's strong commitment to equity. As a substantive unit at UWM, the Department of Athletics and its staff and athletes will not only participate in this survey effort, but they will also benefit from initiatives that come out of this process, as they have benefitted from gender equity work accomplished through the Task Force on the Climate for Women.

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

Athletic Student Aid:

2004-05: men's teams received \$967,356 and women's teams received \$1,147,974. 112 male athletes received aid compared to 119 female athletes. Males comprised 48% of those on aid and received 46% of the total aid allocated. Females comprised 52% of those on aid and received 54% of the total aid allocated. In 2004-05 the number of undergraduates at UWM was 46.5% male and 53.5% female.

2005-06: men's teams received \$1,000,785 and women's teams received \$1,235,019. 106 male athletes received aid compared to 118 female athletes. Males comprised 47% of those on aid and received 43% of the total aid

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allocated. Females comprised 53% of those on aid and received 57% of the total aid allocated. In 2005-06 the number of undergraduates at UWM was 46.8% male and 53.2% female.

2006-07: men's teams received \$1,059,022 and women's teams received \$1,386,199. 126 male athletes received aid compared to 138 female athletes. Males comprised 48% of those on aid and received 43% of the total aid allocated. Females comprised 52% of those on aid and received 57% of the total aid allocated. In 2006-07 the number of undergraduates at UWM was 47.5% male and 52.5% female.

In each of the three years, the percentages of male and female student-athletes on Athletics aid very closely match those male and female undergraduates of the university.

Recruiting:

The EADA reports show differences in the amount of money spent on recruiting for men's and women's teams. In 2004-05, 71% of the amount spent was by men's teams, in 2005-06, 67% was spent by men's teams and in 2006-07, 58% was spent by men's teams. These percentages show a trend towards increasing equalization. Some differences in dollar amounts for recruiting arose from the recruiting styles of head coaches towards regional or national recruiting, for example men's basketball and soccer recruit nationally, while women's basketball, soccer and volleyball recruit regionally. Recruiting costs also varied due to turnover in coaching staff, resulting in the need for new coaches to learn the recruiting territory and to replace athletes who left with former coaches. Annual differences in recruiting expenditures also corresponded to the level of recruiting needed by a team in any given year, based on the number of available scholarships for freshmen athletes.

The trend towards equity in recruiting dollars is also the result of improved campus-level oversight of team budgets. In 2006-07 the Athletics Director became directly involved with sport-specific budget development and implementation, and a full-time Accountant was hired by the Athletics Department to monitor the budgets. While coaches have discretion within their budgets to move funds to areas of need, each coach now receives a monthly print out of their budget and participates in meetings with the Athletics Director, Senior Woman Administrator/ Associate Director of Athletics and Accountant to review team expenses. These improved accounting procedures will help with future budget development and monitoring of gender equity in recruiting practices.

Equipment, Uniforms and Supplies:

The EADA reports show differences in the amount of money spent on equipment, uniforms and supplies for men's and women's teams. In 2004-05, 68% of the amount spent was for men's teams, in 2005-06, 66% went towards men's teams and in 2006-07, men's and women's teams had near equal expenses. These percentages document a trend toward equitable spending for equipment and supplies for men's and women's sports. Coaches determine what new equipment, uniforms and supplies are needed, and they oversee decisions about the maintenance and replacement of equipment. As noted for Recruitment, improved accounting systems and direct budget oversight by the Athletics Director will help to support equitable allocations and spending in the future.

Coaching Salaries:

In the three years observed (2004-05, 2005-06, 2006-07), the most significant gap between compensation for coaches is between the men's and women's basketball teams, at both the head and assistant coach levels. This is described by the Department of Athletics as the result of market value factors associated with hiring new men's basketball coaching staff in April 2005. For both our men's and women's basketball teams, UWM basketball coaches earn the highest salaries in the Horizon League. And in a comparison of salaries paid to Horizon League coaches, UW-Milwaukee highly compensates coaching staff for both men's and women's teams, across sports.

Fund Raising, Marketing and Promotion:

The EADA reports document differences between fund raising, marketing, and sports information-related resources invested in men's and women's teams for comparable sports (basketball and soccer). There is a trend towards bringing expenses closer together for these teams, with men's basketball going from almost 2.5 times the resources of the women's basketball team in 2004-05 to just under twice the resources in 2006-07. Similarly, the men's soccer team's expenses in this category in 2004-05 were almost 4 times that of the women's soccer team's fund raising, marketing and promotion expenses, while in 2006-07 the proportion dropped to twice the dollars.

Of significant note, there are major fund raising, marketing and sports information dollars assigned to "Not Allocated by Gender" in the EADA reports (\$935,171 in 2006-07, versus \$53,909 for men's team expenses and \$33,914 for women's team expenses in that same year). This "Not Allocated by Gender" figure in part reflects the Athletic Department's movement toward more departmental-level marketing, but it is also reflective of the limitations of current departmental accounting tools and practices to track expenditure details and subsequently generate gender-disaggregated data.

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The expenses reported by UWM in the EADA "Not Allocated by Gender" category include costs for team-specific media guides, game programs and schedule cards for all sports, posters for Fall sports (volleyball, men's & women's soccer), men's and women's basketball and baseball, as well as the Panther Fund brochure which is used by all sports to fund raise. This category includes costs for advertising, radio and TV broadcast fees, signage, and on-campus marketing. In the years reviewed, the on-campus marketing was for all sports, and the money spent on advertising (print, outdoor, online, radio and TV ads), radio and TV (on-air coverage of games) was only for men's and women's basketball.

Currently, both the men's and women's basketball coaches have their own radio and TV shows, and have their games aired on both radio and TV. Also included in the "Not Allocated by Gender" category are production costs associated with fund raising events for men's and women's basketball and soccer (golf outing), reported as being more expensive to produce for the men's team events than for parallel women's team events.

6. Using the 13 program areas for gender issues, please:

- a. Describe how the institution has ensured a complete study of each of the 13 areas specifically during the time frame of the self-study process;
- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas;
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future; and
- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 13 areas.

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

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

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

The self-study subcommittee analyzed scholarship data in annual EADA reports, reviewed NCAA and Horizon League guidelines and requirements, and talked to Athletics Department administrators.

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

An examination of the data charts below reveals substantial commitment to the awarding of scholarships at UWM to both male and female athletes. From 2004-05 to 2006-07, the total amount of scholarship dollars has risen 9.5% for men and 20.7% for women.

ANALYSIS OF ATHLETICS AID

EQUIVALENCY SPORTS-WOMEN

Women's SOCCER

NCAA scholarship maximum—14.00
 Horizon L. scholarship minimum—10.50
 2006-07: Scholarships Awarded—13.20
 2005-06: Scholarships Awarded—12.00
 2004-05: Scholarships Awarded—11.97

Women's X-COUNTRY/TRACK AND FIELD

NCAA scholarship maximum—18.0
 Horizon L. scholarship minimum—0

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2006-07: Scholarships Awarded—12.52
 2005-06: Scholarships Awarded—14.34
 2004-05: Scholarships Awarded—13.56

Women's SWIMMING AND DIVING

NCAA scholarship maximum—14.00
 Horizon L. scholarship minimum—0
 2006-07: Scholarships Awarded—12.2
 2005-06: Scholarships Awarded—11.83
 2004-05: Scholarships Awarded—12.52

EQUIVALENCY SPORTS-MEN

Men's BASEBALL

NCAA scholarship maximum—11.70
 Horizon L. scholarship minimum—8.80
 2006-07: Scholarships Awarded—11.47
 2005-06: Scholarships Awarded—11.64
 2004-05: Scholarships Awarded—10.67

Men's SOCCER

NCAA scholarship maximum—9.90
 Horizon L. scholarship minimum—7.40
 2006-07: Scholarships Awarded—9.83
 2005-06: Scholarships Awarded—9.04
 2004-05: Scholarships Awarded—9.82

Men's X-COUNTRY/TRACK AND FIELD

NCAA scholarship maximum—12.60
 Horizon L. scholarship minimum—0
 2006-07: Scholarships Awarded—11.25
 2005-06: Scholarships Awarded—11.53
 2004-05: Scholarships Awarded—12.86

Men's SWIMMING AND DIVING

NCAA scholarship maximum—9.9
 Horizon L. scholarship minimum—0
 2006-07: Scholarships Awarded—8.25
 2005-06: Scholarships Awarded—7.71
 2004-05: Scholarships Awarded—9.32

HEAD COUNT SPORTS-WOMEN

Women's BASKETBALL

NCAA scholarship maximum—15
 Horizon L. scholarship minimum—15
 2006-07: Scholarships Awarded—15
 2005-06: Scholarships Awarded—14
 2004-05: Scholarships Awarded—14

Women's TENNIS

NCAA scholarship maximum—8
 Horizon L. scholarship minimum—0
 2006-07: Scholarships Awarded—8
 2005-06: Scholarships Awarded—7
 2004-05: Scholarships Awarded—6

Women's VOLLEYBALL

NCAA scholarship maximum—12
 Horizon L. scholarship minimum—10.8
 2006-07: Scholarships Awarded—12
 2005-06: Scholarships Awarded—12
 2004-05: Scholarships Awarded—12

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HEAD COUNT SPORTS-MEN

Men's BASKETBALL

NCAA scholarship maximum—13

Horizon L. scholarship minimum—13

2006-07: Scholarships Awarded—13

2005-06: Scholarships Awarded—13

2004-05: Scholarships Awarded—13

ATHLETIC AID: Scholarship Dollars by Year

2004-05

Men \$967,356

Women \$1,147,974

2005-06

Men \$1,000,785 (3.5% increase from 2004-05)

Women \$1,235,019 (7.6% increase from 2004-05)

2006-07

Men \$1,059,022 (5.8% increase from 2005-06)

Women \$1,386,199 (12.2% increase from 2005-06)

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Refer to (b) above and to the plan for the future.

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

The Gender Equity Plan calls for continued monitoring of athletic aid, with an annual gender equity analysis presented by the Athletics Board Equity Subcommittee for review and signoff by the Athletics Board, Faculty Athletics Representative, Athletics Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

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

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

Self-study subcommittee members analyzed information from annual EADA reports, interviewed the Senior Woman Administrator/Associate Director of Athletics and the Assistant Director of the Department of Recreational Sports and Facilities, met with student-athlete leaders, and reviewed responses from the NCAA Recertification Student-Athlete Survey.

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

An analysis of the EADA reports reveals the following:

2006-07

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Male Student Athletes 157 (50.5%)
 Female Student Athletes 154 (49.5%)
 Male Undergrads 9013 (47.5%)
 Female Undergrads 9952 (52.5%) (52.5% - 49.5% = 3% difference)

2005-06

Male Student Athletes 162 (53.5%)
 Female Student Athletes 141 (46.5%)
 Male Undergrads 8868 (46.8%)
 Female Undergrads 10062 (53.2%) (53.2% - 46.5% = 6.7% difference)

2004-05

Male Student Athletes 153 (50%)
 Female Student Athletes 153 (50.5%)
 Male Undergrads 7906 (46.5%)
 Female Undergrads 9084 (53.5%) (53.5% - 50% = 3.5% difference)

Rates of participation of female and male student-athletes are substantially proportional to their percentage of the undergraduate population at UWM. In addition, the broader institutional accommodation of interests and abilities of students to participate in sports activities has been enhanced in recent years as a result of the addition of the Pavilion.

With the new space and facilities, the Department of Recreational Sports and Facilities has been able to add sport and fitness classes and expand their Intramurals Program to reflect a broader, and changing array of opportunities for student participation in physical activity.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Refer to (b) above and to the plan for the future.

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

The Gender Equity Plan calls for continued monitoring of rate of participation of female and male student-athletes in order to maintain equity, with an annual gender equity analysis presented by the Athletic Board Equity Subcommittee for review and signoff by the Athletic Board, Faculty Athletic Representative, Athletics Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

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

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

The self-study subcommittee reviewed annual EADA report data, toured athletics facilities, reviewed results of the NCAA Recertification Student-Athlete and Coach Surveys, and talked with Athletics administrators

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

Survey responses indicate that student-athletes are satisfied with team equipment and supplies, with 86.5% of female athletes and 72% of male athletes rating their equipment and supplies as "good" or "excellent."

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The subcommittee's observations support this assessment, and Athletics staff report that funding requests from coaches for equipment and supplies are met. The EADA reports indicate significant discrepancies between men's and women's equipment expenditures for 2004-05 and 2005-06, with men's sports receiving considerably more support; however, in 2006-07, expenditures were almost exactly matched, with women's teams reporting \$190,549 for equipment and supplies, and men's sports reporting \$189,926.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

Refer to (b) above and to the plan for improvement.

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

The Gender Equity Plan calls for continued monitoring of equipment and supplies, with an annual gender equity analysis presented by the Athletic Board Equity Subcommittee for review and signoff by the Athletic Board, Faculty Athletic Representative, Athletic Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

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

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

The subcommittee reviewed game and practice schedules, looked at practice-related compliance documentation, and interviewed the Associate Director of Athletics, and facilities staff and coaches.

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

UWM values and respects the academic schedules of student-athletes and makes a strong effort to ensure that competition and practice schedules support student-athletes' academic success.

The swimming & diving, cross country, and track & field teams have combined men's and women's practices and competition schedules, resulting in no gender differences observed in scheduling for these teams. Similarly, there is no evidence demonstrating differential experiences for the men's baseball, women's tennis or women's volleyball teams. Men's and women's soccer teams share practice facilities and a home competition field.

In sports such as basketball where men's and women's teams compete for court time, practice times are negotiated between the men's and women's coaches, alternating practice times to ensure equal access to "prime" times. Coaching staff submit Team Practice Facility Request Forms to the Athletics Facilities and Scheduling Coordinator who checks availability of space before forwarding practice requests to the Assistant Director for Recreational Sports and Facilities for formal reservation of facilities.

The recent construction of a new gym for the general university community has allowed greater access for both women's and men's teams to the Klotsche Arena for practices to occur at more reasonable times. For instance, it's no longer necessary for some teams to practice from 10 p.m. to 1 a.m.

Pre-and post-season practice schedules are also submitted to the Facilities and Scheduling Coordinator who gives priority to those sports that are in season and then works all other schedules around them. Similar sports requesting same times and space work together to alternate preferred practice times.

For all competitions, each coach must submit his/her proposed competition schedule to the Senior Woman Administrator/Associate Director of Athletics before making any formal competition commitments. She reviews the schedules, looking for possible exam conflicts, excessive missed class time, etc. Playing contracts are signed by the Athletics Director, Senior Woman Administrator/Associate Director of Athletics, and the Assistant Athletics Director-Compliance.

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- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Refer to (b) above and to the plan for improvement.

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

The Gender Equity Plan calls for continued monitoring of scheduling of games and practice times, with an annual gender equity analysis presented by the Athletic Board Equity Subcommittee for review and signoff by the Athletic Board, Faculty Athletic Representative, Athletic Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

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

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

The subcommittee reviewed UWM and Athletic Department travel policies, considered travel and housing-related responses from the NCAA Recertification Student-Athlete Survey, heard from student-athlete leaders and coaches, interviewed the Senior Woman Administrator/Associate Director of Athletics, and studied annual EADA reports.

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

No specific gender differences in the practices of men's and women's teams relative to modes of transportation, housing during travel, length of stay, or dining arrangements were identified in the scope of this self-study. For example, improvements in modes of transportation (charter planes for basketball; coach buses instead of vans and school buses) were equitably provided to both men's and women's teams.

All coaches and student-athletes must abide by University of Wisconsin System and State of Wisconsin travel guidelines; however, within the guidelines head coaches have a great deal of flexibility in determining what their team's travel needs are. For example, coaches have different philosophies in regard to handling meal allowances and feeding their teams. Some have found that they can enhance team cohesion and save money by paying for group meals vs. giving individual cash per diems. Some coaches will go to a restaurant and, based on the menu, decide on an amount each student-athlete can spend. Others will order meals in advance or buy groceries for breakfast and lunch, to oversee the nutritional value of foods selected and to control how much is spent. Coaches who give cash per diems typically do so because of the large numbers on their team.

Although no specific gender inequity was identified, there were overall differences in EADA-reported travel expenditures for comparable men's and women's sports (basketball and soccer) in each of the three years studied.

Some of these gender differences in EADA travel amounts can be explained by the inclusion of travel expenses associated with men's basketball and men's soccer advancing in the NCAA tournaments. While costs were reimbursed by the NCAA, they are still included in the EADA report. Since pre-season, standard season and post-season travel expenditures are reported together, and all types of travel expenses (food, housing, transportation) are grouped together in Athletics accounting reports, more detailed expenditure distinctions are needed to substantiate a full gender equity analysis.

The Division of Student Affairs currently is developing a Request for Proposals (RFP) for a new accounting system that will provide greater transparency in all expenditures, including those for Athletics, thereby offering a more detailed tracking of expenses and access to data for more complete analysis of department expenditures by gender.

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- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Refer to (b) above and to the plan for the future,

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

The Gender Equity Plan calls for exploring alternative reporting mechanisms to track expenditure data. Such mechanisms would enable the disaggregation of travel-related expenses for each team by pre-season, season, post-season and would distinguish between different travel expenses (e.g., food, lodging, transportation).

The Plan also calls for continued monitoring of travel expenditures and an annual gender equity analysis, by team and by sport, presented by the Athletic Board Equity Subcommittee for review and signoff by the Athletic Board, Faculty Athletic Representative, Athletic Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

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

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

The subcommittee reviewed the UWM Student Athlete Handbook, responses to the NCAA Recertification Student-Athlete and Coaches Surveys, looked at Graduation Success Rates for the three years under study, and interviewed the full-time Athletics Academic Advisor, Faculty Advisor for Athletics, the Assistant Director of Athletics-Compliance, and the Senior Woman Administrator/Associate Director of Athletics.

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

No gender-based inequities in the provision of tutoring services by the UWM Department of Athletics were identified during the self-study process. Tutors hired by the Department of Athletics are equally available to male and female student-athletes. Male and female tutors are each paid at the rate of \$7/hr. and carry comparable workloads. Tutors are assigned to student-athletes for one-on-one individual sessions and also are scheduled for hours in the Academic Assistance Center when they are available for general academic support.

The Student Athlete Handbook for 2007-08 states the following: "If you need a tutor, see the Athletics Academic Coordinator, The Pavilion, Room 144B, to request one. Math and English tutors will be available on a regular basis, and schedules will be posted each semester." And "UWM has had a full-time Athletics Academic Advisor since 1998, and recently added a second staff member dedicated to academics, reinforcing its commitment to its student-athletes' academic success. All new student-athletes meet with their advisor on an individual basis to assess specific needs."

Department of Athletics tutors generally are drawn from the ranks of student-athletes whose academic credentials and skills are known to the full-time Athletics Academic Advisor. The proportion of male to female tutors varies. During the fall semester of 2007-08, five men and five women were employed as tutors by the Department.

The NCAA Recertification Student-Athlete Survey revealed that male athletes responding to the survey used the tutoring services to a greater degree than responding females (37 out of 100 male athlete respondents; 26 out of 112 female athlete respondents). 91.8 % of women student-athletes responding felt that student-athlete services such as tutoring were equally available to male and female athletes, while

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7.5% were "neutral." 89.7% of male student-athlete respondents agreed that such services were equally available to men and women, with 9.3% indicating "neutral."

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Refer to (b) above and to the plan for the future.

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

The Gender Equity Plan calls for continued monitoring of tutoring, with an annual gender equity analysis presented by the Athletic Board Equity Subcommittee for review and signoff by the Athletic Board, Faculty Athletic Representative, Athletics Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

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

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

The subcommittee reviewed EADA reports, the Athletic Department's Strategic Plan and Outcomes 2005-2010 document, the head coach position descriptions; and interviewed the Senior Woman Administrator/Associate Director of Athletics.

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

The Department of Athletics has full-time coaches in all sports except women's tennis. Those sports are the following: men's and women's basketball (4 each); men's and women's soccer (3 each); men's baseball (2); and women's volleyball (3); the men's and women's cross country and track & field teams all have the same full-time head and assistant coach; and the women's and men's swimming & diving teams also share a full-time head and assistant coach.

The Department's Strategic Plan and Outcomes 2005-2010 identifies plans to hire a full-time women's tennis coach by 2009 and to move assistant track and field coaches from ad hoc to full-time unclassified staff status by 2010. Currently there are no women on the coaching staff of these teams. The Strategic Plan also states as a goal to hire additional full-time assistant coaches in volleyball and swimming by 2010. A concerted effort to identify women to fill each of these roles will support the Department's commitment to diversity and "hiring qualified staff to enable student-athletes the greatest opportunity to reach their full potential."

Compensation information comes from the EADA reports and shows substantial differences between salaries paid to head and assistant coaches for women's and men's basketball teams. These differences have been explained as the result of market-driven factors when men's basketball coaching staff was hired in April 2005. Both men's and women's basketball head coaches are on multi-year contracts and both are the highest paid in the Horizon League. A review of position descriptions shows identical descriptions for same sports (ie. men's and women's soccer).

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

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Refer to (b) above and to the plan for the future.

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

The Gender Equity Plan calls for a specific review of the compensation differentials between men's and women's basketball coaching staff, with an expectation of aggressive movement toward national compensation norms if equivalence is not found. The Gender Equity Plan also calls for aggressive pursuit of candidate pools inclusive of highly qualified female applicants to increase women in the overall coaching ranks at UWM, with efforts to hire at least one female assistant or head coach for each women's sport.

Ongoing oversight is included in the Plan to monitor applicant flow and address differences between compensation packages for all coaching staff, with an annual gender equity analysis to be presented by the Equity subcommittee for review and signoff by the Athletic Board, Faculty Athletic Representative, Athletic Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

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

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

The subcommittee examined Pavilion and Klotsche Center floor plans, toured locker rooms and practice/competitive facilities, reviewed responses to relevant questions in the NCAA Recertification Student-Athlete Survey, examined facilities scheduling documents, and interviewed the Assistant Director of Athletics for Compliance, the Senior Woman Administrator/Associate Director of Athletics, and facilities scheduling staff.

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

No gender-based inequities in the quality, availability and exclusivity of practice and competitive facilities; quality and availability of locker rooms; or maintenance and preparation of practice and competitive facilities were identified during the self-study process.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Refer to (b) above and to the plan for the future.

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

The Gender Equity Plan calls for continued monitoring of facilities, with an annual gender equity analysis presented by the Athletic Board Equity Subcommittee for review and signoff by the Athletic Board, Faculty Athletics Representative, Athletic Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

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.

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

The subcommittee toured facilities, interviewed the Director of Sports Medicine, reviewed relevant NCAA Recertification Student-Athlete Survey responses, and looked at athletics training staff assignments and schedules.

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

In determining how Athletics training personnel are assigned, the Director of Sports Medicine balances a number of factors, including the injury data rates per sport from NCAA, the number of people on a team, the percentage of time the trainer is committed to Athletics for, and if the sport practices on-campus or off-site. The assignments of Certified Athletics Trainers (ATCs) are made with sensitivity to a variety of factors to maximize efficiencies and student-athlete access; for example if two sports regularly share practice facilities they are likely to share an ATC.

In the NCAA Recertification Student-Athlete Survey, male and female athletes consistently provided high ratings for medical personnel (female athletes rated team physicians either "good" or "excellent" at a rate of 92.8% and male athletes at 93%; female athletes rated trainers as either "good" or "excellent" 88.2% of the time, and 94% of male athletes provided similar responses.)

All student-athletes, both male and female, are covered under a blanket accident and injury insurance policy.

In general, the new facilities in the Pavilion are excellent quality. For example the 3,000 square foot strength and conditioning facility is dedicated to Athletics and houses approximately \$150,000 of new equipment. Before moving to the Pavilion, strength and conditioning facilities were shared with the general student population.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Refer to (b) above and to the plan for the future.

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

The Gender Equity Plan calls for continued monitoring of medical and training facilities and services, with an annual gender equity analysis presented by the Athletic Board Equity Subcommittee for review and signoff by the Athletic Board, Faculty Athletic Representative, Athletic Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

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

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

The subcommittee consulted with the Associate Director of University Housing, the Assistant Director of Housing for Business and Contract Services, and the Senior Woman Administrator/Associate Director of Athletics.

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

No special provisions are given to student-athletes in regards to housing. Student-athletes who stay on campus live in Sandburg Halls or one of the other general student housing facilities. Student-athletes on

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full scholarship have a standard-double room paid for by the Department of Athletics. If a student-athlete chooses to stay in a higher priced room, s/he must pay the difference.

Regarding dining arrangements, the Department of Athletics pays for the top meal plan for all male and female student athletes on full scholarship. With this meal plan, students can purchase food in campus cafeterias and at on-campus convenience stores and on-campus restaurants. Student-athletes who choose to live off-campus receive a check at the beginning of each semester equivalent to the amount it costs to stay in a standard double in the residence halls plus the cost of the top meal plan. Male and female athletes receive the same amount when on full scholarship, and they don't receive differential treatment.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

Refer to (b) above and to the plan for the future.

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

The Gender Equity Plan calls for continued monitoring of housing and dining facilities and services, with an annual gender equity analysis presented by the Athletic Board Equity Subcommittee for review and signoff by the Athletic Board, Faculty Athletic Representative, Athletic Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

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

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

The subcommittee reviewed the Athletics web site, all promotional print pieces, and on-campus marketing efforts; the promotional schedules and marketing plans for each sport in each of the years under review; the expenditure figures for fund raising, marketing and promotion in EADA reports. The sub-committee also spoke with the Director of Sports Information/Media Relations.

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

The Department of Athletics web site and its print publications offer equal visibility for men's and women's sports. Banners and promotional posters are displayed on campus for men's and women's basketball, women's volleyball, and men's and women's soccer home games. Sports information staff are assigned to each sport and contribute to media coverage efforts for all UWM teams.

Promotional and marketing plans illustrate significant differences between marquee sports and other sports. Although every team has marketing and promotional plans, details have not been consistently recorded in these documents, and these documents don't include budget information or evidence that plans reflect sport and gender-specific efforts to maximize impact.

The EADA report in 2004-05 through 2006-07 documents differences between fund raising, marketing, and sports information-related resources invested in men's and women's teams for comparable sports (basketball and soccer). However, there is a trend towards bringing expenses closer together for these teams.

As the marquee sport at UWM, the basketball teams are marketed and promoted more heavily than other teams. In the years reviewed, on-campus marketing was done for all women's and men's sports, and the money spent on advertising (print, outdoor, online, radio and television ads) and on radio and TV (on-air coverage of games) was only for the women's and men's basketball teams. Both head basketball coaches host their own radio and TV shows, and both women's and men's games have television and radio coverage.

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Most of the Department's fund raising, marketing, and sports information expenses are recorded in a "Not Allocated by Gender" column of the annual EADA reports. More detailed expenditure distinctions are needed to substantiate a full gender equity analysis of these expenses; campus accounting tools and departmental tracking practices currently don't provide adequate disaggregated expenditure details associated with sport-specific marketing, fund raising, and promotion expenses.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Refer to (b) above and to the plan for the future.

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

The Gender Equity Plan calls for exploring alternative reporting and documentation practices to track marketing, fund raising, and sports information expenses by gender and by sport. These new reports would allow for more complete documentation and reporting of team-specific expenditures than is currently possible in the "Not Allocated by Gender" section of the EADA report.

The Plan also calls for continued monitoring and an annual gender equity analysis of marketing and promotional plans, and marketing expense details, presented by the Athletic Board Equity Subcommittee for review and signoff by the Athletic Board, Faculty Athletic Representative, Athletic Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

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

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

The subcommittee toured the Department of Athletics office suite, reviewed a current organizational chart for Athletics, looked at responses in the NCAA Recertification Coaches Survey, and interviewed the Senior Woman Administrator/Associate Director of Athletics.

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

Administrative, secretarial and clerical staffing is department-wide, with clerical support organized by function. All sports share support personnel, and the men's and women's basketball teams each also have a Director of Operations. Until two years ago, women's volleyball also had a part-time Director of Operations paid for with UWM Foundation monies. The men's and women's basketball teams have Media Specialist positions in their administrative structures, but the women's position is currently not filled. The EADA reports indicate that historically salaries for this position haven't been comparable for the men's and women's teams.

As noted earlier, the Department's unclassified staff composition, including administrative staff, does not reflect parity with unclassified women staff on campus generally. The Associate Director (the Senior Woman Administrator) and the head of Development for the department are female; however, there are no women in the areas of Compliance, Academic Assistance, External Affairs, Sports Information/Media Relations, and Camps and Clinics, except as support staff. All clerical staff members are female.

Office space is equitable and is part of the Department of Athletics suite in the new Pavilion.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Refer to (b) above and to the plan for the future.

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

The Department of Athletics 2005-2010 Strategic Plan calls for hiring a Marketing Specialist, a Ticket and Events Assistant, a technology staff person, and an Assistant Academic Advisor/Life Skills Coordinator. The Gender Equity Plan states the expectation that an aggressive effort will be expended to assure that the applicant pools for these positions includes qualified female candidates, and that full consideration will be given to hiring women to fill these positions.

In addition, the Gender Equity Plan calls for on-going monitoring of support services, with an annual gender equity analysis presented by the Athletic Board Equity Subcommittee for review and signoff by the Athletic Board, Faculty Athletic Representative, Athletic Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

- 13. Recruitment of Student-Athletes.** Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities, and treatment of prospective athletes.

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

The subcommittee reviewed EADA reports and interviewed the Senior Woman Administrator/Associate Director of Athletics and the Sports Information and Media Relations Director. The sub-committee also spoke with coaching staff.

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

Analysis of recruiting expenses in the EADA reports shows a narrowing over time of the difference between money spent on recruiting for men's teams and that spent for women's teams. In 2004-05, 71% of the total spent was by men's teams; in 2005-06, 67% was spent by men's teams; and in 2006-07, 58% was spent by men's teams.

Differences in recruiting costs reflect a number of factors: recruiting territory covered, number of staff who travel to recruit and their preference for mode of transportation, and how many scholarships are available for freshmen athletes in any given year for any given team.

Recruiting costs also vary because of turnover in coaching staff, which results in new coaches needing to learn their recruiting territory and in replacing athletes who left with former coaches. Differences between men's and women's recruiting expenses also reflect the recruiting styles of head coaches; for example, men's basketball and soccer recruit nationally, while women's basketball, soccer, and volleyball recruit regionally.

The trend toward equity in recruiting dollars is also the result of improved campus-level oversight of team budgets. In 2006-07, the Athletic Director became directly involved with sport-specific budget development, and implementation. A full-time Accountant also was hired by the Department to monitor the budgets.

Although coaches have discretion within their budgets to move funds to areas of need, each coach now receives a monthly print-out of his/her budget and participates in meetings with the Athletic Director, Senior Woman Administrator, and the Accountant to review team expenses. These improved accounting procedures will help with future budget development and with monitoring gender equity in recruiting practices.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Refer to (b) above and to the plan for the future.

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

The Gender Equity Plan calls for continued monitoring of recruitment plans and budgets, with an annual gender by sport analysis of recruitment dollars spent/outcome of recruitment efforts/competitive success, presented by the Athletic Board Equity Subcommittee for review and signoff by the Athletic Board, Faculty Athletic Representative, Athletic Director, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, and the Chancellor (or his/her designee).

The Department of Athletics identifies "evaluate recruiting budgets for possible increases" as one of its financial goals in the Department's Strategic Plan and Outcomes 2005-2010.

- 7.** Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

See the Gender Equity Plan for Improvement.

- 8.** Describe the institution's efforts to ensure the plan for addressing gender-equity issues for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

The University of Wisconsin-Milwaukee has undergone annual strategic planning sessions for its executive team since the arrival of the current Chancellor, Dr. Carlos E. Santiago. An outcome from these annual sessions was a need to enhance communication vehicles within the administrative and general university population around key issues to reach our goals. In keeping with that guiding principle for communication enhancements, several broad-based participatory approaches have been utilized to be inclusive of campus around major decision making.

The NCAA Recertification process is indicative of a broad-based initiative that clearly supports this approach. Specifically, the Gender Equity Plan has been spotlighted and discussed in each of these major decision making vehicles, as outlined below.

#1. Athletic Board and Equity Subcommittee — Gender Equity Plan was sent to the Equity Subcommittee of the Athletic Board for discussion and input. The Senior Woman Administrator/ Associate Director of Athletics, Director of Athletics, and Vice Chancellor for Student Affairs (operating day-to-day head for the Athletic Department) have reviewed the Plan for input and discussion as well. Final review by the Athletics Board, with input from the Equity Subcommittee took place in April 2008.

#2. The Council on Inclusion reviewed and discussed the Gender Equity Plan on April 1, 2008. This Council, chaired by the Chancellor, has been in existence since 2005. It is a campus-wide team, consisting of 28 individuals with expertise and interest in gender, race and ethnicity, sexual orientation, disability and other issues of diversity and inclusion as they relate to campus faculty, staff and students at UWM.

#3. The NCAA Recertification Steering Committee, consisting of campus and community leaders has reviewed and provided input and guidance on the Gender Equity Plan as well (April 4, 2008).

#4. The Associate Vice Chancellor for Diversity and Climate, a position that resides in the Division of Academic Affairs and has responsibility for diversity and climate issues on campus, was provided a copy of the preliminary plan framework. After discussion and review, his input was incorporated into the Gender Equity Plan. A recommendation in the Gender Equity Plan is to provide annual review and input by the Associate Vice Chancellor

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for Diversity and Climate to the Equity Subcommittee of the Athletics Board, the Athletics Board, and the Director of Athletics regarding Plan review and update.

#5. The Chancellor reviewed and signed-off on the current Gender Equity Plan on April 28, 2008.

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

- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).
- Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

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Plan Date Range: 2007-08 thru 2012-13

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletics Scholarships.	No gender-based issues identified within program area evaluation. Oversight and monitoring should continue.	Assure scholarship dollars are awarded to women and men at the same proportion as their respective rate of participation in the intercollegiate athletics program.	Conduct a detailed analysis of athletic aid from the perspective of gender equity, including reference to NCAA scholarship maximums and Horizon League scholarship minimums by sport and by gender. Generate for review and action an annual written report documenting the results of this analysis.	Equity Subcommittee of the Athletic Board, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs	Ongoing with an annual review; the initial review and sign-off will be done by June 30, 2009.
Equipment and supplies.	No gender-based issues identified within program area evaluation. Oversight and monitoring should continue.	Assure that female and male athletes have ongoing equal access to and use of equipment and supplies and that the quality, amount, suitability, maintenance, and replacement of equipment and supplies is equitable for women's and men's sports.	Collect data (e.g., surveys and focus groups) from student-athletes and coaches each year to assure that equipment and supply needs are identified and met. Conduct a detailed analysis of EADA data and other accounting records associated with equipment and supplies by sport and by gender. Generate for review and action an annual, written report documenting the results of the survey and this analysis.	Equity Subcommittee of the Athletic Board, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs	Ongoing with an annual review; the initial review & sign-off will be done by June 30, 2009.

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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
Accommodation of Interests and Abilities.	No gender-based issues identified within program area evaluation. Oversight and monitoring should continue.	Maintain participation of female and male student-athletes at rates proportional to the enrollment of female and male undergraduates.	<p>Identify or develop a mechanism for ongoing assessment of student interests and abilities, and implement strategies selected.</p> <p>Conduct a review of enrollment data and rates of student-athlete participation, by gender.</p> <p>Generate for review and action an annual, written report documenting the results of these efforts and analysis.</p>	Equity Subcommittee of the Athletics Board, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs	Ongoing with an annual review; the initial review & sign-off will be done by June 30, 2009.
Scheduling of Games and Practice Time.	No gender-based issues identified within program area evaluation. Oversight and monitoring should continue	Maintain equity in the number, length, and time of day of practices; number and time of day of games; and pre- and post-season opportunities offered to women's and men's sports	<p>Conduct an annual gender equity review of team-specific data associated with practices and competition, the scheduling of these activities, and the pre-season and post-season opportunities offered to women's and men's sports.</p> <p>Generate for review and action an annual, written report documenting the results of this analysis.</p>	Equity Subcommittee of the Athletic Board, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs	Ongoing with an annual review; the initial review and sign-off will be done by June 30, 2009 .

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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
Travel and Per Diem Allowance.	Current accounting system and expenditure tracking practices don't generate the detail necessary to adequately analyze travel data for gender equity. Oversight and monitoring should continue	<p>Implement a comprehensive accounting structure that allows for a more robust analysis of team-specific expenditures by pre-season, season, and postseason; by gender; by sport; and by type of travel expenditure.</p> <p>Assure ongoing gender equity regarding modes of transportation, housing furnished during travel, length of stay before and after competitive events, and dining arrangements.</p>	<p>Explore alternative reporting mechanisms to enhance existing expenditure tracking systems. Configure new departmental practices to break down travel expenditures into pre-season, season, and post-season; by gender; and by sport. Track distinctions between types of travel expenditures, such as food, hotel, etc. Include means for distinguishing costs that are incurred but are reimbursed as a result of competitive participation.</p> <p>Conduct an annual gender equity analysis of team-specific travel data and generate an annual, written report documenting the results of this analysis, for review and action.</p>	Equity Subcommittee of the Athletic Board, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs	Ongoing with an annual review; the initial review and sign-off will be done by June 30, 2009
Tutors.	No gender-based issues identified within program area evaluation. Oversight and monitoring should continue	Maintain gender equity regarding tutoring availability, assignment, and compensation.	<p>Collect data (e.g., surveys and focus groups) from student-athletes, coaches, tutors, and Athletics Advisors each year to assure that tutoring needs are identified and met.</p> <p>Conduct a gender analysis on this data and generate for review and action an annual, written report documenting the results of this analysis</p>	Equity Subcommittee of the Athletic Board, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs	Ongoing with an annual review; the initial review and sign-off will be done by June 30, 2009

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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
Coaches.	<p>Issue 1: There are more men in UWM's overall coaching ranks, and women are not present in the coaching ranks of every women's sports team. Oversight and monitoring should continue.</p> <p>Issue 2: Significant differences exist between the compensation of women's and men's basketball coaching staff. Oversight and monitoring should continue.</p>	<p>Issue 1 goal: Recruit, hire, and retain more female assistant and head coaches overall, and specifically for women's sports. Employ at least one female at the head or assistant coach level on every women's sports team.</p> <p>Issue 2 goal: Annual movement toward closing the gap between men's and women's compensation packages where it has been determined that parity has not been reached</p>	<p>Issue 1 improvement plan: Develop a written strategy to recruit, hire, and retain more female head and assistant coaches for women's sports. Within this plan, institutionalize efforts to ensure the inclusion of qualified female candidates in all applicant pools, including Black, Hispanic, Asian American/Pacific Islander, and American Indian/Alaskan Native women. Include national advertising and networking with appropriate regional and national coaching and sports associations. Aggressively pursue candidate pools inclusive of highly qualified female applicants as soon as vacancies are identified, and monitor applicant flow through the search and screen process.</p> <p>Issue 2 improvement plan: Look at salary structure for assistant and head coaching staff of all teams to determine if/where salary differentials exist beyond demonstrated evidence of accepted market factors and years of experience. Conduct a systematic analysis of compensation for coaching staff by gender and generate for review and action an annual, written report documenting the results of this analysis.</p> <p>Develop a proposal for how to reach parity in compensation of coaching staff.</p>	Equity & Personnel Subcommittees of the Athletic Board, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs	<p>Issue 1 timetable: Aggressively pursuing diverse candidate pools is an immediate and ongoing activity. The recruitment and hiring plan will be done by June 30, 2009.</p> <p>Issue 2 timetable: Ongoing with an annual review; the initial review and sign-off will be done by June 30, 2009</p>

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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
Locker Rooms, Practice and Competitive Facilities.	No gender-based issues identified within program area evaluation. Oversight and monitoring should continue.	Assure that female and male athletes continue to have comparable quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities	<p>Collect data (e.g., surveys and focus groups) from student-athletes and coaches each year to assure that needs associated with facilities are identified and met.</p> <p>Conduct a gender analysis on this data and generate for review and action an annual, written report documenting the results of this analysis.</p>	Equity Subcommittee of the Athletic Board, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs	Ongoing with annual review; the initial review and sign-off will be done by June 30, 2009
Medical and Training Facilities and Services.	No gender-based issues identified within program area evaluation. Oversight and monitoring should continue.	Assure equitable availability of medical personnel; availability and quality of weight training and conditioning facilities; availability and qualifications of athletic trainers; and health, accident, and injury insurance coverage for all female and male athletes and men's and women's sports.	<p>Collect data from student-athletes, coaches, and sports medicine staff each year to assure that needs in this area are identified and met.</p> <p>Conduct a gender analysis on this data and generate for review and action an annual, written report documenting the results of this analysis.</p>	Equity Subcommittee of the Athletic Board, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs	Ongoing with annual review; the initial review and sign-off will be done by June 30, 2009
Housing and Dining Facilities and Services.	No gender-based issues identified within program area evaluation. Oversight and monitoring should continue.	Assure that ongoing housing and dining arrangements provided to female and male student-athletes are equitable.	<p>Conduct an annual review of housing and dining services provided to male and female student athletes on scholarship. Analyze the review for differential treatment based on gender.</p> <p>Generate for review and action an annual, written report documenting the results of this analysis.</p>	Equity Subcommittee of the Athletic Board, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs	Ongoing with annual review; the initial review and sign-off will be done by June 30, 2009

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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
Publicity.	<p>Current accounting system and expenditure tracking practices don't generate the detail necessary to adequately analyze publicity data for gender equity.</p> <p>Promotion and Marketing plans vary in their completeness and aren't accompanied by budget data</p> <p>Oversight and monitoring should continue.</p>	<p>Implement a comprehensive accounting structure that allows for a more robust analysis of team-specific expenditures by gender, by sport, and by type of publicity/marketing expenditure.</p> <p>Assure equitable access to women's and men's teams of the following: availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.</p>	<p>Explore alternative reporting mechanisms to enhance existing expenditure tracking systems. Configure new departmental practices to track distinctions between types of publicity expenses and to enable a detailed breakdown of expenditures (currently reported in a "Not Allocated by Gender" column of the annual EADA reports) into appropriate team-specific allocations.</p> <p>Conduct an annual gender equity analysis of team marketing data and generate for review and action an annual, written report documenting the results of this analysis.</p>	Equity Subcommittee of the Athletic Board, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs	Ongoing with an annual review; the initial review and sign-off will be done by June 30, 2009
Support Services.	<p>Women and men are not proportionately present in the classified and unclassified staff ranks: no men fill clerical staff positions, and women only hold non-coaching professional staff positions as the Senior Woman Administrator/Associate Director of Athletics and as the Director of Athletic Development.</p> <p>Oversight and monitoring should continue.</p>	<p>Provide equitable support services, with comparable salaries, for men's and women's sports.</p> <p>As staff positions turn over and new positions are created, increase the number of women in non-coaching professional staff positions in the Department of Athletics.</p>	<p>Hire a women's basketball Media Specialist and compensate this person equitably to the men's team Media Specialist.</p> <p>Aggressively pursue candidate pools inclusive of highly qualified female applicants as soon as professional staff vacancies are identified or recruitment is begun for new positions.</p> <p>Monitor applicant flow and conduct an annual gender equity analysis of support services; generate for review and action an annual, written report documenting the results of this analysis.</p>	Equity and Personnel Subcommittees of the Athletic Board, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs	Immediate and ongoing with an annual review; the initial review and sign-off will be done by June 30, 2009

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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 Student-Athletes.	<p>Gender differences are seen in the "preferences" of coaches to recruit regionally or nationally; national recruitment results in higher recruiting expenses for men's sports.</p> <p>Oversight and monitoring should continue.</p>	<p>Assure ongoing, equal opportunities for professional personnel to recruit qualified female and male athletes; assure availability of financial and other resources needed for recruitment, especially of Black, Hispanic, Native American/ Alaskan Native, and Asian/Pacific Islander student-athletes; and assure equivalent benefits, opportunities, and treatment of prospective athletes regardless of gender.</p>	<p>Conduct an annual gender-equity review of team-specific recruiting practices and results; of the recruiting resources needed and utilized; and of the specific efforts made to recruit minority (Black, Hispanic, Native American/ Alaskan Native, Asian/Pacific Islander) female and male student-athletes. Evaluate impact of recruitment expenditures on the level of competitive success. Analyze factors influencing differences described as "preferences" and "style" that exhibit along gender lines.</p> <p>Generate for review and action an annual, written report documenting the results of this analysis.</p>	<p>Equity Subcommittee of the Athletic Board, Head Coaches, the Athletic Director and Staff, and the Vice Chancellor for Student Affairs</p>	<p>Ongoing with an annual review; the initial review and sign-off will be done by June 30, 2009.</p>

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Operating Principle

3.2 Minority Issues

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

One "strategy for improvement" was imposed by the Committee on Athletics Certification as it related to Operating Principle 3.2 (Minority Issues), as noted in the Summary of Actions Taken by the NCAA Committee on Athletics Certification (11/9/99) document. Specifically, UW-Milwaukee was required to:

"Enhance the minority-opportunities plan for the intercollegiate athletics program by providing greater specificity (specific action steps, intended end results or measurable goals) that address issues confronting the institution, as defined in the university's self-study report. These enhancements must be developed through a broad-based campus participation and receive formal institutional approval."

The action(s) taken by the institution:

The Minority Opportunities Plan (1999) was reviewed in its entirety by a broad-based campus collaborative in response to the final decision from the NCAA Committee on Athletics Certification. This collaborative included the Athletic Board, Athletic Board Equity Subcommittee, Faculty Athletic Representative (FAR), Director of Athletics, Senior Woman Administrator/Associate Director of Athletics, Assistant Chancellor for Student Affairs, Senior University Legal Counsel, Assistant Chancellor for Compliance, and the Chancellor.

Discussions ensued as to how specific strategies for recruitment and retention of a diverse staff and student population could be generated to reach the goals of the plan. The following narrative is reflective of the actions taken by the institution as it relates to the "strategy for improvement."

The Equity Subcommittee of the Athletic Board was charged with the initial analysis of the Minority Opportunities Plan, with a review by the full Athletic Board to follow at its March, 2000 meeting. The Subcommittee met prior to the March, 2000 full board meeting and reviewed statistics profiling the ethnic diversity of the campus overall, as well as diversity within the Athletic Department. This review included comparisons of unclassified staff as a whole with unclassified staff in Athletics, as well as a comparison of the undergraduate population as a whole with student-athletes.

The full Athletic Board met in March 2000 and approved five (5) recommendations to address the NCAA's "strategy for improvement", and three (3) additional recommendations relating to recruitment and retention of minority student-athletes. These recommendations were as follows:

- 1) "Seek ethnic diversity within the Equity Subcommittee."
- 2) "Ask the Chancellor to consider an appointment to the Athletic Board that would increase the ethnic diversity of the Board (all board members are elected except for an annual appointment by the Chancellor.)"
- 3) "Encourage the Student Association to appoint student members who represent an ethnic diverse background."
- 4) "Increase the pool of minority candidates when positions are vacated within the Athletic Department with special consideration given to the tone, style, and content of the job description."
- 5) "Solicit job descriptions from other institutions to gain insight into the written verbiage to increase the minority pool of candidates."

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- 6) "The Athletic Director and Associate/Assistant Athletic Directors will work with individual coaches to increase minority recruitment."
- 7) "More active recruitment in the greater Milwaukee area as well as Kenosha, Racine, Chicago, and Detroit."
- 8) "Explore the possibilities of special funds to develop recruitment activities and establish special scholarship opportunities for prospective student-athletes who are minorities."

Recommendation #1: Seek ethnic diversity within the Equity Subcommittee of the Athletic Board.

Actions taken by the institution, and date(s) of the action(s):

The composition of the Equity Subcommittee of the Athletic Board changes annually. While attempts have been made to secure Athletics Board members that represent racial diversity, the current makeup of the Equity Subcommittee reflects one person of color out of five members.

Explanation for any partial or non-completion of such required actions:

The UWM Athletic Board is a twenty-two member board, with elected and appointed members. Opportunities to diversify the Equity Subcommittee (a sub-committee of the Board) are on-going, as a diverse body is continuously encouraged to run for the elected positions, and to be considered for the appointed positions.

Recommendation #2: Ask the Chancellor to consider an appointment to the Athletic Board that would increase the ethnic diversity of the Board (all board members are elected except for an annual appointment by the Chancellor.)

Actions taken by the institution, and date(s) of the action(s):

The Chancellor continues to request and seek appointments to the Athletic Board that will assist in minority representation. Currently, the only appointments over which the Chancellor has authority are one faculty appointee, who must be appointed from a pool of candidates recommended by the Faculty Senate, and two alumni appointees, who must be appointed from a pool of candidates put forward by the Alumni Association's Board of Trustees. In recent years, the Chancellor's options have been limited by the lack of racial diversity in the pools put forward. The Chancellor has requested both the Faculty Senate and the Alumni Association's Board of Trustees to put forth a diverse and inclusive pool of candidates in the future.

Explanation for any partial or non-completion of such required actions:

Not Applicable.

Recommendation #3: Encourage the Student Association to appoint student members who represent an ethnic diverse background.

Actions taken by the institution, and date(s) of the action(s):

The Student Association (SA), UWM's student government, has been asked to select student members for the Athletics Board who represent diverse racial identities, and Athletics will continue to encourage SA to recruit a diverse pool for appointment to the Board.

Explanation for any partial or non-completion of such required actions:

Not Applicable.

Recommendation #4: Increase the pool of minority candidates when positions are vacated within the Athletics Department with special consideration given to the tone, style, and content of the job description.

Actions taken by the institution, and date(s) of the action(s):

While examination of the applicant pools for positions filled during 2004-05, 2005-06, and 2006-07 reveal minorities have been part of the hiring pools, persons from underrepresented groups have not been hired. The committee determined that in order to achieve the goals of the Minority Plan, UWM must take a more pro-active role in attracting larger numbers of high caliber applicants of color into candidate pools. The Vice Chancellor for Student Affairs, the Chancellor's designee, has addressed this recommendation in her memo, dated April 21, 2008.

Explanation for any partial or non-completion of such required actions:

Equity and Student-Athlete Well-Being

Not Applicable.

Recommendation #5: Solicit job descriptions from other institutions to gain insight into the written verbiage to increase the minority pool of candidates.

Actions taken by the institution, and date(s) of the action(s):

The Director of Athletics has, and will continue to review language in position descriptions for Athletics-related job openings.

Explanation for any partial or non-completion of such required actions:

Not Applicable.

Recommendation #6: The Athletic Director and Associate/Assistant Athletics Directors will work with individual coaches to increase minority recruitment.

Actions taken by the institution, and date(s) of the action(s):

The Minority Opportunities Plan and the Athletic Department's Strategic Plan and Outcomes 2005-10 were discussed with staff after the last NCAA certification process in March, 2000, and again as recently as at the January 20, 2008 Athletics staff meeting. Discussions have also taken place concerning minority recruiting and hiring during the annual performance evaluation process for head coaches. Effort at minority recruitment is one of the standards by which head coaches are evaluated.

Explanation for any partial or non-completion of such required actions:

Not Applicable.

Recommendation #7: More active recruitment in the greater Milwaukee area as well as Kenosha, Racine, Chicago, and Detroit.

Actions taken by the institution, and date(s) of the action(s):

Recruitment of student-athletes continues in greater-Milwaukee, and recruitment territories have been widened to include other areas in the state of Wisconsin. An emphasis on urban recruiting was and continues to be conveyed to all coaches in staff meetings, as well as during their individual evaluation meetings. Coaches have increased the number of camps and clinics targeting Milwaukee communities of color.

Explanation for any partial or non-completion of such required actions:

Not Applicable.

Recommendation 8: Explore the possibilities of special funds to develop recruitment activities and establish special scholarship opportunities for prospective student-athletes who are minorities.

Actions taken by the institution, and date(s) of the action(s):

The Athletic Department has worked with the Development office to secure donors interested in special scholarship opportunities. One scholarship opportunity was secured and implemented over a five year period. Current negotiations are in place to secure other scholarships.

Explanation for any partial or non-completion of such required actions:

Not Applicable.

Equity and Student-Athlete Well-Being

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) the institution has had personnel changes since the original development of the plan. [Please note: Within minority issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

The original Minority Opportunities Plan (1999) consisted of two parts, a Staff Plan and a Student-Athlete Plan, with the following goals:

Staff Plan Goal #1: "The Athletic Department will strive to attain a staff that is comparable in composition to the minority unclassified staff of the campus."

Student-Athlete Plan Goal #1: "Increase minority representation in sports where the University of Wisconsin-Milwaukee has traditionally been unable to attract minority student-athletes."

Student-Athlete Plan Goal #2: "Maintain minority representation equal to or greater than that of the general student body population."

Actions taken by the institution, and date(s) of the action(s):

Staff Plan Goal #1: "The Athletic Department will strive to attain a staff that is comparable in composition to the minority unclassified staff of the campus."

UWM's percentages of full-time minority unclassified staff for the reporting years of this self-study were 19% in 2006-07, 18% in 2005-06, and 19% in 2004-05. In reviewing the analysis of data supplied by the Department of Athletics (7/11/2007), minority representation for the Athletics Department was 11% in 2006-07, 8% in 2005-06, and 12% in 2004-05. Minority representation in the unclassified staff was predominately in men's basketball with 1-2 of those positions being held during the three years by African Americans. There were no American Indian/Alaskan Native, Asian/Pacific Islander, or Latino (Hispanic) staff members during the three years of this self study.

All job vacancies are publicized to a broadly diverse market with the campus-wide diversity language of inclusion and non-discrimination.

University Legal counsel has presented guidelines and assistance to all the Search and Screen committees of the University, including Athletics (11/29/2007 memo regarding Good Faith Efforts). The Athletic Board and Personnel and Equity Subcommittees are involved in all staff searches.

Explanation for any partial or non-completion of such required actions:

Despite efforts designed to broaden recruitment areas for open positions, Athletics has not been successful in their efforts to reach the goal of a staff that is comparable in composition to the minority unclassified of the campus. As noted previously, and outlined in the memo of April 21, 2008 from the Vice Chancellor for Student Affairs, efforts to enlarge the pool of qualified minority candidates for all open positions will be intensified.

Student-Athlete Plan Goal #1: "Increase minority representation in sports where the University of Wisconsin-Milwaukee has traditionally been unable to attract minority student-athletes."

The Minority Opportunities Plan (1999) from UWM's first-cycle certification reported that four sports had no minority student-athlete representation. Efforts in subsequent years to improve in this area have been successful, with all sports but women's tennis having had minority student-athlete representation in the three years of this self-study (2004-05 through 2006-07).

Equity and Student-Athlete Well-Being

Several strategies that were recommended in the original plan were implemented. Camps and clinics, with a special emphasis on recruiting minority students, were increased. On-going relationships with the local K-12 public school system were enhanced. And, service projects initiated by the Student Athlete Advisory Council (SAAC) include opportunities to work with underrepresented communities and populations.

An emphasis on urban recruiting was and continues to be conveyed to all coaches in staff meetings, as well as during their individual evaluation meetings.

Explanation for any partial or non-completion of such required actions:

Not Applicable.

Student-Athlete Plan Goal #2: "Maintain minority representation equal to or greater than that of the general student body population."

Aggregate minority representation for all full-time undergraduate students at UWM was between 15.3% and 15.8% for each of the three years of the self-study (2004-05, 2005-06, and 2006-07).

Minority student-athletes on aid during this same time period comprised between 13% and 17.4% of the overall student-athlete population. In addition to the student-athletes represented by these statistics, some sports also had minority student-athletes not on scholarship (i.e., men's soccer has most of their team as walk-ons during Year 1, and then they earn their scholarships), further raising the overall percentages of student-athletes of color.

In 2006-07 minority student-athlete representation was greater than that in the general full-time undergraduate student body population, and in 2004-05 and 2005-06 aggregate percentages were fairly close between the comparative populations. However, when analyzing minority student-athlete participation by NCAA categories of race/ethnicity, differences are seen relative to African American (Black), Latino (Hispanic), American Indian/Alaskan Native, and Asian/Pacific Islander representation in the student-athlete population and their representation in the general full-time undergraduate population.

Explanation for any partial or non-completion of such required actions:

The Department has made efforts to maintain and increase its minority representation of student-athletes. In 2006-07 minority student-athlete representation was greater than that in the general full-time undergraduate student body population.

THE ORIGINAL PLAN:

In addition to the goals outlined in the Minority Opportunities Plan during the first-cycle certification process, UWM offered four (4) recommendations relating to minority issues, as documented in the Athletic Department's Commitment to Equity Recommendations document:

#1. (E1): "Improve recruitment of diverse athletes."

#2. (E2): "Expand the representation of minority candidates in hiring pools for Department of Athletics. Revise advertisements to emphasize UWM's high value for diversity."

#3. (E3): "Ensure that the athletic equity plans are in complete conformance with current NCAA guidelines by preparing a separate plan for gender equity and minority equity and clarifying and formalizing approval of minority and gender equity plans."

#4. (E4): "Improve annual oversight of equity plans and their progress by the Athletic Board and its Equity Subcommittee."

Recommendation #1 (E1): "Improve recruitment of diverse athletes."

Actions taken by the institution, and date(s) of the action(s):

The 1997-98 Squad lists (timeline for the first-cycle certification decision) show the following sports had minority representation: men and women's basketball, men and women's track and field, men and women's soccer, women's tennis, men's baseball, and men's cross country. Those without minority representation included women's volleyball, men and women's swimming and diving, and women's cross country.

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In reviewing Squad lists for the timeframe for this recertification process, (2004-05, 2005-06, 2006-07), all sports except for women's tennis have had minority representation. The number of minority student-athletes at UWM has slowly grown since the first-cycle certification process, and in 2006-07 student-athletes of color comprised over 17% of the overall student-athlete population.

Since the first-cycle certification, the Athletic Department has increased its camps and clinics with special attention to recruiting diverse students in all sports categories. Increased partnerships with Milwaukee Public Schools (MPS) and community engagement activities with local non-profits have also helped to expose the athletes and coaching staff to potential recruits. MPS students were invited to attend the 2007 Horizon League Volleyball tournament. Volleyball players tutor at an MPS elementary school, and other sport tutors periodically act as guest readers at schools. Many of the sports teams participate in the Boys and Girls Clubs and Children's Outing Association (COA) clinics. Low-cost camps and scholarships from camp budgets are available to those that qualify, within NCAA guidelines.

Explanation for any partial or non-completion of such required actions:

Not Applicable.

Recommendation #2 (E2): "Expand the representation of minority candidates in hiring pools for Department of Athletics. Revise advertisements to emphasize UWM's high value for diversity."

Actions taken by the institution, and date(s) of the action(s):

The Athletic Department follows the university policy for standard verbiage regarding non-discriminatory practices. All advertisements are released with UWM's non-discriminatory statement attached.

While examination of the applicant pools for positions filled during 2004-05, 2005-06, and 2006-07 reveal minorities have been part of the hiring pools, persons from underrepresented groups have not been hired.

Explanation for any partial or non-completion of such required actions:

The committee determined that in order to achieve the goals of the Minority Plan, UWM must take a more proactive role in attracting larger numbers of high caliber applicants of color into candidate pools. The Vice Chancellor for Student Affairs, the Chancellor's designee, has addressed this recommendation in her memo, dated April 21, 2008.

Recommendation #3 (E3): "Ensure that the athletic equity plans are in complete conformance with current NCAA guidelines by (a) prepare a separate plan for gender equity and minority equity; (b) Clarify and formalize approval of minority and gender equity plans."

Actions taken by the institution, and date(s) of the action(s):

UW-Milwaukee has two separate plans for equity, complying with the NCAA Guidelines. The Gender Equity Plan and separate Minority Opportunities Plan were developed in January, 1999.

In Spring 2000, both plans were reviewed and adopted by the Athletic Board with several recommendations emerging from their discussions.

The stand-alone Minority Opportunities Plan was developed through a process that reflected broad-based campus participation with opportunities for input from groups inside and outside of Athletics. The Plan reflects the combined efforts of the Athletics Board Equity Subcommittee, the Faculty Athletics Representative (FAR), the full Athletic Board, and the Division of Student Affairs Personnel Representative. It was further reviewed for any necessary revisions by the Assistant Chancellor for Student Affairs, the Senior University Legal Counsel, and the Assistant Chancellor for Diversity/Compliance with final review by the Chancellor. The principal guidelines used in developing the plan were 1) to demonstrate an institutional commitment to providing equitable opportunities for minority student-athletes and institutional athletic department personnel and 2) to accommodate the evolving standards of the NCAA and the University in the area of minority equity.

Explanation for any partial or non-completion of such required actions:

Not Applicable.

Recommendation #4 (E4): "Improve annual oversight of the equity plans and their progress by the Athletics Board and its Equity subcommittee."

Equity and Student-Athlete Well-Being

Actions taken by the institution, and date(s) of the action(s):

In order to improve annual oversight of the equity plans, several steps are being put into place to ensure accountability and annual review of the equity plans by the Athletic Board and its Equity Subcommittee. Please see the letter submitted by the Vice Chancellor for Student Affairs, dated April 21, 2008.

Review of progress regarding the equity plans will occur annually. This review will be team-based, and will include, at minimum, the campus Associate Vice Chancellor for Diversity and Climate (position resides in Academic Affairs and outside the reporting line of Athletics), the Equity Subcommittee of the Athletics Board, and the Director of Athletics.

The written, annual progress report will be forwarded to the Council on Inclusion, a broad-based campus climate committee, for review and input.

The report will be signed off annually by the Chancellor, Vice Chancellor for Student Affairs, Associate Vice Chancellor for Diversity and Climate, Director of Athletics, and the Athletic Board Chair.

Explanation for any partial or non-completion of such required actions:

Not Applicable.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Since the first-cycle review, the university has seen multiple changes in its CEO, the Chancellor. The current Chancellor, Dr. Carlos E. Santiago, has implemented a new vision for the institution with several campus-wide implications for moving towards minority parity. In 2004, the Chancellor announced a new, dual mission for the university. This mission consisted of a research growth initiative, and an access initiative (Access to Success, which replaces the Milwaukee Commitment).

Access to Success www4.uwm.edu/acad_aff/access/ is the campus blueprint to enhance student access to UWM and promote greater student success. The initial goals are to build a pool of diverse, high-achieving students; increase first-year retention and performance of all freshmen; decrease the gap in first-year retention and performance between students of color and majority students; and decrease the gap in first-year retention and performance between students who take remedial courses and those who do not. Intended results are to provide a college opportunity to students, often from underrepresented populations. Once enrolled at UWM, students are supported through mentoring, tutoring, career development, and other student development programs.

Access to Success initiatives and services are utilized by students across the institution, including student-athletes. Educational and academic achievements (related to access to success support) include student-athlete graduation rates that exceed the national average, an increase from 68% to 72%. UWM also ranked in the top two institutions in Horizon League All-Academic honors for consecutive years since 2002.

On January 20, 2005, Chancellor Santiago created the Council on Inclusion, www4.uwm.edu/Acad_Aff/cii/index.cfm. This broad-based campus collaborative, comprised of faculty, staff, students, and governance leadership is charged with reviewing the University's diversity plan and monitoring UWM's progress toward achieving objectives of the plan. Beginning in April, 2008, the equity plans for Athletics (gender and minority) will be reviewed annually by this Council, with an advisory recommendation made to the Chancellor for acceptance of those plans.

A new oversight process for ensuring that the annual review of the Athletic Department's equity plans occurs has been instituted. On August 20, 2007, a new Associate Vice Chancellor Diversity and Climate was appointed www4.uwm.edu/acad_aff/newsevents/avc_powell.cfm. This role has the responsibility for diversity and climate and is charged with oversight of campus-wide programs that promote institutional diversity and an inclusive climate for faculty, staff and students. This Associate Vice Chancellor will also be instrumental in providing an outside-of-Athletics review each year of its equity plans, working with the Equity Subcommittee of the Athletics Board, as well as the Council on Inclusion, and working to ascertain climate conditions for diverse staff and students, particularly our student-athletes and staff employed in the Athletics Department.

The Associate Vice Chancellor for Diversity and Climate will also meet at least annually with the Director of Athletics, Senior Woman Administrator/Associate Director of Athletics, and Faculty Athletics Representative to discuss progress towards increasing diversity in the student-athlete and Department of Athletics staff ranks.

Equity and Student-Athlete Well-Being

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

The institution is organized to further its efforts related to the minority-issues operating principle for both Athletics Department staff and student-athletes through two major initiatives, the Equity Scorecard and Access to Success.

The Equity Scorecard Evidence Team is comprised of a diverse group of faculty, staff, students and administrators from across UW-Milwaukee's campus. Their work has focused on examining data disaggregated by race and ethnicity across the four perspectives of the scorecard: access, retention, institutional receptivity and excellence. This work will eventually culminate in a scorecard unique to UWM that includes goals, measures and benchmarks and a report to the Chancellor and campus community that will serve to inform decisions about strategic actions. Outcomes from the Equity Scorecard team are shared with the campus overall (first report, dated November, 2007). The summary of observations was shared specifically with the Equity Subcommittee of the Athletics Board. http://www4.uwm.edu/acad_aff/climate/eqsc/index.cfm

Access to Success is our campus blueprint (strategic plan for diversity recruitment, retention and graduation) to enhance access to UWM, while also promoting greater student success. This blueprint combines the work of previous strategic plans for diversity such as the Milwaukee Commitment (UWM's strategic plan (1999-2003), and the UW System's plan for diversity known as Plan 2008 (1998-2008). http://www4.uwm.edu/acad_aff/access/

The Department of Athletics is aligned with the institution's efforts related to minority-issues, and has put into place several strategies for monitoring, evaluating, and addressing these matters on a continuing basis.

The Department of Athletics 2005-2010 Strategic Plan reflects diversity and equity as one of its core values ("Celebrate diversity and equity in all facets of the athletics programs.")

The Associate Vice Chancellor for Diversity and Climate provides annual review of the Athletics Department's Minority Issues Plan. He serves as a connector with the Office of Diversity/Equity Services to recommend training and professional development for Athletics Department staff and student-athletes.

In collaboration with the Associate Vice Chancellor for Diversity and Climate, the Equity Subcommittee of the Athletics Board is charged with annual review of the Minority Issues Plan progress, with a report to the full Board.

Additional monitoring and evaluation is conducted annually through the Chancellor's Council on Inclusion. The Council provides an advisory recommendation to the Chancellor as it pertains to the progress by those responsible for reaching the Minority Issues Plans' goals.

The Division of Student Affairs has implemented a new initiative for diversity training that is offered to all staff in the Division. There was significant participation by Athletics Department staff at the inaugural training, generating interest and enthusiasm for programs to come.

The Chancellor demonstrates top-level institutional control and involvement, and is notified of all serious issues that arise in regards to minority issues across campus. He also participates in several processes that directly relate to minority issues of student-athletes and Athletics Department staff. The Chancellor is involved in the review of coach-related salary discussions, reviews graduation rate reports, meets with the Faculty Athletic Representative, Vice Chancellor for Student Affairs, and Director of Athletics throughout the year, as needed, and signs off on Horizon League Audits.

Equity and Student-Athlete Well-Being

5. For the three most recent academic years, provide the racial or ethnic composition for (a) full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); (b) other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); (c) full- and part-time head coaches; (d) full- and part-time assistant coaches (including graduate assistant and volunteer coaches); (e) faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and (f) other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

Athletics and Selected Institutional Personnel

For the purposes of this study and the corresponding charts, the years under review are 2004-05, 2005-06, and 2006-07, and the terminology used references NCAA's race/ethnicity categories. The summary below reflects an analysis of the data provided in the attached chart on Racial or Ethnic Composition, with an explanation focused on progress and/or trends.

(a) Full-time Senior Administrative Athletic Department Staff Members:

Analysis: Since 2004, there has been no placement of underrepresented members in the ranks of full-time senior administrative department staff. There has also been no change in the number of White members in this rank since 2004.

Explanation: Top level administrative positions in the Athletic Department do not vacate frequently. One position turned over during the self-study period, and was filled through promotion of a long-term female head coach, who is White, to Senior Woman Administrator/Associate Athletics Director.

(b) Other Full and Part time Professionals - Other Personnel Athletics Department Staff:

Analysis: Since 2004, there has been an increase of one African American (Black) in these ranks, with no hiring of persons with American Indian/Alaskan Native, Asian/Pacific Islander, or Latino (Hispanic) identities.

Explanation: These positions do not become vacant frequently, and there seems to be little movement in vacancies.

(c) Full and Part-time Head Coaches:

Analysis: Since 2004, there has been one full-time African American (Black) head coach (men's basketball), and no full or part-time head coaches self-identified as American Indian/Alaskan Native, Asian/Pacific Islander, or Latino (Hispanic). During the focus years of this self-study on average seven full-time head coach positions and two part-time head coach positions were filled by White staff.

Explanation: There is limited turn-over of head coaching positions in the Athletic Department. Two head coaches were hired during the self-study period, one African American (Black) and one White.

(d) Full and Part-time Assistant Coaches:

Analysis: Since 2004, the number of African American (Black) full-time assistant coaches has shifted between 1 or 2 individuals. There were no changes over the 3 year period in hiring from the American Indian/Alaskan Native, Asian/Pacific Islander, or Latino (Hispanic) assistant coach ranks, with no representation found. The number of White full-time assistant coaches remained stable (around 12). The number of White part-time assistant coaches remained stable (around 6). There were no part-time coaches from any of the other race/ethnicity groups noted during the three years.

Explanation: While Assistant coaching vacancies for full or part-time positions are infrequent, a review of the applicant pool information for these types of vacancies did identify minority candidates in the pool. The Vice Chancellor for Student Affairs has implemented an additional oversight strategy through her review and sign-off of all candidate final slates for open positions before offers are made. Please refer to her letter dated April 21, 2008.

(e) Faculty-Based Athletic Board or Committee Members:

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Analysis: Since 2004, the racial/ethnic composition of the Athletic Board has remained basically the same. There were no Board members identified as American Indian/Alaskan Native over the three year period, and 0-1 members were identified as Asian/Pacific Islander. In the most current year of the study there were no African American (Black) members of the Board, downwards from 2 during the initial year of the study. (However, in the current year 2007-08, there is an African American.) There were 1-2 Latino (Hispanic) members of the Athletic Board over the three year period of the study, and 19-20 White members on the Board each year since 2004.

Explanation: The Athletic Board is a faculty standing committee of the University, with appointments made from various sources (i.e., appointment and election). The slates for both types of appointment have lacked diversity in their representation.

(f) Other Advisory or Policy-making Group Members:

Analysis: The Student Athlete Advisory Committee (SAAC) is an advisory group of current student-athletes representing each of the men's and women's teams. Since 2004, no American Indian or Alaskan Native-identified student-athlete has served as an advisory group member. Asian/Pacific Islander student-athlete membership has fluctuated between 0 and 1, Latino (Hispanic) student-athlete membership has fluctuated between 0 and 1, and African American (Black) student-athlete membership has remained stable at 3. In 2006-07, two members of SAAC were identified in NCAA's "Other" race/ethnicity category. White student-athlete representation remained stable through the three year self-study period, with 21 White student-athletes serving on SAAC in 2006-07.

Explanation: SAAC is an advisory group comprised of current student-athletes, and the racial/ethnic composition of the group has reflected the make-up of the student-athlete population as a whole. During the self-study period, 4-6 Student Athlete Advisory Committee members, or 15.4-21.4% of SAAC membership was comprised of student-athletes of color.

Summary:

In the three most recent years, there has been minimal movement in the progress of hiring from underrepresented racial/ethnic groups.

During the self-study period there has been no representation in senior administrative staff of individuals from underrepresented racial/ethnic groups.

3 of the 5 African American (Black) Athletic Department staff are affiliated with men's basketball (one head coach, and two full-time assistant coaches). There was one part-time staff member as of 2006-07.

No Latino (Hispanic), Asian/Pacific Islander, or American Indian/Alaskan Native staff have been hired since 2004. No staff with any of these identities are represented in any of the staff categories, in either full or part-time positions.

White staff representation in all the staff categories, and in both full and part-time positions, has remained essentially unchanged since 2004.

Similar race/ethnicity distribution patterns can be attributed to the membership composition of the Athletics Board and the Student Athlete Advisory Council (SAAC).

6. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart (Racial or Ethnic Composition on Page 34) to compile the data requested in this self-study item.]

See attached chart: Students Generally and Student-Athletes on Athletics Aid

7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Graduation-Rates Disclosure Form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart (Racial or Ethnic Composition on Page 35) to compile the data requested in this self-study item.]

See attached chart: Men's and Women's Sports Teams

8. Using the eight program areas for minority issues please:

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- a. Describe how the institution has ensured a complete study of each of the eight areas specifically during the time frame of the self-study process;
- b. Provide data demonstrating the institution's commitment across each of the eight areas;
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority issues plan for the future; and
- d. Explain how the institution's written, stand-alone plan for minority issues addresses each of the eight areas.

1. Institutional and Athletics Department Commitment. Development and maintenance of written statements that address the issues of diversity.

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

UWM's diversity initiatives have the common purpose of enhancing the diversity of our student body, faculty, and staff; improving the learning and retention of students of color; and maintaining the important access role that UWM plays in the Milwaukee community. The sub-committee reviewed a variety of diversity-related institutional plans and mission statements, including the mission statements of the University of Wisconsin-Milwaukee and the UW System Doctoral Cluster, reports from the UWM Task Forces on Race and Ethnicity and the Climate for Women, the Chancellor's charge to the Council on Inclusion, and the UWM Equity Scorecard.

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

The UW Doctoral Cluster Mission Statement includes a pledge to "serve the needs of women, minority, disadvantaged, disabled and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff."

UWM's own Select Mission Statement includes the goal of furthering "academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students."

UWM's Council on Inclusion is charged with:

"Developing a strategic diversity plan with a broad-based support

Monitoring our progress toward achieving our Plan 2008 and ensuring that there is accountability along the way

Providing recommendations for attracting and retaining faculty and staff of color

Developing a diversity training program for the entire UWM campus."

The strategic plan for the Department of Athletics, Strategic Plan and Outcomes 2005-2010, holds as a core value that the administrators, staff, and coaches of the Department should "celebrate diversity and equity in all facets of the athletics program."

Academically, UWM demonstrates its commitment to diversity in a variety of disciplines via majors or certificate programs in the following areas:

Africology; American Indian Studies; Asian Studies; Cultures and Communities; Cultural Foundations of Education; Urban Education; Global Studies; International Studies; Jewish Studies; Latin American and Caribbean Studies; Lesbian, Gay, Bisexual, and Transgender Studies; Middle Eastern and North African Studies; Russian and Eastern European Studies; and Women's Studies.

In addition, UWM has a variety of offices organized around dimensions of diversity, including: African American Student Academic Services, Southeast Asian Student Academic Services, American

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Indian Student Services, Roberto Hernandez Center, LGBT Resource Center, Women's Resource Center, Student Accessibility Center, and the Multicultural Student Center.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The Department of Athletics has no coordinated, documented, or formalized strategies to ensure that their commitment to diversity continues to be monitored and reviewed on an annual basis.

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

The Minority Issues Plan calls for the following action steps:

Update current policy and procedure manuals with inclusive language pertaining to diversity, and include an annual sign-off page.

Include the Director of Athletics (his/her designee) in campus discussions and collaboratives around diversity and inclusion (i.e., Chancellor's Council on Inclusion).

Director of Athletics and Athletics Board Equity Subcommittee will meet annually with the Assistant Vice Chancellor for Diversity and Climate for Minority Issues Plan progress report and sign-off.

- 2. Evaluation.** Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

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

The subcommittee reviewed this area with the Director of Athletics, Senior Woman Administrator/ Associate Director of Athletics, Assistant Director of Athletics for Compliance, and the Vice Chancellor for Diversity and Climate. The subcommittee also reviewed Athletic Board and Department of Athletics minutes, the Department's Policies and Procedures Manual and Strategic Plan and Outcomes 2005-2010, and staff evaluation documents.

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

One of the charges of the Equity Subcommittee of the Athletic Board is to monitor and review the Athletic Department's "plans for gender and minority equity and the plan for student-athlete well being."

The Policies and Procedures Manual of the Department of Athletics begins with a document summarizing the goals and strategies of The Milwaukee Commitment, UWM's Strategic Plan for Racial and Ethnic Diversity. (Note: In 2006, the Milwaukee Commitment was subsumed by the Access to Success initiative.)

The annual performance evaluation of head coaches includes an evaluation element measuring their commitment to recruiting diverse student-athletes.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The Department of Athletics does not provide a documented process for monitoring evidence related to the Department's commitment to diversity on an annual basis.

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

The Minority Issues Plan calls for the following action steps:

Include written goals and objectives in the department's commitment that are aligned with the institution's commitment.

Data collection process will take place to assess progress toward achieving the department's goals and objectives.

Data will be collected from student-athletes and department staff concerning minority issues (surveys, focus groups, etc.).

- 3. Organization and Structure.** Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

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

The subcommittee reviewed the Department of Athletics Strategic Plan and Outcomes 2005-2010 and Policies and Procedures Manual, the course content of EdPsych 101 (Success in Academics and Athletics), and the educational and service activities of the Student Athlete Advisory Committee.

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

The Department of Athletics 2005-2010 Strategic Plan contains an explicit commitment to diversity.

The Department's Policies and Procedures Manual contains a seven page synopsis of The Milwaukee Commitment, UWM's Strategic Plan for Racial and Ethnic Diversity. (Note: In 2006, The Milwaukee Commitment was subsumed by the Access to Success initiative.)

EdPsych 101 (Success in Academics and Athletics), a course required for all UWM student-athletes, contains a module on diversity.

Activities sponsored by the Student Athlete Advisory Committee include service activities in underrepresented communities designed to attract young people of color to UWM.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The Department of Athletics strives to maintain an organization and structure that promotes equity and diversity. However, there is no written plan that provides measurable goals and strategies to assist with this.

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

In order to maintain an organizational structure to promote equity and diversity within the Department, the Director of Athletics, in conjunction with the Athletic Board and under the supervision of the Vice Chancellor for Student Affairs, will:

Develop a master calendar to assist Department staff in meeting target dates for completion of goals.

Monitor and review the institution's structure and organization for promoting diversity in athletics.

- 4. Enrollment.** Goals of the institution for enrollment of minority students and minority student-athletes.

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

The subcommittee reviewed enrollment data for full-time undergraduate minority students in general and for minority student-athletes on aid for the three years under study.

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

In 2006-07, there were 16,062 full-time undergraduate students who self-identified as White, and 2,903 full-time undergraduates who self-identified as American Indian/Alaskan Native, Asian/Pacific Islander, African American (Black), or Latino (Hispanic) (also collectively referred to throughout this document as "minority"). That same year, there were 200 White student-athletes* and 42 minority student-athletes. Minority student-athletes comprised 17.4% of total student-athletes; university-wide, full-time enrolled minority students comprised 15.3% of the general, full-time undergraduate student population.

In 2005-06, there were 15,713 full-time undergraduate students who self-identified as White, and there were 2,880 full-time undergraduates who self-identified as American Indian/Alaskan Native, Asian/Pacific Islander, African American (Black), or Latino (Hispanic). That same year, there were 194 White student-athletes and 29 minority student-athletes. Minority student-athletes comprised 13% of total student-athletes; university-wide, full-time enrolled minority students comprised 15.5% of the general, full-time undergraduate student population.

In 2004-05, there were 14,868 full-time undergraduate students who self-identified as White, and 2,782 full-time undergraduates who self-identified as American Indian/Alaskan Native, Asian/Pacific Islander, African American (Black), or Latino (Hispanic). That same year, there were 199 White student-athletes and 31 minority student-athletes. Minority student-athletes comprised 13.5% of total student-athletes; university-wide, full-time enrolled minority students comprised 15.8% of the general, full-time undergraduate student population.

Minority Representation in Athletics* Minority Representation University—Wide**

2006-07: Student-athletes (17.4%) University-wide (15.3%)
 2005-06 Student-athletes (13%) University-wide (15.5%)
 2004-05: Student-athletes (13.5%) University-wide (15.8%)

*References throughout this response to student-athlete numbers and corresponding percentages, for both White and minority student-athletes, reflect only student-athletes on aid.

**References to university-wide student numbers and corresponding percentages, for both White and minority students, reflect only full-time enrolled undergraduate students.

Data indicate substantial proportionality between the aggregate percentage of American Indian/Alaskan Native, Asian/Pacific Islander, African American (Black), or Latino (Hispanic) student-athletes and the aggregate percentage of American Indian/Alaskan Native, Asian/Pacific Islander, African American (Black), or Latino (Hispanic) full-time undergraduate students university-wide.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

No areas of deficiency.

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

In order to achieve higher percentages and better distribution of African American (Black), Latino (Hispanic), American Indian/Alaskan Native, and Asian/Pacific Islander student-athletes, the Director of Athletics, in conjunction with the Athletic Board and under the supervision of the Vice Chancellor for Student Affairs, will do the following:

Seek resources to increase available financial aid for sports that are underrepresented.

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Continue to develop and assess local/regional/national outreach strategies that are tailored by gender and sport, and to specific communities of color for use by department recruiting personnel.

Continue to develop relationships with internal and external groups to better utilize multicultural programming and resources as retention tools.

5. Comparison of Populations. Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

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

The subcommittee examined data related to the racial/ethnic backgrounds of student-athletes, using NCAA's tracking categories, for the three years under study.

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

All sports, except for women's tennis, had one or more student-athletes of color within the last three years. However, minority representation continues to be minimal in most race/ethnicity categories and is absent in several identity categories in any given year. In particular, there has been a notable absence of American Indian/Alaskan Native, Latino (Hispanic) and Asian/Pacific Islander student-athletes across all sports.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Although UWM has improved its overall representation of minority student-athletes, the diversity is concentrated around student-athletes self-identified as "Black." Overall, UWM has significant racial and ethnic diversity within the student body. The Department of Athletics is charged with increasing their efforts to recruit student-athletes from all underrepresented populations.

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

The Minority Issues Plan outlines the following action steps for the Director of Athletics and recruitment personnel:

Monitor recruiting venues and activities.

Consult with Associate Vice Chancellor for Diversity and Climate, and other campus personnel with expertise in working with minority students.

6. Participation in Governance and Decision-Making. Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

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

Student-athlete participation in governance and decision-making is accomplished through their participation in the Student Athlete Advisory Committee (SAAC). The sub-committee reviewed the racial/ethnic composition of this group for the three years under study.

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

In 2006-07, 4 of the 25 SAAC members were minority student-athletes (16%).

In 2005-06, 4 of the 26 SAAC members were minority student-athletes (15.4%).

In 2004-05, 6* of the 28 SAAC members were minority student-athletes (21.4%).
(*includes the NCAA "Other" race/ethnicity category)

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The Student Athlete Advisory Committee has had representation of student-athletes from diverse racial/ethnic backgrounds that was substantially proportional to or higher than the percentage of these groups represented in the general student population:

In 2004-05, racial/ethnic minority student-athletes comprised 21.4% of the SAAC, while racial/ethnic minority students comprised 15.8% of all university students. In 2005-06, racial/ethnic minority student-athletes comprised 15.4% of the SAAC, and racial/ethnic minority students comprised 15.5% of all university students. In 2006-07, racial/ethnic minority student-athletes comprised 16% of the SAAC, and racial/ethnic minority students comprised 15.3% of all university students.

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

Because having student-athletes from diverse racial/ethnic backgrounds is a high priority, the Department of Athletics personnel need to continue to identify minority student-athletes on each team to generate interest in serving on SAAC, the Student Association, the Athletic Board, and other leadership roles. Current SAAC members should be recruited as peer mentors to solicit membership into SAAC.

7. Employment Opportunities. Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

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

The sub-committee reviewed data relative to the racial/ethnic composition of Athletics and selected institutional personnel, as well as data from Institutional Research on university-wide racial/ethnic statistics.

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

Although the Department of Athletics has made a concerted effort to attract people from underrepresented racial and ethnic groups into its recruitment pools, the level of diversity among Athletics administrators, coaches, and other staff is low.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

The Department of Athletics lacks minority representation in the majority of positions that relate to coaching, non-coaching, and senior administrative roles.

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

The Minority Issues Plan recognizes that the Department of Athletics lacks minority representation in the majority of positions that relate to coaching, non-coaching, and senior administrative roles. This plan set two goals for Athletics recruitment efforts:

- 1) Increased minority representation is reflected on slate of potential candidates for job openings.
- 2) Increased placement of employment opportunities in non-traditional venues and locations.

In order to accomplish these goals, the plan calls for the following action steps:

Review and sign-off of all candidate slates for open positions in Athletics by Vice Chancellor for Student Affairs before offers are made.

Hiring personnel should be updated annually on hiring procedures in alignment with the institution's affirmative action plan.

Personnel responsible for hiring should provide input each year for the annual Minority Issues Plan progress report.

- 8. Programs and Activities.** Establishment of programs that address the needs and issues affecting minority student-athletes.

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

The subcommittee reviewed programming available through the Student-Athlete Advisory Committee and the multi-culturally-based academic and support units throughout the university. These units include Cultures and Communities, the Multicultural Student Center, the Roberto Hernandez Center, African American Student Academic Services, American Indian Student Services, Southeast Asian-American Student Academic Services, the International Studies Program, and the Socio-Cultural programming unit in the Student Union.

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

Within the Athletics program, student-athletes have access to the following programming:

The Student-Athlete Advisory Committee (SAAC) sponsors a number of activities each year that involve service opportunities in partnership with various constituencies within Milwaukee's urban communities of color, including participation in Milwaukee Public Schools (MPS) Tutoring/Mentoring and Healthy Choices programs.

Educational Psychology 101 (Success in Academics and Athletics) contains a module on diversity.

University-wide, student-athletes have access to a wide range of programs and support services that address the needs and issues affecting minority students including:

The UWM Union Sociocultural Programming Department offers a wide array of lectures, exhibits, performances, and films every month designed to highlight the interests, identities, lives and needs of diverse communities and their allies, and the social and cultural issues that surround issues of power and oppression as they relate to race, ethnicity, gender, sexual orientation, disability, class, and other sociocultural factors.

The Multicultural Student Center, in collaboration with ethnically-based academic and support units at UWM, sponsors an annual Open House as well as a Welcome Back Fest that introduce students, including student-athletes, to the wide range of programs and resources on campus focused on students of color and their allies.

The Multicultural Student Lounge (MSL): Centrally located in the Union, the Multicultural Student Lounge

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posts information on multicultural events, scholarship and employment opportunities, and provides on-campus referrals, video and audio tapes, computer time and an informal setting for student networking.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Although UWM as a whole provides numerous opportunities to explore diversity issues, the Department of Athletics offerings in this area are limited.

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

The Minority Issues Plan calls for increasing opportunities for athletics staff and student-athletes to participate in targeted activities related to diversity. To achieve this, the Department of Athletics personnel are asked to do the following:

Continue networking, community service, and events that promote a positive campus experience for all students, particularly minority student-athletes.

Enhance the Department's relationship with the Associate Vice Chancellor for Diversity and Climate, the Office of Equity/Diversity Services, and other campus networking units to connect staff and student-athletes with campus-wide programming and activities that are inclusive and reflective of diversity.

Survey all student-athletes, with a special focus on minority student-athletes, and minority staff to provide feedback to the Department regarding the needs and issues affecting them.

- 9.** Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see the Web site for an example format outlining all required elements of a plan.]
- Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

Refer to the Minority Issues Plan for Improvement.

- 10.** Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

The University of Wisconsin Milwaukee has undergone annual strategic planning sessions for its executive team since the arrival of the current Chancellor, Dr. Carlos E. Santiago. An outcome from these annual sessions was a need to enhance communication vehicles within the administrative and general university population around key issues to reach our goals. In keeping with that guiding principle for communication enhancements, several broad-based participatory approaches have been utilized to foster all-campus inclusiveness around major decision-making.

The NCAA Recertification process is indicative of a broad-based initiative that clearly supports this approach. Specifically, the Minority Issues Plan has been spotlighted and discussed in each of these major decision-making vehicles, as outlined below.

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1. The Minority Issues Plan was sent to the Equity Subcommittee of the Athletic Board for discussion and input. The Senior Woman Administrator/Associate Director of Athletics, Director of Athletics, and Vice Chancellor for Student Affairs (operating day-to-day head for the Athletics Department), the Office of Diversity/Equity Services, and the Associate Vice Chancellor for Diversity and Climate have reviewed the Plan for input and discussion as well. Final review by the Athletic Board, with input from the Equity Subcommittee took place on April 2, 2008.
2. The Council on Inclusion reviewed and discussed the Minority Issues Plan on April 1, 2008. This Council, chaired by the Chancellor, has been in existence since 2005. It is a campus-wide team, consisting of 28 individuals, representing individuals with expertise and interest in gender, race and ethnicity, sexual orientation, disability and other issues of diversity and inclusion as they relate to campus faculty, staff and students.
3. The NCAA Recertification Steering Committee, a team consisting of campus and community leaders, has reviewed and provided input and guidance on the Minority Issues Plan (April 4, 2008).
4. The Associate Vice Chancellor for Diversity and Climate, a position that resides in the Division of Academic Affairs and has responsibility for diversity and climate issues on campus, was provided a copy of the preliminary plan framework. After discussion and review, his input was incorporated into the Minority Issues Plan. A recommendation in the Minority Issues Plan is to provide annual review and input by the Associate Vice Chancellor for Diversity and Climate to the Equity Subcommittee of the Athletics Board, the Athletics Board, and the Director of Athletics regarding Plan review and update.
5. The Chancellor officially signed off on the Minority Issues Plan on April 28, 2008.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment.	<p>The institution overall reflects a commitment to minority issues in its mission, operating policies, and procedures.</p> <p>The Department of Athletics does not have updated references addressing minority issues in its policies and procedures manuals.</p>	Update the Department of Athletics operating procedure manuals and policies to reflect a commitment to minority issues.	<p>Update the current policy and procedure manuals with inclusive language pertaining to diversity, and include an annual sign-off page.</p> <p>Include the Director of Athletics (or his/her designee) in campus discussions and collaboratives around diversity and inclusion (i.e., Chancellor's Council on Inclusion).</p> <p>The Director of Athletics and the Equity Subcommittee will meet annually with the Assistant Vice Chancellor for Diversity and Climate for Minority Plan progress report and sign-off.</p>	The Director of Athletics and Staff, the Athletic Board (including the Equity Subcommittee), and the Vice Chancellor for Student Affairs	Ongoing review with annual sign-off by June 30 of each year of both the policies and procedures manuals and the Minority Issues Plan progress report.
Evaluation.	The Department of Athletics does not provide a documented process for monitoring evidence of the Department's commitment to diversity.	<p>Monitor the activities of the Department of Athletics for consistency with the goals and objectives set forth in UWM's and the Department's written commitment to diversity.</p> <p>Continue the annual review of the EADA reporting information and of Horizon League audits.</p>	<p>Include written goals and objectives in the Department's commitment that are aligned with UWM's commitment.</p> <p>Data collection process will take place to assess progress toward achieving the Department's goals and objectives.</p> <p>Data will be collected from student-athletes and department staff concerning minority issues.</p>	Director of Athletics and Staff, the Athletic Board (including the Equity Subcommittee), the Vice Chancellor for Student Affairs, and the Associate Vice Chancellor for Diversity and Climate	An annual review

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Organization and Structure.	How to maintain an organizational structure to promote equity and diversity within the Department of Athletics.	Completion of activities listed on the Department master calendar.	<p>Develop a master calendar to assist Department staff in meeting target dates for completion of goals.</p> <p>Monitor and review UWM's structure and organization for promoting diversity in athletics.</p>	Director of Athletics and Staff, the Athletic Board (including the Equity Subcommittee), and the Vice Chancellor for Student Affairs	2008. Ongoing in each subsequent year.
Enrollment.	Student-athlete minority population is minimal or absent in several sports.	<p>Set graduation goals for minority student-athletes in proportion to the goals set by UWM.</p> <p>Implement recruitment activities in non-traditional environments and geographic regions.</p>	<p>Seek resources to increase financial aid for sports that are underrepresented.</p> <p>Continue to develop and assess local/ regional/national outreach strategies, for use by Department personnel, that are tailored to gender, sport, and specific communities of color.</p> <p>Continue to develop relationships with internal and external groups to better utilize multicultural programming and resources as retention tools.</p>	The Athletic Director and Staff, the Athletic Board (including the Equity Subcommittee), and the Vice Chancellor for Student Affairs	Ongoing each year.

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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
Comparison of Populations.	All sports, except for women's tennis, had minority representation within the last three years. However, the minority representation continues to be minimal in most categories and absent in several categories	Aggressively recruit minority groups by all sports, with an emphasis on sports in which minorities traditionally are underrepresented.	<p>Monitor recruiting venues and activities (e.g., recruiting logs, camps/clinic activities, geographic areas of activities) and include documentation in annual progress report.</p> <p>Consult with Associate Vice Chancellor for Diversity and Climate and other campus personnel with expertise in working with minority students.</p>	The Athletic Director and Staff, recruiting personnel, and the Vice Chancellor for Student Affairs	2008. Ongoing in each subsequent year.
Participation in Governance and Decision-Making.	Maintain representation of minority student-athletes in governance and leadership roles (e.g., SAAC, Athletics Board).	Minority student-athletes will be strongly considered for Department boards and advisory committees.	Identify minority student-athletes on each team to generate interest in serving on SAAC, the Student Association, the Athletic Board, and other leadership roles. Current SAAC members should be recruited as peer mentors to solicit membership into SAAC.	The Athletic Director and Staff, the Equity Subcommittee of the Athletic Board, and the Vice Chancellor for Student Affairs	2008. Ongoing in each subsequent year.

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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
Employment Opportunities.	The Department of Athletics lacks minority representation in the majority of coaching, non-coaching, and senior administrative positions.	<p>Increase minority representation as reflected on slate of potential candidates for opportunities.</p> <p>Increase the placement of announcements about employment opportunities in non-traditional venues and locations.</p>	<p>Review and sign-off of all candidate slates for open positions in the Department of Athletics by the Vice Chancellor for Student Affairs before offers are made.</p> <p>Hiring personnel should be updated annually on hiring procedures in alignment with the institution's affirmative action plan.</p> <p>Personnel responsible for hiring should provide input each year for the annual Minority Plan progress report.</p> <p>Recruitment venues for staff should focus on multicultural markets (e.g., community newspapers, diverse professional associations such as the Black Administrators and Coaches Association, and community sports leagues).</p> <p>Annually review staff demographics and progress on hiring and maintaining a diverse staff.</p>	The Athletic Director and Staff, the Department hiring personnel, the Equity Subcommittee of the Athletic Board, and the Vice Chancellor for Student Affairs	2008. Ongoing in each subsequent year.

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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
Programs and Activities.	Maintain opportunities and enhance connections for Department of Athletics staff and student-athletes in activities related to diversity.	Provide at least one opportunity per semester for student-athletes and staff to participate in diversity programming offered on campus and encourage participation in such programming.	<p>Continue networking, community service, and events that promote a positive campus experience for all students, particularly minority student-athletes.</p> <p>Enhance relationship with the Associate Vice Chancellor for Diversity and Climate, the Office of Diversity/Equity Services, and other campus networking units to connect staff and student-athletes with campus wide programming and activities that are diverse and inclusive.</p> <p>Survey all student-athletes, with a special focus on minority student-athletes, and staff to obtain feedback for the Department on the needs and issues affecting them.</p>	The Athletic Director and Staff, the Equity Subcommittee of the Athletic Board, and the Vice Chancellor for Student Affairs	2008. Ongoing in each subsequent year.

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Operating Principle

3.3 Student-Athlete Well-Being

Self-Study Items

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

There were no corrective actions, conditions for certification, or strategies for improvement imposed on the University of Wisconsin-Milwaukee by NCAA in the first-cycle certification process.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

There were no formal institutional plans for improvements/recommendations noted in the initial NCAA certification process related to Student-Athlete Well-Being.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Well-Being) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

UWM's 1999 Student-Athlete Welfare Plan emphasized support for student-athletes to help them achieve success in all facets of the undergraduate experience, including academics, personal development, professional/career choices, and athletics. The University team identified as contributing to student-athlete well-being included the Academic Advisor for Athletics, the Director of Sports Medicine, University Health Educators, a member of the Student Athlete Advisory Committee (SAAC), and the Assistant Athletics Director. The program centered on the freshman experience course (ED PSYCH 101, Success in Academics and Athletics), the CHAMPS/Life Skills Program called SUCCESS, and the needs assessment communicated through the SAAC.

Since 1999, a number of efforts have been initiated to support the Student-Athlete Welfare Plan described above, and the academic and athletic performance of UWM student-athletes has risen steadily. UWM's athletic success is demonstrated by our having been awarded the James J. McCafferty Trophy for the most successful broad-based athletic program in the Horizon League in 2005-06, 2004-05, 2003-04, and 2000-01 (placed second in 2001-02 and 2002-03). UWM is a six-time Horizon League Women's Trophy Winner, including every year between 2000-01 and 2006-07, except 2004-05. UWM took home the Horizon League Men's Trophy in 2005-06, 2004-05, and 1999-2000. UWM also has been the recipient of 32 Horizon League Coach of the Year Awards over the last 4 years; has won 7 League Championships in 2006-07, 12 championships in 2005-06, and 8 championships in 2004-05; and has had 24 teams advance to the NCAA Tournament in the last 9 years.

Many UWM students over this time have been named Horizon League Scholar-Athletes, and UWM student-athletes have won the Coleman Medal of Honor in each of the three years of the NCAA self-study: 2004-05, 2005-06, and

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2006-07. This award is presented to student-athletes who "best exemplify the dignity and high purpose of the Horizon League and its membership." UWM also has increased the financial support from the Student Athlete Advisory Committee for student-athletes to attend NCAA and Horizon League-sponsored leadership trainings, and many SAAC representatives have taken advantage of these opportunities.

The Mission of the Department of Athletics is to instill a spirit of pride in the University through positive athletic experiences for student-athletes and to promote the educational mission of UWM as a large, student-oriented, urban research institution. Core values impacting student-athlete well-being include embracing the ideals of both educational and athletic success, celebrating diversity and equity in all facets of the athletics program, creating an educational and athletic environment that views student-athletes as customers, and creating an atmosphere where the health and well-being of student-athletes is paramount in planning and decision-making processes. (UWM Athletics Department's Strategic Plan and Outcomes 2005-10.)

Key components of the student-athlete well-being programs include the following:

1) Educational Psychology 101 (Success in Academics and Athletics): This eight-week, one-credit course for freshman student-athletes and other students is offered in multiple sections each fall semester. Taught by the full-time Academic Advisor for Athletics, the course is designed to enable the freshman student-athlete to transfer athletic successes to academic success. The course covers such topics as study skills, instructor/student relations, time management, diversity, values clarification, library and academic resources, and NCAA rules.

2) Mandated structured study for all freshman student-athletes in the form of attendance at study table for up to eight hours per week. (Hours vary by strength of previous academic record.) Mandated study table hours for upperclassmen vary by cumulative GPA, as well as by requirements of individual sports/coaches. Study table hours are monitored electronically as well as by coaches.

3) Student-athlete access to a new half-time Athletics Academic Advisor, who complements the work of a full-time Athletics Academic Advisor. These Advisors meet with student-athletes and monitor courses, grades, and student-athlete progress towards degree completion.

4) Enhanced physical space and resources of the Academic Assistance Center in the new UWM Pavilion offer student-athletes study space, space for one-to-one tutoring opportunities, and a full computer lab with 12 work stations and a dedicated high-speed printer.

[The four academic enhancements listed above help support increased academic achievement, which is evidenced by UWM having more student-athletes on the Horizon League Honor Roll than any other league school, with an overall cumulative GPA of over 3.0.]

5) Physical enhancements in varied athletic programs include the addition of UWM Engelmann Field lighting for soccer; athletics-only locker rooms in UWM Engelmann Hall; improved baseball field conditions; and the UWM Pavilion/Klotsche Center, which has enhanced security access via keycards for each student-athlete, athletes-only weight room with a full-time strength and conditioning coach. Additional coaching staff have enhanced strategic recruitment, improved connections with Sports Medicine and the campus Norris Health Center staff, and improved relationships between the Athletics Department and other campus entities such as University Housing, the Union Activity Board, campus academic advisors, the LGBT Resource Center and the Women's Resource Center.

6) Expansion of physical space for Sports Medicine from 800 square feet to 6,000 square feet: This expansion, which primarily serves student-athletes, allows for a private physician's office and multiple offices for sports medicine staff, including double the number of treatment tables, and 1100 square feet for rehabilitation of student-athletes - a new service made possible by the additional space. Moreover, additional space for coaches, support staff, and administration offices allows for necessary privacy for one-on-one meetings. The purchase of 5 automatic external defibrillators also supports student-athlete well-being as does the development of a Disordered Eating Committee at the campus Norris Health Center (head athletic trainer is a member).

7) Additional new gymnasium for the general student population: The new gym allows greater access to the sports arena for athletics team practices to occur at more reasonable times. (For example, it's no longer necessary for some teams to practice from 10 p.m. to 1 a.m.) Such increased flexibility in scheduling practices means student-athletes have more evening study time and more consistent access to campus food services.

8) Improved travel: New travel rules for student-athletes have contributed to student-athlete well-being. The travel enhancements include the following: increased charter bus use, increased charter air use, decreased van use and budget increases to allow for more 2-to-a-room accommodations, and better meal options.

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9) Access to Success: Beginning in 2006, a new campus-wide initiative, Access to Success, expanded academic support services for all UWM students, including student-athletes. This program is fully described in Operating Principle 2.2 (Academic Support), Self-Study Item No. 4.

4. Explain how the institution is organized to further its efforts related to the student-athlete well-being operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

Responsibility for monitoring, evaluating, and addressing student-athlete well-being at UWM is shared by several campus groups and individuals, including the senior staff of the Department of Athletics, the Faculty Athletic Representative (FAR), the Athletic Board and its subcommittees, and the Student Athlete Advisory Committee (SAAC).

DEPARTMENT OF ATHLETICS STAFF:

The Department of Athletics Statement of Philosophy states that the department's primary objective is to "provide the best possible educational and athletic experience for its student-athletes." Among the many objectives described to accomplish this goal are the following:

To employ coaches and other administrative staff members who are capable of performing as professionals in an educational community where high standards of integrity and ethical behavior, as well as sportsmanship, are expected of its members;

To recruit student-athletes who are academically prepared for University work;

To provide equal opportunities for both men and women by developing and sustaining programs which help student-athletes achieve their maximum potential, both athletically and academically.

These goals and values are reiterated in the UWM Athletics Department's Strategic Plan and Outcomes 2005-10, which articulates the following goals for administrators, staff and coaches:

Provide the best possible educational and athletic experience for student-athletes;

Maintain fiscal responsibility;

Hire quality staff who embrace the ideals of both educational success and athletic success;

Provide a "rallying point" for university pride and spirit with alumni, community, staff and students, all of whom are customers;

Celebrate diversity and equity in all facets of the athletics program;

Create an educational and athletic environment that meets the needs of student-athletes as our customers;

Create an atmosphere in which the health and welfare of student-athletes is paramount in planning and decision making processes.

A review of the enhancements to student-athlete well-being outlined in Self Study Item No.3 shows a continuing commitment to improving student-athlete well-being, in academic support, new facilities, an expanded sports medicine program, improved travel conditions, and more flexible practice schedules.

FACULTY ATHLETIC REPRESENTATIVE (FAR)

Among the FAR's responsibilities are the following:

"Involvement with UWM Athletics Department staff and administrators occurs on a regular basis related to reviewing "Good Academic Standing" to missed-class issues, to reviewing the Academic Progress Rate (APR), to issues involving academic dishonesty; assisting with appeals to the NCAA re. compliance, be in contact with the Student Athlete Advisory Committee (SAAC), providing input about the scholar athletes recognized by the Horizon League, reviewing exit interviews of UWM student-athletes, participating in the Fall student athlete kick-off and the Spring Athlete Scholar/Hall of Fame Awards ceremony, and meeting with the Chancellor as needed."

During the course of this NCAA recertification process the FAR took an active role by serving on the NCAA Recertification Steering Committee and as co-chair of the Academic Integrity Subcommittee. In addition to her usual duties, she took a lead role in designing the surveys administered to student-athletes and coaches and assisted the Assistant Vice Chancellor for Academic Affairs in the External Review of Academic Support Services

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for student-athletes. The FAR meets regularly with the Department of Athletics Senior Woman Administrator, the Assistant Director of Athletics for Compliance, the Athletics Academic Advisor, and SAAC representatives. The FAR also serves on the Athletic Board and several of its subcommittees.

ATHLETIC BOARD AND ITS SUBCOMMITTEES:

The UWM Athletic Board serves the University of Wisconsin-Milwaukee. It acts as a governance body in helping the Department of Athletics realize its stated objectives, as expressed in its Mission Statements, Vision Statement, and Core Values. It pursues these goals by the following means:

Fostering an environment in which a diversified UWM athletic program can be competitively and financially successful;

Integrating a well-rounded athletic program into the life of the university; and

Ensuring that the UWM athletic program operates in a manner that meets the highest ethical and regulatory standards.

STUDENT-ATHLETE ADVISORY COMMITTEE (SAAC):

The Student Athlete Advisory Committee (SAAC) has a primary role in providing on-going, two-way communication with the Department of Athletics administration and coaches. SAAC includes representatives from each intercollegiate sport (up to 39 members).

SAAC, which meets monthly, is organized into three standing committees: LifeSkills Education, Community Outreach, and Panther Pride Committee. The organizational structure provides the framework whereby student-athletes engage in on-going discussions with Department of Athletics administrators, coaches, trainers, and medical personnel. SAAC members offer suggestions to enhance the quality of the student-athlete experience, review NCAA legislative proposals, and are actively encouraged by their peers to provide input to coaches, assistant coaches and team captains related to specific well-being issues at the team level. See Self Study Item No. 5 below for additional description of the contributions of SAAC to the well-being of UWM student-athletes.

5. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

The SUCCESS Life Skills Program (Student-athletes United for Commitment to excellence Challenges Education Service to community and Skills for life) is overseen by a Department of Athletics team consisting of the Associate Athletics Director, Director of Sports Medicine, and the Athletics Academic Coordinator. These individuals work with coaching staff and the Student Athlete Advisory Committee (SAAC) to plan appropriate educational, social, and career activities. Seminars, workshops, community outreach and service, and Panther Pride opportunities are designed to foster a well-rounded and well-adjusted student-athlete experience. SAAC provides a forum for ideas to come forward from student-athletes for non-academic programming. Student-athlete leaders are actively engaged in identifying topics for the seminars and workshops and in planning community service and social events in support of student-athlete well-being.

During 2007, the SAAC planned and implemented the following:

Presentations on the UWM Women's Resource Center, financial investment, Ultimate Road Trip, "Beyond Beats and Rhymes," NCAA National Leadership Conference, Playbook for Life;

Community service activities such as Toys for Tots, spring clothing drive, shoe drive, Thanksgiving food drive;

Volunteer opportunities such as Making Waves booth staffing (for grade school students), Special Olympics, MS walk/run, Milwaukee River clean-up;

SAAC social events such as the End-of-Semester Cook-out Bonanza, Welcome Back Shin-dig, Food-Drinks-Music, and Dodge Ball End-of-Semester Shin-dig;

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Attendance of student-athlete representatives at various Horizon League and NCAA-sponsored leadership events, the Student-Athlete Awards Reception, and the Hall of Fame Induction at the Milwaukee Hilton in May.

Coaches promote participation in SAAC programming and other educational enhancement programs through announcements at team practices and team meetings; student-athletes receive emails from the Athletics Advisor announcing educational activities; and student-athletes on SAAC keep their teammates informed of Athletics-sponsored opportunities for personal and academic enhancement.

In addition, campus-wide educational enhancement programs offer opportunities for student-athletes to obtain services. Information about career guidance services through the Career Development Center, personal counseling and health education programming through Norris Health Center, and programs offered through student service offices are communicated to all students - including student-athletes - through new student orientation, the UWM Student Handbook, departmental web sites and other marketing/promotional materials and strategies. Student-athletes also learn of these programs through residence hall staff, advisors, faculty, and referrals from peers and classmates.

Student safety is a high priority for UWM, with enhanced services organized in a highly publicized S.A.F.E. (Safety Awareness for Everyone) program. All students are informed about campus emergency phones, self-defense classes, escort services, nighttime transportation options, and other programs focused on safety for all students, faculty, staff and visitors to campus. UWM has centralized emergency and routine safety information on an easily accessible web site, and student-athletes receive campus-wide safety alerts as members of the UWM campus community. Safety of student-athletes is a priority for coaching staff, who assure that athletes get home safely following competition and practice. When teams return to campus at night following away-games, coaches have bus drivers drop off students at their homes, coaches escort athletes to their residences, and/or student-athletes are encouraged to walk home together.

The Department of Athletics provides programming each year to all student-athletes on the UWM and NCAA drug testing programs, including the list of banned substances and performance enhancing substances. This information is included in the Student-Athlete Handbook. The UWM Drug Testing Policy is mailed to the home of all student-athletes, and these issues are addressed each September at individual team meetings where an NCAA-produced video on banned substances and related issues is screened. Team Policies also include expectations related to alcohol and drug use by team members.

6. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

NCAA guidelines require that an exit interview be conducted with a sample of student-athletes from each sport. The regular practice at UWM is to provide all student-athletes with an exit interview invitation following their final year of eligibility. The Department of Athletics Compliance Officer and the Senior Woman Administrator/Associate Athletic Director invite student participation, offer confidentiality for the participants and provide examples of how the feedback is used to improve the student-athlete experience at UWM.

Student-athletes are first informed about the exit interview process in their orientation to the Student-Athlete Handbook, which contains a complete Exit Interview Form. At the end of the student-athlete's final season, s/he receives an invitation to complete the Exit Interview Form online or by print copy and to provide feedback through meeting with an Department of Athletics administrator in a face-to-face in-person interview.

The 2003-04 response rate for exit interviews was very low. Based on that, the process was reviewed by then-FAR, Dr. Joseph Rodriguez, the newly hired Compliance Coordinator, Steve Lautz, and former Associate Athletics Director/Senior Woman Administrator, Deanna D'Abbraccio. During the 2004-05 academic year, exit interview documents from other institutions were reviewed and different policies and practices were explored. Because of a misunderstanding over whose responsibility it was to oversee the exit interview process, exit interview information was not gathered for 2004-05.

In 2005-06, a new Exit Interview form was developed and provided to student-athletes in the Student-Athlete Handbook and on the Department of Athletics web site. The revised survey asks more pertinent questions and allows for additional in-depth narrative responses from students. Student-athletes are encouraged to meet in-person with Department staff (coaches, trainers, advisor, administrators) at any time during their career at UWM. They also are encouraged to meet in-person with Athletics staff at the end of their final season of competition to elaborate on their written Exit Interview responses.

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Beginning with the 2006-07 academic year, UWM increased its efforts to conduct in-person interviews as a complement to collecting data through the Exit Interview Form. Department of Athletics administrators strive to meet with every student-athlete who departs his or her team mid-year, and they also conduct in-person exit interviews with a sampling of other student-athletes across the sports.

The Assistant Athletics Director for Compliance reports that student-athlete response to the new Exit Interview Form and the processes used to encourage completion has been positive, as evidenced by the increasing participation rates noted below. Gathering exit interview data from spring sports student-athletes (Tennis, Track and Field, and Baseball) is more challenging than from student-athletes in the fall team sports (Volleyball, Men's and Women's Soccer, Men's and Women's Cross Country).

Summarized below, by year, are the number of Exit Interview Forms returned to Athletics and the number of senior student-athletes, sorted by sport. Preliminary information for 2007-08 is included as a demonstration of UWM's continuing commitment to improvement in this area.

In 2005-06, UWM collected 9 exit interviews out of 61 exiting student-athletes (14.75%). By sport, UWM collected 0 out of a possible 10 in Baseball, 3 out of 7 in Men's Basketball, 1 out of 3 in Women's Basketball, 1 of 2 in Men's Soccer, and 4 of 7 in Women's Soccer. None were collected from the 32 exiting student-athletes in Men's and Women's Swimming, Women's Tennis, Men's and Women's Track/CC and Volleyball.

In 2006-07, UWM collected a total of 24 exit interviews out of 51 exiting student-athletes (47.1%). By sport, UWM collected 1 out of a possible 7 in Baseball, 1 of 2 in Men's Basketball, 3 of 4 in Women's Basketball, 3 of 5 in Men's Soccer, 1 of 5 in Women's Soccer, 3 of 5 in Men's Swimming, 6 of 7 in Women's Swimming, 0 of 1 in Women's Tennis, 1 of 5 in Men's Track/CC, 1 of 6 in Women's Track/CC and 4 of 4 in Volleyball.

To date in 2007-08, UWM has collected 24 exit interviews of a possible 30 exiting student-athletes who have completed their sports' seasons (80% to date).

The results of the Exit Interviews are reviewed by an Department of Athletics team consisting of the Athletic Director, the Senior Woman Administrator/Associate Athletic Director and the Assistant Athletic Director for Compliance who then follow-up as appropriate. Feedback eliciting greatest concern is presented to the Vice-Chancellor for Student Affairs, and, if appropriate, to the Chancellor.

When student-athlete feedback is directed to specific teams or coaches, individual meetings are arranged and goals are integrated into the overall performance evaluation of the coaching staff. In addition, the Faculty Athletic Representative (FAR) is responsible for reviewing all Exit Interviews from UWM student-athletes and for ensuring appropriate, timely responses to issues of concern.

It is recommended that the FAR regularly present summary information from Exit Interviews to the Athletic Board in order to facilitate a greater understanding of the experiences of student-athletes at UWM.

7. Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student athletes and athletics department staff members.

The University of Wisconsin-Milwaukee's Grievance Procedures are presented very clearly for student-athletes in their Student-Athlete Handbook. The procedures are further highlighted in the orientation sessions each student-athlete attends each September.

In the case of grievances arising from reductions or cancellations of financial aid during the semester, the following applies:

GRIEVANCE PROCEDURES FOR HEARING OPPORTUNITY IN REDUCTION OR CANCELLATION OF AID DURING THE ACADEMIC YEAR:

1. Coach or regular disciplinary authority (e.g., Dean of Students, Residence Hall staff, etc.) notifies the Associate Athletic Director or the Director of Athletics in writing of the actions of the student-athlete and the recommendation for reduction or cancellation of athletic aid. The coach may not, unilaterally, make the decision to cancel or reduce athletic aid.

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2. The Associate Athletic Director reviews the recommendation with the coach and the Athletics Department Compliance Coordinator.

3. The Associate Athletic Director informs the student-athlete of the recommendation in person and explains the appeals process. Following the meeting the Associate Athletics Director will put the information in writing with a copy to the Director of Athletics and the Director of Financial Aid.

4. If the student-athlete wishes to appeal the decision s/he must meet with the Director of Athletics within 10 working days of the meeting with the Associate Athletics Director.

5. If the student-athlete does not meet with the Director of Athletics within 10 working days or chooses not to appeal to the Director of Athletics, the recommendation for reduction or cancellation is forwarded to the Director of Financial Aid. The Director of Financial Aid issues a letter of cancellation or reduction and outlines the procedures for a hearing with the Student Appeals Committee of Financial Aid, if the student-athlete wishes to appeal the decision. The decision of the Student Appeals Committee of Financial Aid is final.

6. If the student-athlete chooses to meet with the Director of Athletics and the Director of Athletics concurs with the recommendation to cancel or reduce athletic aid, the Director of Athletics will forward the recommendation to the Director of Financial Aid. The Director of Financial Aid will issue a letter of cancellation or reduction and will outline the procedures for a hearing with the Student Appeals Committee of Financial Aid, if the student-athlete wishes to appeal the decision. The decision of the Student Appeals Committee of Financial Aid is final. (page 26, Student-Athlete Handbook)

UWM abides by NCAA Bylaw 15.3.5 for renewal and non-renewal of athletic aid following completion of the academic year:

The renewal of institutional financial aid based in any degree on athletic ability will be made on or before July 1 prior to the academic year in which it is to be effective. UWM will notify in writing each student-athlete who received athletic aid the previous academic year and who has eligibility remaining in the sport whether the grant has been renewed or not renewed for the ensuing academic year. Notification of financial aid renewals and non-renewals must come from the Office of Financial Aid and not from the Athletics Department. In the case of a non-renew or reduction of financial aid for the ensuing academic year, UWM will inform the student-athlete in writing that he or she, upon request, shall be provided a hearing opportunity.

GRIEVANCE PROCEDURES FOR HEARING OPPORTUNITY IN REDUCTION OR CANCELLATION OF AID AFTER COMPLETION OF THE ACADEMIC YEAR:

1. The head coach informs the student-athlete that there will be a recommendation for non-renewal or reduction and the reasons for the action. This may be done via e-mail, with a letter, or in a meeting. The head coach recommends in writing to the Compliance Coordinator that athletic aid not be renewed or be reduced and includes supporting documentation for reasons for non-renewal or reduction. Coaches may not, unilaterally, make the decision to cancel or reduce athletic aid.

2. The Compliance Coordinator reviews the recommendation with the head coach and the Associate Athletics Director. Following that review the Compliance Coordinator contacts the Director of Athletics and the Director of Financial Aid regarding the cancellation, reduction, and possible appeal by the student-athlete.

3. A letter is sent to the student-athlete indicating the cancellation or reduction under the signature of the Director of Financial Aid. The letter outlines the following appeals process:

If the student-athlete wishes to appeal the decision of cancellation or reduction, s/he must contact the Director of Athletics within 10 working days of receipt of the letter and request a meeting. Following the meeting the Director of Athletics will respond to the student-athlete in writing and, if necessary, outline the final appeal step. If the Director concurs with the cancellation or reduction, the student-athlete can appeal that decision by contacting the Director of Financial Aid within 10 working days of receipt of the Director of Athletics' letter to request a hearing before the Student Appeals Committee for Financial Aid. The Student Appeals Committee for Financial Aid will collect documentation from all individuals needed, conduct a hearing, and make a decision. The decision of the Student Appeals Committee for Financial Aid is final. (page 27, Student-Athlete Handbook)

These Athletics Grant-in-Aid policies, as well as the procedures for reduction or cancellation of athletic aid during and after the academic school year are communicated to coaches via the Student-Athlete Handbook and orientation; they are also included in the Athletics Department Policies and Procedures Manual (pages B-32 through B-34)

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GENERAL DISCIPLINARY ACTIONS OUTSIDE OF REDUCTION OF FINANCIAL AID:

The Student-Athlete Handbook and the Athletic Department Policies and Procedures Manual cover policies prohibiting hazing, sexual harassment, and sexual assault, including acquaintance rape. (pages 36-37 of the Student-Athlete Handbook and pages B-19 to B-21 of the Athletics Department Policies and Procedures Manual). These documents outline the following procedures for grievances:

STUDENT-ATHLETE GRIEVANCE PROCEDURE

STEP 1:

The coach discusses any violation of team rules or misconduct with the student-athlete within 30 days of the occurrence of the violation. Within 10 working days of the discussion, the coach will outline, in writing to the student-athlete, the disciplinary action and/or suspension. A copy of the written response will be given to the administrator responsible for the sport. The written response will outline the appeal process or refer the student-athlete to the Student-Athlete Handbook.

STEP 2:

If dissatisfied with the coach's response, the student may appeal the Step 1 decision to the Director of Athletics within 10 working days of the date of the Step 1 decision. The Director of Athletics will respond in writing to the student within ten working days of the date of the Step 2 meeting. The written response will outline the appeal process detailed in Step 3, with the names and phone numbers of the Athletics Board Student-Athlete Appeals Committee.

STEP 3:

If dissatisfied with the Director of Athletics' response, the student may appeal the Step 2 decision to the Athletics Board Student-Athlete Appeals Committee within ten working days of the date of the Step 2 decision. The Student-Athlete Appeals Committee will respond to the student within 10 working days of the date of the Step 3 meeting.

Time limitations shall be enforced unless there are some extenuating circumstances that become known to any parties involved that would preclude adherence to the time lines. Reasonable extensions may be granted through mutual agreement due to extenuating circumstances. Requests for extensions should be requested and granted in writing, if possible; if not, the verbal requests should be followed up by a written document requesting and granting relief from deadlines.

GRIEVANCE PROCEDURES FOR TRANSFERRING OUT OF THE UWM ATHLETICS PROGRAM

The grievance procedures for student-athletes wishing to transfer is the same as those applicable to general disciplinary actions in Steps 1 through 3 above.

- 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.**

In 1982, Wisconsin became the first state in the country to ban sexual orientation-based discrimination. Wisconsin law explicitly prohibits discrimination based on sexual orientation in employment, housing, public education, credit and public accommodations. Further, in 2005 the University of Wisconsin System Board of Regents updated its non-discrimination clause to include gender identity and expression. In 2007 the Milwaukee Common (City) Council passed the first U.S. legislation forbidding discrimination in housing and employment not only for transgender and gender variant individuals, but also for SOFFAs (Significant Others, Friends, Family, and Allies). The new language amended several municipal non-discrimination codes by adding, "gender identity or expression" and "or an individual's affiliation with, or perceived affiliation with any of these protected categories."

Situated within the city of Milwaukee, and as part of the University of Wisconsin System, UWM adheres to these legislative mandates as part of its core commitment to assuring a safe environment for all UWM students, including student-athletes with diverse sexual orientations.

In addition to policy-based protections, the University of Wisconsin-Milwaukee actively embraces diversity, inclusive of sexual orientation. Students can take classes and receive institutional recognition for concentrating their coursework on lesbian, gay, bisexual, transgender-related studies, through UWM's LGBT Certificate Program. There is student representation on the Chancellor's LGBT Advisory Committee, and student organizations centered around sexual orientation and identity offer social opportunities for students to connect with peers.

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UWM's primary educational and student support services in the area of sexual orientation are delivered by the Lesbian, Gay, Bisexual and Transgender (LGBT) Resource Center which opened in 2002. The LGBT Resource Center provides campus-wide leadership on issues affecting students with diverse sexual orientations, and the Director serves on both the Chancellor's Council on Inclusion and the Chancellor's LGBT Advisory Committee.

The LGBT Resource Center's mission is to connect with various student populations and the community at large by:

Embracing the diversity of the UWM student community;

Increasing the awareness, education, and presence of LGBT issues on the UWM campus;

Providing a resource for students and community members wanting to learn about and advocate for LGBT issues;

Providing a safe-space for all LGBT students and their allies at UWM to give and receive social and emotional support; and

Fostering student leadership, and personal, academic, and professional growth through collaborations on and off campus.

The LGBT Resource Center hosts a Speakers' Bureau, mentoring, resource library, support groups, general programming, and a Safe Space program. The Safe Space program enlists allies from UWM faculty and staff to identify themselves and their office environments as a "Safe Space" where students and other university members can feel free to be themselves and talk about LGBTQ issues. A snapshot of opportunities for student involvement can be seen in the following list of Spring 2008 groups:

Non-Traditional Student Group (for students 23 years and older returning to higher education)

Knit & Bitch (ally friendly space to network and vent about life while learning to knit)

Trans & Allies (devoted to educating UWM students about transgender identity and building alliances around gender variant identities)

MIAMI (Meeting Individuals About Multicultural Issues)

Chicks Who Dig Chicks (group for self-identified women loving women)

LGBT & Ally Bowling (social development and networking program focused on connecting with the Recreation Center in the Union)

MISFIT (Male Identified Students For Interesting Talk)

BITE (Bisexual Identity Talk and Educate)

DIY Crafts (LGBTQ arts exploration group exercising the creative mind)

While the LGBT Resource Center serves all students, the Center also strives to provide relevant resources across specific areas of student interest and for a variety of student constituents, including student-athletes. Examples of books in the lending library reflecting the intersection of LGBT and athletics are "Sportsdykes: Stories from On and Off the Field" edited by Susan Fox Rodgers and "Jocks: True Stories of America's Gay Male Athletes" by Dan Woog. And the following past-programs have highlighted the lives of LGBTQ identified athletes and addressed concerns of homophobia in athletics:

Lecture by former NFL player, Esera Tualo, Out in Sports (10/03)

Film screenings of "100% Woman" and "The Gymnast," (10/06 and 10/07)

Panel presentation on homophobia in athletics, including Athletics Department administrator, Assistant Coach and student athletes

9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

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The Athletic Department's Director of Sports Medicine is in charge of the health and safety of student-athletes at UWM. The Director of Sports Medicine pursues an on-going evaluation process of all policies and procedures to ensure the health and safety of all student athletes. These policies are evaluated by the sports medicine staff of certified and licensed athletic trainers and physicians. These policies are then presented to the Director of Athletics for review and approval. They are disseminated to the Athletics staff through the Athletics Department Policies and Procedures Manual and to the student athletes via the Student-Athlete Handbook which is updated yearly. The NCAA Sports Medicine Handbook is used as a guide for policy and procedure development and change. Sports Medicine staff also draw on best practices and procedures developed within specialized medical professions. For example, in November 2007, the Athletic Training Education Program completed a successful, in-depth re-accreditation process demonstrating that the education of athletic training students meets national standards set forth by the Commission on Accreditation of Athletic Training Education. This accrediting body does not evaluate direct services to student-athletes but many of the quality standards, best practices, medical norms, and ethics set forth by the Commission provide the basic framework used to shape the delivery of athletic training services to all student-athletes.

There are seven (7) certified, licensed athletic trainers, two (2) internists, three (3) orthopedic surgeons, and a chiropractor on the main sports medicine staff. All certified athletic trainers (ATCs) are assigned to specific sports; except in unusual and isolated instances, they attend all practices and games, home and away. Assisting the ATCs, are approximately 40 athletic training students in a nationally accredited educational program. The staff of UWM's Norris Health Center provides additional services in medicine, psychology/psychiatry, nutrition, pharmacy, and health education. In addition, there are professional relationships with local community-based professionals and specialists. UWM also distinguishes itself within the Horizon League for the consistently high level of medical staff coverage provided at home and away competition, demonstrating our institution's strong commitment to student-athlete health and safety.

Incoming student-athletes complete a medical questionnaire about their current health status and medical history, and have a physical exam where their health status is evaluated and they have the opportunity to communicate any health-related issues or concerns to sports medicine staff. Having a regularly assigned ATC for each team increases the knowledge and expertise this individual has of the athletes on a given team and the injuries or other health and safety concerns they have, leading to more effective health-related interventions. And when injuries present, students receive prompt services from the Athletic Department's full array of medical practitioners.

Facilities are operated by the university and are checked regularly for safety issues or when a concern is identified by the appropriate university in-house maintenance personnel. The ATC with the sport is required to assess the safety of facilities as part of the "prevention of athletic injuries" which is one of the major workload delineations set forth by the national organization certifying ATCs.

Travel arrangements are the responsibility of the coaching staff and they must follow all local university and University of Wisconsin System-wide policies in this area. The travel arrangements are reviewed by the Associate Director of Athletics. Corrective actions are made as appropriate to maintain safe travel. Travel policies are communicated to staff in the Athletics Department Policies and Procedures Manual, and cover a range of topics from seatbelt use to how long a competing student-athlete can drive without an overnight stay.

Equipment is purchased by the coaching staff. Maintenance of the equipment is the responsibility of the coaching staff. The athletic trainer with each sport has the opportunity to evaluate the equipment throughout practices and games and is able to voice opinions about its condition. Additionally, there is a staff equipment manager that assists the coaches.

10. Describe the institution's written emergency medical plan for practices and games. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

An emergency action plan (EAP) for each venue is utilized for practice or competition. The EAPs are reviewed and revised yearly or as needed by the Director of Sports Medicine and the sport certified athletic trainers (ATCs). Responsibility for communicating EAPs to coaches and student-athletes rests with the ATC assigned to each individual sport. The EAPs are posted at all indoor venues and are in each ATC's medical kit for the off-site outdoor venues.

An ambulance is on-site for men's and women's basketball, men's and women's soccer, and volleyball competitions. Additionally, automatic external defibrillators are available at virtually all venues for virtually all practices and games. Information on emergency action plans is communicated regularly at staff meetings when there is a change or

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update. Sports medicine policies are provided to student-athletes in their annually updated Student-Athlete Handbook.

- 11.** Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

Out-of-season practices and skill training sessions occur in the same venues as in-season activities. Written emergency medical plans (EAPs) for out-of-season workouts are the same as in-season, as there are EAPs for each venue. For scheduled out-of season practices the sport athletic trainer (ATC) is generally on-site, and most skill sessions occur while there are ATCs available in the athletic training room facilities. Additionally, each coach has received an emergency medical procedures card which includes a brief description of how to identify an emergency and directions on what to do. The card also includes home and cell phone numbers of all of the ATCs and athletic training rooms.

Out-of-season strength training is conducted under the direction of a Certified Strength and Conditioning Specialist in a student-athlete-only facility with new (<2 years old) equipment. There is an EAP in the strength and conditioning facility along with automatic external defibrillators. This information is communicated to coaches and administrators at staff meetings. Sports medicine policies are included in the Student-Athlete Handbook, which is updated annually and distributed to student-athletes, coaches, and Athletics administrators.

Policies are developed by the Director of Sports Medicine, reviewed by the team physicians and approved through the Director of Athletics.

- 12.** Using the four program areas for student-athlete well-being issues please:

- a. Describe how the institution has ensured a complete study of each of the four areas;
- b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

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

Responsibility for monitoring student-athlete well-being at UWM is shared by several campus groups and individuals, including the senior Athletics Department staff, the Faculty Athletics Representative (FAR), the Athletics Board and its subcommittees, and the Student Athlete Advisory Committee (SAAC). The members of subcommittee reviewed the actions of each of these entities. They spoke to individual student-athletes, administrators and coaches. They also examined committee and department minutes, as well as relevant student-athlete-related documents, such as the Department of Athletics Policies and Procedures Manual, the Student-Athlete Handbook, and the Athletic Department's Strategic Plan and Outcomes 2005-10. In addition, student-athletes and coaches were surveyed on issues relating to well-being and academic integrity. Two hundred ten (210) student-athletes and eighteen (18) coaches completed the web-based survey.

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b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

The University of Wisconsin-Milwaukee is committed to promoting and enhancing the physical, academic, and social well-being of its student-athletes through continuous oversight and on-going improvements. Selected samples include:

Physical:

The Director of Sports Medicine pursues an on-going evaluation of all policies and procedures to ensure the health and safety of all student-athletes. These policies are evaluated by the sports medicine staff of seven (7) certified and licensed athletic trainers, and five (5) physicians. They are then presented to the Director of Athletics for review and approval. They are disseminated to the Athletics staff through the Athletics Department Policies and Procedures Manual and to the student-athletes via the Student-Athlete Handbook. The NCAA Sports Medicine Handbook is used as a guide for development of new policies and procedures, as well as other sources of medical best practices from within specialized professions.

Academic:

The University of Wisconsin-Milwaukee's Department of Athletics is committed to enhancing the opportunities of academic, athletic and personal success of every student-athlete. As part of UWM's commitment, a partnership has been created between the academic and athletic communities on campus to give all student-athletes an opportunity to achieve academic success.

UWM has had a full-time Athletic Academic Advisor since 1998, and recently added two additional half-time staff members dedicated to academics, reinforcing its commitment to its student-athletes' academic success. All new student-athletes meet with the Athletic Department's Academic Advisor on an individual basis to assess specific individual needs. Programs for academic advancement are developed, including monitoring courses, grades and academic progress.

The Athletic Academic Advisor and the Assistant Athletic Director for Compliance continuously monitor the academic standing and progress of student athletes. Academic issues, such as graduation rates, student-athlete GPAs, etc. are regularly reviewed by the Athletics Board and its relevant subcommittees. Designated staff in UWM Department of Enrollment Services use the NCAA-designed software program CAi to track student-athlete eligibility.

The Academic Assistance Center, located in the UWM Pavilion, provides student-athletes with a quiet place to study, as well as one-on-one tutoring opportunities. The Academic Center also houses a full computer lab and numerous tutoring rooms, and provides a closely-monitored atmosphere for studying and academic progress. Use of coded, swipe cards give students wide access to these facilities.

Social:

The Student Athlete Advisory Committee (SAAC) at UWM is an active organization designed to provide student-athletes with the opportunity to: effectively communicate with the Department of Athletics Administration; offer suggestions to enhance the quality of the student-athlete experience at UW-Milwaukee; and promote effective communication among coaches, the Athletic Department administration, and student-athletes. Three subcommittees of SAAC, the LifeSkills Education Committee, the Community Outreach Committee, and the Panther Pride Committee provide monitoring and feedback on student-athlete well-being issues.

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

UWM will continue to use a multi-faceted approach to periodic review of athletics department activities in order to assess consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete well-being. The student-athlete surveys developed in conjunction with the re-certification process will be refined and administered annually in order to provide student-athletes with opportunities for candid observations on their UWM experience prior to the final opportunity presented by the exit interviews. Such a process will help the Athletics Department, the Athletics Board, and the FAR respond more quickly to needs and concerns expressed by student-athletes.

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2. Organization and Structure. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete well-being.

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

Responsibility for monitoring student-athlete well-being at UWM is shared by several campus groups and individuals, including the senior Athletic Department staff, the Faculty Athletic Representative (FAR), the Athletic Board and its subcommittees, and the Student Athlete Advisory Committee (SAAC). The members of the subcommittee reviewed the actions of each of these entities. They spoke to individual student-athletes, administrators and coaches. They also examined committee and department minutes, as well as relevant student-athlete-related documents, such as the Policies and Procedures Manual of the Department of Athletics, the Student-Athlete Handbook, and the Athletic Department's Strategic Plan and Outcomes 2005-10. In addition, student-athletes and coaches were surveyed on issues relating to well-being and academic integrity. Two hundred ten (210) student-athletes and eighteen (18) coaches completed the web-based survey.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

The University of Wisconsin-Milwaukee has demonstrated commitment to student-athlete well-being in a number of ways during the three past years. Some of these include:

1) Improved Physical Space, including the following:

The new Pavilion/Klotsche Center with enhanced security access via keycards for each student-athlete, athletes-only weight room for improved strength and conditioning with a full time strength and conditioning coach;

Addition of Engelmann field lighting for soccer;

Athletics-only locker rooms in Engelmann Hall;

Addition of a new gymnasium for the general student population has allowed greater access to current sports arena for practices to occur at more reasonable times (no longer needing some teams to practice from 10 p.m. to 1 a.m.) and allowing the student-athletes to access campus food services more consistently while having more evening study time.

2) Improved Travel Conditions, including the following:

Chartered flights for men's and women's basketball when appropriate;

Switch from vans to coaches for bus transportation.

3) Improvements in Sports Medicine, including the following:

Expansion of physical space for Sports Medicine (from 800 square feet to 6,000 square feet), primarily serving student-athletes, allowing for private physician office and multiple offices for sports medicine staff, double the number of treatment tables, an additional 1100 square feet for rehabilitation of student-athletes (never had previously);

Purchase of five automatic external defibrillators;

4) Development of a Disordered Eating Committee at the campus Norris Health Center (the head athletic trainer is a member).

5) Strategic Planning which includes attention to student-athlete well-being, including espousal of the following core values:

Provide the best possible educational and athletic experience for student-athletes;

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Maintain fiscal responsibility;

Hire quality staff who embrace the ideals of both educational success and athletic success;

Provide a "rallying point" for university pride and spirit with alumni, community, staff and students, all of whom are customers;

Celebrate diversity and equity in all facets of the athletics program;

Create an educational and athletic environment that meets the needs of student-athletes as our customers;

Create an atmosphere in which the health and welfare of student-athletes is paramount in planning and decision making processes.

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

The University of Wisconsin-Milwaukee will continue to look for ways to improve its internal athletics organization and structure to support student-athlete well-being. One issue the UWM re-certification team noted was the lack of adequate documentation of procedures specific to the Faculty Athletics Representative (FAR) and Athletics Board. Recently the FAR and the Senior Woman Administrator have met to map out an annual calendar specifying specific times for the Board and its relevant subcommittees to cover such issues as reviews of Gender Equity and Minority Issues Plans, discussions of exit interview concerns, EADA documentation, yearly surveying of student-athletes, and reviews of academic support services.

3. Participation in Governance and Decision-Making. Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

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

Responsibility for monitoring student-athlete well-being at UWM is shared by several campus groups and individuals, including the Senior Athletic Department staff, the Faculty Athletic Representative (FAR), the Athletic Board and its subcommittees, and the Student Athlete Advisory Committee (SAAC). The members of the subcommittee reviewed the actions of each of these entities. They spoke to individual student-athletes, administrators and coaches. They also examined committee and department minutes, as well as relevant student-athlete-related documents, such as the Athletic Department Policies and Procedures Manual, the Student-Athlete Handbook, and the Athletic Department's Strategic Plan and Outcomes 2005-10. In addition, student-athletes and coaches were surveyed on issues relating to well-being and academic integrity. Two hundred ten (210) student-athletes and eighteen (18) coaches completed the web-based survey.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

Student-athletes at UWM participate in governance and decision-making primarily through the activities of the Student Athlete Advisory Committee (SAAC). At UWM this is a large, active group, numbering between 25 and 29 in the three years studied.

Some of the goals of SAAC at UWM include providing student-athletes "with the opportunity to effectively communicate with the Athletic Department Administration and offer suggestions to enhance the quality of the student-athlete experience at UW-Milwaukee," and to "promote effective communication among coaches, the Athletic Department administration, and student-athletes."

The Standing Committees include (1) the LifeSkills Education Committee which addresses the needs and issues that affect student-athletes in the areas of drug and alcohol awareness, nutrition, sexually transmitted diseases, stress, motivation, and any other areas deemed appropriate by student-athletes; (2) the Community Outreach Committee which focuses on choosing worthwhile volunteer community projects that give student-athletes opportunities to serve as role models and community leaders, as well as to give

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back to the community; and (3) the Panther Pride Committee which plans campus activities to promote pride in UWM Athletics and encourage student body involvement in intercollegiate athletics.

SAAC has representatives from each team sport whose role it is to bring student concerns and issues to the attention of Athletics Department staff and to inform student-athletes of information about relevant academic, career, health, service, and self-development opportunities, policies and events.

- c.** Explain how the institution will address these topics in the future for the well-being of all student-athletes.

UWM will continue to support the activities of SAAC. Currently e-mail and word-of-mouth are the primary means of communication with student-athletes about the opportunities, policies and events noted above. The well-being team recommends that further strategies be developed to ensure full communication with student-athletes. Flyers posted within the Athletic Department, as well as regularly scheduled reports from SAAC representatives at practices and team meetings are two possible new strategies.

4. Programs and Activities. Establishment of programs that address the needs and issues affecting student-athletes.

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

Responsibility for monitoring student-athlete well-being at UWM is shared by several campus groups and individuals, including the senior Athletic Department staff, the Faculty Athletic Representative (FAR), the Athletic Board and its subcommittees, and the Student Athlete Advisory Committee (SAAC). The members of the subcommittee reviewed the actions of each of these entities. They spoke to individual student-athletes, administrators and coaches. They also examined committee and department minutes, as well as relevant student-athlete-related documents, such as the Department of Athletics Policies and Procedures Manual, the Student-Athlete Handbook, and the Department of Athletics Strategic Plan and Outcomes 2005-10. In addition, student-athletes and coaches were surveyed on issues relating to well-being and academic integrity. Two hundred ten (210) student-athletes and eighteen (18) coaches completed the web-based survey.

- b.** Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

1) Educational Workshops:

Below are some of the educational opportunities that have been offered for student-athletes in the areas of career preparation and development, substance abuse, and psychological resiliency through the Student Athlete Advisory Committee:

Ultimate Road Trip, Monster.com
 Dutch Vandervort, Modern Woodmen of America, Career Development
 Dr. Joel Fish, The Center for Sports Psychology
 Northwestern Mutual Financial Network, Resume Writing, Internships & Job Hunting
 Bernie McGranahan, Alcohol Awareness
 Rachel Quast, SHED, Disordered Eating Presentation
 Eat To Compete, Tim Weirman
 Tiffany Weber, Stir Marketing/C2 Graphics, Career Development Presentation

2) Social Activities:

These are annual events designed to promote a sense of family and friendship among student-athletes:

UWM Athletics Welcome Back Picnic
 UWM Athletics End of Semester Bonanza
 UWM Athletics End of Year Shin-Dig
 National Student-Athlete Day
 National Alcohol Awareness Day

3) Community Outreach Activities:

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Service to the Milwaukee community is held in high value by UWM Athletics. Following are community outreach opportunities that UWM student-athletes have participated in over the last three years:

Salvation Army Toys for Tots
Special Olympics of Southeastern Wisconsin;
Boys and Girls Club of Greater Milwaukee
City of Milwaukee East Side Neighborhood Clean-Up
UWM Athletics Panther Pride Non-Perishable Food Drive
UWM Athletics Spring Cleaning Clothing Drive
Michael Tarney Run/Walk
Panther Prowl (Alumni Scholarship Fundraising Event)
St. Ben's Community Meal Program
MPS Healthy Choices Initiative
MPS Tutoring/Mentoring Program
Girl Scouts of Greater Milwaukee Camps & Clinics
United Way Give Us 4 Day; UWM Hunger Clean-Up
Habitat for Humanity
Susan Komen Breast Cancer Awareness Walk
Milwaukee AIDS Walk

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

UWM will continue to offer student-athletes a variety of educational, social, and community service opportunities.

Evaluation

1. Does the institution provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

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RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F													3	3	3			
Other Professional Athletics Dept. Staff	F							1	2	2				11	13	11			
	P							1						8	7	7			
Head Coaches	F							1	1					7	6	7			
	P													1	2	2			
Assistant Coaches	F							1		2				13	14	12			
	P													7	6	6			
Totals (for Athletics Dept. Personnel)	F							3	3	4	0	0	0	34	36	33			
	P							1	0	0	0	0	0	16	15	15			
Faculty-Based Athletics Board or Committee Members					1				1	2	1	2		19	19	20			
Other Advisory or Policy-Making Group Members					1			3	3	3		1	1	21	22	22			2

Name of person completing this chart: Kathleen Litzau

Title: Associate Athletics Director

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RACIAL OR ETHNIC COMPOSITION 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)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	149	156	131	851	830	831	1117	1127	1108	679	671	614	16062	15713	14868	107	96	98
Student-Athletes	1		2	2	1	2	33	22	21	2	3	2	200	194	199	4	3	4

Name of person completing this chart: Kathleen Litzau

Title: Associate Athletics Director

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RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball												1	1	27	22	22			
Men's Basketball							10	7	10					4	4	3	2	2	
Football																			
Men's Track / Cross Country							5	3	3					24	24	24			
Men's Other Sports and Mixed Sports				2	1	2	2	2		2	1			38	38	42	1		2
Women's Basketball							6	3	3					13	13	12			
Women's Track / Cross Country							7	6	2		1	1		24	23	22	1		
Women's Other Sports	1						3	1	3					70	70	74		1	2
Total	1			2	1	2	33	22	21	2	3	2		200	194	199	4	3	4

Name of person completing this chart: Kathleen Litzau

Title: Associate Athletics Director