2003-2004
DIVISION I
ATHLETICS CERTIFICATION
SELF-STUDY INSTRUMENT

Indiana University-Purdue University, Fort Wayne
Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public

2. Year institution was founded: 1964

3. Special Affiliation? No

4. Coeducational? Yes

5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 7920

6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 480

7. Highest level of academic degree offered: Master's

8. Institution's governing entity: Board of Trustees

9. a. Regional accreditation agency: North Central Association of Colleges and Schools

9. b. Date of most recent regional accreditation self-study: 2000

9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2004): I-AAA

2. Conference affiliation(s) or independent status (Academic Year 2004):

<table>
<thead>
<tr>
<th>Sport</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Independent</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>Independent</td>
</tr>
<tr>
<td>Men's Cross Country</td>
<td>Independent</td>
</tr>
<tr>
<td>Men's Golf</td>
<td>Independent</td>
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<tr>
<td>Men's Soccer</td>
<td>Independent</td>
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<tr>
<td>Men's Tennis</td>
<td>Mid-American Conference</td>
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<td>Men's Volleyball</td>
<td>Midwestern Intercollegiate Volleyball Association</td>
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<tr>
<td>Softball</td>
<td>Independent</td>
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<td>Women's Basketball</td>
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<td>Independent</td>
</tr>
<tr>
<td>Women's Tennis</td>
<td>Independent</td>
</tr>
<tr>
<td>Women's Track, Indoor</td>
<td>Independent</td>
</tr>
<tr>
<td>Women's Track, Outdoor</td>
<td>Independent</td>
</tr>
</tbody>
</table>
3. Athletics program structure (‘X’ all that apply):

   - [X] 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.

   Not applicable. This is the institution's first certification self-study.

   No major infractions in the history of the institution.

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

   8-22-2002 IPFW approved for Division I membership
   2001-2002 Second year of Division I transition
   2000-2001 First year of Division I transition
   5-30-2000 IPFW declared its intent to move to Division I
   1998 NCAA staff conducted a compliance review (at IPFW's request)
   1983 IPFW joined Great Lakes Valley Conference
   1982 IPFW moved to NCAA Division II
   1980 IPFW became a member of the NAIA

Previous Certification Self-Study

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

   Not applicable - this is the institution's first certification self-study.

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:

   Not applicable - this is the institution's first certification self-study.

   However, it should be noted that since the transition to Division I, the institution has eliminated men’s indoor and outdoor track as sponsored sports. The institution has also added men’s and women’s golf as sponsored sports. These changes were designed to address gender-equity issues, to respond to the amount of available resources, and to preserve the number of sponsored sports.

Certification Self-Study Information

1. Steering Committee Chair: Jack C. Dahl

2. Chief report writer/editor of self-study report: Jack C. Dahl
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 Self-Study Steering Committee and each of the sub-committees was structured to include representation from faculty, staff, administrators, and student athletes. Two of the sub-committees surveyed student-athletes and coaches to obtain both information and commentary. Each of the sub-committees also requested information from selected individuals knowledgeable about particular topics through either written communication or interviews.

The draft self-study report was also made available to the campus community at large for comments, and these comments were used to refine the final report.

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

IPFW Athletics Certification
Plan for Conducting the Self-Study
2003 - 2004

A. Objectives Related to the Self-Study
1. IPFW intends to use the self-study process to demonstrate that its Division I athletics program is operating in a manner that satisfies the policies, rules, and regulations established by the NCAA, the faculty Senate, and the administration of the athletics program.

2. IPFW intends to use the self-study process to identify areas of improvement that will contribute to the overall success of the athletics program and to the success of student-athletes.

The IPFW athletic program was only recently accepted in Division I (AAA). Thus, the institution is in its first cycle of athletics certification. References to the NCAA first cycle of certification and to interim reports will be noted in the self-study as “Not Applicable.”

B. Major Components of the Self-Study
1. Dr. Jack C. Dahl, Associate Vice Chancellor, has been appointed by Chancellor Wartell to be the chair of the Steering Committee. Dr. Dahl is considered to be a member of the IPFW senior management team, has been given clear authority to oversee the self-study process, and has ready access to the Chancellor.

2. The Steering Committee and the Subcommittees include the following members:

Steering Committee
Jack C. Dahl, Associate Vice Chancellor for Institutional Research and Planning; Chair, Steering Committee
Michael A. Wartell, Chancellor
Elliott J. Blumenthal, Faculty Athletics Representative, and Associate Professor of Biology
Mark A. Pope, Director of Athletics
Kelley J. Hartley, Senior Women's Administrator and Head Coach, Women's Volleyball
Matthew Newman, Assistant Athletics Director for Compliance
(Replaced in June 2004 by Abigail Renaker, Compliance Officer)
Walter J. Branson, Vice Chancellor for Financial Affairs
Matthew R. Shilling, President, Indiana-Purdue Student Government Association
Rebecca L. Teagarden, Vice President of Human Resources, Waterfield Mortgage Co., Inc.; Alumni Representative
(beckyt@waterfield.com; 434-8347)
Keion Henderson, Student-Athlete (keion23@hotmail.com)
Lowell Beineke, Schrey Professor of Mathematics; Chair, Governance and Commitment to Rules Compliance subcommittee
Kimberly S. McDonald, Associate Professor and Chair of Organizational Leadership and Supervision; Chair, Academic Integrity subcommittee
Arthur W. Friedel, Professor and Assistant Chair of Chemistry; Chair, Fiscal Integrity subcommittee
David E. Switzer, Associate Professor and Chair of Communication; Chair, Equity, Welfare, and Sportsmanship subcommittee

Governance and Commitment to Rules Compliance subcommittee
Lowell Beineke, Schrey Professor of Mathematics, Chair (6223)
Pat Farrell, Director, Research Support Services, and IPFW Alumna
The membership of the Steering Committee includes the individuals who are required to be a member of this group. The steering committee and subcommittees have been structured to provide broad representation of the university community, including faculty, administrators, students, alumni, and student-athletes. All of the groups include representatives of the Athletics Department and of other campus constituencies, and none of the groups is chaired by a representative of athletics. The numbers of members are intended to be adequate for each group to perform its duties. Each subcommittee chair is also a member of the Steering Committee, and each group will have access to the information that it needs.

3. The Steering Committee has been charged with oversight of the self-study process, and each of the subcommittees has been charged with primary responsibility for reviewing compliance with the operating principles in that area. This responsibility includes review of policy documents, review of data already collected, and initiation of data collection processes in areas where additional information is needed. Each subcommittee is responsible for submitting a final draft report to the Steering Committee, and the Steering Committee is charged with compilation of the final self-study report. Each subcommittee report will also include documentation of the dates and attendees of the meetings and other activities of the group. The steering committee has also been charged with providing opportunities for input from each campus group, including faculty, administrators, students, and student-athletes.

4. Mr. Matt Newman, Assistant Athletics Director for Compliance, will serve as institutional liaison between IPFW and the NCAA. He will be responsible throughout the self-study process for responding to questions raised about NCAA policies, including forwarding questions to the NCAA staff liaison. He will also be responsible for making arrangements for the evaluation team visit.

Note: Matt Newman resigned from IPFW in June 2004. He has been replaced by Abigail Renaker, Compliance Officer.

5. IPFW is not a member of a conference and thus will not involve a conference office in the self-study process. The Men's Tennis team is an affiliate member of the Mid America Conference (MAC). The Men's Volleyball team is a member of the Midwest Intercollegiate Volleyball Association. Each of these affiliations is primarily a scheduling arrangement, and none involves conference-level governance issues.

IPFW does not anticipate using an outside individual or agency in its self-study process and thus will not seek approval for such an arrangement.
6. IPFW has regional accreditation from the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. IPFW does not anticipate any linkage between this regional accreditation and the athletics certification process.

7. Outline and Schedule

August-September, 2003
Name Steering Committee Chair and Members;
Form subcommittees
Prepare first draft of Self Study Plan

September 4, 2003
First draft of Self Study Plan to NCAA

September 10, 2003
Schedule Initial Steering Committee Meeting

September 17, 2003
Initial Steering Committee Meeting

September 23-24, 2003
NCAA Orientation Visit

September 25-30, 2003
Revise Self Study Plan
Send second draft to NCAA
Finish membership of subcommittees

Early October, 2003
Initial meetings of subcommittees
Establish plans for completing the work
Establish plans for keeping minutes and other records
Establish plans for communicating with the campus community

October - March, 2004
Subcommittees collect data; conduct interviews;
evaluate results in terms of operating principles; form conclusions; develop plans for improvement

October - March, 2004
Steering Committee meets monthly to review subcommittee progress

March, 2004
Subcommittees complete draft reports

April 1, 2004
Steering Committee assembles Main Section and Subcommittee draft reports

May - June, 2004
Assemble final report; enter information into NCAA system; formal report approval

July 15, 2004
Complete submission of final report to NCAA

October, 2004
NCAA Staff Review; Issues List Developed

October, 2004
Steering Committee prepares for NCAA Team Visit

November 8-10, 2004
NCAA Team Visit - Focus on Issues List Items

Later
Receive Team Visit Report

Later
Prepare response to Team Visit Report
January 2005
Receive NCAA Certification Decision from NCAA
(Certified, Certified with Conditions, Not Certified)

Later
Prepare and release public announcement of outcome

Later
Modify plans for improvement as needed, based on Team Visit report and NCAA announcement

Later
Review process and implications

8. Dr. Jack C. Dahl will serve as chief report writer. He will work with the NCAA staff liaison to identify the processes required to use the web-based self-study report system and to incorporate additional materials into that system. Guidance will be given to the subcommittees so that their materials can be included in this process.
Operating Principle

1.1 Mission of the Athletics Program and the Institution

Self-Study Items

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

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study 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 for Operating Principle 1.1 (Mission of the Athletics Program and the Institution). Specifically include: (a) the original plan; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.1 (Mission of the Athletics Program and the Institution) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.1 (Mission of the Athletics Program and the Institution). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

5. Please provide the athletics program mission statement and indicate the date of formal approval of the latest versions.

Mission of the Department of Intercollegiate Athletics
The IPFW Department of Intercollegiate Athletics considers athletic competition to be an integral part of the University community and thus follows and honors IPFW's overall institutional mission. As such, Intercollegiate Athletics must strive for excellence just as academic units strive for greatness in teaching, research, and service. This commitment to excellence in athletics implies that Intercollegiate Athletics will provide exemplary leadership and appropriate facilities and support services to allow its student-athletes to compete at the highest level of intercollegiate competition, and to reach their educational and academic progress objectives.

The IPFW Department of Intercollegiate Athletics believes the student-athlete to be a representative of the general student body, with like academic qualifications and the same probability of success. The individual rights, welfare and academic goals of the student-athlete should not be compromised by the University's desire to conduct successful athletic programs. Participation in the Intercollegiate Athletics program, while augmenting the student's formal education, should lead to the development of a well-rounded, more enlightened individual.

The IPFW Department of Intercollegiate Athletics embraces the National Collegiate Athletic Association's "Principles of Sportsmanship and Ethical Conduct" and believes that student-athletes, coaches and staff should adhere to such fundamental values as respect, fairness, civility, honesty and responsibility.

The Department of Intercollegiate Athletics serves as a window to the University and Fort Wayne communities, and recognizes its obligation to serve as a concerned and committed partner in community life.

6. Please provide text excerpts from the institution's mission statement that correlate to the mission statement of the athletics program.

Not applicable. This section eliminated from the self-study process.

7. Explain how the mission of the athletics program relates to that of the institution as a whole.

Not applicable. This section eliminated from the self-study process.

8. Describe how and to whom the athletics program's mission statement is circulated.

Not applicable. This section eliminated from the self-study process.

9. Please provide specific examples demonstrating how the athletics program's mission and goals are or are not supported by the actual practices of the athletics program.

Not applicable. This section eliminated from the self-study process.

Evaluation

1. Does the institution demonstrate that the mission and goals of the athletics program relate clearly to the mission and goals of the institution? Currently Yes

2. Does the institution demonstrate that the mission and goals of the athletics program support the educational objectives, academic progress and general welfare of student-athletes? Currently Yes

3. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff, including women? Currently Yes

4. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff who are minorities? Currently Yes

5. Does the institution demonstrate that the mission and goals of the athletics program embrace the Association's principles of sportsmanship and ethical conduct? Currently Yes
6. Does the institution demonstrate that the mission and goals of the athletics program are widely circulated among the institution's internal and external constituencies? **Currently Yes**

7. Does the institution demonstrate that the actual practices of the institution's athletics program are consistent with the athletics program mission and goals? **Currently Yes**

   **On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Steps</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
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</tr>
<tr>
<td></td>
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<td>Edit step to input responsibility.</td>
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<tr>
<td></td>
<td></td>
<td>Edit step to input responsibility.</td>
<td>Edit step to input step's timetable.</td>
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</tbody>
</table>
Operating Principle

1.2 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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

The Board of Trustees of Purdue University, which is the fiscal agent for IPFW, has delegated authority for academic and athletics matters to the Chancellor of IPFW through the President of Purdue University. As a result, the Board is not significantly involved in decisions related to intercollegiate athletics programs at IPFW.
6. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved.

The Chancellor has been significantly involved in the following major decisions related to intercollegiate athletics at IPFW:

a. Annual review of budget recommendations
b. Hiring of new personnel
c. Elimination of men's indoor and outdoor track
d. Addition of both men's and women's golf
e. Receive reports and correspond officially with the NCAA concerning rules violations

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

Major decisions regarding intercollegiate athletics are made by the Chancellor, following consultation and recommendation of the Director of Athletics, the Vice Chancellor for Financial Affairs, and/or the Fort Wayne Senate.

Faculty input is provided through the Subcommittee on Athletics, which reports to the Fort Wayne Senate through the Student Affairs Committee. Faculty members of the Subcommittee on Athletics membership are elected by the Fort Wayne Senate annually to staggered terms. The Budgetary Affairs subcommittee of the Senate also reviews athletics budgets on an annual basis.

Faculty input is also a responsibility of the Faculty Athletics Representative. The FAR is involved in athletics administration and operations on a daily basis and is influential in maintaining the importance of academic interests in the athletics program.

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

The 2003-04 Subcommittee on Athletics membership is shown below:

Lowell Beineke, 2003-06, Schrey Professor of Mathematical Sciences
Elliott Blumenthal, 2003-08, Faculty Athletics Representative, and Associate Professor of Biology
Patricia Farrell, Alumna, and Director of Research and Sponsored Projects
Arthur Friedel, 2003-06, Professor of Chemistry
Kelley Hartley, Senior Women's Administrator and Women's Volleyball Coach in Athletics
Bernie Lohmuller, 2003-04, Administrative Staff representative, Director of College Cable Access
Kimberly McDonald, 2003-06, Associate Professor and Chair of Organizational Leadership and Supervision
Matt Newman, Assistant Athletics Director for Compliance
(Replaced in June, 2004 by Abigail Renaker)
Mark Pope, Director of Athletics
Gary Steffen, 2003-06, Assistant Professor of Electrical Engineering Technology
William Utesch, 2003-06, Associate Professor of Education
David Young, 2001-04, Subcommittee Chair, Professor of Psychology
2 Faculty vacancies
2 student vacancies

Evaluation

1. Does the institution demonstrate that the institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution? Currently Yes
2. Does the institution demonstrate that the chief executive officer is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**

3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the chief executive officer, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**

On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. **Yes**
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**Governance and Commitment to Rules Compliance**

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Date Printed Jul 09, 2004
Operating Principle

1.3 Rules Compliance

Self-Study Items

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

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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

IPFW Athletics houses the Royal Dons Club, the booster group for IPFW teams. Whether the intent of the group is direct team support, social (i.e., no contact with current/prospective S-As), or financial, all groups wishing to be associated with IPFW Athletics must be guided by University and NCAA principles, and fall under the Royal Dons' umbrella administratively. All funds generated and spent by the groups are managed by the Associate Athletics Director for Business, in consultation with the Vice Chancellor for Financial Affairs. A letter related to this is included as Appendix 1.3 A.
In addition, some Athletics Department staff members contribute to each of the active groups and participate in the activities of all groups. This provides an additional opportunity to monitor the group's activities.

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

The CEO has designated Mark Pope, Director of Athletics, as the person responsible for the institution's rules compliance. IPFW has organized its rules-compliance program so that the Compliance Coordinator reports directly to the Chancellor and Faculty Athletics Representative (FAR). Reporting lines and duties include:

a. FAR - Reports to the Chancellor, oversees work of Compliance Coordinator
b. Director of Athletics - Reports to the Vice Chancellor for Financial Affairs, oversees entire athletics operation, and is designated by the CEO as the person ultimately responsible for rules compliance
c. Compliance Officer - Reports to Chancellor and FAR, oversees entire compliance program (in conjunction w/ FAR, Academic Advisors, Financial Aid, Registrar, and Admissions)
d. Coaches - Report to the Director of Athletics
e. Academic Advisors for Athletics - Report to Compliance Officer, oversee academic progress of all 200+ student-athletes (S-As)
f. Others (Registrar, Financial Aid, Admissions) - Assist on an as-needed basis with student eligibility questions and grants-in-aid

In addition, IPFW has chosen to arrange for an annual compliance audit. This audit is performed by the Purdue University Internal Auditing office and includes all areas of rules compliance. This arrangement exceeds the requirement for an audit to be conducted every three years.

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

Monthly compliance meetings are led by the Compliance Officer, and a representative (preferably Head Coach) from each team is required to attend. Meetings are held at 11:00am on the first Tuesday of each month, prior to the monthly staff meeting. Those coaches unable to attend are required to contact the Compliance Officer to schedule a make-up session.

Current topics in compliance and advising are covered, e.g. new or emerging NCAA legislation, along with a review of current investigations/past violations, in an effort not to repeat mistakes. An extensive question and answer session takes place at each meeting, to discuss possible scenarios and practical solutions to possible violations, and an update from the Athletics Academic Advisors occurs at each meeting.

A brochure is published and distributed annually to all booster club members: "Representatives of IPFW's Athletics Interests: NCAA Rules that Govern Your Involvement with Prospective and Enrolled Student-Athletes." As needed, presentations regarding rules compliance are made across campus to academic and administrative units by the Student-Athlete Services team.

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

Athletics personnel are informed of their need to comply with NCAA and university rules at every stage of their employment. Contracts and job descriptions include specific language related to following NCAA rules. Annual evaluations are conducted by the Director of Athletics with each staff member. Each staff member also signs the annual Certification of Compliance for Staff Members of Athletics Departments as a part of the annual institutional compliance certification.
A survey was developed by the self-study subcommittee and sent to all Head Coaches and Assistant Coaches - 100% responded and said they are aware of the importance of rules compliance in performing their duties.

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

Other offices across campus play a role in rules-compliance efforts. Admissions, Financial Aid, and the Registrar are the offices most frequently called upon to provide administrative support to athletics. Other than ad hoc education sessions, there are no formal procedures in place to ensure that individuals outside of athletics who are involved in rules-compliance are evaluated with respect to NCAA rules. This lack of administrative oversight for offices outside of athletics is addressed in item #21 as a plan for improvement.

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

The IPFW Admissions Office makes admission decisions for all domestic applicants to IPFW. Admission criteria for IPFW are established, generally, by the Indiana University and Purdue University Boards of Trustees with program-specific requirements imposed by academic schools/divisions and departments (e.g., nursing, engineering, guided studies).

Uniform admission criteria apply to all terms at which a student may enroll, those being fall and spring semesters and two summer sessions. Procedures and criteria are the same for all applicants, including student-athletes. Admission criteria are printed in the Undergraduate Bulletin and in the publications that the Admissions Office distributes to prospective students and makes available to staff in athletics and other departments.

The athletics department plays no role in the review of applications or in the admissions decisions made at IPFW. As with all students applying to IPFW, if a student does not meet standards for admission to a major, the application is then considered for Guided Studies. If those criteria are not met, the student is denied admission. Admission criteria at IPFW are classified as less selective. Specific admission criteria can be found in section 2.1, Academic Standards. Periodically, upon request, and particularly when new coaches are hired, admissions staff meet with Athletics Department staff to review admission criteria with them.

The Compliance Officer is responsible for evaluating and submitting initial eligibility materials for all student-athletes. The Faculty Athletics Representative, using admissions, registrar, and Initial-Eligibility Clearinghouse information, certifies all initial eligibility.

Students who have never attended college must enroll in the Initial-Eligibility Clearinghouse (reviewed by Compliance Officer), and are certified as eligible or not by the Clearinghouse. If students have attended IPFW but have not completed two semesters and passed 24 credit hours, they must go through the Clearinghouse process and be deemed a “qualifier.” If students have completed at least two semesters at IPFW, passed 24 hours, and are enrolled full-time, they are eligible to participate.

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

IPFW student-athletes’ continuing eligibility is coordinated by the Compliance Officer, the Faculty Athletics Representative, and the Athletics Academic Advisors. Continuing eligibility is determined at the end of the fall semester and the end of the spring semester. The following procedure is used to monitor progress toward degree and satisfactory progress:

1. The FAR runs a student database query on all student-athletes to monitor enrollment, student-athlete grades, and progress towards degree completion. Weekly, the FAR checks on the number of credit hours for which each student-athlete is enrolled.
2. The Athletics Academic Advisors serve as a starting point for determining continuing eligibility. Each semester, each student-athlete’s file is updated with proof of declared major, academic unit degree plans, unofficial
12. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of transfer-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]

Determining eligibility for transfer students at IPFW begins in the Office of Admissions for domestic students, permanent residents, refugees, and political asylees. It begins in the Office of International Student Services for international students on visas.

All applicants must provide official transcripts for all colleges and universities attended. Applicants are admitted if they present a cumulative GPA of a 2.0 (4.0 scale) or above at the most recent institution attended. If the GPA is below a 2.0 the student must sit out for one regular semester (fall or spring). The student will then be admitted on probation to the selected major.

After the application is approved, all transcripts are reviewed in order to transfer credits to Indiana or Purdue. Since IPFW is a campus of both Indiana University and Purdue University, credits are transferred onto the Indiana or Purdue records depending on the affiliation of the academic major. Under faculty authority, transfer credits are awarded for all courses completed with a grade of C- or better from a regionally accredited institution. The Department of Athletics is not involved in any way with the admission or the transfer of credit processes.

Students who have attended a two-year institution can either earn an associate's degree and be eligible immediately at an NCAA institution, or transfer to an NCAA institution after completing at least one semester at a two-year institution if they were certified as a qualifier out of high school.

Students who have attended a four-year institution must have their eligibility certified by the original institution. In all sports except basketball, students are allowed a one-time transfer exception, making them eligible at the transfer institution if they would have been eligible to compete at the original institution. (Men's and women's basketball student-athletes must complete one year in residence at the transfer institution while sitting out one season of basketball.)

The Compliance Officer works with the Athletics Academic Advisors to evaluate transfer eligibility of all student-athletes, using information provided by the Admissions and Registrar's offices. The FAR, using this same information, certifies all transfer eligibility.

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

With the advent of moving to Division I, an investigation protocol was approved by SCOA in January 2003 and has been used ever since to evaluate all possible secondary violations. It includes instructions on who is responsible for each aspect of an investigation, including instructions on how to conduct interviews and to whom final reports are sent. It is outlined in detail in Appendix 1.3 B.

14. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of financial aid.
Financial Aid within Athletics is a coordinated effort, beginning with the Associate Athletics Director for Business processing all financial aid information for student-athletes, and ending with the Compliance Officer submitting final squad list information to the FAR for approval. The process includes monitoring of individual and team limits on aid.

The subcommittee noted the need for clarification of responsibilities for the University's Director of Financial Aid, Mr. Mark Franke. Because Mr. Franke has multiple roles on campus, including serving as volunteer Assistant Coach with men's volleyball, his duties are outlined in a report in Appendix 1.3 C.

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

Coaches receive information at monthly compliance meetings regarding recruiting rules and policies. Coaches are also required to take and pass the annual NCAA recruiting examination. Official and unofficial visits are monitored by the Compliance Officer, in the form of required forms and checklists (see Appendix 1.3 D). Recruiting calendars and ad hoc reminders are continually submitted to coaches by the Compliance Officer.

Monthly recruiting logs are submitted by coaches and reviewed by the Compliance Officer, to ensure that proper contact with prospects has occurred (e.g., no more than one phone call per week, visits to prospects' schools occur at the correct time in the recruiting calendar).

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

Coaches and staff receive information on an as-needed basis regarding camps and clinics. The Associate Athletics Director for Business is responsible for operational issues related to camps and clinics, and consults with the Compliance Officer on all camp and clinic issues (see memo from Chancellor in Appendix 1.3 E). Before camps and clinics are given final approval, a meeting is held with the Associate Athletics Director, the Compliance Officer, and the coach(es) interested in offering the session.

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

No other areas of rules compliance have been identified.

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

Rules compliance evaluations have been conducted in Summer 2002 and in March-April, 2004.

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

Purdue University's Internal Audit Office is responsible for conducting reviews in accordance with NCAA Bylaw 22.2.1.3 (e). IPFW has chosen to conduct this review on an annual basis. In accordance with the bylaws of the Trustees, the Treasurer maintains the Internal Audit Office independent of any other office in the University. The Internal Audit staff does not have any day-to-day contact or management responsibilities for IPFW athletics. The Internal Audit Office follows The Institute of Internal Auditors' Code of Ethics, which includes maintaining standards of objectivity and competency for the reviews they perform.

20. The rules-compliance evaluation must consist of a review to determine that the compliance practices are engaged and functioning and must include, at minimum, specific areas. Please indicate by clicking "yes" or "no" which areas were included in the rules-compliance evaluation.
21. Describe relevant corrective actions planned or implemented from the rules-compliance program evaluation(s).

Corrective actions are necessary for ensuring compliance with university and NCAA rules for those individuals outside of athletics who play a role in the rules-compliance program (item #9). This has been addressed in the Plan for Improvement in this area.

The Athletics Department also takes action to resolve any issues raised in each of the annual rules-compliance audits conducted by the Purdue University Internal Audit office.

Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the chief executive officer assigns overall responsibility for the athletics program? **Currently Yes**

2. Does the institution demonstrate that in critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**

3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**

4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**

5. Does the institution demonstrate that at least once every three years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. **Yes**
### Governance and Commitment to Rules Compliance

<table>
<thead>
<tr>
<th>Elements</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>A number of offices across campus play a role in athletics</td>
<td>From educational and personnel standpoints, formally involve individuals outside athletics who are responsible for rules-compliance in the rules-compliance efforts of the department.</td>
<td>1. Identify those individuals on campus who are responsible for rules-compliance but are not involved in the day-to-day operations of athletics (Admissions, Financial Aid, Registrar).</td>
<td>1. Meetings will take place each semester, and will be scheduled by the FAR by September 1 of each fall semester, and February 1 of each spring semester, beginning fall 2004.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. The FAR will be responsible for scheduling and conducting a meeting each semester with the identified individuals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Provide a mechanism for those individuals to be reviewed by their supervisors.</td>
<td>2. The Director of Athletics will make each supervisor of these individuals aware of the importance of NCAA rules-compliance, and assist in incorporating appropriate evaluation criteria into performance reviews.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. The Director of Athletics will contact each supervisor and each identified individual no later than September 1 of each academic year, beginning in 2004.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Have the importance of rules-compliance efforts reinforced by the Chancellor, FAR, and Director of Athletics in a formal, written capacity.</td>
<td>3. The Chancellor will provide written instructions each academic year to the identified individuals and their supervisors, stressing the importance of adherence to university and NCAA rules.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. The Chancellor will communicate, in writing, the importance of rules-compliance for those outside athletics no later than September 1 of each academic year, beginning in 2004.</td>
<td></td>
</tr>
</tbody>
</table>
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.

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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.

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

5. Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally? Be specific and give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.
The Indiana University-Purdue University Fort Wayne (IPFW) Office of Admissions makes admission decisions for all domestic applicants to IPFW. Admission criteria for IPFW are established, generally, by the Indiana University and Purdue University Boards of Trustees with program-specific requirements imposed by academic schools/divisions and departments (e.g., Nursing, Engineering, Guided Studies).

Uniform admission criteria apply to all terms for which a student may enroll, those being fall and spring semesters and two summer sessions. Procedures and criteria are the same for all applicants, including student-athletes.

Admission criteria are printed in the Undergraduate Bulletin and in the publications that the Admissions Office distributes to prospective students and makes available to staff in athletics and other departments.

Admission Criteria for Domestic Freshmen:
The following apply if the applicant has graduated from high school within two years of applying to IPFW and apply to all programs except Engineering, Nursing, and Music:

High school subjects:
4 years of English
3 years of academic mathematics
3 years of laboratory science
3 years of social studies
4 years from any combination of: foreign language, computers, arts, or career area

SAT or ACT scores (at or above state average score)
Class rank or, rarely, grade point average (upper half of the class)

Engineering and Nursing have higher requirements for all three criteria. Music requires a performance audition.

In support of the founding mission of IPFW to provide access to higher education in northeastern Indiana, which until recently had no public community college system, an applicant not meeting the above criteria for admission directly to a major is reviewed for possible admission to Guided Studies. Formally established as a named program in 1987, Guided Studies admission is a regular, degree-seeking admission status that provides students with an opportunity to build an academic foundation for success at the University even though the high school background may have been deficient in some way. Guided Studies students take regular University courses and earn admission to a major based on the grade point average they establish.

Criteria for Guided Studies include:
High school subjects
4 years of English
1 year of academic algebra
1 year of academic geometry
1 year of laboratory science

SAT/ACT scores (750 or above)
Class rank (upper 80% of the high school class)

These criteria are published in the Undergraduate Bulletin, and students not meeting these criteria are not admitted to the University.

Admission to a major or to Guided Studies is determined solely by Admissions. No other departments or staff on campus, including Athletics, are involved in the process or decisions. Guided Studies admission is the classification which corresponds to the NCAA category of "special admission" at the University.

Admission Criteria for Domestic Transfers
Transfer students from accredited colleges and universities who have a GPA of 2.0 and a minimum of 12 semester credit hours are admitted to the University. A very few programs (e.g., Education) have higher GPA requirements for admission to the major. All processing and decisions are completed in Admissions.

Admission Criteria for International Students
International students must provide more documentation than domestic students, and international applications are submitted to the Office of International Student Services. International applicants submit: 1) an international student application form, 2) an essay including confirmation of their primary intent to obtain a university degree while in the United States and their reasons for wanting to attend IPFW, 3) an affidavit of financial support by the student's sponsor, and 4) a confidential bank statement. Applicants are evaluated on their academic credentials, TOEFL
scores, and affidavit of financial support. The Office of International Student Services makes the admissions decisions for all international student applicants, and there is no appeal process.

The Athletics Department plays no role in the review of applications or in the admissions decisions made at IPFW. As with all students applying to IPFW, if a student is not admissible to a major, the application is then considered for Guided Studies. If those criteria are not met, the student is denied admission. Admission criteria at IPFW are classified as "less selective."

Periodically, upon request, and particularly when new coaches are hired, Admissions staff meet with Athletics Department staff to review admission criteria with them. In regards to recruitment, Coaches recruit students just as the Music Department or Honors Program staff recruit students with talent.

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

   Admission profile information for freshman IPFW students and for freshman student-athletes on athletics aid is provided in the required tables. In almost all cases, the academic profiles for student-athletes exceed those of the general freshman student population entering IPFW in terms of core GPA and SAT/ACT scores. In all cases, student-athlete test score averages by gender were higher than general campus averages. Data organized by ethnic group are less reliable measures due to very small population sizes in some categories.

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

   If applicants are not admitted directly to a major, the application materials are automatically reviewed in the Office of Admissions for admission to Guided Studies. If the applicant is not qualified for admission to Guided Studies, they are denied and there is no further level of review.

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

   Special admissions information for all freshman students and freshman student-athletes on athletics-aid is provided in the required tables. In the three years reported, the percentage of student-athletes on athletics-aid admitted to Guided Studies was lower than the percentage of all freshman students admitted to this program (with the exception of women's basketball in 2003-04).

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

   Initial eligibility for transfer students at IPFW begins in the Office of Admissions (Carol Isaacs, Director) for domestic students, permanent residents, refugees, and political asylees. It begins in the Office of International Student Services (Connell Nelson, Director) for international students on visas.
All applicants must provide official transcripts for all colleges and universities attended. Applicants are admitted if they present a cumulative GPA of a 2.0 (4.0 scale) or above at the most recent institution attended. If the GPA is below a 2.0, the student must sit out for one regular semester (fall or spring). The student will then be admitted on probation to the selected major.

After the application is approved, all transcripts are reviewed in order to transfer credits to Indiana University or Purdue University. Since IPFW is a campus of both Indiana University and Purdue University, credits are transferred onto the Indiana University or Purdue University records depending on the affiliation of the academic major. Under faculty authority, transfer credits are awarded for all courses completed at regionally accredited institutions in which a grade of C- or above was earned.

The Department of Athletics is not involved in any way with the admission or the transfer of credit processes.

Upon successful review of transfer student-athlete records, the Compliance Officer (Abigail Renaker) and the Academic Advisor(s) for Athletics (Leslie Clark, Chris Kuznar) evaluate the transfer eligibility of all student-athletes using the information provided by the Admissions and Registrar's offices. The Academic Advisor for Athletics checks for satisfactory progress and percentage of degree completion. The Compliance Officer determines high school qualification status of the transfer student-athlete in order to determine transfer requirements. The Faculty Athletics Representative (Dr. Elliott Blumenthal) certifies initial eligibility of all transfer student-athletes.

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

IPFW student-athletes' continuing eligibility is coordinated by the Academic Advisor for Athletics (Leslie Clark), the Compliance Officer (Abigail Renaker), and the Faculty Athletics Representative (Elliott Blumenthal). Continuing eligibility is determined at the end of the fall semester and the end of the spring semester. The following procedure is used to monitor progress toward degree and satisfactory progress:

1. The FAR runs a computer query on all student-athletes to monitor enrollment, student-athlete grades, and progress towards degree completion. Weekly, the FAR checks on the number of credit hours each student-athlete is enrolled in for the semester.
2. The Academic Advisor for Athletics serves as a clearinghouse for continuing eligibility. Each semester documents are assembled for inclusion in each student-athlete's file. These documents consist of proof of declared major, academic unit degree plans, unofficial transcripts, grade reports, and a report showing completed hours.
3. The Academic Advisor for Athletics updates the Satisfactory Progress and Continuing Eligibility screen on the NCAA Compliance Assistant site every semester. Reports are generated to indicate student-athlete academic standing. The Academic Advisor for Athletics then updates degree records for each student-athlete.
4. The Compliance Officer and the FAR review this data to establish academic eligibility of all student-athletes for the next semester or season.
5. The Compliance Officer then prepares a squad list each semester for each team based on those student-athletes who are declared eligible. The FAR verifies each squad list.
6. If declared ineligible, a student-athlete can no longer compete. However, the Subcommittee on Athletics has set minimum GPA requirements for student-athletes that are more stringent than NCAA's requirements. Therefore, if a student meets NCAA requirements, but not SCOA's, the student-athlete may appeal to the Subcommittee. An ad-hoc eligibility subcommittee of three faculty members is established to hear the appeal. Depending on the outcome of the appeal, the student-athlete may become eligible to compete.

11. Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.
Graduation rate information for cohort years 1994-1996 is reported in the required tables. A separate table was created to compare graduation rates for the general student population and for student-athletes on athletics aid (see Appendix 2.1 A). This table also shows comparisons by gender, particular sport teams, and by ethnicity. In almost all cases, graduation rates for these groupings of student-athletes on athletics-aid exceeded the graduation rates of the general student cohort group.

In a few instances, the graduation rate for student-athletes in particular sports was less than the graduation rate for students generally (i.e., men: baseball 1994, cross country 1994, other sports 1995; women: basketball 1995, 1996, cross country/track 1994 & 1996). However, the numbers in these cohort groups are very small, and therefore it is difficult to assess the magnitude of the difference.

When comparing all student-athletes on athletics-aid to the general student cohort group, the student-athlete graduation rates are higher. Comparisons in terms of gender also show male and female student-athlete graduation rates are higher than the general population of male and female students in those cohort groups. It is difficult to reach any firm conclusions when comparing the populations based on ethnicity due to the small numbers in some sub-groups.

It is important to note that all of these data reflect graduation rates of student-athletes on athletics aid prior to IPFW's move to Division I, which became official on September 1, 2002.

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

Academic regulations for all IPFW students are described in the IPFW Bulletin 2002-2004 on pages 275-286. Additional information regarding academic regulations that apply specifically to student-athletes (i.e., academic progress appraisal) can be found in the Student Athlete Handbook (see pages 2, 4-10, 17-18). All regular academic standards applicable to the general student body also apply to IPFW student-athletes. However, IPFW's grade point average requirements for student-athletes are higher than the NCAA's eligibility requirements and the institution's GPA levels for probation. These institution-specific academic standards for student-athletes were set by the Subcommittee on Athletics and approved by the faculty Senate. IPFW student-athletes must satisfy the following GPA requirements:

<table>
<thead>
<tr>
<th>Semester</th>
<th>IPFW GPA Requirements</th>
<th>NCAA GPA Requirements</th>
<th>Levels for Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd semester</td>
<td>1.7</td>
<td>1.5</td>
<td>Freshman</td>
</tr>
<tr>
<td>3rd semester</td>
<td>1.8</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>4th semester</td>
<td>1.9</td>
<td>1.7</td>
<td>Sophomore</td>
</tr>
<tr>
<td>5th semester</td>
<td>2.0</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>6th semester</td>
<td>2.0</td>
<td>1.9</td>
<td>Junior</td>
</tr>
<tr>
<td>7th semester</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>8th semester</td>
<td>2.0</td>
<td>2.0</td>
<td>Senior</td>
</tr>
</tbody>
</table>

As previously mentioned (see #10) student-athletes meeting NCAA GPA requirements, but not IPFW's requirements, may appeal to the Subcommittee on Athletics. The institution's standards for good academic standing and for minimum full-time status are also specified in the IPFW Bulletin. There are no exceptions to these policies for student-athletes.

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**

   **On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes**
<table>
<thead>
<tr>
<th>Elements</th>
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<tr>
<td>Issues in the Self-Study</td>
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<td>Specific Timetable for Completing the Work</td>
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<tr>
<td>Not applicable.</td>
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</tbody>
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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.

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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.

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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

IPFW has developed a Student-Athlete Services Team (S-AST Team) to provide academic support and advising services to student-athletes. The S-AST Team is comprised of four members: Compliance Officer Abbie Renaker, Athletics Academic Advisor Leslie Clark, Academic Advisor and CHAMPS/Life Skills Coordinator Chris Kuznar, and Faculty Athletics Representative Dr. Elliott Blumenthal. (See Appendix 2.2 A for a summary of the S-AST Team's responsibilities.) The Student-Athlete Services Team is a new (formulated in Fall of 2003) component of the University's structure to monitor and evaluate student-athlete welfare concerns. Evident by the group's name and make-up, "student-athlete services" is its primary focus.
The Compliance Officer and the Faculty Athletics Representative report to the Chancellor of IPFW; full-time Athletics Advisor Leslie Clark reports to the Compliance Officer with secondary reporting to the Director of Academic Counseling and Career Services (ACCS); Champs Life Skills Coordinator and Academic Advisor Chris Kuznar reports to the Director of ACCS with secondary reporting to the Compliance Officer.

The full-time Athletics Academic Advisor responsibilities include all areas of academic support (see list under Area 6) whereas the part-time Advisor is primarily the CHAMPS Life Skills Coordinator. Student-athletes also are advised through the academic program in which they are majoring.

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

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

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

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

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

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

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

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

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

Academic Advising:
IPFW’s Office for Student-Athlete Academic Advising is housed within the Academic Counseling and Career Services (ACCS) office. There is currently one full-time Student-Athlete Academic Advisor and one part-time advisor. Together they provide specialized academic advising and support for approximately 210 student-athletes. The part-time employee also serves as the CHAMPS Life Skills Coordinator.

Advising functions performed by the Student-Athlete Academic Advisor include:
1. Assistance with course selections to meet degree requirements;
2. Assisting student-athletes in setting academic goals;
3. Counseling on selection of a major;
4. Assistance with registering for classes (student-athletes currently receive no priority as to registration or scheduling of classes);
5. Monitoring of dropping and adding of classes and degree changes;
6. Monitoring of academic achievement at various intervals throughout the semester. Academic Progress Reports are generated to obtain information about student-athletes’ academic progress;
7. Finding academic tutoring;
8. Intrusive advising every two weeks with all student-athletes whose GPA falls below 2.5;
9. Teaching an “Orientation to College Life for Student-athletes” course each fall semester.

Student-athletes also receive advising through their academic major’s advising function.

International Student Support Services
IPFW is attracting an increasing number of international student-athletes, so working closely with International Student Support Services has become a necessary function in the organizational structure. International Student Support Services admits and counsels international student-athletes. The staff also works with the Athletics Academic Advisors to arrange appropriate class schedules and direct international students and international student-athletes to the Center for Academic Support and Advancement if they need additional help with English as a Second Language.

b. Any policies that govern which students can use these services.
The services of the Athletics Academic Advisors supplement the advising services available to all students.

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

Student-athletes are educated about these programs and resources in a variety of ways. Informational tools introducing student-athletes to these programs and promoting the use of such resources include:
The Student-Athlete Orientation (on the first day of classes)
The Student Handbook Planner
S-AS Team Meetings with sports teams (at the beginning of the first semester)
The Student-Athlete Handbook
The PASS workshops (for new student-athletes during first semester)
Brochures distributed in the Hilliard Gates Sports Center
Individual student-athlete academic advising sessions
Communication through SALT representatives
Coaches

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

All campus level academic support services (e.g., Writing Center, CASA, Services for Students with Disabilities) are reviewed annually by administrative officers. Every academic support department must submit an annual report and undergo a review process to assess the program's effectiveness.

Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continuously monitors academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years.

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

All campus level academic support services (e.g., Writing Center, CASA, Services for Students with Disabilities) are reviewed annually by administrative officers. Every academic support department must submit an annual report and undergo a review process to assess the program's effectiveness.

Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continuously monitors academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years. This issue is addressed in the plan for improvement.

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
The Athletics Department and Athletics Academic Advisors utilize the wide array of services available for at-risk students at IPFW. Tutoring services are provided to all IPFW students through the Center for Academic Support and Advancement (CASA) as well as a Writing Center and Math Testing Center. Student-athletes are referred to CASA by the Athletics Academic Advisor. The Center for Academic Support and Advancement can make a critical difference by helping students and student-athletes make the transition from novice to experienced college student.
CASA offers free help in developing reading, writing, math, and study skills, including note-taking, textbook-reading, test-taking, and other skills that contribute to learning. Free tutoring is available, day and evening, for many courses through CASA. CASA is also the advising unit for international student-athletes studying English as a Second Language. The University directly promotes the resources in CASA to student-athletes through PASS (HPER H163). One of the PASS workshops, offered during the fall of 2003, was titled “Improving Your Study Skills” and was conducted by Jane Ehle, the Assistant Director of CASA, and Greg Anderson, Learning Skills Specialist.

The Writing Center is an academic enhancement resource available to all students and is specifically promoted to student-athletes through the Athletics Academic Advisors and PASS. Jennifer Parker of the Writing Center presented “Writing Your First College Paper” as part of the PASS program during the first semester of 2001. The Writing Center consultants help students focus, organize, develop, and analyze their thoughts, revise, and work on issues of editing and style for their paper.

The Math Testing Center offers out-of-class testing services, some flexible paced courses, and supplemental instruction courses.

In addition, the S-AS team has implemented a tutoring program of its own whereby student-athletes whose academic concerns are not being met through CASA and its affiliate programs may request tutoring through the Athletics Academic Advisor, Ms. Clark. Tutors must be qualified to tutor within their major departments; the rate of pay is set by the tutor. Preference is given to tutoring one student per session.

(See Appendix 2.2 B for forms utilized in hiring and monitoring of tutors’ and student-athletes’ time.)

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

The primary services are open to all students. The supplemental tutoring services being organized for student-athletes will be limited to this group.

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

Student-athletes are educated about these programs and resources in a variety of ways. Informational tools introducing student-athletes to these programs and promoting the use of such resources include:
The Student-Athlete Orientation (on the first day of classes)
The Student Handbook Planner
S-AS Team Meetings with sports teams (at the beginning of the first semester)
The Student-Athlete Handbook
The PASS workshops (for new student-athletes during first semester)
Brochures distributed in the Hilliard Gates Sports Center
Individual student-athlete academic advising sessions
Communication through SALT representatives
Coaches

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

All campus-level academic support services (e.g., Writing Center, CASA, Services for Students with Disabilities) are reviewed annually by administrative officers. Every academic support department must submit an annual report and undergo a review process to assess the program's effectiveness.

Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continuously monitors academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years. This issue is addressed in the plan for improvement.

Externally, IPFW is accredited through the Commission on Institutions of Higher Education of the North Central Association. Many of the academic support services listed above (e.g., Writing Center, CASA) also are reviewed each time the campus goes through the accreditation process.
e. The mechanism for approval of these services by academic authorities outside athletics.

All campus-level academic support services (e.g., Writing Center, CASA, Services for Students with Disabilities) are reviewed annually by administrative officers. Every academic support department must submit an annual report and undergo a review process to assess the program's effectiveness.

Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continuously monitors academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years.

Externally, IPFW is accredited through the Commission on Institutions of Higher Education of the North Central Association. Many of the academic support services listed above (e.g., Writing Center, CASA) also are reviewed each time the campus goes through the accreditation process.

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.

Promoting the Academic Success of Student-Athletes (PASS) Program.

The PASS program was created and first implemented in the fall of 2001 to promote the academic success of IPFW student-athletes. The focus of this program is two fold:
1. Freshman and new transfer student-athletes are exposed to mandatory workshops covering a range of student welfare issues, for which they can choose to earn one credit by enrolling in HPER H163. Some of the workshops related to student-athlete welfare include:
   A. "Nutritional Issues for Student-Athletes" presented by Linda Lolkus, Assistant Professor of Consumer and Family Science.
   B. "Student Life at IPFW" presented by Audrey Moore, Assistant Director of Student Life.

   The student-athlete orientation class and workshops also include study skills, note taking, and time management skills as part of the curriculum.

   (See Appendix 2.2 C for a complete listing of all past PASS workshop topics.)

2. The second component of PASS focuses on any student-athlete who has academic performance that is of concern. At IPFW, this is any individual who has failed to earn a semester or cumulative GPA of 2.5 or higher. These student-athletes are required to meet with an Athletics Academic Advisor every two weeks, complete an academic contract, and follow recommendations for tutoring or other study skill support as requested by their advisor. These meetings with advisors are considered mandatory, and failure of students to attend appointments results in an immediate suspension of athletics activities, until such time as the student-athletes reschedule and meet with their advisor.

   (See Appendix 2.2 D for a sample academic contract.)

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

   The PASS program for student-athletes supplements the success skills programs available to all students.

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

   Student-athletes are educated about these programs and resources in a variety of ways. Informational tools introducing student-athletes to these programs and promoting the use of such resources include:
   The Student-Athlete Orientation (on the first day of classes)
   The Student Handbook Planner
   S-AS Team Meetings with sports teams (at the beginning of the first semester)
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The PASS workshops (for new student-athletes during first semester)
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Coaches

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

Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continuously monitors academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years.

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

Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continuously monitors academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years. This issue is addressed in the plan for improvement.

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

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

Student-Athlete Orientation
On the evening of the first day of classes of the fall semester, all student-athletes attend an orientation to begin to communicate IPFW's educational enhancement programs. This meeting serves as an opportunity to introduce staff members, including coaches, sports medicine personnel, and the Student-Athlete Services Team (Compliance Officer, Athletics Academic Advising Staff, CHAMPS/Life Skills Coordinator, and Faculty Athletics Representative) and describe their respective roles to better serve the needs of student-athletes.

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

The student-athlete orientation program supplements the orientation program provided to all new students.

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

Student-athletes are educated about these programs and resources in a variety of ways. Informational tools introducing student-athletes to these programs and promoting the use of such resources include:
The Student-Athlete Orientation (on the first day of classes)
The Student Handbook Planner
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d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continuously monitors academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years.

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Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continuously monitors academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years. This issue is addressed in the plan for improvement.

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

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

Academic Progress Reports
The Athletics Academic Advisor provides Grade Check forms to each student-athlete twice in the semester for each enrolled class. It is the student-athlete's responsibility to provide the forms to the instructor for completion and return them to the Athletics Academic Advisor within a predetermined amount of time. Failure to do so results in ineligibility to practice until such time as they are returned. These reports are a tool for IPFW's Athletics Department to monitor student-athletes' academic progress and to identify those students in need of further guidance and tutoring. These reports are given to all student-athletes during weeks 5-6 (two weeks before the "drop" date) and weeks 10-11 of classes each semester. The student-athlete is instructed to meet with each of their instructors and obtain written verification of progress and the signature of each instructor. They then return the form to their Athletics Academic Advisor by a designated date.

Any student obtaining a "C" or below on a progress report is then required to meet with an Athletics Academic Advisor and formulate a course of action for improving that grade. In addition, email follow-up requests are sent to professors for these students of concern. Email responses from instructors are forwarded to the student-athlete's Coach. The S-AS Team members also discuss grade reports in order to determine if it is necessary for the Faculty Athletics Representative to make further contact with the instructor. (See Appendix 2.2 E for a sample Grade Check form.)

Course Assignment and Team Schedule Worksheet
At the start of each semester, student-athletes are provided with a plan which requires them to notify professors of their team schedules, and whether any of their competition dates conflict with class meeting times or class requirements. The student-athlete is to provide each professor with a list of all conflicting times, and a proposal for how the missed work and class time will be made up. Student-athletes must turn in their course assignment plans to their Athletics Academic Advisors within the first two weeks of the start of the semester. These plans notify professors and students of issues needing to be resolved early in the course of the semester. (See Appendix 2.2 F for a sample Course Assignment and Team Schedule Worksheet.)

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

These special academic progress monitoring processes are supplemental to the academic progress monitoring of all students.
c. The mechanisms by which student-athletes are made aware of these services:

Student-athletes are educated about these programs and resources in a variety of ways. Informational tools introducing student-athletes to these programs and promoting the use of such resources include:

- The Student-Athlete Orientation (on the first day of classes)
- The Student Handbook Planner
- S-AST Team Meetings with sports teams (at the beginning of the first semester)
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- The PASS workshops (for new student-athletes during first semester)
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- Coaches

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

Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continuously monitors academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years.

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

Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continuously monitors academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years. This issue is addressed in the plan for improvement.


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

Currently, study table is not mandatory for all student-athletes; however, some coaches conduct and monitor study table time for their particular teams. Team study table requirements vary by sport. Attempts are being made to establish a permanent facility for a student-athlete study facility; however, space availability at IPFW continues to be a concern. In addition, once space is made available, a study table policy based on GPA may be implemented (in addition to individual team requirements for study tables).

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

The study table policies established for student-athletes are unique. No similar service is available to other students.

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

Student-athletes are educated about these programs and resources in a variety of ways. Informational tools introducing student-athletes to these programs and promoting the use of such resources include:

- The Student-Athlete Orientation (on the first day of classes)
- The Student Handbook Planner
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Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continuously monitors academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years. This issue is addressed in the plan for improvement.


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

Students with special needs are referred to the office of Services for Students with Disabilities. This office provides support services for students with qualifying disability conditions. Currently IPFW does not provide testing to determine if students have a qualifying disability.

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

The services offered for students with special needs are available to all students who have identified disabilities.

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

Student-athletes are educated about these programs and resources in a variety of ways. Informational tools introducing student-athletes to these programs and promoting the use of such resources include:
The Student-Athlete Orientation (on the first day of classes)
The Student Handbook Planner
S-AS Team Meetings with sports teams (at the beginning of the first semester)
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d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

All campus-level academic support services (e.g., Writing Center, CASA, Services for Students with Disabilities) are reviewed annually by administrative officers. Every academic support department must submit an annual report and undergo a review process to assess the program’s effectiveness.
e. The mechanism for approval of these services by academic authorities outside athletics.

All campus-level academic support services (e.g., Writing Center, CASA, Services for Students with Disabilities) are reviewed annually by administrative officers. Every academic support department must submit an annual report and undergo a review process to assess the program's effectiveness.

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

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

IPFW requires placement tests for Math, English, and reading for all incoming students. Students are then placed in the appropriate level course based on their placement test scores.

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

Placement testing is required for all students seeking a degree at IPFW and for others seeking to enroll in an English or mathematics course.

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

Placement testing requirements are communicated to all new students by the Admissions Office.

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

All campus-level academic support services (e.g., Writing Center, CASA, Services for Students with Disabilities) are reviewed annually by administrative officers. Every academic support department must submit an annual report and undergo a review process to assess the program's effectiveness.

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

All campus-level academic support services (e.g., Writing Center, CASA, Services for Students with Disabilities) are reviewed annually by administrative officers. Every academic support department must submit an annual report and undergo a review process to assess the program's effectiveness.


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

While the Athletics Department currently has no mentoring program in place, IPFW is in the process of creating a mentoring program for incoming freshmen as part of its Freshman Year Experience program.

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

The First-Year-Experience mentoring program will be open to all new students.

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

Opportunities for participation in the mentoring program are announced in the new student orientation program.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
All campus-level academic support services (e.g., Writing Center, CASA, Services for Students with Disabilities) are reviewed annually by administrative officers. Every academic support department must submit an annual report and undergo a review process to assess the program's effectiveness.

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

All campus-level academic support services (e.g., Writing Center, CASA, Services for Students with Disabilities) are reviewed annually by administrative officers. Every academic support department must submit an annual report and undergo a review process to assess the program's effectiveness.

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

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

The Athletics Department and Athletics Academic Advisors utilize the wide array of services available for at-risk students at IPFW. Tutoring services are provided to all IPFW students through the Center for Academic Support and Advancement (CASA) as well as a Writing Center and Math Testing Center. Student-athletes are referred to CASA by the Athletics Academic Advisor. In making the transition from novice to experienced college student, the Center for Academic Support and Advancement can make a critical difference for students and student-athletes.

CASA offers free help in developing reading, writing, math, and study skills, including note-taking, textbook-reading, test-taking, and other skills that contribute to learning. Free tutoring is available, day and evening, for many courses through CASA. CASA is also the advising unit for international students and student-athletes studying English as a Second Language. The University directly promotes the resources in CASA to student-athletes through PASS (HPER H163). One of the PASS workshops, offered during the fall of 2003, was titled "Improving Your Study Skills" and was conducted by Jane Ehle, the Assistant Director of CASA, and Greg Anderson, Learning Skills Specialist.

The Writing Center is an academic enhancement resource available to all students and is specifically promoted to student-athletes through the Athletics Academic Advisors and PASS. Jennifer Parker of the Writing Center presented "Writing Your First College Paper" as part of the PASS program during the first semester of 2001. The Writing Center consultants help students focus, organize, develop and analyze their thoughts, revise, and work on issues of editing and style for their paper.

The Math Testing Center offers out-of-class testing services, some flexible paced courses, and supplemental instruction courses.

In addition, the S-AS team has implemented a tutoring program of its own whereby student-athletes whose academic concerns are not being met through CASA and its affiliate programs may request tutoring through the Athletics Academic Advisor, Ms. Clark. Tutors must be qualified to tutor within their major departments; the rate of pay is set by the tutor. Preference is given to tutoring one student per session.

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

The services for at-risk students include both campus-level and specialized services for student-athletes.

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

Student-athletes are educated about these programs and resources in a variety of ways. Informational tools introducing student-athletes to these programs and promoting the use of such resources include:
The Student-Athlete Orientation (on the first day of classes)
The Student Handbook Planner
S-AS Team Meetings with sports teams (at the beginning of the first semester)
The Student-Athlete Handbook
The PASS workshops (for new student-athletes during first semester)
Brochures distributed in the Hilliard Gates Sports Center
Individual student-athlete academic advising sessions
Communication through SALT representatives
Coaches

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

All campus-level academic support services (e.g., Writing Center, CASA, Services for Students with Disabilities) are reviewed annually by administrative officers. Every academic support department must submit an annual report and undergo a review process to assess the program’s effectiveness.

Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continues to monitor academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years.

Externally, IPFW is accredited through the Commission on Institutions of Higher Education of the North Central Association. Many of the academic support services listed above (e.g., Writing Center, CASA) also are reviewed each time the campus goes through the accreditation process.

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

All campus-level academic support services (e.g., Writing Center, CASA, Services for Students with Disabilities) are reviewed annually by administrative officers. Every academic support department must submit an annual report and undergo a review process to assess the program’s effectiveness.

Student-Athlete Services Team members are individuals outside of athletics. While only in existence for one year, the team continues to monitor academic support services to determine effectiveness and develops mechanisms to improve services and processes when needed, particularly those services specifically designed to assist student-athletes (e.g., PASS, study tables). However, currently there are no formal processes in place internally to review these academic support services designed specifically for student-athletes at least once every three years. This issue is addressed in the plan for improvement.

Externally, IPFW is accredited through the Commission on Institutions of Higher Education of the North Central Association. Many of the academic support services listed above (e.g., Writing Center, CASA) also are reviewed each time the campus goes through the accreditation process.

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

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

IPFW student-athletes are eligible for participation in the NCAA post-eligibility programs.

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

Post-eligibility programs are limited to those student-athletes who satisfy the criteria for participation.

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

The Athletics Academic Advisor makes student-athletes and coaches aware of all opportunities for scholarships, internships, and academic support available. Beginning in fall 2003, coaches were given a list of available programs and the application deadlines in September of each year. This process will be continued each year. In addition, students are apprised each semester at orientation of the availability of post eligibility programs, assistantships, and academic support.
d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The University does not review the NCAA's post-eligibility programs.

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

The University does not review the NCAA's post-eligibility programs.

**Evaluation**

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**

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

3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**

4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently No**

On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. **Yes**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>To establish a review process which is conducted at least every three years.</td>
<td>Identify an appropriate individual or group, outside of athletics, to review student-athlete support services.</td>
<td>The Director of Athletics will develop a list of services and make a proposal for a review process.</td>
<td>The proposal will be developed, approved, and implemented by the end of the fall 2004 semester.</td>
</tr>
</tbody>
</table>

The University does not have a review mechanism which leads to approval of specialized student-athlete support services by officials outside of athletics.
Operating Principle

2.3 Scheduling

Self-Study Items

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

Not applicable. This is the University's first certification self-study.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.3 (Scheduling). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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

The Sub-Committee on Athletics (SCOA) approves team competition schedules during the spring semester prior to the start of the next academic year. SCOA, using the academic calendar for the year, examines each team's schedule to determine the following: 1) the number of class days student-athletes will miss due to competitions, 2) that no athletics competitions are scheduled during final exam week. There is no written University policy concerning the number of days that students can miss, nor is there a University policy related to student-athletes missing classes. Professors develop their own policies related to absenteeism at the beginning of the semester.
Recently SCOA passed a policy requiring all IPFW athletics teams to travel to away competitions that are within a 150 mile radius of IPFW on the same day as the competition. Some exceptions were approved (i.e., weather-related concerns, contractual issues). The policy was adopted to minimize the number of classes missed by student-athletes.

Additionally, all IPFW student-athletes fill out a "missed class schedule" within the first two weeks of class. This "missed class schedule" informs the professor of any class time (travel days and competition days) that the student-athlete will miss during the semester, and it describes how the student-athlete plans to make up missed class assignments. The student-athlete must have each of their professors sign the form and turn it in to the Athletics Academic Advisor for final approval. This practice has been instituted to ensure that student-athletes have communicated with their instructors and that they are thinking ahead as to how to make up any missed class time.

Student-athletes are also told at team meetings, during PASS sessions, and during student-athlete orientations that on travel days they are to attend class right up to the time that the team bus is leaving, and not miss classes that they do not have to miss. Student-athletes are NOT allowed to miss class time for practice. They must arrange their classes around practice times, or inform the coach that they will not participate in practice that day.

A current problem with the scheduling of athletics team competitions is that IPFW is not conference affiliated. Thus, competition schedules may not be completed until after members of SCOA have left for summer break. When conference affiliation is attained, scheduling will be much easier to approve prior to the end of the spring semester.

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

Missed class time is monitored through periodic grade checks on each student-athlete. Each semester two grade checks are conducted on all IPFW student-athletes. Student-athletes are required to submit Grade Check forms to each professor during the 5th and 9th week of the semester. These Grade Check forms ask instructors to document the student-athlete's current grade in the course and to comment on the student's class attendance, participation, and overall level of responsibility to get class assignments completed on time. Copies of these Grade Check forms are distributed to both the coaches and the Athletics Academic Advisors. If it appears that a student is not at a grade of C or better, the Athletics Academic Advisors will contact each professor as well as the student-athlete to discuss possible ways to improve the student's academic performance. If the student-athlete is missing class or is not showing responsibility in completing class assignments, the Athletics Academic Advisor will intervene, with the possible consequence that the student-athlete will be ineligible to practice or compete until his/her grades improve.

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

If class time missed is deemed to be excessive, a number of measures are instituted. Sometimes the intervention involves working with the coach to minimize missed classes for an entire team. For instance, this year (spring 2004) the Compliance Officer noticed that one team had plans to leave for a road trip the day before the competition date, to play a team that was within two hours of travel time. The Faculty Athletics Representative (FAR) was contacted to discuss the issue with both the Coach and the Athletics Director. An agreement was reached that resulted in altering travel plans so that student-athletes on that team would not miss as much class time.

At other times, arrangements have been made with individual student-athletes to minimize missed class time. For example, a student-athlete did not travel with the team to one competition, and in another situation this same student-athlete was transported to the site of competition by an Assistant Coach to minimize missed class time.

Future instances of significant missed class time will be monitored by SCOA as well as by the Compliance Officer and the FAR. The recent policy adopted by SCOA, requiring same-day travel if the site of play is within 150 miles from campus, should help.

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

This information is communicated to student-athletes in a variety of ways, including:

1. The Student-Athlete Handbook outlines policies/information regarding missed classes and travel in the section entitled "Team Travel Schedules."
2. The Student-Athlete Services team (S-AS), composed of the FAR, the Compliance Officer, and the two Academic Advisors, meets with each team at the beginning of the fall semester. Responsibilities and expectations of each student-athlete are described in detail, and resources for the student-athletes are outlined. Included in this
orientation is discussion concerning competition schedules, practice times, and missed class policies.

3. The PASS orientation is held one day per week for the first 8 weeks of the fall semester and is required for all freshmen student-athletes as well as all new transfer student-athletes. During some of these discussions, expectations and responsibilities of the student-athletes are discussed, and competition and practice policies are stated.

4. Each student-athlete is also required to meet with one of the Athletics Academic Advisors during initial registration to discuss class schedules and to make sure that student-athletes understand their responsibilities in reporting problems with conflicts between class time and competition and practice times, as well as their responsibility in communicating potential missed class time to each instructor.

5. Finally, the Student-Athlete Leadership Team (SALT) is becoming more active in discussing potential conflicts that student-athletes have with competition dates, practice times, travel, and missed classes. The SALT group is composed of student-athletes from each team (at least two from each team), and they take discussion topics back to their respective teams to get feedback and input.

Evaluation

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

On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes
## Academic Integrity

<table>
<thead>
<tr>
<th>Elements</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issues in the Self-Study</strong></td>
<td><strong>Measureable Goals</strong></td>
</tr>
<tr>
<td>Not applicable.</td>
<td><strong>Steps to Achieve Goals</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Individuals/Officers Responsible for Implementation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Specific Timetable for Completing the Work</strong></td>
</tr>
</tbody>
</table>

- Not applicable.
- Edit element to input the goal.
# FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

## PART I-A: Standardized test Scores, by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male Students</th>
<th>Male Student-Athletes</th>
<th>Female Students</th>
<th>Female Student-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Year</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td>2003-2004</td>
<td>985</td>
<td>659</td>
<td>1031</td>
</tr>
<tr>
<td></td>
<td>2002-2003</td>
<td>998</td>
<td>707</td>
<td>1035</td>
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<tr>
<td></td>
<td>2001-2002</td>
<td>1001</td>
<td>750</td>
<td>1003</td>
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</tbody>
</table>

Name of person completing this chart: Jack C. Dahl
Title: Assoc. Vice Chancellor
### FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

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

<table>
<thead>
<tr>
<th>Racial or Ethnic Group - All Entering Freshman Students</th>
<th>Am. Ind. / AN</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Year</strong></td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
</tr>
<tr>
<td>2003-2004</td>
<td>0</td>
<td>879</td>
<td>27</td>
<td>834</td>
<td>58</td>
<td>855</td>
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<tr>
<td>2002-2003</td>
<td>1030</td>
<td>922</td>
<td>26</td>
<td>791</td>
<td>62</td>
<td>918</td>
</tr>
<tr>
<td>2001-2002</td>
<td>923</td>
<td>935</td>
<td>24</td>
<td>799</td>
<td>55</td>
<td>917</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid</th>
<th>Am. Ind. / AN</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Year</strong></td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
</tr>
<tr>
<td>2003-2004</td>
<td>0</td>
<td>1150</td>
<td>1</td>
<td>850</td>
<td>4</td>
<td>0</td>
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<tr>
<td>2002-2003</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>840</td>
<td>2</td>
<td>1010</td>
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<td>2001-2002</td>
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<td>0</td>
<td>0</td>
<td>890</td>
<td>1</td>
<td>1060</td>
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</table>

Name of person completing this chart: Jack C. Dahl
Title: Associate Vice Chancellor
# FOR FRESHMAN ON ATHLETICS-AID

## PART II: GPA and Test Scores, by Sport Group

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<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Football</td>
<td>Core GPA</td>
<td># of Students</td>
<td>Core GPA</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>3.339</td>
<td>4</td>
<td>3.087</td>
</tr>
<tr>
<td>Baseball</td>
<td>3.108</td>
<td>5</td>
<td>3.052</td>
</tr>
<tr>
<td>Men's Track/Cross Country</td>
<td>3.466</td>
<td>8</td>
<td>3.161</td>
</tr>
<tr>
<td>Men's Other Sports and Mixed Sports</td>
<td>3.191</td>
<td>3</td>
<td>2.948</td>
</tr>
<tr>
<td>Women's Basketball</td>
<td>3.212</td>
<td>5</td>
<td>3.29</td>
</tr>
<tr>
<td>Women's Track/Cross Country</td>
<td>3.191</td>
<td>3</td>
<td>3.29</td>
</tr>
<tr>
<td>Women's Other Sports</td>
<td>3.282</td>
<td>15</td>
<td>3.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Core Course GPA</td>
<td>3.339</td>
<td>4</td>
<td>3.087</td>
</tr>
<tr>
<td>Average Standardized Test Score</td>
<td>1033</td>
<td>4</td>
<td>978</td>
</tr>
</tbody>
</table>

Name of person completing this chart: Jack C. Dahl
Title: Associate Vice Chancellor
### SPECIAL-ADMISSIONS INFORMATION

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

<table>
<thead>
<tr>
<th>Year</th>
<th>All Freshman Students</th>
<th>All Freshman Student-Athletes on Athletics Aid **</th>
<th>Baseball</th>
<th>Men’s Basketball</th>
<th>Football</th>
<th>Men’s Track/Cross Country</th>
<th>Men's Other Sports and Mixed Sports</th>
<th>Women’s Basketball</th>
<th>Women’s Track/Cross Country</th>
<th>Women’s Other Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>25</td>
<td>10</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>67</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>2002-2003</td>
<td>32</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>7</td>
<td>13</td>
<td>18</td>
<td>8</td>
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<tr>
<td>2001-2002</td>
<td>35</td>
<td>28</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>50</td>
<td>14</td>
<td>0</td>
<td>25</td>
<td>32</td>
</tr>
</tbody>
</table>

Name of person completing this chart: **Jack C. Dahl**  
Title: **Associate Vice Chancellor**
Operating Principle

3.1 Financial Practices

Self-Study Items

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

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study 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 that relate to Operating Principle 3.1 (Financial Practices). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

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

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.1 (Financial Practices). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

5. List all revenue sources for intercollegiate athletics that are under the clear accounting and financial control of the institution.

Not applicable. This section eliminated from the self-study process.
6. List all other sources (i.e., those not under the accounting and financial control of the institution) generating revenue on behalf of the institution's intercollegiate athletics program, including outside foundations.

    Not applicable. This section eliminated from the self-study process.

7. Describe the step-by-step process for budget development and approval, and highlight any areas that may differ from the institution's standard or normal budgeting procedures.

    Not applicable. This section eliminated from the self-study process.

8. Prepare a description for those sources of revenue under the institution's direct control and prepare a description for revenue sources not under the institution's direct control.

    Not applicable. This section eliminated from the self-study process.

9. Describe the process used in selecting the independent auditor for the institution's external financial audit for intercollegiate athletics that verifies the institution is in compliance with Constitution 6.2.3, including any methods used to ensure the independent nature of the auditor.

    Not applicable. This section eliminated from the self-study process.

10. Describe the institution's efforts to ensure the audit that verifies the institution is in compliance with Constitution 6.2.3 meets the standards of the NCAA Financial Audit Guidelines.

    Not applicable. This section eliminated from the self-study process.

11. Describe relevant corrective actions planned or implemented from the three most recent external financial audits.

    Not applicable. This section eliminated from the self-study process.

12. Describe the ways in which your institution approves expenditures for intercollegiate athletics, including a description of different procedures based on various sources of funding (e.g., booster and support group funds, state funds vs. restricted/foundation funds).

    Not applicable. This section eliminated from the self-study process.

Evaluation

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

2. Does the institution demonstrate that all expenditures from any source for athletics are approved by the institution? Currently Yes

3. Does the institution demonstrate that budget and audit procedures for athletics are consistent with those followed by the institution generally and with the provisions of NCAA Constitution 6.2? Currently Yes

4. Does the institution demonstrate that the institution's annual budget for athletics is approved by the institution's chief executive officer or designee from outside the athletics department? Currently Yes
5. Does the institution demonstrate that an annual financial audit is performed by a qualified auditor who is not a staff member of the institution and who is selected by the chief executive officer or designee from outside the athletics department? **Currently Yes**

On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. **Yes**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
</tr>
<tr>
<td>Not applicable.</td>
<td>Edit element to input the goal.</td>
</tr>
</tbody>
</table>

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**Fiscal Integrity**
Operating Principle

3.2 Fiscal Management and Stability

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Fiscal Management and Stability). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study 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 that relate to Operating Principle 3.2 (Fiscal Management and Stability). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

   Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Fiscal Management and Stability) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

   Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.2 (Fiscal Management and Stability). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

   Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

5. Explain the institution's philosophy with respect to the funding of the athletics program.

   Not applicable. This section eliminated from the self-study process.
6. Using the institution's established budgetary format, prepare a list of both projected and actual athletics revenues (by source) and expenditures (by budget category) for the three most recently completed fiscal years. In doing so, make sure that all athletics administrative costs are included. Provide any revenues and expenditures on a sport-by-sport basis. To add a sport to the list, please click "Add Sport to List."

1. Not applicable.
   a. Revenues by source.
      Not applicable.
   b. Expenditures by budget category.
      Not applicable.

7. Describe the institutional procedures that are in place to address any deficit in the intercollegiate athletics budget incurred during any fiscal year(s).

Not applicable. This section eliminated from the self-study process.

8. Outline the sources, uses and amounts of funds received by the intercollegiate athletics program from nonathletics department and/or noninstitutional sources.

Not applicable. This section eliminated from the self-study process.

9. Identify the sources, uses and amounts of athletics department surplus and/or reserve funds.

Not applicable. This section eliminated from the self-study process.

10. Describe how the university will accommodate future financing needs of the intercollegiate athletics program or plans to respond to changing conditions based upon the institution's future financing projections.

Not applicable. This section eliminated from the self-study process.

11. Using the institution's Equity in Athletics Disclosure Act survey forms, athletic department budget reports, and other appropriate documentation for the three most recent years for which the information is available, evaluate each of the following areas for every sport sponsored by the institution. On the basis of this review, state the institution's determination of its ability to provide relatively full and stable opportunities to student-athletes in each sport in the specific areas of:

   a. Coaching;
   b. Scholarships;
   c. Recruiting;
   d. Operating expenses (e.g., travel, facilities, equipment); and
   e. Percentage of the sport budget that has to be obtained each via fundraising (i.e., by institutional entities, department, team and individual student-athletes).

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

1. Not applicable.
Fiscal Integrity

a. Coaching.
   Not applicable.

b. Scholarships.
   Not Applicable.

c. Recruiting.
   Not Applicable.

d. Operating Expenses (e.g., travel, facilities, equipment).
   Not Applicable.

e. Percentage of the sport budget that has to be obtained via fundraising (i.e., by institutional entities, department, team and individual student-athletes).
   Not Applicable.

12. Using your institution’s NCAA Sports Sponsorship Report for the three most recent academic years indicate whether the institution meets the Division I membership requirements for sports sponsorship and scholarships.
   Not applicable. This section eliminated from the self-study process.

Evaluation

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

   On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes
<table>
<thead>
<tr>
<th>Elements</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
</tr>
<tr>
<td></td>
<td>Steps to Achieve Goals</td>
</tr>
<tr>
<td></td>
<td>Individuals/Officers Responsible for</td>
</tr>
<tr>
<td></td>
<td>Implementation</td>
</tr>
<tr>
<td></td>
<td>Specific Timetable for Completing the Work</td>
</tr>
<tr>
<td>Not applicable.</td>
<td>Edit element to input the goal.</td>
</tr>
</tbody>
</table>
Operating Principle

3.3 Established Fiscal Policies and Procedures

Self-Study Items

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

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study 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 that relate to Operating Principle 3.3 (Established Fiscal Policies and Procedures). Specifically include: (a) the original plan; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

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

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

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

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

5. Describe the policies and standard operating procedures that help to ensure that all expenditures for athletics are handled in accordance with NCAA, conference and institutional rules including:

a. Identification of person(s) responsible for these areas; and
b. Means of monitoring compliance with these rules.

Not applicable. This section eliminated from the self-study process.

6. Describe the university's policies and standard operating procedures for ensuring that prospects do not receive recruiting inducements (e.g. official visit procedures, policies regarding staff travel advances for recruiting trips/expenses, etc.) contrary to NCAA, conference and institutional rules, including:

a. Identification of person(s) responsible for these areas;
b. Means of monitoring compliance with these rules; and,
c. Means of ensuring that only institutional or athletics department funds are expended in these areas.

Not applicable. This section eliminated from the self-study process.

7. Describe the university's policies and standard operating procedures for ensuring that enrolled student-athletes do not receive extra benefits (e.g., per diem policies, student-host reimbursement procedures, financial aid review policies, equipment checkout/retrieval procedures, etc.) contrary to NCAA, conference and institutional rules, including:

a. Identification of person(s) responsible for these areas;
b. Means of monitoring compliance with these rules; and,
c. Means of ensuring that only institutional or athletics department funds are expended in these areas.

Not applicable. This section eliminated from the self-study process.

**Evaluation**

1. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that prospective student-athletes are not provided with impermissible recruiting inducements? **Currently Yes**

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

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

**On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable.</td>
<td>Edit element to input the goal.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Operating Principle

4.1 Gender Issues

Self-Study Items

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

Not applicable. This is the university's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

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

IPFW has demonstrated a commitment to gender equity that is particularly evident since the transition to Division I. As will be outlined in this report, the institution had a history of discrepancies in participation opportunities and financial support, but there had been only limited success in addressing the issue. The Chancellor and Director of
Athletics made this a priority for the Athletics Department, and significant progress has been made. In addition to adjustments in allocations of funds, IPFW announced the elimination of men's indoor and outdoor track in May 2003. This action has not yet affected the EADA reports, but an estimate is shown in item 6 below.

The commitment to gender equity is also expressed in the Gender Equity and Minority Opportunities Plan. This plan includes an annual monitoring process, which will guide allocations of funds and other resources toward the goal of assuring gender equity in all dimensions of athletics activities.

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

The EADA reports for the past three years are available for review. The data from the reports are summarized below, with projections of the data for the 2003-04 school year that reflect the elimination of men's indoor and outdoor track:

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Participants on Aid</th>
<th>Female Participants on Aid</th>
<th>Total Participants on Aid</th>
<th>Female Percentage</th>
<th>Aid to Male Athletes</th>
<th>Aid to Female Ath</th>
<th>Total Aid</th>
<th>Female Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>80</td>
<td>64</td>
<td>144</td>
<td>44.4%</td>
<td>$195,862</td>
<td>$186,931</td>
<td>$382,793</td>
<td>48.8%</td>
</tr>
<tr>
<td>2001-02</td>
<td>83</td>
<td>79</td>
<td>162</td>
<td>48.8%</td>
<td>$284,869</td>
<td>$293,786</td>
<td>$578,655</td>
<td>50.8%</td>
</tr>
<tr>
<td>2002-03</td>
<td>101</td>
<td>87</td>
<td>188</td>
<td>46.3%</td>
<td>$379,871</td>
<td>$472,101</td>
<td>$851,972</td>
<td>55.4%</td>
</tr>
<tr>
<td>2003-04</td>
<td>84</td>
<td>79</td>
<td>163</td>
<td>48.5%</td>
<td>$380,392</td>
<td>$538,157</td>
<td>$918,549</td>
<td>58.6%</td>
</tr>
</tbody>
</table>

Undergraduate Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Female Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>2,224</td>
<td>2,508</td>
<td>4,732</td>
<td>57.3%*</td>
</tr>
<tr>
<td>2001-02</td>
<td>2,508</td>
<td>3,205</td>
<td>5,713</td>
<td>56.1%</td>
</tr>
<tr>
<td>2002-03</td>
<td>2,652</td>
<td>3,521</td>
<td>6,173</td>
<td>57.0%</td>
</tr>
<tr>
<td>2003-04</td>
<td>2,703</td>
<td>3,598</td>
<td>6,301</td>
<td>57.1%</td>
</tr>
</tbody>
</table>

*Corrected data for 2000-01; Transition to Division I began 2001-02; full Division I membership in 2003-04.

The data clearly show progress in allocation of aid during the university's transition to Division I. The projections for 2003-04 show further progress and the achievement of equity in terms of funds awarded to female student-athletes.

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

a. describe how the institution has ensured a complete study of each of the areas,

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

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

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

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

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

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

The self-study process has included a review of the most recent three EADA reports and a discussion of the process for allocation of scholarship funds to the respective teams with athletics administrators. The process has also included a review of the estimated amounts for the current 2003-04 academic year.
b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

The data shown above in the introductory section summarize data for the last three years and provide estimates for the current year.

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

The data show clear progress in allocating aid in proportions that will satisfy gender equity standards. This progress has been made in spite of generally increasing female enrollment in the University. Aid for the 2003-04 academic year does show achievement of equity in terms of aid provided to female student-athletes.

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

The University's plan for addressing gender issues in scholarship allocations is expressed in the Gender Equity and Minority Opportunities Plan. The plan includes a commitment to achieve and sustain gender equity in all areas of athletics activities.

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

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

The University has made a commitment to achieve gender equity in terms of actual participation rates and sports support, i.e., proportionality. The self-study process has endorsed this goal and this approach to achieving it. Four of the last five sports added (soccer, indoor track, outdoor track, and golf) have added to the number of female participants. The last two discontinued sports (indoor and outdoor track) have reduced the number of male participants.

As described in earlier parts of this section, progress has been made, and achieving the goal of proportionality appears to be possible in the near term.

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

<table>
<thead>
<tr>
<th></th>
<th>2000-01</th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Participants</td>
<td>108</td>
<td>135</td>
<td>156</td>
<td>106</td>
</tr>
<tr>
<td>Female Participants</td>
<td>77</td>
<td>133</td>
<td>122</td>
<td>118</td>
</tr>
<tr>
<td>Total Participants</td>
<td>185</td>
<td>268</td>
<td>278</td>
<td>224</td>
</tr>
<tr>
<td>Female Percentage</td>
<td>41.6%</td>
<td>49.6%</td>
<td>43.9%</td>
<td>52.7%</td>
</tr>
</tbody>
</table>

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

Recognizing that the goal of gender equity has not yet been reached, the University has demonstrated a commitment to the goal and has made progress toward it. The projections for the 2003-04 academic year show that further progress is required.

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

The University's plan for addressing gender issues in participation opportunities is expressed in the
Gender Equity and Minority Opportunities Plan. The plan includes a commitment to achieve and sustain gender equity in all areas of athletics activities.

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

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

      Judgments about equality of equipment and supplies are provided by the coaches in the process of submitting and managing their own budgets related to this area. The self-study process has included a review of the most recent three EADA reports including this area, with data provided in the following answer.

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

      +--------------------------------+-------------------+-------------------+-------------------+
      |                               | 2000-01..2001-02..| 2002-03           |
      | Male Dollars Spent            | 32,925..46,150....| 65,587            |
      | Female Dollars Spent          | 27,404..40,591....| 46,809            |
      | Total Spent on E & S          | 60,329..86,741....| 112,396           |
      | Female Percentage             | 45.4%..46.8%....  | 41.6%             |

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

      Because budgets are handled at the coaches’ discretion, some choose to spend more in this area than others, e.g., travel. Recognizing that the goal of gender equity has not yet been reached, the University has demonstrated a commitment to the goal and had made some progress toward it. The projections for the 2003-04 academic year show that further progress is required.

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

      The University's plan for addressing gender issues is expressed in the Gender Equity and Minority Opportunities Plan. The plan includes a commitment to achieve and sustain gender equity in all areas of athletics activities, including equivalency in equipment and supplies.

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

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

      Data on the scheduling of games and practice time was obtained through interviews with appropriate athletics administrators.

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

      Since acquiring Division I status, IPFW has not belonged to an athletics conference. Consequently, the game schedules require efforts by coaches not only to identify appropriate competitors but ones who will then be willing or able to include IPFW in their schedule as well. Consequently, although schedules vary from year to year and from sport to sport, these differences are the results of numerous factors and are not gender-based. Practice times for men's and women's teams are rotated on a semester basis. Game times have not been found to be gender-biased. Preseason and postseason opportunities for men's and women's teams are the same.

   c. Identify areas of deficiency and comment on any trends.
Lack of a conference affiliation has made the scheduling of games problematic for all of IPFW's teams, but there is no indication that this is an area of gender-related differences or inequities.

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

The University's plan for addressing gender issues in scheduling of games and practice times is expressed in the Gender Equity and Minority Opportunities Plan. The plan includes a commitment to achieve and sustain gender equity in all areas of athletics activities.

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

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

Coaches determine budgeting for travel, taking into consideration equipment and supplies. The Athletics Department determines a per diem of $25 per day with flexibility for coaches to spend more or less, depending upon their needs in other budgeted areas. Most teams travel by ground transportation to the site of competition, with additional minimum air travel while in season. All requests for expenditures are processed through the office of the Associate Athletics Director for review and approval.

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

<table>
<thead>
<tr>
<th></th>
<th>2000-01</th>
<th>2001-02</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men's Teams</td>
<td>129,217</td>
<td>236,449</td>
<td>342,485</td>
</tr>
<tr>
<td>Women's Teams</td>
<td>88,039</td>
<td>130,544</td>
<td>222,326</td>
</tr>
<tr>
<td>Total Spent on Travel</td>
<td>217,256</td>
<td>366,993</td>
<td>564,811</td>
</tr>
<tr>
<td>Female Percentage</td>
<td>40.5%</td>
<td>35.6%</td>
<td>39.4%</td>
</tr>
</tbody>
</table>

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

Although the athletics travel budget has increased by over 160% since 2000-2001, money spent on travel for women's teams has consistently represented only 40% of that budget. Most of this difference can be accounted for by comparing the travel budgets of men's and women's basketball and of men's baseball with women's softball. In 2002-2003, $174,568 was spent on travel for men's basketball while $70,715 was spent on women's basketball, a difference of almost $100,000. That same year, $56,731 was spent on travel for men's baseball as compared to $40,635 for women's softball, a difference of approximately $16,000. The difference in basketball reflects the influence of game guarantees on scheduling. As a part of the move to Division I, men's basketball was required to play Guarantee Games, on the payor's terms. In 02-03 men's basketball played six teams in the Mountain West Conference. Travel was expensive. Women's basketball was not required to play Guarantee Games and played much closer to IPFW. Baseball has a larger squad and more road games than softball. Otherwise, since coaches determine their own game schedules and travel budgets, gender differences in this area reflect different needs and preferences.

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

The University's plan for addressing gender issues in travel budgets is expressed in the Gender Equity and Minority Opportunities plan. The plan calls for an evaluation of travel in terms of gender equity so as to identify areas of concern and ensure that future allocations will be based on need and gender equity. The differential in basketball is likely to persist since basketball revenue is expected to continue to be an important part of the budget.

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

a. Describe how the institution has ensured a complete study of this area.
Interviews with Director of Center for Academic Support and Advancement and with the Athletics Academic Advisors provided relevant data.

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

Student-athletes in need of tutoring use the same tutoring services as those used by the general student population and on the same basis. Tutors are recruited and compensated by the School of Arts & Sciences through the Office of the First Year Experience. Tutoring assignments are made by the Center for Academic Support and Advancement (CASA) and can be obtained by students either on a walk-in basis or by registering with CASA. Gender in no way influences the recruitment or compensation of these tutors, nor their assignment or availability to students, including student-athletes.

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

No gender deficiencies currently exist in this area.

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

The University's plan for addressing gender issues in tutoring is expressed in the Gender Equity and Minority Opportunities Plan.

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

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

The University has made a commitment to achieve gender equity in the area of Coaches, both in the Athletics Department as well as proportionality for each team. The self-study process has endorsed this goal and this approach to achieving it. All Coaches and administrative staff are employed on one-year contracts renewed on an annual basis.

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

(Average Salaries are listed as dollars per full-time equivalency as well as dollars per actual number of coaching positions.)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>HEAD COACHES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Positions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men’s Teams</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Women’s Teams</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>FTEs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men’s Teams</td>
<td>2.15</td>
<td>2.30</td>
<td>2.30</td>
</tr>
<tr>
<td>Women’s Teams</td>
<td>1.98</td>
<td>1.85</td>
<td>2.10</td>
</tr>
<tr>
<td>Average Actual Salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men’s Teams</td>
<td>$15,781</td>
<td>$14,765</td>
<td>$15,803</td>
</tr>
<tr>
<td>Women’s Teams</td>
<td>$12,197</td>
<td>$10,528</td>
<td>$13,316</td>
</tr>
<tr>
<td>Annual Salaries/ 1 FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men’s Teams</td>
<td>$44,041</td>
<td>$44,937</td>
<td>$48,009</td>
</tr>
<tr>
<td>Women’s Teams</td>
<td>$36,959</td>
<td>$39,837</td>
<td>$44,388</td>
</tr>
</tbody>
</table>

ASSISTANT COACHES

<table>
<thead>
<tr>
<th>Number of positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men’s Teams</td>
</tr>
</tbody>
</table>
Women's Teams.............................9....................11.....................12
Men's Teams..................................1.18...................3.51....................3.68
Women's Teams........................1.38...................3.21....................3.03

Average Actual Salaries
Men's Teams..........................$2,517..............$8,146................$5,147
Women's Teams.....................$2,037..............$6,571................$6,287

Annual Salaries/ 1 FTE
Men's Teams........................$14,930.............$20,887................$16,783
Women's Teams...................$13,287.............$22,519...............$24,899

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

Recognizing that the goal of gender equity has not yet been reached, the University has demonstrated a
commitment to the goal and had made progress toward it. The projections for the 2003-04 academic year
show that further progress will be made, but additional effort is required. The increasing difference in FTE
positions is a second area of concern.

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

The University's plan for addressing gender issues in coaching is expressed in the Gender Equity and
Minority Opportunities Plan. The plan includes a commitment to achieve and sustain gender equity in this
area, with a goal to provide coaching and administrative staff that at least reflects the representation of
male and female administrative staff members in other parts of the University. Vacancies will be filled
through a search and screen process that satisfies all IPFW requirements for Equal Opportunity and
Affirmative Action and will continue to include the use of specialized resources like womensportsjobs.com.

The Athletics Director is explicitly committed to hiring more female staff and coaches. As this document is
being written, there is evidence of progress on this issue.

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

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

Data on locker rooms and facilities was obtained through interviews with appropriate athletics
administrators.

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

Four teams-men's and women's basketball and men's and women's volleyball-have dedicated locker
rooms. These locker rooms are of equal quality and are located in the Athletics Center. All other teams use
the men's or women's locker rooms available to the public. Women's and men's teams use the same
practice and competitive facilities and have equal access to them.

Practice facilities are shared among all sports without consideration of gender. For the outside facilities,
baseball and softball each have their own facilities and use them as needed, without interruption. Soccer
uses the practice fields on a gender-neutral basis, and same goes for competition at the Hefner Fields.
Men's and women's soccer use the practice and Hefner Fields complex equally.

Inside Gates Center, the priority is for the teams in season, not gender. Practice times inside Gates Center
are mutually agreed upon by the coaches and then submitted to Tim Heffron, Associate Athletics Director,
and Ron Clark, Scheduler of Facilities and Events, who act as facility managers.

The only difference in the competitive field access is that men's basketball plays its games at the Memorial
Coliseum because the numbers (season ticket sales and marketing) justify it. Women's basketball plays
several games at the Coliseum, but most are at Gates, due primarily to attendance figures. When that
changes, women's basketball will move to the Coliseum - but due to the rent that the Coliseum charges, it
is not financially justifiable to play all women's basketball games there yet. Similar situations occur at the University of Missouri Kansas City and Wake Forest, among other institutions.

The coaches submit requested times for practice and competition to the Associate Athletics Director and Facilities Scheduler. The requests are put in the master schedule. Basically all coaches have the same amount of time, based on the sport involved. For example, four sports use the gym but only one sport uses the baseball field. Obviously, the gym has the most requests. The facility managers insure that all sports have gender equal access to their needed facilities. There is no evidence or complaints regarding gender inequity in this regard.

There is no written policy that ensures gender-equitable use of the facilities for competition and practice.

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

Although locker room space is not allocated equally to all teams, these differences are based on sport, not gender. No gender deficiencies currently exist in this area.

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

The University's plan for addressing gender issues in locker rooms, practice and competitive facilities is expressed in the Gender Equity and Minority Opportunities Plan. The plan includes a commitment to achieve and sustain gender equity in all areas of athletics activities.

At the conclusion of spring sports, the Associate Athletics Director and Scheduler of Events and Facilities will provide a written report to the Athletics Director describing and evaluating gender equity with regard to facilities. The report will include, as needed, relevant data, testimony, conclusions and recommendations to ensure the achievement of gender equity in this regard.

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

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

Data for this area were obtained from IPFW's workforce reports and through interviews with athletics administrators.

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

In the three year period from 2001-02 and 2003-04, FTE for athletics trainers has grown by 80% from 1.8 FTE to 3.24 FTE. The addition of two full-time and one part-time trainers has enabled IPFW to provide training services to all teams and student-athletes equally, regardless of sport or gender. All student-athletes also have access to the same training and conditioning facilities and the same medical services provided by IPFW's Health and Wellness Clinic.

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

There are no gender-related differences with regard to medical and training facilities and services.

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

The University's plan for addressing gender issues in medical training facilities and services is expressed in the Gender Equity and Minority Opportunities Plan. The plan includes a commitment to achieve and sustain gender equity in all areas of athletics activities.

10. Housing and Dining Facilities and Services. Housing provided; special services as part of housing; dining arrangements.
a. Describe how the institution has ensured a complete study of this area.

The University does not provide housing or food service for any students.

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

Not Applicable.

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

Not Applicable.

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

In the 2004-2005 academic year, student housing will be completed, and housing will be available for 586 students, including student-athletes.

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 this area.

Data on publicity was obtained through interviews with appropriate athletics administrators.

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

IPFW employs a Sports Information Director, Marketing Director, and Assistant SID/Marketing Director, each at 1.00 FTE. Although certain sports, particularly volleyball and basketball, receive more publicity than the other sports, a concerted effort is made to ensure that men's and women's teams receive comparable treatment.

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

Overall media coverage has increased since the move to Division I. There are gender differences with respect to the publicity provided different sports. Although equivalent opportunities for media coverage are available from the University, men's sports get more media coverage.

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

The University's plan for addressing gender issues in publicity is expressed in the Gender Equity and Minority Opportunities Plan. The plan includes a commitment to achieve and sustain gender equity in all areas of athletics activities.


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

Data on support services was obtained through interviews with appropriate athletics administrators.

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

The Department of Athletics employs one full-time secretary and one part-time clerical worker to provide clerical support for its professional and administrative staff. Under current practice, the services of the clerical employees are shared equally by all the sports. All but two Head Coaches have private offices.
other two Head Coaches share office space with an assistant coach but these are the two largest offices. The remaining Assistant Coaches share two of the three smallest offices with another Assistant Coach. The only female Coach, who is also a Head Coach, occupies the sixth largest office. Office furnishings are similar except for those provided by the office occupant.

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

Although the amount of clerical support provided professional and administrative staff is minimal, it appears sufficient to meet everyone's basic needs equally. Similarly, while there are not enough offices to provide every Coach with a private one, office assignments are based on Head Coach status and seniority. There are no gender deficiencies in this area.

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

The University's plan for addressing gender issues in support services is expressed in the Gender Equity and Minority Opportunities Plan. The plan includes a commitment to achieve and sustain gender equity in all areas of athletics activities.

13. Recruitment of Student-Athletes. Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities, and treatment of prospective athletes.

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

Recruitment of student-athletes is a responsibility of the coaching staff of each sport. Coaching staffs are similar for equivalent sports in order to have similar resources and opportunities for recruitment. Recruiting expenses are reimbursed according to the University's travel policy for transportation, lodging, and per diem reimbursements. This policy does not discriminate in terms of gender.

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

<table>
<thead>
<tr>
<th></th>
<th>2000-01</th>
<th>2001-02</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men's Teams</td>
<td>$17,404</td>
<td>$26,700</td>
<td>$26,097</td>
</tr>
<tr>
<td>Women's Teams</td>
<td>$6,501</td>
<td>$16,139</td>
<td>$6,691</td>
</tr>
<tr>
<td>Total of Expenses</td>
<td>$23,904</td>
<td>$42,839</td>
<td>$35,787</td>
</tr>
<tr>
<td>Female Percentage</td>
<td>27.2%</td>
<td>37.7%</td>
<td>27.1%</td>
</tr>
</tbody>
</table>

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

Data show that there are significant and persistent gender differences in expenditures for recruitment. Most, if not all, of this difference results from differences in the amount of recruitment dollars needed by the teams during any given year. In 02-03, for example, men's basketball recruiting expenses amounted to 81% of the total recruiting expenses of the larger five men's teams. Yet the recruiting expenses for men's basketball were $9000 less than the comparable expenses for a Mid-Continent Conference team. Cutting men's basketball recruiting expenses would enhance the gender equity balance, but could disadvantage recruiting efforts against comparable programs.

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

Further investigation is needed of recruitment procedures and budget practices to ensure that funds are distributed in a manner that balances the goal of gender equity with differences between teams in the costs of recruiting student-athletes with comparable levels of skill and ability.
8. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

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.

The "plan for improvement" section provides the University's plans for achieving and maintaining gender equity and for monitoring its activities on an annual basis.

The Senior Women's Administrator and Athletics Director must monitor the allocation and expenditures of recruiting funds to ensure gender equity is attained and maintained.

9. Describe the institution's efforts to ensure the plan for addressing gender equity for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

The plan was developed through discussions with the planning officers of athletics and the Director of the Affirmative Action/Equal Opportunity Office. On April 6, 2004, it was discussed with all athletics personnel. It was subsequently reviewed and approved by the self-study steering committee in the process of approving the NCAA Certification Report.

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**

**On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes**
### Plan Date Range: 2004-05 thru 2014-15

<table>
<thead>
<tr>
<th>Elements</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics Scholarships</td>
<td>To award scholarship dollars to women and men at the same proportion as their respective rate of participation in the intercollegiate athletics program.</td>
<td>Review the allocation of scholarship funds in terms of gender equity using the most recent EADA report in preparation for allocation of funds in the next annual budget.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Annually during budget development cycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make scholarship fund allocations to coaches in proportions that will improve the gender equity balance in the next budget year. When gender equity is achieved, make allocations that will sustain the balance.</td>
<td>Director of Athletics</td>
<td>Annually during the budget development cycle</td>
</tr>
<tr>
<td>Accommodation of Interests and Abilities</td>
<td>To provide participation opportunities proportionate to enrollment, or to demonstrate a history and continuing practice of program expansion for underrepresented gender; and/or, fully and effectively accommodate underrepresented gender; equivalent levels of competition.</td>
<td>Review each year's participation data for all athletes, regardless of aid, in terms of achieving gender equity in participation opportunities.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Annually, when final participation data becomes available</td>
</tr>
<tr>
<td>Elements</td>
<td>Steps</td>
<td>Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
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<tr>
<td>Issues in the Self-Study</td>
<td>Consider ways to increase participation opportunities for women, e.g., through the establishment of new sports teams. When gender equity is achieved, monitor the balance between enrollment share and participation share to assure maintenance of gender equity.</td>
<td>Director of Athletics</td>
<td>Annually, when new EADA report becomes available</td>
<td></td>
</tr>
<tr>
<td>Measureable Goals</td>
<td>Evaluate allocations for equipment and supplies for comparable sports in terms of gender equity and identify any areas of concern.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Each year, when EADA report becomes available</td>
<td></td>
</tr>
<tr>
<td>Steps to Achieve Goals</td>
<td>Solicit requests for equipment and supplies from coaches and consider requests in terms of both need and gender equity.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Each year, during budget preparation process</td>
<td></td>
</tr>
<tr>
<td>Equipment and Supplies</td>
<td>Evaluate allocations for travel and per diem expenses in terms of gender equity and identify any areas of concern.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Each year, when EADA report becomes available</td>
<td></td>
</tr>
<tr>
<td>To provide comparable levels of quality, amount, suitability, maintenance and replacement, and availability of equipment and supplies to men's and women's teams in comparable sports.</td>
<td>Review scheduling of games and practice times for comparable sports which share facilities; request modifications of plans when equitable access to facilities is not evident.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>As soon as schedule for the season becomes available for review, and prior to any public announcement</td>
<td></td>
</tr>
<tr>
<td>Scheduling of Games and Practice Times</td>
<td>To provide equitable scheduling of games and practice times for men's and women's teams in comparable sports.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Each year, when EADA report becomes available</td>
<td></td>
</tr>
<tr>
<td>Travel and Per Diem Allowance</td>
<td>To provide comparable modes of transportation, housing during travel, length of stay before and after competition, dining arrangements, and per diem for men's and women's teams.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Each year, when EADA report becomes available</td>
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<tr>
<td>Elements</td>
<td>Steps</td>
<td>Specific Timetable for Completing the Work</td>
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<tr>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Solicit requests for travel and per diem allowances from coaches and consider requests in terms of both need and gender equity.</td>
<td>Solicit comments from coaches about student access to University tutoring services and consider whether any concerns represent a gender equity issue. Address issues with offices responsible for administering tutoring services.</td>
<td>Each year, during budget preparation process</td>
<td></td>
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<tr>
<td>Tutors</td>
<td>To provide equivalent levels of availability, procedures and criteria for obtaining assistance, assignment, qualifications, compensation, loads, and other terms and conditions of employment for tutors who support male and female student athletes.</td>
<td>Consider coaching resources in terms of each dimension of the goal and identify areas of concern. Give priority to addressing concerns in the development of the upcoming year's budget.</td>
<td>Each year, during budget preparation cycle</td>
<td></td>
</tr>
<tr>
<td>Coaches</td>
<td>To provide equivalent availability, assignment, training/experience/ qualifications, compensation, contract duration, contract conditions, renewal conditions, duties working conditions, and other terms of employment of coaches for men's and women's teams in comparable sports.</td>
<td>Solicit comments from coaches about concerns with locker rooms, practice facilities, and competitive facilities and consider whether concerns represent a gender equity issue.</td>
<td>Each year, during budget preparation cycle</td>
<td></td>
</tr>
<tr>
<td>Locker rooms, practice and competitive facilities</td>
<td>To provide equivalent quality, availability, exclusivity, maintenance, and preparation of locker rooms, practice facilities, and competitive facilities for men's and women's teams in comparable sports.</td>
<td>Solicit comments from coaches about concerns with locker rooms, practice facilities, and competitive facilities and consider whether concerns represent a gender equity issue.</td>
<td>Each year, during budget preparation cycle</td>
<td></td>
</tr>
<tr>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
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</tr>
<tr>
<td>Medical and Training Facilities and Services</td>
<td>To provide equivalent availability of medical personnel, weight training and conditioning facilities, athletics trainers, and athlete insurance coverage for men's and women's athletics teams.</td>
<td>Allocate funds, or request allocation of University funds, to resolve concerns about locker rooms, practice facilities, and competitive facilities.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Each year, during budget preparation cycle</td>
</tr>
<tr>
<td></td>
<td>Solicit comments from coaches and trainers about availability of medical personnel, weight training and conditioning facilities, athletics trainers, and the athlete insurance program. Request comments from coaches about the degree to which current arrangements satisfy NCAA requirements for Equitable Medical Care as described in the NCAA Sports Medicine Handbook (Guideline I-A). Consider whether concerns about these areas represent a gender equity concern.</td>
<td>Identify funding for improvement of weight training and conditioning facilities, consider changes in agreements for providing medical personnel, and consider changes in coverage for men's and women's athletics teams as needed to address concerns.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Annually, during budget preparation cycle</td>
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</tbody>
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Date Printed Jul 09, 2004
<table>
<thead>
<tr>
<th>Elements</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Housing and Dining Facilities and Services</td>
<td>To provide equivalent levels of housing, housing services, and dining arrangements for male and female athletes.</td>
<td>Solicit comments from coaches about experiences with securing IPFW student housing for student athletes and with efforts to assist in arranging for off-campus housing for student athletes. Consider whether any concerns represent a gender equity concern.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Each year, during budget preparation cycle so that concerns can be raised with appropriate offices in making plans for the coming year.</td>
</tr>
<tr>
<td>Publicity</td>
<td>To provide equivalent levels of availability and quality of sports information personnel, access to other publicity resources, quantity and quality of publications, and other promotional devices for male and female athletes and for comparable men's and women's athletics teams.</td>
<td>Solicit comments from coaches about the adequacy of publicity for their sports program(s). Consider whether any concerns reflect a gender equity concern. Identify ways to address concerns about publicity generated by the university and coverage in area media.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Each year, during budget preparation process so that plans for improving publicity can be made for the coming year.</td>
</tr>
<tr>
<td>Support Services</td>
<td>To provide equivalent levels of administrative, secretarial, and clerical support and office spaces for men's and women's athletics teams.</td>
<td>Solicit comments from coaches about adequacy of support services. Consider whether any concerns represent a gender equity issue. Identify ways to improve support services through allocations of personnel and funds for supplies and expenses and through any needed reallocations of staff assignments.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Each year, during budget preparation process</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Elements</th>
<th>Measureable Goals</th>
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<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment of Student Athletes</td>
<td>To provide equivalent opportunities for professional personnel to recruit, provide financial aid and other recruiting resources, and provide equivalent benefits, opportunities, and treatment of prospective male and female student athletes.</td>
<td>Solicit comments from coaches about adequacy of support for recruiting, financial aid, and other recruiting resources and consider whether concerns represent a gender equity issue. Past imbalances in recruiting expenditures make this a priority area for attention. Adjust allocations for recruiting support as needed to address any gender equity concerns and to improve the ability of the University to be successful in recruiting student athletes.</td>
<td>Director of Athletics with Associate Director and Senior Women's Administrator</td>
<td>Each year, during budget preparation process</td>
</tr>
</tbody>
</table>

Director of Athletics with Associate Director and Senior Women's Administrator | Each year, during budget preparation process |
Operating Principle

4.2 Minority Issues

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable. This is the University's first certification self-study.

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

Not applicable. This is the University's first certification self-study.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable. This is the University's first certification self-study.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.2 (Minority Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable. This is the University's first certification self-study.

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

The institution has organized its efforts related to minority issues through the establishment of an Affirmative Action/Equal Opportunity office. The development of an annual Affirmative Action Plan is one of the responsibilities of the office. The Plan includes a thorough examination of gender and minority issues in employment. The Plan also
includes descriptions of hiring processes that are designed to assure equal opportunities and incorporate affirmative action for employment and working conditions. In turn, the office participates in the search and screen procedures that are followed when new employees are being selected.

As a public university, IPFW does not discriminate in student admission processes. Academic credentials and accomplishments are the sole basis for considering student admission, retention, and graduation. Further, discriminatory actions and other expressions of prejudice toward minorities and women are not tolerated. For example, before each competition, student-athletes are reminded that "... racial or sexist comments, or other intimidating actions directed at officials, student-athletes, coaches or team representatives will not be tolerated and are grounds for removal from the site of competition."

In addition, the IPFW Diversity Council was created to organize activities and initiatives in support of the IPFW diversity mission published in 1994, which states that IPFW "seeks to demonstrate through curriculum, support systems, and policies that IPFW values individual differences, strives to create and maintain a campus environment that welcomes diverse characteristics, backgrounds, and experiences, and to identify such diversity as a vital source of the intellectual, social, and personal growth essential to a university education." The implementation of diversity goals has been assigned to various units throughout the University, which makes clear that diversity goals are the responsibility of the entire academic community.

The Athletics program has incorporated this institutional commitment in its Gender Equity and Minority Opportunities Plan. The plan establishes goals for both athletics personnel and student-athletes and includes a monitoring process. The Plan is enclosed as Appendix 4.2 A.

The progress of the institution in achieving these goals has been evaluated through a review of the relevant data in the Sports Sponsorship Report, Gender Equity/Equity in Athletics Report, and Graduation Rates Report.

The Athletics program follows the AA/EEO procedures in all searches for new employees. The process includes advertising strategies designed to attract minority candidates and assures consideration of the credentials presented by each applicant. For example, vacancies are posted on womensportsjobs.com, which is a web site designed for women seeking athletics positions, and each search committee includes a minority staff member. The department prepares annual reports on hiring and evaluates its efforts to attract minority candidates for positions that were filled during the year. For the most recent year, three of four new hires were women or minorities.

There are specific plans to make further improvements to the current process. Future minority applicants making a campus visit will be scheduled to spend some time with current minority faculty or staff outside of athletics for the purpose of discussing the area climate for minorities. This is a strategy that has been used successfully in faculty recruiting. In addition, the department has applied for NCAA Diversity Training grants, which provide on-site diversity training for staff. Although the NCAA has not yet approved one of these applications, the department intends to continue making a request.

The athletics program recruits student-athletes through a focus on academic credentials, athletic ability, and attitude. Minority status is not a criterion for any decision about making offers to prospective student-athletes or administering the respective teams.

There are services available for all IPFW minority students, including the Multicultural Services Office. This department designs and implements a variety of outreach and retention services to support prospective and current IPFW students. As do all Student Affairs offices, the Multicultural Services staff serves and advocates for students with problems or concerns.

6. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). [Note: Use the supplied chart to compile the data requested in this self-study item.]
The supplied chart (Table 1) has been completed to provide the requested data. The institution's progress in employment of minorities is summarized in the following table:

<table>
<thead>
<tr>
<th></th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>Target</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Diversity</td>
<td>13%</td>
<td>14%</td>
<td>13%</td>
<td>9.5%*</td>
<td>Above</td>
</tr>
<tr>
<td>Administrative Diversity</td>
<td>5%</td>
<td>8%</td>
<td>10%</td>
<td>6.3%*</td>
<td>Above</td>
</tr>
<tr>
<td>Clerical Staff Diversity</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>7.5%**</td>
<td>Below</td>
</tr>
<tr>
<td>Service Staff Diversity</td>
<td></td>
<td></td>
<td></td>
<td>11%...10%...11%...14.7%**</td>
<td>Progress</td>
</tr>
</tbody>
</table>

* Targets based on national minority availability
** Targets based on minority availability in northern Indiana

Comparable data for athletics department administrative personnel are summarized below:

<table>
<thead>
<tr>
<th></th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Staff</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
</tr>
<tr>
<td>Other Staff</td>
<td>14%</td>
<td>12%</td>
<td>2%</td>
</tr>
<tr>
<td>Head Coaches</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Assistant Coaches</td>
<td>2%</td>
<td>15%</td>
<td>23%</td>
</tr>
</tbody>
</table>

The self-study committee has considered these statistics and reached the following conclusions:

Senior Staff - The absence of minority staff members in the senior staff category in two of the three years is not viewed as a shortcoming since there are normally only three individuals in this category.

Other Staff - The representation of minorities in the other staff category has exceeded the university's target for administrative staff in two of the three years, and the Athletics Department should be commended for this accomplishment.

Head Coaches - The absence of minorities in the Head Coach category is a concern, and the self-study committee has identified this issue as one to be included in the Plan for Improvement. The Athletics Department has noted that relatively low salaries for Head Coaches have been a detriment in attracting qualified minority candidates for head coaching positions. Some of these positions are not full-time, again creating a challenge in attracting qualified minority candidates.

Assistant Coaches - The representation of minorities in the Assistant Coach category has grown dramatically and now exceeds the University's target for administrative staff. Again, the self-study committee commends the Athletics Department for this achievement.

7. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart to compile the data requested in this self-study item.]

The supplied chart (Table 2) has been completed to provide the requested data. The institution's progress in diversity of the student body is summarized in the following table:

<table>
<thead>
<tr>
<th></th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>Target</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>11,129</td>
<td>11,757</td>
<td>11,806</td>
<td>11,177</td>
<td>Above</td>
</tr>
<tr>
<td>Minority Enrollment</td>
<td>1,041</td>
<td>1,120</td>
<td>1,162</td>
<td>1,105*</td>
<td>Above</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>9.4%</td>
<td>9.5%</td>
<td>9.8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Based on area minority population % in the IPFW service area

Comparable data for student-athletes are summarized below:

<table>
<thead>
<tr>
<th></th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Athletes</td>
<td>160</td>
<td>184</td>
<td>159</td>
</tr>
<tr>
<td>Minority S-A's</td>
<td>26</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>16.3%</td>
<td>15.2%</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

The self-study committee has examined these statistics and concluded that the overall representation of minorities in the student-athlete population is well above the minority percentage of the overall student population and is growing. The committee does not find any reason for concern.
8. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart to compile the data requested in this self-study item.]

The supplied chart (Table 3) has been completed to provide the requested data about the ethnic characteristics of student-athletes in the respective sport groups. The data are summarized below:

<table>
<thead>
<tr>
<th>Sport Group</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseball</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Athletes</td>
<td>18</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>Minority S-A's</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Men's Basketball</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Athletes</td>
<td>12</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Minority S-A's</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>33%</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Men's Track/Cross Country (Track eliminated for 03-04)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Athletes</td>
<td>18</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>Minority S-A's</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>17%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Men's Other Sports</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Athletes</td>
<td>32</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Minority S-A's</td>
<td>11</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>34%</td>
<td>29%</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Women's Basketball</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Athletes</td>
<td>15</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Minority S-A's</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>20%</td>
<td>23%</td>
<td>29%</td>
</tr>
<tr>
<td><strong>Women's Track/Cross Country</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Athletes</td>
<td>18</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Minority S-A's</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Women's Other Sports</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Athletes</td>
<td>47</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>Minority S-A's</td>
<td>4</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>9%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>160</td>
<td>184</td>
<td>159</td>
</tr>
<tr>
<td>Minority S-A's</td>
<td>26</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>16.3%</td>
<td>15.2%</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

The self-study committee has reviewed these statistics and has found most of the sport group data to be reasonable in terms of the minority share of the student body. However, the committee expressed concern about the continuing lack of minority participation in baseball and recommends that the baseball coaches make a special effort to encourage qualified minority student-athletes to consider IPFW.

9. Using the program areas for minority issues please:

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

b. Provide data demonstrating the institution's commitment across each of the areas,

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

d. Explain how the institution's future plan for minority issues addresses each of the areas.
1. Institutional and Athletics Department Commitment  Development and maintenance of written statements that address the issues of diversity.

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

      a. At the institutional level, IPFW has a number of written statements pertaining to diversity goals and strategies that were developed for the University's 2001-2006 Strategic Plan. The Plan includes an admirable array of goals and strategies intended (1) to prepare students to live, work, and contribute successfully in a multicultural, global society and (2) to serve the needs of an increasingly multicultural regional community. The goals include increasing the diversity of the faculty, staff, and student body, offering services and activities to support a diverse academic community, including the infusion of diversity and equity into the curriculum, and providing diverse cultural programming for the public. During the self-study process, the Athletics Department created a Gender Equity and Minority Opportunities Plan which is consistent with the University plan and which extends the University plan to address the special minority issues that are associated with operation of a NCAA Division I athletics program. The Athletics Department's Gender Equity and Minority Opportunities Plan describes the institution's commitment to providing minority opportunities, and the Plan is enclosed as Appendix 4.2 A.

   b. Provide data demonstrating the institution's commitment across this area.

      Data about diversity in terms of employment and student-athlete populations has been presented earlier in this section and in the required tables.

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

      The self-study process has not identified any deficiencies in the Athletics Department plan.

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

      The Athletics Department plan has been designed to address each of the areas specified in the NCAA Athletics Certification Self-Study Instrument and the Handbook and includes monitoring processes.

2. Evaluation  Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution?s and athletics department?s written commitments to diversity.

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

      The self-study process has included a study of each of the dimensions of minority opportunities for both Athletics Department staff and student-athletes.

   b. Provide data demonstrating the institution's commitment across this area.

      The University's plan includes a commitment to conduct Athletics Department activities in a manner that is consistent with the goals in the Plan.

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

      The self-study process has found the Athletics Department’s activities to be conducted in ways that are consistent with the commitments to diversity.

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

      The University's Plan includes a commitment to conduct Athletics Department activities in a manner that will provide minority opportunities for both Athletics Department staff and student-athletes.
3. **Organization and Structure**  Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

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

      The self-study process has included a review of Athletics Department organization, programming, and activities which help to enhance diversity.

   b. Provide data demonstrating the institution's commitment across this area.

      The self-study process has found that the Athletics Department follows affirmative action processes for advertising, considering, and selecting candidates for vacant positions. In addition, it has found that three of the most recent four staff members hired were members of minority groups. The self-study process also found that the Athletics Department does not have specialized programs for minority student-athletes. It works to assure that there is broad participation in all athletics support programs, e.g., academic advising. The Athletics Department was also found to be making efforts to assure that minority student-athletes are aware of opportunities to participate in the minority student services programs operated by the University and in the student organizations which have been established to provide support for minority students, e.g. Black Student Caucus.

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

      The self-study process concluded that the department was generally successful in enhancing diversity of both staff and student-athletes.

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

      The Gender Equity and Minority Opportunities Plan encourages affirmative action in hiring and emphasizes support for minority student-athletes. The self-study committee did not identify any deficiency in this area.

4. **Enrollment**  Goals of the institution for enrollment of minority students and minority student-athletes.

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

      a. The self-study process has included a review of enrollment data for student-athletes, including a review of differences in minority enrollment levels across the general student body, the student-athlete population, and student-athlete participants in each sport or sport group.

   b. Provide data demonstrating the institution's commitment across this area.

      Data about enrollments have been presented earlier in this section and in the required tables.

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

      The committee noted that minority participation in athletics exceeds minority enrollment levels in the University and is growing modestly.

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

      The University's Plan includes attention to encouraging participation by minority students and a process for monitoring participation levels.

5. **Comparison of Populations**  Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.
a. Describe how the institution has ensured a complete study of this area.

The self-study process has included a review of enrollment data for each of the sports or sport groups specified in the Self-Study Instrument.

b. Provide data demonstrating the institution's commitment across this area.

Data about enrollments have been presented earlier in this section and in the required tables.

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

The committee identified a lack of minority participation only in baseball and encourages the Athletics Department to make special efforts to attract qualified minority student-athletes in this sport.

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

The University's Plan includes attention to encouraging participation by minority students and a process for monitoring participation levels. These provisions are sufficient to monitor changes in the composition of the baseball team.

6. Participation in Governance and Decision-Making

Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

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

The self-study process has included a review of the involvement of minority student-athletes in (a) the governance and decision-making processes of the Athletics Department and (b) in participation on the Student Athlete Leadership Team (SALT).

b. Provide data demonstrating the institution's commitment across this area.

The SALT was found to include both female (54%) and minority (19%) participants.

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

The self-study process found that representation of females and minorities on the SALT was satisfactory, with participation rates approximating the representation of females and minorities in the total student-athlete population.

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

The University's plan for minority issues includes promoting the involvement of minority student-athletes in governance and decision-making processes. The processes that have been used to select SALT participants were found to be successful in encouraging participation by minority students and are expected to continue to be successful.

7. Employment Opportunities

Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

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

The self-study process has included a review of the establishment of goals for minority employment hiring in the Athletics Department and of processes for encouraging promotion of minority staff members.
b. Provide data demonstrating the institution’s commitment across this area.

The Athletics Department was found to have set clear goals for hiring minority staff members. Data about employment of minority staff members have been provided earlier in this section and in the required tables. The department was not found to have any special programs for encouraging staff promotions. This has not been identified as a deficiency since the University provides general encouragement to staff interested in promotion to higher-level positions and since other departments in the University do not have special programs for encouraging staff promotions.

The self-study committee did note that there are no minority Head Coaches and identified this concern as one that warranted attention in the Plan for Improvement. The committee also commended the Athletics Department for the increasing number of minority staff members and Assistant Coaches.

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

The Athletics Department was found to be making progress in employment of minorities. The absence of minority Head Coaches is a deficiency and has been addressed in the Plan for Improvement.

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

The Athletics Department’s Gender Equity and Minority Opportunities Plan has been found to address minority employment adequately, and the annual review process has been found to include a satisfactory monitoring process. The process will be sufficient to monitor changes in minority appointments to head coaching positions.

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 this area.

The self-study process has included a review of programs to address the needs of minority student-athletes.

b. Provide data demonstrating the institution's commitment across this area.

The self-study process did not identify any programs sponsored by the Athletics Department to address the needs of minority student-athletes. This has not been identified as a deficiency since the department encourages participation in minority-student programs provided by the University and since other departments in the university do not have special programs for minority students.

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

The process for encouraging student-athlete participation in general University programs was found to be satisfactory and consistent with the practices of other University departments.

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

The department will continue to encourage student-athlete participation in general University programs.
10. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

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.

The "plan for improvement" section presents the institution's plans for addressing minority issues for the athletics program. Specific plans have been established for those areas in which deficiencies were found, and monitoring processes have been specified for those areas in which the Athletics Department has been found to be meeting its goals.

11. Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

The Athletics Department's Gender Equity and Minority Opportunities Plan was developed through a process that included consultation with the Affirmative Action Office and the Institutional Research Office. The plan has been discussed by the full athletics staff and was approved on April 6, 2004. The Plan includes annual assessments of progress toward the goals established in the plan.

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**

On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. **Yes**
## Plan Date Range: 2004-05 thru 2014-15

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional and Athletics Department Commitment</td>
<td>To promote opportunities for minority student-athletes and Athletics Department staff.</td>
<td>Emphasize the importance of the department's Gender Equity and Minority Opportunities Plan.</td>
<td>Director of Athletics</td>
<td>At the fall semester coaches' meeting each year</td>
</tr>
<tr>
<td>Periodic evaluation of activities for consistency with goal</td>
<td>To provide assurance that activities related to minority opportunities are successful.</td>
<td>Conduct an annual audit of activities.</td>
<td>Director of Athletics and coaches</td>
<td>Each year</td>
</tr>
<tr>
<td>Organization and Structure</td>
<td>To assure that the organizational structure and departmental policies help to enhance diversity.</td>
<td>Assemble information about organizational structure and about activities designed to promote diversity. Review the information with coaches and Student Athlete Leadership Team.</td>
<td>Director of Athletics</td>
<td>Annual review to be conducted during the first half of spring semester</td>
</tr>
<tr>
<td>Enrollment Goals</td>
<td>To achieve minority participation levels at least equal to minority enrollment levels in the undergraduate student body.</td>
<td>Annual review of diversity goals with coaches.</td>
<td>Director of Athletics</td>
<td>At the annual planning meeting each year</td>
</tr>
<tr>
<td>Comparison of Populations</td>
<td>To achieve minority participation levels on each team at least equal to minority enrollment levels in the undergraduate student body.</td>
<td>Compare minority participation rates in each sport with undergraduate student body minority statistics.</td>
<td>Director of Athletics</td>
<td>As soon as each year's EADA report is complete</td>
</tr>
<tr>
<td>Elements</td>
<td>Steps</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
<td></td>
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</tr>
<tr>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Coaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify and pursue strategies to promote the participation of minority student athletes in sports with low minority participation rates, with special attention to baseball because of the history of underrepresentation of minority student-athletes on this team.</td>
<td></td>
<td>Each year following the conclusion of the EADA review</td>
<td></td>
</tr>
<tr>
<td>Participation in Governance and Decision-Making</td>
<td>To involve minority student athletes in governance and decision-making processes at levels that reflect their participation rates in athletics.</td>
<td>Arrange the selection process for the Student Athlete Leadership Team so that the membership at least reflects the minority participation rate of student athletes.</td>
<td>Director of Athletics</td>
<td></td>
</tr>
<tr>
<td>Employment Opportunities</td>
<td>To achieve diversity levels in Athletics Department staffing that are at least equal to the diversity levels of University staff in similar levels of positions.</td>
<td>Consider minority hiring goals when designing processes to fill vacancies. Give special attention to attracting minority candidates for Head Coach positions.</td>
<td>Director of Athletics</td>
<td></td>
</tr>
<tr>
<td>Programs and Activities</td>
<td>To provide, or refer minority student-athletes to, programs that address the needs of minority student-athletes.</td>
<td>Encourage minority-student athletes to participate in Athletics Department programs designed to promote academic success.</td>
<td>Director of Athletics and Coaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assemble and distribute a list of referral programs on the campus that support student academic success.</td>
<td>Assemble and distribute a list of referral programs on the campus that provide special services for minority students.</td>
<td>Director of Athletics</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>Director of Athletics</td>
<td></td>
</tr>
</tbody>
</table>
Operating Principle

4.3 Student-Athlete Welfare

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable. This is the University's first certification self-study.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable. This is the University's first certification self-study.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable. This is the University's first certification self-study.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable. This is the University's first certification self-study.

5. Explain how the institution is organized to further its efforts related to the student-athlete welfare operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

Sub-Committee On Athletics (SCOA)
The Sub-Committee On Athletics (SCOA) is a sub-committee of the IPFW Senate that monitors, evaluates, and makes recommendations on matters related to the Department of Athletics. Specifically, as it relates to student-athlete welfare, this sub-committee is charged with:
1. Approving schedules for intercollegiate sports and making recommendations for scheduling such as no travel during the first week of classes or exam weeks
2. Establishing eligibility requirements for participation in intercollegiate athletics
3. Approving participation in new intercollegiate athletics activities with the consent of the Senate
4. Approving participation in post-season activities
5. Establishing policies and procedures for athletics awards, such as letters and jackets
6. Proposing, for the approval of the Senate, membership in athletics conferences
7. In cooperation with the financial-aid office, determine policies concerning allocation of athletics grants when available

Faculty Athletics Representative

Another important piece of the University's structure to further its efforts in the area of student-athlete welfare is the Faculty Athletics Representative, Dr. Elliott Blumenthal. Dr. Blumenthal attends all team orientations at the beginning of each academic year. During this introduction, he explains his role and how it relates to the student-athlete and invites them to contact him as a resource when they need assistance resolving issues with the Athletics Department or an instructor. Dr. Blumenthal aims to keep student-athlete welfare his central concern by serving on the Student-Athlete Services Team, the Sub-Committee for Athletics, and attending all Athletics Department monthly staff meetings.

Student-Athlete Services Team (S-AS Team)
The Student-Athlete Services Team is a new (formulated in fall of 2003) component of the University's structure to monitor and evaluate student-athlete welfare concerns. The Team includes the Compliance Officer, the Athletics Academic Advisor, the CHAMPS/Life Skills Coordinator, the Faculty Athletics Representative, and the Assistant FAR. Evident by the group's name and make-up, "student-athlete services" is its primary focus. (See Appendix 4.3 A for a summary of the S-AS Team's responsibilities.)

Promoting the Academic Success of Student-Athletes (PASS) Program
The PASS program was created and first implemented in the fall of 2001 to promote the academic success of IPFW student-athletes. The focus of this program is two fold:
1. Freshman and new transfer student-athletes are required to attend workshops covering a range of student welfare issues, for which they can choose to earn one credit by enrolling in HPER H163. Some of the workshops related to student-athlete welfare include:
   a. "Nutritional Issues for Student-Athletes" presented by Linda Lolkus, Assistant Professor, Consumer and Family Science.
   b. "Student Life at IPFW" presented by Audrey Moore, Assistant Director of Student Life
   c. "Sexual Health and Decision Making" presented by Karen Salser, Nurse Practitioner (See Appendix 4.3 B for a complete listing of all past PASS Workshop topics.)
2. The second component of PASS focuses on any student-athlete who has academic performance that is of concern. At IPFW, this is any individual who has failed to earn a semester or cumulative GPA of 2.5 or greater. These student-athletes are required to meet with an Athletics Academic Advisor every two weeks, complete an academic contract and follow recommendations for tutoring or other study skill support made by their advisor. (See Appendix 4.3 C for a sample academic contract.) These meetings with advisors are considered mandatory, and failure of student-athletes to attend appointments results in an immediate suspension of athletics activities until such time as the student-athletes meet with their advisor.

Academic Progress Reports (See Appendix 4.3 D for a sample form.)
These reports are a tool IPFW's Athletics Department uses to monitor student-athletes' academic progress and identify those students in need of further guidance and tutoring. These reports are given to all student-athletes during week 5-6 (two weeks before the "drop" date) and week 10-11 of classes each semester. The student-athlete is instructed to meet with each of their instructors and obtain written verification of progress and the signature of each instructor. They then return the form to the Athletics Academic Advisor by a designated date.

Any student earning a "C" or below on a progress report is then required to meet with an Athletics Academic Advisor and formulate a course of action for improving that grade. In addition, email follow-up requests are sent to professors for these students of concern. Email responses from instructors are forwarded to their respective coaches. The S-AS Team members also discuss grade reports in order to determine if it is necessary for the Faculty Athletics Representative to make further contact with the instructor to discuss attendance issues or other matters that could have an impact on the student-athlete's academic success.

Course Assignments and Team Schedule Worksheet
At the start of each semester, student-athletes are required to notify professors of their team schedules and identify whether their competition dates conflict with class meeting times or class requirements. The student-athlete is to provide each professor with a list of all conflicting times and a proposal for how the missed work/time in class will be made up. Student-athletes must turn in their course assignment plans to their Athletics Academic Advisors within the first two weeks of the start of the semester. These plans notify professors and students of issues needing to be
resolved early in the semester. (See Appendix 4.3 E for a sample Course Assignment and Team Schedule Worksheet.)

International Student Support Services
IPFW is attracting an increasing number of international student-athletes, so working closely with International Student Support Services has become a necessary function in the organizational structure. International Student Support Services admits and counsels international student-athletes. The staff also works with the Athletics Academic Advisors to direct students and student-athletes to the Center for Academic Support and Advancement if they need additional help with English as a second language. CASA also has academic advising responsibilities for international students and student-athletes and is in frequent contact with the Athletics Academic Advisors.

Team Study Table
Team study table requirements vary by sport, with responsibility for oversight resting on the Head Coaches. In the spring of 2004 a new designated study table area was established in the Walb Union building. A more formal plan for study tables is currently being explored by CASA and the S-AS team. An Athletics departmental policy regarding study table attendance and required hours will be the focus of future discussions.

6. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

Student-Athlete Orientation
On the evening of the first day of classes of the fall semester, all student-athletes attend an orientation to begin to communicate IPFW's educational enhancement programs. This meeting serves as an opportunity to introduce staff members, including coaches, sports medicine personnel, and the Student-Athlete Services Team (Compliance Officer, Athletics Academic Advising Staff, CHAMPS/Life Skills Coordinator, and Faculty Athletics Representative) and describe their respective roles to better serve the needs of student-athletes.

Academic Counseling and Career Services (ACCS)
The office of Academic Counseling and Career Services is responsible for providing academic advising services for students classified as undeclared, guided studies, and several preparation programs such as pre-business and pre-education. ACCS also provides a wide range of career-related services for all IPFW students. The University promotes the resources in ACCS to student-athletes in several ways. One way is through a class (HPER H163) for freshmen called PASS. One of the PASS workshops is titled "Major Decisions" conducted by Cathy McGinnis who is the Employment Services Coordinator for ACCS. In addition, the offices of Athletics Academic Advisors Leslie Clark and Chris Kuznar are located in the ACCS area in Kettler Hall, where both student-athletes and advisors have access to those resources.

Assistance for student-athletes is provided in the following areas: course selection and planning, identifying academic major and career choices, assessment of interests/skills/values, career inventories and their interpretation, academic placement testing, extensive course and career information, developing job-seeking skills, employer contacts, and identifying academic skills that relate to workplace requirements. In addition to the services listed above, staff members are actively involved in teaching HPER H163, IDS 110 and IDS X210. These are courses that introduce freshmen to the rigors of college life and career planning, respectively. The classes are designed to increase opportunities for academic success and career planning.

IPFW Substance Abuse Policy and Program
All student-athletes, including red shirt players and those deemed academically ineligible for the semester, are required to participate in the IPFW Substance Abuse Policy and Program. Assessment, drug testing, education, counseling, support, and referral are components of the program in an effort to assist IPFW student-athletes. The purpose of the program is to promote a drug-free lifestyle and reinforce the student-athlete's responsibility for making good decisions. Program components are coordinated by IPFW Wellness in conjunction with the IPFW sports medicine staff.
(Full policy is available in the Student-Athlete Handbook, which can be viewed online at www.ipfw.edu/athletics)

Athletics Training Staff Team Meetings
During meetings with each team at the beginning of the academic year, a presentation is made to all IPFW student-athletes to outline and review the purpose and implementation of the department's policy and program regarding nutrition supplements, drugs, tobacco, and alcohol use. Follow-up sessions with individual teams are conducted
during the first quarter of each semester to reinforce components of the program and to address specific needs. All student-athletes are subject to random drug testing. A complete copy of the program is given to each student-athlete and coach. Each student-athlete is asked to:

A. Sign a copy of the Substance Abuse Policy and Program acknowledging that they have read and understand the policy (See Student-Athlete Handbook)
B. Sign the NCAA Student-Athlete Statement, and (See Student-Athlete Handbook)
C. Sign the NCAA Drug Consent Form (See Student-Athlete Handbook)

Student-Athlete Services Team - Meetings With Teams
At the beginning of the first semester of the academic year, the S-AS Team members meet with each team to introduce themselves and help student-athletes understand their respective roles on campus and how each individual can serve as a resource to them. They also use these team meetings as an opportunity to raise the awareness and emphasize the importance of IPFW's academic resources such as the Academic Counseling and Career Services, the Writing Center, Center for Academic Support (CASA), tutors, etc.

IPFW/Parkview Health and Wellness Clinic
Student-athletes are often referred to The IPFW/Parkview Health and Wellness Clinic by Athletics Trainers or coaching staff. The clinic provides comprehensive health services to meet the medical and psychological needs of all students, faculty, and staff of the IPFW campus. The clinic is conveniently located in Walb Union, Room 234 and staffed by nationally certified Family Nurse Practitioners and a certified Medical Assistant. The collaborating physician is Mark O'Brien, MD.

Counseling Services - Student-athletes are frequently referred for personal counseling through IPFW Personal Counseling services. Donald F. Smith and Garrett L. Gilmer are available to provide assessment, evaluation, and ongoing assistance with personal problems such as depression, stress anxiety, relationship issues, and substance abuse.

Health and Wellness Education - Health and Wellness Education offers screenings, assessments, consultations, workshops, and classes for students and staff. Weight management, heart-healthy living, sports performance, eating disorders, diabetic control, breaking the smoking habit, and stress management are just a few of the possible learning areas. Judy Tillapaugh, Registered Dietitian, and certified physical fitness instructors are on staff.

Center for Academic Support and Advancement (CASA)
In making the transition from novice to experienced college student, the Center for Academic Support and Advancement can make the critical difference for students and student-athletes. CASA offers free help in developing reading, writing, math, and study skills, including note-taking, textbook-reading, test-taking, and other skills that contribute to learning. Free tutoring is available, day and evening, for many courses through CASA. The Center for Academic Support and Advancement is also the advising unit for international students and student-athletes studying English as a Second Language. The University directly promotes the resources in CASA to student-athletes through PASS (HPER H163). One of the PASS workshops, offered during the fall of 2003, was titled "Improving Your Study Skills" and was conducted by Jane Ehle, the Assistant Director of CASA and Greg Anderson, Learning Skills Specialist.

The Writing Center
The Writing Center is an academic enhancement resource available to all students and is specifically promoted to student-athletes through the Athletics Academic Advisors and PASS. Jennifer Parker of the Writing Center presented "Writing Your First College Paper" as part of the PASS program during the first semester of 2001. The Writing Center consultants help students focus, organize, develop and analyze their thoughts, revise, and work on issues of editing and style for their paper.

Practices to Encourage and Assure Student-Athletes' Access to These Programs
Student-athletes are educated about these programs and resources in a variety of ways. Informational tools introducing student-athletes to these programs and promoting the use of such resources include:
The Student-Athlete Orientation (on the first day of classes)
The Student Handbook Planner
S-AS Team Meetings with sports teams (at the beginning of the first semester)
The PASS workshops (for new student-athletes during first semester)
Brochures distributed in the Hilliard Gates Athletics Sports Center
Individual student-athlete academic advising sessions
Communication through their SALT representative
Their Coach

Student Athletes Leadership Team (SALT)
A vital method of evaluating and monitoring student-athlete welfare issues at IPFW is through the Student Athlete
Leadership Team (SAL T). SAL T, consisting of two members from each of IPFW’s sixteen intercollegiate teams, is organized to serve as the primary link between student-athletes and administration to enhance the experience of all student-athletes. The group meets monthly to provide student-athletes with an opportunity to effectively communicate with the athletics administration and offer suggestions on programs designed to better serve their needs. SAL T also strives to implement ideas for community service and other special projects in conjunction with the CHAMPS/Life Skills Program, and encourages academic achievement, healthy choices, and social responsibility. (See Appendix 4.3 G for SAL T by-laws.)

7. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

Exit Interview Form
The IPFW coaching staff traditionally conducted exit interviews for their respective sports. Coaches developed and used their own tool/form for conducting these interviews and used this information to evaluate team goals and objectives as well as make improvements. The exit interviews were examined during each coach’s annual review with the Director of Athletics.

In the spring of 2004, the Department adopted a new policy and developed forms for conducting exit interviews for both returning student-athletes and non-returners. Coaches are required to complete the form before reviewing it with the student-athlete during the end-of-the-season exit interview. The form was developed as an aid for the Coach to evaluate each student-athlete who will be returning to the team the following season. Areas to be evaluated include academic progress, athletics participation, adherence to team, University, and NCAA rules and regulations, and fulfillment of obligations to the program.

In accordance with NCAA bylaw 6.3.2, IPFW conducts exit interviews with student-athletes who are leaving the athletics program. The form for exit interviews for non-returning student-athletes must be completed by one of the following athletics administrators (not the team's Coach) in consultation with the departing student-athlete:
Faculty Athletics Representative
Athletics Director
Senior Women's Administrator
Compliance Officer
Athletics Academics Advisors

Athletics administrators will review information learned in the exit interviews to consider whether changes should be made in athletics policies and processes. (See Appendix 4.3 F for exit interview forms.)

Student-Athlete Letter of Resignation Form
The purpose of this form is to serve as documentation of the student-athlete’s resignation from the team and agreement to relinquish athletics aid. If the Athletics Department does not have this form on file signed by the student, the former student-athlete has recourse to appeal and have their scholarship reinstated for the remainder of the academic year. (See Appendix 4.3 H for a Letter of Resignation Form.)

8. Describe the institution’s and/or athletics department’s written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student-athletes and staff.

IPFW Financial Aid Appeals Committee
Should student-athletes have complaints about their athletics grant-in-aid, they have the right to appeal through IPFW’s Financial Aid Office. IPFW has a University-wide Financial Aid Appeals Committee appointed by Chancellor Mike Wartell. This committee hears appeals of athletics scholarships as well. The student-athlete submits their appeal in writing to Mark Franke, IPFW Assistant Comptroller, and he convenes the committee to hear the appeal. (See Appendix 4.3 I for Financial Aid Services Progress Appeal Form.)

The primary method of communicating this right to an appeal is through the “Summary of Principle Terms and Conditions” document that accompanies all IPFW Athletics Grant-Aid-Agreements and clearly states the student-athlete’s right to appeal matters of financial aid. Under “Hearing Opportunity Required” it states that “Any reduction
of aid per Bylaw 15.3.4.1 is permissible only if such action is taken for proper cause by the regular disciplinary or financial aid authorities of the institution and the student-athlete has been provided written notice of any opportunity for a hearing.” (See Appendix 4.3 J for Summary of Principle Terms and Conditions.)

The IPFW Financial Aid Office
The bulk of appeals come from satisfactory academic progress denials, and the Satisfactory Academic Progress Brochure describes the appeal process. According to the IPFW Comptroller’s Office, IPFW had one scholarship denial appeal in 2003 and about ten satisfactory academic progress appeals. (See Appendix 4.3 K for Satisfactory Academic Progress Brochure.)

Letter of Cancellation
This letter advises the student-athlete, in writing, that his or her athletics aid will not be renewed for the following academic year. This letter is mailed in June, before the fall semester. The letter also notifies the student that he or she has the right to a written appeal to the Financial Aid Office with a hearing to follow. (See Appendix 4.3 L for a Letter of Cancellation.)

Academic Appeals through the Sub-Committee on Athletics (SCOA)
Student-athletes who fall below the more stringent IPFW grade-point eligibility requirements for continuing eligibility but exceed the NCAA’s minimums, can appeal their case to the Sub-Committee on Athletics (SCOA). SCOA reviews the special circumstances of the student-athlete’s academic situation and determines if a waiver should be granted. Student-athletes are notified of this opportunity to appeal for their continuing eligibility through the IPFW Athletics Grant-Aid-Agreement mentioned above.

IPFW Grade Appeals Policy
The grade appeals policy applies to all students enrolled at IPFW. Any student who has evidence or believes that evidence exists to show that a course grade was assigned or a similar evaluation was made as a result of prejudice, caprice, or other improper condition such as mechanical error. The student is instructed to seek the assistance of Donna Bialik, the Dean of Students, in pursuing the appeal. Steps in the Process of a Grade Appeal are outlined clearly in the IPFW Student Handbook on page 158.

Dean of Students
Student-athletes can utilize the Dean of Students Office, which is available to all students, regarding any problem. Donna Bialik, the Dean of Students, provides either direct assistance or referral to the appropriate individual or office. This information is communicated to all students via the IPFW Student Handbook Planner, a free publication widely distributed to all students. In addition, the Dean and Assistant Dean handle student conduct problems, advise students of their rights and responsibilities, provide assistance in pursuing grade appeals and student complaints, and serve as an advocate for students and their issues.

Antiharassment Policy
IPFW follows the Purdue University policy on antiharassment and has developed procedures for implementing the policy on this campus. Judi Dilorio, Affirmative Action/EEO Officer, and Chancellor Mike Wartell are the responsible University officers to oversee the antiharassment policy and procedures for IPFW. Both the policy and the procedures apply to all students with either Indiana University or Purdue University affiliation while enrolled at IPFW. The major goal of this policy is to prevent harassment within the IPFW community. The University believes that harassment is repugnant and inimical to the most basic values. IPFW is committed to maintaining an environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages its members to strive to reach their potential.

The policy, its scope, and definitions including racial harassment and sexual harassment are outlined on page 166-169 of the IPFW Student Handbook Planner. The provisions for sanctions and the formal resolution process are also described in detail. The complainant also has a right to an appeal as described on page 175 of the handbook.

Hazing
The Student-Athlete Handbook outlines IPFW policies about hazing and sanctions for violating the policy (See page 12).

9. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

IPFW has several student organizations and several departments that provide support services to individuals with diverse sexual orientations. A consortium of groups exists under an umbrella group titled EREN (Equal Rights Education Network) of IPFW. EREN's express purpose is to be "a social, support, service, education and advocacy
organization serving the Lesbian, Gay, Bisexual, Transgender (LGBT), Questioning and Allied communities of IPFW and Northeast Indiana.” The groups that make up EREN include: United Sexualities, IPFW Youth Group, Northeast Indiana Equal Rights Coalition (NIERC), LGBT Campus Services, L Pride, and GenderTrue. Some of the services provided by EREN are counseling/support services, security services, legal advice/support, and educational services.

In addition to the campus groups, numerous individuals across campus are active in planning, supporting and referring students as needed to available resources for LGBT issues. Some of the current Board of Directors for EREN are the Dean of Students, the Associate Dean of Arts and Sciences, Professors from the Psychology Department, the Women's Studies Program Director, and the Director of the Center for Women and Returning Adults. All of the these groups and individuals work together in order to create an accepting safe environment for IPFW students, no matter their sexual orientation. IPFW does not permit discrimination (See page 15-16 in IPFW Student-Athlete Handbook and page 167 of the 2003-2004 Student Handbook and Planner) based on sexual orientation or gender. IPFW student-athletes have not been singled out for special workshops or educational purposes. They have the same access to services as any IPFW student.

10. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator(s) responsible for the institutional awareness of health, safety (including travel) and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

As of August 2000, IPFW has contracted with Orthopedics Northeast (One) and Integrity Physical Therapy, Inc. to provide all sports medicine coverage to the IPFW Athletics Department. Two certified athletics trainers were hired and placed in charge of the program, which encompassed the care of approximately 200 student-athletes participating in 16 sport areas. Prior to August 2000, there was no written documentation concerning the Athletics Training Room, Athletics Trainers, or policies and procedures. Policies and procedures regarding sports medicine were established according to the standards of a Division 1 program. The Athletics Director has given the staff full responsibility in making all policies, and he and the coaches help enforce any matters deemed necessary. Policies in the area of sports medicine utilize the Student Health Clinic, the fitness and wellness program, and the Environmental Safety Office. The staff reports directly to the senior administration of the Athletics Department with all issues and to the Athletics Director for final approval of policy. In 2002 two additional staff members were added in order to expand the availability of sports medicine services.

The policies described below are categorized as they are presented in the 2003-04 NCAA Sports Medicine Handbook Guideline 1a. This policy is designed to ensure that all student-athletes, i.e., incoming freshmen, transfer, walk-ons, and continuing student-athletes, will be required to undergo a medical examination prior to any supervised countable athletically related activities referenced in the NCAA Division 1 Manual regarding "Playing and Practice Seasons." Furthermore, it allows the IPFW sports medicine staff to screen for potential injury problems before participation, and to release IPFW from any medical, legal, and financial responsibility for injuries that may have occurred outside of participation in athletics activities at the University. All of these policies are described in the Student Athlete Handbook. (See Appendix 4.3 M on IPFW Athletics Training Policy and Procedures.)

Pre-participation Medical Exam

Incoming Student-Athletes - Freshmen and transfer student-athletes are reviewed by the IPFW sports medicine staff prior to participation. It is the responsibility of the incoming student-athlete to obtain a medical exam/physical prior to the IPFW sports medicine screening. The team physician has the right to hold the student-athlete out of participation until medically cleared.

Returning Student-Athletes - All sophomores and seniors are required to have a full physical performed by the team physician at no cost. Juniors have a physical screening performed by the Athletics Training staff.

Cheerleaders / Dance - It is the responsibility of the incoming participant to obtain a medical exam/physical prior to the IPFW sports medicine screening. The team physician has the right to hold an individual out of participation until medically cleared. Participants are not required to have any other physical or screening unless deemed necessary, e.g., for evaluation of a significant injury from the previous year.

Tryouts / Walk-ons - It is the responsibility of the incoming student-athlete to obtain a medical exam/physical prior to
the IPFW sports medicine screening. The team physician has the right to hold the student-athlete out of participation until medically cleared.

Health Insurance
Personal insurance is not required by the University for US citizens but is highly recommended to help in meeting personal health expenses. Most student-athletes are currently covered on a parent's policy, and they must provide insurance information prior to participation. Foreign students must carry a health insurance policy which includes repatriation.

The student-athlete's insurance information must be on file with the training room prior to the student-athlete's participation in practice or play. IPFW cannot cover medical bills that are not a direct result of IPFW-directed athletics participation. IPFW may provide coverage for some diagnostic procedures to determine the safety of participation but will not pay for treatment of non-athletic injuries or illnesses. IPFW will not pay for bills that do not receive "Pre-Authorization" from the athletics training staff.

IPFW's insurance company outlines the providers who the University may choose for providing specific services and products. If the student-athlete wishes not to utilize the approved providers due to constraints imposed by their personal insurance, they may be held responsible for the remaining balance of any medical bill.

In the event the student-athlete does not have health insurance, it is recommended that the student-athlete enroll in the IPFW student insurance program through the Bursar's Office. Although this policy does not cover athletics injuries - which the athletics insurance will cover - it will provide insurance coverage for those injuries and illnesses that occur outside participation in the student-athlete's sport.

University Athletics Insurance Policy
The policy covers all student-athletes, including cheer and dance, injured during a supervised practice or event. A claim is filed in all cases which require medical care from a provider. Student-athletes are responsible to maintain contact with Human Resources personnel dealing with his or her case (bills, EOBs). The University will pay outstanding bills only if they have first been filed with the student-athlete's personal insurance first (payment or denial).

Financial coverage is provided by IPFW for all injuries or illnesses sustained as a result of IPFW-directed practices, competitions, conditioning sessions and team travel. Coordination of benefits utilizes the parent's or student-athlete's personal health insurance as the primary payer. All bills not covered by the parent's or student-athlete's health insurance are the responsibility of IPFW and paid by the IPFW Athletics Insurance as secondary coverage.

Catastrophic Insurance Policy and NCAA Catastrophic Policy
If medical bills reach the amount of $65,000, the NCAA Catastrophic Insurance will cover payments up to $1,000,000.

Pre-season Participation
All physicals and insurance paperwork must be on file before any preseason work begins. The Athletics Training staff reserves the right to limit or hold any student-athlete out of participation if they see any risk (currently injured or not medically cleared to participate in certain activities). The athletics training staff will work with coaches and strength and conditioning personnel to determine appropriate exercises and duration of participation.

Even though many student-athletes participate in off-season activities to prepare for their upcoming seasons, the level of intensity greatly differs and is influenced by each coach's expectations. Communication is vital in determining proper levels of activity to condition the student-athlete without causing further complications or injury. Recommendations are made to coaches on a daily basis concerning certain individuals but for the most part coaches have a plan already in place for pre-season preparation.

Acceptance of Risk
In conjunction with the physical, the student-athlete signs a "Consent for Athletic Participation" form. The form provides notice that the student-athlete may be injured during participation in athletics at IPFW. It also explains that all coaches and staff will take all precautions to prevent such injuries but there is still an inherent risk involved. By signing the document, they are acknowledging the risks as well as holding the University harmless from fault for their injury. Furthermore, the University will not be held legally or financially liable for any pre-existing injuries or illnesses prior to their arrival or for injuries/illnesses that are not related to athletics participation. (See sample form in Appendix 4.3 N.)

Planning / Supervision
Athletics Trainers are on site for all home practices and contests. In the event of multiple home sites (inside vs. outdoor vs. off site), the training staff will make an effort to visit each site periodically during the time of competition. All coaches are required to carry cell phones and emergency numbers for the training room and campus security.
Athletics Trainers travel with a team if needed and budgets allow. In the event a Trainer does not travel with a team, contact will be made with the Host Trainer, and arrangements for treatment and coverage are made. All teams travel with a fully stocked medical kit to be used at their discretion.

During the past four years, IPFW has showed improvement in its coverage of events. With the addition of staff, each sport has been assigned to a Trainer, and it is his or her responsibility to cover all events home and away. The IPFW athletics training staff now treats all sports equally. However, travel is still limited in terms of the availability of the trainer and financial constraints of each particular budget. The following is the order in which events may be covered:
- Incidence of injury (Soccer vs. Tennis)
- Practice vs. Game vs. Tournament - and number of participants
- Regular season vs. non-traditional season
- Availability of Athletics Trainer
- Budgetary constraints

The following is a list of documents and forms utilized by the IPFW sports medicine staff to meet the standards set forth by the NCAA and insurance companies for minimizing potential legal liability:

1. Personal Insurance Form
2. Physical Form
3. Insurance Form
4. Individual case file
   a. Injury evaluation
   b. Treatments relative to injury
   c. Additional Physician / Trainer notation
   d. Referral actions
5. HIPAA Related Materials
   a. Consent to Treat Form
   b. Mandated HIPAA Form from Provider
   c. IPFW HIPAA Form to release information
   d. Release of Information
   e. Request of Information
6. Certification / Licensure
7. NATA Certification
8. Indiana State License

Medical information is not released without the written consent from the student-athlete. Information concerning a student-athlete will not be provided to anyone without written consent or declaration on their HIPAA form. All HIPAA-related documentation is valid for one year after it has been signed. Lack of signature indicates that the student-athlete wishes that information not be released under any circumstances to anyone.

All documentation must be completed in a timely fashion and will become part of a permanent file, which will be kept for seven years. All releases and waivers are completed per circumstance and used for no more than one academic year. Injury evaluations and supplemental documentation are completed with all information available describing the injury and treatments provided. Any outside documentation will be obtained through "Release of Information" or "Request of Information" form.

All Athletics Trainers must be NATA certified and licensed in the State of Indiana to practice athletics training at IPFW. Any students/interns act under the license of their supervising Athletics Trainer. All Athletics Trainers are also required by the NATA and IATA legislative bodies to maintain proper CEU credentials and current CPR and AED certification. Any professional indiscretion will result in termination by their employer.

Equitable Medical Care
IPFW does not tolerate discrimination in any variety. All student-athletes are entitled to the same standards of medical care regardless of sport, gender, race, sexual orientation, and social or financial status. It is the training room's goal to treat all sports equally. Its mission is to provide comprehensive medical care to all student-athletes in a timely fashion. The training room treats everyone with the utmost professionalism and courtesy. At no time does the staff allow coaches or administrative staff to dictate course of treatment or medical procedures. The staff does, however, discuss all options available to that student-athlete. It is his or her decision whether or not to share that information with his or her coach. If the staff learns that the student-athlete has been pressured by the coach or administrator to have an unnecessary procedure or test, it is addressed immediately by the Head Athletics Trainer and reinforced by the policy. Treatments and procedures are approved by the team physician prior to any action.

Student-athletes receive an exit physical screening at the conclusion of each season, evaluating current medical conditions. Problem areas that need to be addressed prior to their next season will be noted.
Medical Equipment and Supplies
The Sports Medicine staff purchases all bracing and supports for student-athletes requiring such appliances. All bracing is compliant with the NCAA and is checked with each game official prior to competition.

Instruction about application and indication is given at the time of use. The use is noted in the student-athlete’s injury file. Equipment such as prophylactic ankle bracing for the basketball and volleyball teams is not noted when it is routine for a student-athlete for each practice and game.

Facilities
Facilities are not the responsibility of the sports medicine staff, but all playing areas and surfaces are checked prior to the student-athletes’ participation. Any repairs or alteration requests are made to the Facility Manager and checked again before competition resumes. The sports medicine staff does reserve the right to suspend a contest or game due to unsafe facilities, weather conditions, or equipment which could place the student-athlete at risk.

Blood-borne Pathogens
All OSHA training for the facility staff and Athletics Trainers is performed by the Head Athletics Trainer - designated OSHA Officer for the Athletics Department. A complete Blood-Borne Pathogen Exposure Control Plan has been established and administered since August 2000. The Head Athletics Trainer provides the OSHA training at least twice a year to all staff and Athletics Trainers. A signed acknowledgment of the policy must be provided by each employee. An in-service training program on spill clean-up and reporting procedures is mandatory for all high risk employees. Copies of completed course work are sent to Environmental Services for filing.

Conclusion
The sports medicine program has several areas of responsibility. The staff provides OSHA training, first aid, CPR training, MSDS records, and insurance filing. The development of policies is an ongoing process that is evaluated on a daily basis, and adjustments are made to provide the best care for student-athletes and to protect the University from liability.

11. Describe the institution’s emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

The policy and guidelines are broken down by venue location, type of emergency, and risk of injury for each sport. (See Appendix 4.O on IPFW’s Sports Medicine Emergency Plan.)

Home Event Coverage
All home competitions are covered by an IPFW sports medicine staff member. If a conflict occurs due to multiple home events and lack of personnel, the sport with the higher incidences of injury is given precedence.

Away Game Coverage
The following sports teams travel with a certified Athletics Trainer to all away events:
Men’s and women’s basketball
Men’s and women’s volleyball
Softball

The following teams travel with certified Athletics Trainers on some single day away events:
Baseball
Men’s and women’s soccer

These arrangements are based on individual team budgets for coverage by an Athletics Trainer. Additional considerations are based on risk of severe injury. Teams that do not travel with an Athletics Trainer are sent to away events with a medical kit and instructions for treatments to be carried out by the host institution’s medical staff. IPFW sports medicine staff also contacts the host institution by phone or e-mail to communicate a team or student-athlete’s specific medical needs.

Practice Coverage
Practices on campus are covered by a certified Athletics Trainer regardless of sport. The athletics training room is available for evaluation and treatment of all non-life-threatening injuries that occur during practices. Based on the severity of injury, student-athletes are referred to an appropriate physician as needed. In the case of a life-threatening injury, the protocol as outlined in the emergency plan section is carried out. The training room is equipped with a spine board and other emergency equipment to assist in the immediate treatment of life-threatening injuries while waiting for advanced lifesaving personnel to arrive. There is an AED located on the first floor of the Gates Center that can be easily accessed in an emergency.
Emergency Plans
There are specific policies in place for weather emergencies, such as lightning and tornados, that give instruction for suspension of events in order to provide a safe environment for student-athletes and spectators. The certified Athletics Trainer and Game Day Administrator make decisions about whether the event needs to be suspended due to weather.

Emergency plans are designed specifically for each venue used for competition or practice. The plans are set up as a step-by-step flow chart that describes each step in detail. The plans include directions for emergency personnel to enter each venue.

Once immediate first aid and assessment of a life-threatening situation is completed, the Athletics Trainer on site will initiate the emergency response system if necessary, either directly or by notifying a Coach who is present. With on-campus emergencies, the Campus Police are notified first so that access to the venue by emergency personnel can be expedited. Once the Campus Police have been notified, 911 is notified for immediate medical assistance.

12. Describe the institution’s written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

Non-traditional Seasons
Coverage for non-traditional seasons exactly matches that of in-season coverage for each sport with the exception of away event coverage. During non-traditional seasons, teams do not travel with an Athletics Trainer to away events because the staff gives priority to the sports “in season.”

Strength Training and Conditioning
Strength training is supervised by members of the Performance ONE Staff. These individuals are certified in first aid and CPR. The athletics training staff member assigned to each sport is available via cell phone to advise in case of emergency. If a life-threatening emergency occurs, the Performance ONE Staff will provide appropriate first aid and initiate the Emergency Medical System as outlined in the emergency plan.

Skill Sessions
Those skills sessions that take place during regular training room hours are covered by a certified Athletics Trainer. In rare instances when these sessions occur outside of regular training room hours, the coaching staff is responsible for being the first responder with the Athletics Training staff accessible via cell phones.

Conclusion
The emergency medical plan, as provided to coaches and athletics staff, is designed to meet the needs and educate staff members about courses of action for sports in and out of traditional seasons. The Athletics Training staff attempts to have all coaches and department staff trained in CPR and basic first aid on a yearly basis. This would improve care for student-athletes in situations where a certified Athletics Trainer is not present. Due to staffing constraints, it is not always possible to have certified Athletics Trainers present at skill sessions and strength training that occurs outside of normal training room hours. In these situations, it is necessary for the coaching staff to use prudent judgment to contact a certified Athletics Trainer or initiate the emergency medical services plan as needed.

13. Using the program areas for student-athlete welfare issues please:

a. Describe how the institution studies these topics as they apply to all student-athletes;

b. Provide data demonstrating the institution’s commitment to these issues for all student-athletes; and

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.
1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to studentathlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

   a. Describe how the institution studies these topics as they apply to all student-athletes.

      1. PASS Workshop Evaluations - PASS Workshops, which are taught by a variety of faculty and staff, are evaluated by student-athletes for their opinions on relevance, interest, and presentation of material. Workshop topics vary by semester based on these evaluations.
      2. HPER H163 Course Evaluations - Consistent with the evaluation of other HPER courses, the HPER H163 "Freshman Topics for Student-Athletes" was evaluated at the conclusion of the 8-week, 1 credit hour course.
      3. NCAA Needs Assessment - In the beginning of the spring 2004 semester, student-athletes completed the NCAA CHAMPS/Life Skills Needs Assessment.
      4. Intrusive Advising - At the end of each semester, the GPA's of student-athletes are reviewed by Athletics Academic Advisors for inclusion in the intrusive advising PASS Program. Student-athletes are also reviewed at the end of the semester for any improvement in their GPA after they have participated in the "intrusive advising."
      5. IPFW sports medicine staff collects statistical information concerning the number of injuries and treatments. This information is useful to recognize significant changes in the types of injuries that occur, the seriousness of those injuries, and types of treatments on annual basis. This information is also used to evaluate the safety of athletics programs. If data indicated a significant need for change, the sports medicine staff would work with the coaches to determine how practices, training, and competition could be conducted differently to avoid such injury and create a safer environment for student-athletes. (See Appendix 4.3 for Yearly Comparison of Athletic Injuries and Treatments.)

      In conclusion, the Athletics Department refers to the above evaluations, the department grade point average, any changes in grade point averages earned by "at-risk" student-athletes, and annual injury reports to review its goals and objectives. These topics are discussed at monthly staff meetings and at the annual Athletics Department summer retreat in greater detail.

   b. Provide data demonstrating the institution’s commitment to these issues for all student-athletes.

      1. PASS Workshop Evaluations - A review of topics covered, over the last three years that the PASS workshops have been in effect, reflects changes in topics and focus for several workshops based on feedback provided by student-athletes. For example, numerous evaluations requested additional information on topics of nutrition and performance, and career decision-making. Neither of these topics was covered in the fall of 2001, but by fall of 2003 both had been added. The "Major Decision" workshop was even able to focus on specific questions that had been submitted by student-athletes the week previous to the presentation.
      2. HPER H163 Course Evaluations - Every spring semester, since HPER H163 has been offered for credit, all instructors have met to review student-evaluations of the class and make changes and improvements to the assignments as well as to the material covered in the classes. Several activities have been incorporated based on information learned at CHAMPS/Life Skills conferences. Evaluations of every instructor are shared with the coaching staff at a spring Athletics Department meeting.
      3. Summary of NCAA CHAMPS/Life Skills Needs Assessment - This needs assessment was completed at the start of the spring 2004 semester. (See Appendix 4.3 for summary of results.)
      4. Intrusive Advising - Regularly scheduled appointments have been held with student-athletes identified as requiring intrusive advising, i.e., student-athletes with a semester GPA below 2.5, for three out of the last four semesters. Fall 2003 was the only semester in which the intrusive advising program was not run. Spring of 2002 was the pilot year for this program, and the results from the three semesters it has been used to date are summarized below.

      Spring 2002 - Total Participation 29 Student-Athletes
      23 Improved GPA = 79%
      3 Same GPA = 10%
      3 Decreased GPA = 10%
Fall 2002 - Total Participation 17 Student-Athletes  
12 Improved GPA = 71%  
5 Decreased GPA = 29%  

Spring 2003 - Total Participation 36 Student-Athletes  
26 Improved GPA = 72%  
10 Decreased GPA = 28%  

Spring 2004 - Total Participation (In Progress)  

5. IPFW sports medicine records show a decrease in the number of athletics injuries in 2003-04 compared to the previous year. At the same time, there was an increase in the number of treatments like ice packs, hot packs, electric stimulations, and stretching. The sports medicine staff concludes that such preventative treatments reduce the risk of athletics injuries, creating a safer environment for student-athletes to train and compete. (See Appendix 4.3 P for Yearly Comparison of Athletic Injuries and Treatments.)

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. PASS workshops will continue to be evaluated for quality of presentation material and presenters. Modifications based on student-athlete evaluations will continue to be incorporated into the program. Efforts will also be made to expand the number of individuals who serve as workshop presenters. Each semester an attempt is made to invite new presenters to become involved with the PASS workshops.

2. The HPER H163 course will also continue to be modified in its course content. Changes will be made as new information is gained through participation in continuing education opportunities, networking with other institutions, and new developments in the needs of student-athletes. Faculty involvement in the instruction of this course will also continue to be a priority. Currently two full time faculty members have served as instructors for some of the HPER H163 sections, and their continued involvement will be requested.

3. Yearly CHAMPS/Life Skills Needs Assessments will be conducted. These assessments will provide a guide for future program planning. This year's spring 2004 Needs Assessment will serve as a baseline.

4. The Intrusive Advising Program will continue for student-athletes who did not achieve GPA's of 2.5 or higher. While these advising sessions cannot claim to cause improved GPAs in student-athletes, very often they provide an opportunity for a deeper understanding of academic issues for both the advisor and the student-athlete. The benefits of making a stronger connection between the University and the student have been shown to have a positive effect on retention.

5. Beginning in the fall of 2004, IPFW will participate in the NCAA Injury Surveillance System. The pilot program will record injuries in an NCAA data base, tracking such data as the number of occurrences of a specific injury, its seriousness, and time away from participation. Analysis of the data will help IPFW make decisions and implement changes to provide a safer athletics program.

6. Coaches will receive mandatory training on the emergency medical plans.

7. Coaches will receive emergency medical training.

2. Organization and Structure  Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

a. Describe how the institution studies these topics as they apply to all student-athletes.

1. S-AST Team Weekly Meetings - At these weekly meetings, numerous topics of importance to student-athlete welfare are discussed. Concerns regarding almost any aspect of a student-athlete's welfare can be discussed at these meetings. Student-athletes can and have brought their personal, academic and athletics concerns to this group of individuals. Policies on academics issues are addressed, and in some cases policies are changed to better meet the needs of student-athletes and coaches. This group also serves as advisors to the SALT group.

2. Fall Orientation/Spring Orientation - The first day of each semester, a meeting of all student-athletes is
held. This is an opportunity for student-athletes to become familiar with policy changes, new staff, and any changed roles of staff.

3. Team Meetings - In the fall semester, each team holds a meeting that is attended by the S-AS team, the IPFW Health and Wellness Coordinator, and the training staff. During these meetings the substance abuse policy is discussed and resources for academic and personal concerns are reviewed.

4. Semester Grade Checks - Twice during each semester grade checks are sent out to student-athletes. They are important indicators of student-athlete welfare, as some of the responses are related to attendance and others are general comments from professors on student-athletes' performance. It is considered mandatory that student-athletes turn in grade checks for every class in which they are enrolled. A member of the S-AS Team will follow-up on any concern expressed by a professor. Academic concerns have sometimes indicated the need to refer student-athletes for assistance in other aspects of their lives.

5. Each semester team and overall GPA data for student-athletes is compiled to provide an indication of the overall academic success of student-athletes. At this time each student is also evaluated for academic continuing eligibility and progress toward a degree.

b. Provide data demonstrating the institution’s commitment to these issues for all student-athletes.

1. S-AS Team meetings - Notes and agendas are kept for S-AS Team meetings. These meetings have occurred weekly since the inception of the team late in the fall 2003 semester. The same meeting day and time have kept these meetings, and this group, within easy access of the Athletics Department. The meetings are considered open for any coaches or student-athletes who would like to attend. The S-AS Team has also been very active in meeting with groups outside of the Athletics Department. Meetings have been scheduled and held with the Deans and Chairs of all IPFW departments, and special meetings have been held with the English Department and the Communication Department. The purpose of these meetings has been to provide information about the S-AS Team, as well as to address any concerns the departments may have with student-athletes.

2. Each fall an Orientation Committee plans the agenda for the orientation on the first day of classes. The orientation has traditionally been held in the evening, and several social activities are planned along with the formal program. The S-AS Team has organized the Spring Orientation, which has been held during the day on the first day of the spring semester. This smaller event does not involve the participation of the entire Athletics Department, as the Fall Orientation does.

3. Team meetings are organized and scheduled early in the fall semester. All sports are included.

4. Semester grade checks are gathered from all student-athletes. Twice a semester, each student-athlete is provided with a Grade Check form for each class, and there is follow-up on any missing forms by an Athletics Academic Advisor. Any student-athlete who receives a grade check indicating C or below work is contacted by an Athletics Academic Advisor. The advisor may also contact professors who indicate concern regarding the attendance or the grade of a student-athlete.

5. The CHAMPS/Life Skills Needs Assessment survey will be conducted yearly in order to evaluate how well the department is promoting student-athlete welfare.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. The S-AS Team will continue to meet weekly through the end of the spring semester. The opportunity to discuss student-athlete concerns as they arise will continue to be a focus of the group. A faculty member has been appointed as an Assistant FAR. This individual will become a member of the S-AS Team and will change the make-up of the team to include the Compliance Officer, two Athletics Academic Advisors, and two faculty members. The S-AS Team also plans to continue meetings with academic departments and other University departments, including special meetings with the Mathematics Department and the Center for Academic Support and Advancement in spring 2004. The Athletics Department will also be adding a link to a new area on their website describing the individual members and their roles on the S-AS Team.
2. Fall Orientations will continue to be a focal event, bringing student-athletes from all sports together at the same time and place. The opportunity exists at this event to continue to expand support among student-athletes both on and off the field. It will remain an excellent opportunity for introductions to new personnel and new programs.

3. Team meetings will continue to provide an opportunity for providing new, and reviewing existing, information with student-athletes.

4. The grade check process will continue to be examined each semester. Refinements in timing of grade checks and in the number of grade checks per semester will all be considered. New issues of how to deal with Internet courses, or professors who prefer email contact, will be evaluated for possible improvements.

3. Participation in Governance and Decision-Making Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

a. Describe how the institution studies these topics as they apply to all student-athletes.

IPFW has regularly scheduled SALT meetings, with every team being represented by at least two student-athletes. Most meetings also have the S-AS Team in attendance. In addition to regular monthly meetings, most of the SALT members are also actively participating in SALT sub-committees. The current sub-committees are focusing on academics, athletics and a service project. Student-athletes are encouraged to bring issues that reflect the concerns of their team to SALT. Coaches have also been asked to provide a few minutes a month for their SALT representative to share recent SALT discussions and projects.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

The SALT secretary maintains meeting minutes, email addresses, and records of attendance. These minutes reflect current projects, future plans, and discussions of concerns IPFW student-athletes may have.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. SALT is in the process of applying for recognition as an official campus organization through IPFW's Student Life Office. An election of officers has already taken place, but bylaws need to be written and approved as a condition of formal recognition.

2. In spring 2004 IPFW submitted its first nominations for the NCAA Student-Athlete Leadership Conference in Orlando, Florida. Mike Dauga was chosen for participation and will become an asset to SALT for future planning of activities.

3. Recommendations from SALT are discussed monthly at the Athletics Department meetings. (SALT 2004 Goals/Objectives)

4. Programs and Activities Establishment of programs that address the needs and issues affecting student-athletes.

a. Describe how the institution studies these topics as they apply to all student-athletes.

As of February 2004, IPFW became a CHAMPS/Life Skills institution member. Existing programs, such as PASS, will be incorporated into the CHAMPS/Life Skills model of academic, athletics, service, career, and personal development.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.
All of the commitment areas of CHAMPS/Life Skills have been incorporated into IPFW's existing programs. PASS workshops reflect that fact.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. Education on CHAMPS/Life Skills areas, and targeting academics, athletics, service, career, and personal development will continue to be a focus of the program for student-athletes during their involvement with PASS. Additional efforts will be made for student-athletes approaching graduation and the transitional issues they face.

2. Athletics Department meetings and/or Athletics Department retreats will continue to provide an appropriate venue for disseminating this information to coaching and administrative staff and for discussing any concerns about how well the program is meeting student-athlete needs.

3. A program currently in development titled "Championship Choices" will be in effect for the fall of 2004. It is an alcohol education program that is intended to provide educational experiences for student-athletes and the greater IPFW student-body. It will also serve as a referral program for any student on the IPFW campus who has an alcohol-related incident for which they are referred to the program.

**Evaluation**

1. Does the institution demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

2. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**

3. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**

4. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

**On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes**
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<td></td>
<td>Individuals/Officers Responsible for</td>
</tr>
<tr>
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</tr>
<tr>
<td>Not applicable.</td>
<td>Edit element to input the goal.</td>
</tr>
<tr>
<td></td>
<td>Specific Timetable for Completing the Work</td>
</tr>
</tbody>
</table>
Operating Principle

4.4 Sportsmanship and Ethical Conduct

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study 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 4.4 (Sporting and Ethical Conduct). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.4 (Sporting and Ethical Conduct) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable. This is the University's first certification self-study, and this section has been removed from the current self-study process.

5. Explain how the institution is organized to further its efforts related to sporting and ethical conduct and provide evidence that matters concerning sporting and ethical conduct are monitored, evaluated and addressed on a continuing basis.

Not applicable. This section eliminated from the self-study process.
6. Provide the institution’s written policies and procedures on sporting and ethical conduct.
   Not applicable. This section eliminated from the self-study process.

7. Describe any sanctions that may be levied for inappropriate behavior by all individuals associated with the intercollegiate athletics program.
   Not applicable. This section eliminated from the self-study process.

8. Describe the institution's method(s) for communicating the institution's sporting and ethical conduct policies and procedures to all individuals associated with the intercollegiate athletics program.
   Not applicable. This section eliminated from the self-study process.

9. Describe the institution's educational activities/programs in the area of violence, abuse and harassment committed by student-athletes.
   Not applicable. This section eliminated from the self-study process.

10. Describe educational activities related to sporting and ethical conduct for student-athletes, coaches, institutional staff members, boosters, support groups (e.g., alumni, cheerleaders) and all others associated with the intercollegiate athletics program.
    Not applicable. This section eliminated from the self-study process.

11. Describe mechanisms the institution has in place to review and monitor the effectiveness of its sporting and ethical conduct policies and procedures. Also, provide a brief description of incidents that have been reviewed through these mechanisms in the last three years.
    Not applicable. This section eliminated from the self-study process.

12. Describe specific incidents over the last three years that shed light on the institution's commitment to the values of sporting and ethical conduct (e.g., citations or sanctions from the conference office, sanctions or reprimands from the NCAA for conduct during its championships, awards received by the institution or its athletes for exemplary behavior in this area).
    Not applicable. This section eliminated from the self-study process.

**Evaluation**

1. Does the institution demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sporting and ethical conduct? **Currently Yes**

2. Does the institution have established a set of written policies and procedures for this area? **Currently Yes**

3. Does the institution demonstrate that educational activities related to sporting and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience? **Currently Yes**

4. Does the institution provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis? **Currently Yes**
On the basis of the yes/no answers above and the plans for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes
<table>
<thead>
<tr>
<th>Elements</th>
<th>Issues in the Self-Study</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
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<tr>
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- **Not applicable.**
- Edit element to input the goal.
### Racial or Ethnic Composition

**Athletics and Selected Institutional Personnel**

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<thead>
<tr>
<th>Year</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
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<td>2</td>
<td>3</td>
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Name of person completing this chart: Jack C. Dahl

Title: Associate Vice Chancellor
## Racial or Ethnic Composition

### Students Generally and Student-Athletes on Athletics Aid

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<thead>
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<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
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<tbody>
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<td>2</td>
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<td>21</td>
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Name of person completing this chart: Jack C. Dahl
Title: Associate Vice Chancellor
# Racial or Ethnic Composition
## Men's and Women's Sports Teams

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<thead>
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<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
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<th>White (N)</th>
<th>Other (N)</th>
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Name of person completing this chart: Jack C. Dahl
Title: Associate Vice Chancellor