Academic Integrity

Evaluation and Plan for Improvement

2.1 Academic Standards

Does the Institution demonstrate that:

a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees?
   
   (1) If the academic profile of entering student-athletes, as a whole or for any
   student-athlete is significantly lower than that of other student-athlete
   subgroup, is significantly lower than that of other student-athlete or
   comparable student-body groups, this disparity shall be analyzed and
   explained by appropriate institutional authorities?

   ✓

   (2) If the graduation rate of student-athletes, as a whole or for any student-ath-
   lete subgroup, is significantly lower than that of other student-athlete or
   comparable student-body groups, this disparity shall be analyzed, explained
   and addressed (through specific plans for improvement) by appropriate
   institutional authorities?

   N/A

b. 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?

   ✓

c. 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?

   ✓

On the basis of the yes/no answers above, is the institution in substantial
conformity with Operating Principle 2.1 (Academic Standards)?

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Yes          | No               |
✓            |                  |
Academic Integrity

Evaluation and Plan for Improvement

2.2 Academic Support

Does the institution demonstrate that:

a. Adequate academic support services are available for student-athletes?
   - Yes

b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?
   - Yes

c. When it is determined that individual student-athletes have special academic needs, these needs are addressed?
   - Yes

d. The support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?
   - Yes

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.2 (Academic Support)?

Plan for Improvement #1

Issue/Problem: Academic support services offered to student-athletes are not approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics.

Measurable goals to address the issues/problems: Create a standing subcommittee of the Intercollegiate Athletics Advisory Board (IAAB) with representation from the University Senate’s Undergraduate Academic Council (UAC) charged with appropriate approval and review of academic support services.

Step(s) to achieve the goal(s): Change bylaws of IAAB to establish Review Committee and define membership (IAAB members who are teaching faculty, IAAB Chair, University Senate representative); Amend UAC bylaws to include responsibility for review of academic support services available to student-athletes; Clarify Review Committee responsibilities and operations; Appointment of representative by the chair of UAC.

Specific timetable for completing the work:

- Fall 2001 — IAAB reviews and amends its bylaws to include the establishment of a Review Committee.
- Spring 2002 — UAC designates a representative to the Review Committee. UAC recommends an amendment to its by-laws to include participation in oversight of academic support services for student-athletes; amendment is adopted by University Senate. Review Committee is functioning.

Individuals/offices responsible for carrying out the actions: Vice-President James Doellefeld and Professor Richard Hall, IAAB Chair.
2.3 Scheduling

Does the institution demonstrate that written policies are established in all sports to minimize the 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?

On the basis of the yes/no answers above, is the Institution in substantial conformity with Operating Principle 2.3 (Scheduling)?

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Plan for Improvement #1

Issue/Problem:

1. NCAA rules require there to be written policies in all sports to minimize student-athletes’ conflicts with class time and/or final examination periods. The University/IAAB needs to approve and adopt the draft policy on minimizing conflicts with class time and final exam.

2. Need for better monitoring of individual student-athletes missed class time. Student-athletes should be responsible for providing information on missed class time to Department of Athletics.

Measurable goals to address the issues/problems: The IAAB will adopt the policy on missed class time and final examination periods on behalf of the University. Office of Athletic Academic Services will create and maintain a database of student-athlete absences from class, with separate data fields for classes missed due to competition, examinations missed due to competition, and other absences from class. Student-athletes will provide appropriate information for the database.

Step(s) to achieve the goal(s): Present proposed policy statement to IAAB for approval and adoption. Develop form for students to submit information. Develop database. Receive and record individual class schedules along with an indication on how many classes and examinations will be missed as a result of team competition. Receive and record individual absences from class due to illness, death in the family or other personal emergency. Aggregate data on student-athlete absences by team; report to the Academic Subcommittee of the IAAB at the end of each semester.

Specific timetables for completing the work:

- **Fall 2001** — IAAB reviews and adopts policy.
- **Spring 2002** — Design form for students to submit information. Database will be up and running.

Individuals/offices responsible for carrying out the actions: Dr. Lee McElroy, F. Rick Kopp and Christi Turnbull.