Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1844
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 16246
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 525
7. Highest level of academic degree offered: PhD
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: Middle States Commission on Higher Education
9. b. Date of most recent regional accreditation self-study: 2010
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2011): I-FCS
2. Conference affiliation(s) or independent status (Academic Year 2011):

   Baseball                        America East Conference
   Field Hockey                   America East Conference
   Football                       Northeast Conference
   Men's Basketball               America East Conference
   Men's Cross Country            America East Conference
   Men's Lacrosse                 America East Conference
   Men's Soccer                   America East Conference
   Men's Track, Indoor           America East Conference
   Men's Track, Outdoor          America East Conference
   Softball                      America East Conference
   Women's Basketball            America East Conference
   Women's Cross Country          America East Conference
   Women's Golf                   Metro Atlantic Athletic Conference
   Women's Lacrosse               America East Conference
   Women's Soccer                 America East Conference
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 the institution's previous athletics certification self-study and impact (if any) on the areas of the certification program. If this is the institution's first time to complete a self-study, respond to the question based on the last 10 years.

   The University at Albany had a major infraction case in 2009 that involved violations of NCAA legislation concerning the transmission of text messages, an impermissible form of electronic correspondence, to prospective student-athletes.

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

   New or Major Renovations to Athletic Facilities:
   2003 Major renovation to SEFCU Arena
   Fall 2006: Field Hockey Turf Field
   Spring 2007: Lacrosse Stadium

**Previous Certification Self-Study**

1. Date of Cycle 2 orientation and evaluation visit (if applicable):

   The University at Albany's Cycle 2 NCAA Certification orientation visit occurred on March 26, 2001 and the evaluation visit occurred on April 14-17, 2002.

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

   The University at Albany was certified on July 24, 2003, by the NCAA Division I Committee on Athletics Certification.

3. Subsequent actions or changes and date(s) in certification status (if any) made by the committee (if applicable):

   There have been no subsequent actions or changes in Albany's certification status.
4. Changes in key senior-level positions, institutional or athletics program, if any, since the institution's previous athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:

   Kermit Hall was appointed President in 2005.
   Susan Herbst was appointed interim President in 2006.
   George Philip was named interim President in 2007 and appointed President in 2009.
   In 2006 the reporting lines of the Athletics Department moved from the Vice President of Student Affairs to the president and elevated the position of Athletics Director to Vice President for Athletic Administration.

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 athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:

   There have not been any significant changes to the athletics department since the previous self-study.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Susan D. Phillips


3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before findings and plans for improvement were formulated; and (b) review the self-study report after it was drafted.

   A copy of the University's written plan for the Self-Study which includes a list identifying the members of the Steering Committee and the self-study subcommittees are attached by file upload in the response to item number four. These lists show the broad base of those involved in the self-study. The Provost and Vice President of Academic Affairs, the Faculty Athletics Representative, The Athletics Director, the Senior Woman Administrator, members of the Intercollegiate Athletics Advisory Board, senior members of the university's administration, faculty and staff members, and student-athletes were included as members of the Steering Committee and self-study subcommittees. These groups developed the plan through research, interviews and conducting group discussions. The draft self-study report was posted online on April X, 2011, and students, faculty, and staff were invited by email to offer comments and suggestions prior to the submission of the final draft of self-study report to the NCAA.

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

   The University at Albany's written plan for conducting the self-study has been uploaded.

Need to upload final committee rosters/timeline

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

   University at Albany's Mission
Expanding knowledge and transforming minds
to shape the future of our community and our world.

Our values
Excellence Access
We pursue performance at its highest level, across all our endeavors
We are committed to enabling individuals to pursue education without limitation by economic or societal factors.

Collaboration
We cultivate an environment in which we share our respective strengths to work toward common goals.

Engagement
We address local to global needs through engagement with diverse communities.

Respect
We value diversity, academic freedom, and the rights and dignity of individuals.

Integrity
We are committed to, and expect from all, honesty, transparency, and adherence to these core values.

Our Strategic Goals
To enhance the quality of undergraduate education at UAlbany and attract and serve a highly qualified and diverse group of students
We will offer a competitive, high quality undergraduate education that is intellectually engaging and attractive to high-achieving students, and that offers specialized knowledge refined by research, practical, and creative experiences. Undergraduate education at UAlbany will equip students for informed and productive global citizenship, for fluency as writers and speakers, and for successful careers, professional life, graduate education, and life-long learning.

To create an excellent student experience that integrates academic and co-curricular experiences, engages the surrounding community and the world, and fosters lifelong pride in the University
We will provide the breadth and quality of student experience that both informs and inspires our students. The student experience at UAlbany will provide a sense of community with distinctive traditions and cultures, strong academic and career advisement and mentoring, and support for academic and lifelong success. We will be a safe, healthy, and intellectually open community that brings the world within reach.

To advance excellence in graduate education in support of the University's reputation, role, and stature and the preparation and competitiveness of graduates
We will offer outstanding graduate programs, maintaining and improving those already strong and enabling others to reach their potential. Graduate education at UAlbany will attract strong students, provide the preparation and support to insure successful completion, and recognize students, graduates, and faculty for their accomplishments. We will have relevant and accurate evaluative criteria and data and use them to guide investment decisions. We will have policies and practices that address current and evolving needs of graduate students broadly and non-traditional graduate students specifically.

To increase UAlbany's visibility in, and resources for, advancing and disseminating knowledge, discovery, and scholarship
We will be a university where world-class research, scholarship and artistic endeavors are nurtured and flourish. Research, scholarship, and artistic endeavor at UAlbany will be supported and promoted in ways that enable it to grow, to attract external funding and recognition, and to engage students at all levels.

To add to, and reconfigure, our teaching, research, student life and support spaces in a manner compatible with our contemporary mission
We will have attractive, vibrant campuses that are inviting, accessible and navigable to students, faculty, staff and community. UAlbany campuses will include 21st century teaching, learning, living and research spaces that are sufficient to meet the needs of the university population, environmentally friendly and sustainable, and adaptable to changing needs of faculty, staff and students. Our environment will improve the quality of life of those who inhabit, work on, and visit the campuses, and provide opportunities for us to continue to grow as a community. Our campuses will be a source of pride as well as a regional engine for intellectual and economic growth.

To engage diverse communities in strategic partnerships to increase public, scholarly and economic benefits
We will be a leader among research universities in strategic partnerships and engagement involving faculty, students, alumni, and local to global communities for university advancement, societal and scholarly benefit, and economic development. We will be recognized for our work to create and apply new knowledge relevant to addressing the critical issues of the 21st century. We will leverage our distinctive strengths and the competitive advantage of our strategic location in New York's capital city to enhance our reputation, influence and impact.

The University at Albany Athletic Department Mission Statement

The University at Albany Division of Athletics will provide a NCAA Division I athletics program committed to support the educational mission of the University. The department will strive to achieve excellence within intercollegiate competition at the highest level with deference to a continued commitment to fairness and integrity.

The Division of Athletics will accomplish this mission through its commitment to the following endeavors:

Provide a balanced and broad-based athletics program that supports and encourages equitable opportunities for all students and staff including minorities and women.

Recruit a diverse group of student-athletes who represent the institution, the department and themselves in an outstanding manner as they pursue a high level of academic and athletic achievement.

Embrace the principles of sportsmanship and ethical conduct, and instill those values in student-athletes by word and example.

Identify, pursue and hire a diverse and qualified staff of coaches and administrators to ensure achievement, individual physical and emotional health as well as lifelong welfare of student-athletes.

Operate a fiscally sound, equitable and responsible budget.

Comply with the rules and regulations of the NCAA, conferences and the University at Albany.

Pursue the development, construction, and maintenance of facilities that are functional, aesthetically consistent with other university facilities, safe and comfortable for student-athlete participants, staff, spectators and community users.

Create revenue streams through the expansion of philanthropic giving, broadcast properties, corporate sponsorships, merchandising and a competitively priced ticketing structure.

Provide entertainment options to the Capital Region and the University Community.

Utilize modes of electronic media and technology to enhance the position of the university and the Division to include more local, regional, national and global exposure.

Support the educational component of the university by providing practicum, internships and graduate assistantships.

Extend optimum efforts by fostering and rewarding vision, creativity and innovation.

Understand the value of teamwork and acknowledge our respect of and commitment to each other. We understand the importance of timely, complete and accurate communication.
Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to NCAA Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each condition, provide:

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

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

1. Condition

   There were no "conditions for certification" imposed on UAlbany in its Cycle 2 certification decision, as related to Operating Principle 1.1.

   Action

   Action Date

   Explanation for partial or non-completion

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each issue identified, provide:

   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goals;
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.
If the institution developed a plan for improvement for Operating Principle 1.1 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.
- The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.

1. Original Plan

   There was no need for UAlbany to initiate any actions or plans for improvement during its Cycle 2 certification process, as related to Operating Principle 1.1.

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   Explanation for partial or non-completion

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each additional plan, provide:

   a. The additional goal(s);
   b. The step(s) taken by the institution to achieve the goals; and
   c. The date(s) the step(s) was completed.

   The University at Albany did not create any additional plans or recommendations for improvement since the Cycle 2 Certification decision was rendered, as related to Operating Principle 1.1.

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

   The chancellor or president must have and demonstrate clear and direct oversight of the athletics program.

   President Philip maintains control over the athletics program in several ways: Bi-monthly meetings with the Vice President of Athletic Administration and Director of Intercollegiate Athletics; Review of the Athletics Division annual financial audit; Engagement with the Faculty Advisory Representative (FAR); Review of Intercollegiate Athletics
Advisory Board (IAAB) proceedings; Interaction with America East Conference Board of Presidents on a regular basis; Participation in the annual Welcome Back in Athletics event for students and staff; Discussion with the Faculty Senate Executive Committee regarding the performance of the Athletics Division; and the Vice President for Athletic Administration and Intercollegiate Athletics (a.k.a. the Director of Athletics) reports directly to the President.

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

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

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

Since the previous Self-Study, a major decision related to athletics was the change in reporting lines of the Athletics Director from the Vice President of Student Affairs to the president. Former President Kermit Hall implemented this decision in January of 2006 and elevated the Athletics Director to Vice President and made this position a direct report in May of 2006.

Additional major decisions were:

Construction of a new field hockey turf field, which involved former interim President John Ryan, the Director of Athletics, the Vice President for Business and Finance, and the Office of Planning and Facilities.

Construction of a new lacrosse turf stadium made possible by an alumni donation, which involved former interim President John Ryan, the Director of Athletics, the Vice President for Business and Finance, and the Office of Planning and Facilities.

The naming of the lacrosse field as the John Fallon Field involved President Philip and the University Council;

The naming of the former Recreation and Convocation Center as the SEFCU Arena involved President Philip and the University Council.

President Phillip was consulted on the the hiring of the new Women's Basketball Coach in 2010, his approval was necessary to effect the hire. The Faculty Athletics Representative, woman basketball student-athletes and various athletic administrators and coaches were also consulted;

Finally, major renovation to the SEFCU Arena involving a new arena floor and indoor track was completed in 2003, and this involved former interim President John Ryan, the Director of Athletics, the Vice President for Finance and Business, and the Office of Planning and Facilities.
6. Describe the institution's written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution's governing board. Describe how the written athletics governance policies and/or other written communication is provided to the governing board on an annual basis.

The institution must provide evidence that specific governance policies exist for its governing board regarding the administration and oversight of athletics, including the role and responsibilities of its governing board.

The institution must provide evidence that written communication (e.g., annual report, governance policies) is provided annually to its governing board with respect to athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The University at Albany's written athletic governance policies are detailed in the Athletics Department Governance Policy Document, "2010-2011 Policies and Procedures Manual." Oversight of the athletic program is detailed in the section entitled "Principle of Institutional Control." Page 69 specifically reads that "The institution's chief executive officer is responsible for the administration of all aspects of the athletic program."

The Athletics Department Governance Policy Document is a 144 page detailed itemization, founded on the Athletics Department mission, that provides key information including: Facilities; Game Operations, including details about lighting and policies pertaining to the safety thereof, ticket sales, and scheduling; Athletic Media Relations; Marketing and Promotions; Gifts and Donations; Business Procedures around telephone calls, budgets, purchasing procedures, travel and cost containment; Student-Athlete Support Services; Athletic Training Room/Medical issues; the Equipment Room; and Compliance. The Compliance section of the manual numbers over half the pages in the entire manual. It details: Duties and responsibilities of various UAlbany staff, both within and outside the department.

With regard to governance within the State University of New York (SUNY) system, the President of the University at Albany reports to and is evaluated by the SUNY Chancellor. Furthermore, the University at Albany's University Council has powers, duties and responsibilities which are outlined at www.albany.edu/council/powersduties.shtml, and referenced on page 64 of the University's Middle States Self-Study. The University Council has instituted an annual agenda item for an Athletics report/presentation - similar to the Faculty Athletic Representative's report to the faculty. Statutory responsibilities of the University Council include: Make regulations governing the conduct and behavior of students; and to prescribe for and exercise supervision over student housing and safety." The University Council maintains, and every three years reviews and approves, an updated versions of the Community Rights and Responsibilities, which is the official handbook for all students http://www.albany.edu/judicial/docs/CRR%202009-%20FINAL.pdf) The Community Rights and Responsibilities is required reading for all students, and is referenced in the Athletics Governance Policy Document.

Another statutory responsibility of the University Council is to name buildings and grounds. The minutes of the University Council reflect the body's periodic attention to 'naming opportunities' regarding athletic building and grounds as evidenced by the naming of the 5,000 seat recreation and convocation center as the SEFCU Arena (2007) and the John Fallon, Jr. Lacrosse Field (2008).

Lastly, owing to its responsibility to recommend candidates for President of the University to the SUNY Board of Trustees during the search process, the University Council vets candidates during the search process with regard to their philosophy on athletics.
7. Since the institution's previous self-study, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been involved and describe the extent of the governing board's involvement with those decisions.

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

_The institution must demonstrate, through examples since the institution's previous self-study, that its governing board's oversight and policy formulation for athletics is consistent with its policies and stated responsibilities for other units of the institution (e.g., personnel, budget, facilities)._  

Due to the nature of its statutory authority, the SUNY Board of Trustees has had minimal involvement to-date with internal campus decision making, including those in the athletics area.

The UAlbany University Council, on the other hand has approved a number of naming opportunities for athletic buildings and grounds. As noted in item 6 above, these include the SEFCU Arena, and the John Fallon Jr. Lacrosse Field.

The University Council also reviewed and revised the Community Rights and Responsibilities handbook which impacts all students, and which is included in the Athletics Governance Policy Document.

University Council members have served on and participated in various campus committee's including the Going Forward and Strategic Planning committees, the University's decennial Middle States Self-Study, the Budget Advisory Group, and NCAA Division of Athletics Certification Self-Study which all impact intercollegiate athletics.

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

Due to the nature of its statutory authority, the SUNY Board of Trustees has had minimal involvement to-date with internal campus decision making, regardless of whether in the athletics area, or in other matters. That said, the University Council has instituted an annual agenda item for an Athletics report/presentation - similar to the Faculty Athletic Representative's report to the faculty to keep it informed of both student and administrative matters within the Athletics Division.

The University Council has reviewed and revised the Community Rights and Responsibilities handbook which impacts all students, and which is included in the Athletics Governance Policy Document.

The naming of athletic buildings and grounds are consistent with guidelines developed by the office of University Development.

As with other vice presidential areas, the vice president for athletics is invited to provide the University Council with a presentation regarding athletic interpretations, compliance, and policy matters.
9. For each of the following individuals or groups:
   a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;
   b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of department of athletics policies (e.g., review admissions data, review academic performance data, receive periodic reports from department of athletics); and
   c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.

1. Athletics board or committee;
2. Faculty senate (or other faculty governing body);
3. Faculty athletics representative;
4. NCAA Division I Student-athlete advisory committee (SAAC); and/or
5. Other individual(s) or campus group(s).

The institution must identify involved individuals or groups external to the department of athletics (e.g., faculty senate, athletics advisory group, student-athlete advisory committee) and explain how they have opportunities to provide meaningful input into the formulation of policies and how they periodically review policy implementation related to the conduct of the athletics program.

1. The Intercollegiate Athletics Advisory Board

The Intercollegiate Athletics Advisory Board (IAAB) is the formally constituted campus oversight body for the University's athletics program. The IAAB is authorized and established under the guidelines of the SUNY Board of Trustees. Appointed by the President and Director of Athletics, the membership of the IAAB consists of four voting members of the University faculty, four student members (two of whom are student-athletes), one alumni member, and two administrative staff. The current membership list of the IAAB is included in number 11 in operating principle 1.1.

By its very nature and composition, the IAAB is the primary mechanism for affording campus constituencies outside of the Athletics Department input into the formulation of policies and the opportunity for policy review. The chair of the IAAB, through briefings with the University Senate Executive Committee and University Life Council, the Provost's Executive Advisory Committee, and directly to the President, briefs campus leaders on Athletics-related issues such as descriptive information about the athletics program around: Student-athlete admissions, retention, and their athlete's academic program enrollment; Academic achievement of student athletes (e.g., team GPAs, graduation success rate and federal graduation rate, Academic Progress Rates, students named to Academic Honor Rolls and All Academic Teams, and other miscellaneous activities of student athletes); IAAB purpose and composition; and assorted other issues related to athletics du jour.

According to its Bylaws, the IAAB's responsibilities include consideration and initiation of all questions of policy including but not restricted to budget, facilities, promotional activities, gender and racial equity, academic progress, and personal conduct of student-athletes and athletic personnel.

As noted below, the Bylaws of the IAAB are quite specific and establish a mechanism for input into and review of the athletics program and the implementation of athletic policies:

"The IAAB will monitor the conduct of the intercollegiate athletics program...;"

The annual athletic budget prepared by the Director of Athletics is to be considered by the IAAB. "The Chair of the IAAB shall submit the Board's recommendations directly to the President on the budget;"

"The IAAB shall recommend the structure for the mandatory athletics fee to the President on an annual basis;"

"The IAAB shall review all athletic grants-in-aid with special emphasis on assuring gender equity..."
"The IAAB shall review on an annual basis the academic progress of all student athletes, including team GPAs and graduation rates;" A minimum of two meetings per semester is required.

2. Faculty Senate oversight for University at Albany Athletics

The University Life Council of the University Senate is "responsible for the quality of university life outside of the formal instruction program, which is recognized to have significant impact on the overall educational experience. The Council shall recommend policies to the Senate governing university community conditions that affect the overall health, safety and well being of students, faculty and staff. This includes but is not limited to counseling, medical clinical services, financial aid, international student affairs, placement, residence living, student behavior and conduct, student government, athletics and recreation, and services and programs for part-time and emeriti faculty.

The University Life Council contains a Committee, within its charter, that calls for it to review and make policy recommendations to the Council on athletics programs, including, but not be limited to, intercollegiate and intracollegiate sports programs. This Committee receives Annual Reports from Athletics regarding NCAA achievement of athletes. This had been done a regular basis over the past several years, and this past year the report was delivered to the entire University Senate.

This Committee considered the 2010 Plan by Athletics to reshape and expand both the athletics and recreation facilities on campus. The Committee has served as a vehicle for raising questions about the plan's viability given the level of funding that is needed, vis-a-vis other funding priorities, such as deferred maintenance and other new space on campus.

The Committee has also entertained discussion of Athletics "space" and Recreational "space" and it has helped to ensure that Albany's growing athletics programs and current facilities can also handle the growing participation of students in Albany's non-Athletic programs such as: intra-mural activities, Danes After Dark, and recreational use of athletic-related facilities such as track, pool, athletic fields, and recreational weight rooms.

While many of these issues are Athletic-related, and of great interest to the UAlbany campus community, they are not necessarily "policy issues" that the NCAA is typically interested in. They are noted here nonetheless to highlight to the NCAA that the campus is broadly interested and engaged in Athletics issues.

As noted above, the chair of the IAAB, Theresa Harrison, along with the Vice President for Athletics, Lee McElroy, provide annual reports to the Faculty Senate Executive Committee and University Life Council Committee. In spring 2011, they also gave a report to the full University Senate for their consideration and eventual follow-up.

3. The Faculty Athletics Representative (FAR)

At the University at Albany, the Faculty Athletics Representative (FAR) is both a member and the Chairperson of the Intercollegiate Athletics Advisory Board (IAAB), whose role in decision-making is described in the previous section. The FAR also serves as an internal consultant to the Department of Athletics, meeting with staff to review and provide feedback on proposed changes in the intercollegiate athletics program.

Along with the other members of the Department's compliance team, the FAR determines the content of violation notices and develops plans for responding to major violations. The FAR reviews waiver applications, approving them if they comply with NCAA regulations.

4. Student-Athlete Advisory Committee

The purpose of the Student-Athlete Advisory Committee (SAAC) is to serve as liaisons between the athletic administration and student-athletes. The members of SAAC act as the "voice" of the student-athletes and disseminate information given to them, by administrators, to their respective teams. SAAC is a vehicle for student-athletes to improve upon student-athlete welfare, as well as help coordinate community service, life skills. This group also reviews equipment policies, alumni and career initiatives, community service activities, drug and alcohol education seminars, leadership initiatives, and social media and communications policy of the Athletics Department.

10. Describe how the activities of the institution's athletics booster groups, support groups and other representatives of the institution's athletics interests are maintained under the clear control of the institution, including whether institutional personnel serve on booster club, support group or foundation boards.
The University at Albany Department of Athletics does not maintain any independent fundraising organizations to benefit UAlbany athletics. The athletic department development office reports directly to the University’s central Development and alumni relations office.

The Development Office oversees gift accounts for each sport and athletic program. These accounts follow standard University and University financial operating procedures.

Booster Groups

For the benefit of the many alumni, fans and potential booster club members who are active in supporting and assisting the Great Danes throughout the year, UAlbany Athletic Compliance reminds those involved annually of the definitions and rules that apply to all athletic representatives and boosters. UAlbany is committed to observing the NCAA guidelines concerning representatives of athletic interests (also known as boosters) and institutional control.

UAlbany's institutional responsibility to rules compliance includes responsibility for actions of all individuals and organizations engaged in activities promoting UAlbany's athletics interests. The Athletics Compliance Officer maintains a tracking document that details the communication streams, and their frequency, for tracking and compliance for rules education efforts.

University at Albany's Current Booster Groups - There are currently no booster groups affiliated with the University at Albany's Athletic program.

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

The membership of the Intercollegiate Athletics Advisory Board in the 2010-11 academic year is as follows:

Faculty:
Teresa Harrison, IAAB Chair, Professor - Communications
James Castracane, Professor - College of Nanoscale Science & Engineering, and member of the University Senate
Sue Faerman, Vice Provost for Undergrad Education, Distinguished Teacher Professor, Public Administration and Policy, member of the University Senate, and Provost's Executive Advisory Council
William Rainbolt, Visiting Associate Professor, English and former director of the Journalism program.

Alumnus/ae:
Melissa Dunham, Class of 2000

Professional/Administrative Staff:
Bruce Szlelest, Asst. VP Institutional Research, Planning & Effectiveness, and member of the Provost's Executive Advisory Council
Clarence McNeill
Asst. VP for Student Affairs

Students:
Andrew Smith
Junior/Football
Hannah Alexander
Junior/Club Equestrian Team
Nikki Branchini
Senior/Women's Lacrosse
Justin Wax-Jacobs
Student Association President

Non-voting members:
Lee McElroy
VP for Athletic Administration & Director of Intercollegiate Athletics
Governance and Commitment to Rules Compliance

Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.

The chief executive officer, the President of each college or university center, is assigned the ultimate responsibility and authority for the operation and personnel of the institution. This authority includes, but is not limited to oversight for all matters of the budget and athletics. This authority is granted in accordance with the policies of the SUNY Board of Trustees. The President reports to the Chancellor and the Board of Trustees, administers the college, appoints or recommends supervises the members of the professional, non-academic and classified staff, prepares the annual budget request, and reports and makes recommendations on the operation, plans and development of the college. The president delegates certain authority to key staff members for the orderly administration of the University, including administration and requisite controls of the budget. These positions of delegated authority and their respective responsibilities are as follows:

a. Budget, including all sources of funding

The Associate Vice President (AVP) for Finance and Business, Kim Bessette, serves as the President’s designee for oversight and administration of the University's budget, including Athletics. In this capacity, the AVP prepares an annual all funds budget, and meets with representatives of the Athletics Department on a monthly basis to monitor allocations and expenditures, and for reconciliation. Additionally, she reports to the President annually, and reviews with the President an annual summary of the Athletics budget.

The University's Financial Management and Budget Procedures are well established, presented to all departments, including the Athletics Division, and are accessible on the University at Albany web page at: http://www.albany.edu/fnmgmt/policies_procedures.html.

b & c. Accounting and Purchasing

The University Offices of Accounting and Purchasing are under the delegated authority and direction of Kevin Wilcox, Associate Vice President and Controller. Each of the respective units is managed by a long standing director, David Mason, Director of State Accounting, and Ed Kane, Director of Institutional Services.

The Office of State Accounting publishes the Financial Procedures Manual, which governs the state accounting procedures. Under Mr. Mason's direction, that the Office of Accounting monitors the assessed allocation for all University departments, including the Division of Athletics, as pertains to procurement purchases under $5000, and all travel, and provides reimbursement in accordance with the New York State Accounting Rules and Procedures. The rules and procedures are accessible at: http://www.albany.edu/accounting/financial_procedures_manual_introduction.html.

Similarly, the Office of Purchasing and Contracts, under the direction of Mr. Kane, manages the purchases of all University departments, including the Division of Athletics, covering any purchases over $5000. All departments are expected to follow the rules and procedures outlined in the State Funded Purchases and Contracts. That document is published on the University at Albany’s webpage and can be accessed at: http://www.albany.edu/purchasing/
state_funded/procedures_sf.html.

d. Debt Management

Debt related to capital improvements is managed centrally by the State University of New York (SUNY) and the State University Construction Fund (SUCF) under appropriations reviewed and approved annually by the NYS Legislature. Generally, the debt service for capital improvements at UAlbany, including those directed to athletic facilities, is not paid by the campus, but rather, is assumed as an obligation paid by the taxpayers of the State of New York.

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

Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.

As noted in item 12, the President delegates budgetary review authority to the Associate Vice President for Finance and Business. Given the complexity of the Athletics Department, the AVP has a dedicated monthly meeting with representatives of Athletics to review allocation management and account reconciliation. The AVP provides an annual update of the Athletics Department budget to the President.

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

Institutions must demonstrate that an administrative review of NCAA comparative data (i.e., dashboard indicators) has occurred on an annual basis by the chancellor or president or his/her designees. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The President has designated the Vice President for Finance and Business and his office to analyze and review comparative data for conference and NCAA Division I peer institutions. The Vice President for Finance and Business, consulting with Institutional Research as necessary, reviews the comparative data and dashboard indicators with the President over the course of the year.

The information from these data sets and analyses is used to help inform the decision-making processes associated with governance, fiscal and budgetary issues, as well as the overall administration of the University at Albany's Division I Athletics program.

Following consultation with the Vice President for Finance, the President reviews the data to determine our position with conference institutions.

Some of the pertinent issues; where do we fit in terms on investment for the conference's sports of emphasis, where do we rank in terms of aggregate budget dollars, where do we rank in terms of gender balance, what is the difference in investment for public versus private institutions, what is the level of investment in non-sports of emphasis and what is the annual scorecard of success for UAlbany relative to other conference members.

The above information drives decisions on personnel, services, scholarships, and governance.

For example, under the America East Sports of Emphasis, Men's and Women's Basketball, Men's and Women's Lacrosse and Men's and Women's Soccer, each institution must provide maximum scholarships and facility and service measures. This has fiscal and personnel implications.
Finally, as a Football Championship sub-division institution (FCS), what level of investment serves as a benchmark for regional and national programs? How will U Albany respond to the competition during these economically stressful times?

The President receives the dashboard data and convenes with conference Presidents and Chancellors to determine the appropriate course of action for U Albany Athletics.

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

The University at Albany has not developed a plan for improvement during the current self-study process regarding Operating Principle 1.1.
Operating Principle

1.2 Rules Compliance.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). For each condition, provide:
   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition

   UAlbany had no conditions for certification.

   Action

   Action Date

   Explanation for partial or non-completion

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.2 (Rules Compliance). For each issue identified, provide:

   a. The original goal;
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.
If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.
- The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 plan.

1. Original Plan

   No specific plans for improvement emerged for our Cycle 2 certification process for Operating Principle 1.2 (Rules Compliance).

   **Action**

   **Action Date**

   **Explanation for partial or non-completion**

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.2 (Rules Compliance). For each additional plan, provide:

   a. The additional goal(s);
   b. The step(s) taken by the institution to achieve the goal(s); and
   c. The date(s) the step(s) was completed.

The University at Albany did not develop any additional plans for improvement since the Cycle 2 certification decision.

A number of helpful suggestions were made as a result of the recent compliance review to strengthen strong compliance practices already in place, and several recommendations for how practice could be improved were also noted. Each of the recommendations and suggestions made were subsequently acted upon by the Athletics department, but were done so aside from any formal plans for improvement/recommendations.
4. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the department of athletics. Specifically, the institution must provide written evidence that all individuals inside the department of athletics (e.g., coaches, staff) have statements regarding the importance of rules compliance in all of the following documents:

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

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

The institution must provide written evidence that all individuals inside the department of athletics (e.g., staff, coaches) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due to it obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

1. Rules Compliance Language in Contracts/Letters of Appointment

The University at Albany's Athletics Department mission statement clearly articulates the Department's commitment to rules compliance which states that the Department of Athletics will accomplish its mission through its ongoing commitment to "comply with the rules and regulations of the National Collegiate Athletic Association (NCAA), America East Conference, Northeast Conference and the University at Albany." Furthermore, as is evidenced on the University at Albany's Athletics Department compliance homepage, "compliance with NCAA and America East Conference rules is of utmost importance to the University at Albany and its athletics department. As a member of the NCAA, the University at Albany is responsible for the actions of its coaches, student-athletes, faculty and staff, alumni, donors, boosters and friends."

Additionally, personnel files for 70 full-time and 46 part-time employees in the Athletics Department were reviewed to ensure that rules compliance was a central element in personnel matters for all individuals throughout the department. Of the 70 full-time personnel files reviewed, each contained appointment letters, job descriptions and performance evaluations consistent with University policy that clearly articulated compliance with NCAA rules.

Coaching personnel's performance programs (job descriptions) include statements such as the following: "Conducting a Men's Basketball program in compliance with NCAA, University and Conference rules and regulation." The evaluation criteria cited as part of the performance program includes the following statement: "Employee will have demonstrated evidence of effective and appropriate application of NCAA, America East Conference and University rules."

Non coaching personnel also have listed as part of their performance program the aforementioned evaluative criteria.

Furthermore, of the 46 part-time personnel only three did not include appointment letters, job descriptions and performance evaluations that clearly articulated compliance with NCAA rules. These were exclusively in the broadcasting staff area.

In all, of the 116 personnel files reviewed for purposes of this self-study, Athletics Department personnel (coaches and staff) review and sign their contracts (upon hiring), performance programs (annually) and performance evaluations (annually).
b. Rules Compliance Language in Job Descriptions

The University at Albany's Athletics Department mission statement clearly articulates the Department's commitment to rules compliance which states that the Department of Athletics will accomplish its mission through its ongoing commitment to "comply with the rules and regulations of the National Collegiate Athletic Association (NCAA), America East Conference, Northeast Conference and the University at Albany." Furthermore, as is evidenced on the University at Albany's Athletics Department compliance homepage, "Compliance with NCAA and America East Conference rules is of utmost importance to the University at Albany and its athletics department. As a member of the NCAA, the University at Albany is responsible for the actions of its coaches, student-athletes, faculty and staff, alumni, donors, boosters and friends."

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In all, of the 116 personnel files reviewed for purposes of this self-study, Athletics Department personnel (coaches and staff) review and sign their contracts (upon hiring), performance programs (annually) and performance evaluations (annually).

c. Rules Compliance Language in Performance Evaluations

The University at Albany's Athletics Department mission statement clearly articulates the Department's commitment to rules compliance which states that the Department of Athletics will accomplish its mission through its ongoing commitment to "comply with the rules and regulations of the National Collegiate Athletic Association (NCAA), America East Conference, Northeast Conference and the University at Albany." Furthermore, as is evidenced on the University at Albany's Athletics Department compliance homepage, "Compliance with NCAA and America East Conference rules is of utmost importance to the University at Albany and its athletics department. As a member of the NCAA, the University at Albany is responsible for the actions of its coaches, student-athletes, faculty and staff, alumni, donors, boosters and friends."

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In all, of the 116 personnel files reviewed for purposes of this self-study, Athletics Department personnel (coaches and staff) review and sign their contracts (upon hiring), performance programs (annually) and performance evaluations (annually).

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

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

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

The institution must provide written evidence that all individuals outside the department of athletics who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due to its obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

1.

   a. Rules Compliance Language in Contracts/Letters of Appointment

   Personnel files for 12 employees outside the department of athletics who are involved in rules compliance activities were reviewed. These personnel were from the following functional units: Undergraduate Admissions, Financial Aid, University Registrar, and University Counseling Center. Of the 12 personnel files reviewed, all contained a job description and performance evaluation consistent with University policy that clearly articulated compliance with NCAA rules.

   b. Rules Compliance Language in Job Descriptions

   Personnel files for 12 employees outside the department of athletics who are involved in rules compliance activities were reviewed. These personnel were from the following functional units: Undergraduate Admissions, Financial Aid, University Registrar, and University Counseling Center. Of the 12 personnel files reviewed, all contained a job description and performance evaluation consistent with University policy that clearly articulated compliance with NCAA rules.

   c. Rules Compliance Language in Performance Evaluations
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6. Provide the name(s) and title(s) of the institutional staff member outside the department of athletics who has ultimate responsibility in determining student-athlete’s admission to the institution, certification of academic standing, and conferment of academic degrees.

*The institution must demonstrate that the responsibility for admission, certification of academic standing and conferment of academic degrees of student-athletes is vested in the same agencies that have authority in these matters for students in general.*

Robert K. Andrea Jr., Director of Admissions, has the ultimate responsibility for determining student-athletes’ admission to UAlbany.

Karen Chico-Hurst, University Registrar, is responsible for the certification of academic standing and conferment of academic degrees.

7. Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as having final authority for the institution's rules compliance (e.g., athletics director, vice president for athletics).

*The institution must assign direct accountability for rules compliance to the individual the chancellor or president assigns final authority for the athletics program (e.g., director of athletics, vice president for athletics).*

Lee McElroy, Director of Intercollegiate Athletics, has final authority for the institution's rules compliance.
8. Identify the individuals inside and outside the department of athletics who have rules compliance responsibilities. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:

   a. Faculty athletics representative;
   b. Director of athletics;
   c. Compliance officer/director;
   d. Coaches; and
   e. Other key individuals (e.g., admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:

      1. Eligibility certification;
      2. Investigation and self-reporting of violations;
      3. Monitoring of financial aid; and
      4. NCAA Division I Academic Performance Program (APP).

   The institution must identify individuals who have rules compliance-related responsibilities and the reporting lines of these individuals.

   The institution must demonstrate that individuals external to the athletics program (including, but not limited to, financial aid personnel, registrar, faculty athletics representative) are engaged in the critical and sensitive areas of rules compliance. Examples of critical and sensitive areas of rules compliance include, but are not limited to, eligibility certification, investigation and self-reporting of rules violations, monitoring financial aid and APP.

   President
   Reports to: Chancellor
   ? Provides oversight and has the ultimate responsibility for maintaining institutional control of the Department of Athletics;
   ? Approves all requests to earn athletically related outside income.

   Director of Athletics
   Reports to: President
   ? Supervises: Deputy AD, Associate AD Marketing, Associate AD/SWA, Associate AD Media Relations, AAD Compliance, Football/Basketball/Men's Lacrosse and Women's Soccer programs, and one clerical staff;
   ? Interacts on a regular basis with the President regarding athletics matters;
   ? Weekly compliance meetings with AADC
   ? Provides oversight for the entire department;
   ? Ensures rules compliance as a condition of employment;
   ? Reviews and approves annual reporting of athletically related income for all athletics staff members;
   ? Serves on the departmental Compliance Team.

   Faculty Athletics Representative (FAR)
   Reports to: President
   In conjunction with the Director of Athletics and Assistant Athletic Director for Compliance, assists the Department in ensuring that it conducts itself within NCAA guidelines and maintains institutional control;
   Reviews all waiver requests;
   Reviews all self-reported violations;
Serves as Chair of the Intercollegiate Athletic Advisory Board, which provides campus oversight of the Department of Athletics;

Final certifying authority for NCAA continuing eligibility;

Approves missed class time for the men’s basketball program;

Serves on the Athletic Department’s Compliance Team.

Assistant Athletic Director for Compliance (AADC)
Reports to: Director of Athletics

? Supervises: One graduate assistant;
? Conducts team eligibility/rules meetings for all sports;
? Maintains ongoing dialogue with the staff to assist with rules compliance;
? Maintains working relationship and open dialogue with Departments of Financial Aid, Registrar and Admissions;
? Manages the day-to-day activities of the compliance program;
? Responsible for providing education and interpretations regarding NCAA and appropriate conference rules and regulations;
? Coordinates with the university registrar, FAR and academic support in processing all eligibility documents;
? Oversees initial eligibility, monitors satisfactory progress and continuing eligibility;
? Monitors full-time enrollment;
? Maintains squad list data;
? Monitors student employment;
? Monitors playing and practice season limitations, including countable athletically related activities;
? Prepares outside income approval paperwork;
? Monitors all recruiting activities including all appropriate paperwork;
? Prepares and submits all NCAA major and secondary violation self-reports;
? Schedules and administers test dates for coaches recruiting exam.

Associate AD/SWA
Reports to: Director of Athletics

? Supervises: Associate AD Academic Support, AAD Strength/Conditioning, Men/Women Track & Cross Country programs, one clerical staff and one graduate assistant;
? Monitors and administers the NCAA Student Athlete Funds (SAF & SAOF);
? In consultation with the Head Athletic Trainer, carries out the drug-testing program per NCAA protocol;
? Manages and reports NCAA Academic Performance Program (APP);
? Manages and submits NCAA Annual Reports.

Associate AD for Academic Support
Reports to: Associate AD/SWA

? Supervises: AAD Academic Support, Two graduate assistants, Tennis program;
? Assists in the eligibility certification process through manual progress-towards-degree "spot checks;"
? Maintains working relationship and open dialogue with university book store and Residential Life;
? Responsible for approval and administering summer school athletics aid;
? Responsible for APR data collection and submission;
? Responsible for continuing eligibility education to professors/advisors on campus;
? In absence of FAR, will serve as final certification authority for all continuing eligibility purposes.

Deputy Athletic Director
Reports to: Director of Athletics

? Supervises: AAD Business, Associate AD for Facilities/Game Day Management, Head Athletic Trainer, AAD Equipment, and one graduate assistant one clerical staff, Softball, Volleyball, Women’s lacrosse, Men’s Soccer programs;
? Provides final signature approval for all program expenditures;
? Brings questionable expenditures to the attention of the Director of Athletics;
? Oversees athletic endowments and foundation accounts for the athletic department;
? Approves and monitors travel arrangements for all athletic programs;
? Approves competition schedules for all athletic programs;
? Approves senior and participation awards in consultation with AAD Equipment.
Director of Tickets and Promotions  
Reports to: Associate Athletic Director for Marketing  
? Monitors complimentary admissions issued to prospective and enrolled student-athletes and their families;  
? Monitors contest admission status for high school, prep and two-year college coaches;  
? Verifies identity of complimentary admission recipients.

Head Athletic Trainer  
Reports to: Deputy AD  
? Supervises: Five full-time assistant trainers and one graduate assistant;  
? Arranges team physical appointments with the team physicians;  
? In consultation with the Associate AD/SWA, carries out the drug-testing program per NCAA protocol;  
? In consultation with the Associate AD/SWA carries out the university drug/alcohol testing program;  
? Arranges sickle cell testing with university physicians;  
? Requests medical documentation from team physicians and assistant trainers in support of eligibility extensions and hardship waivers

Associate AD for Media Relations  
Reports to: Director of Athletics  
? Supervises: Two full-time assistants, one part-time assistant and one graduate assistant;  
? Oversees all aspects of information dissemination to the publicity regarding UAlbany Athletics;  
? Publishes sport-media guides in compliance with NCAA/Conference guidelines;  
? Coordinates promotional activities with coaches/student-athletes after consultation with AAD Compliance.

Assistant AD for Equipment  
Reports to: Deputy Athletic Director  
? Supervises: One full-time assistant, two graduate assistants;  
? Manages inventory, distribution, and collection of all athletic equipment and apparel;  
? Purchases all new equipment and apparel in accordance with NCAA requirements;  
? Monitors senior and participation awards in consultation with Deputy AD.

Associate AD Marketing  
Reports to: Director of Athletics  
? Supervises: Director of Tickets & Promotions, two graduate assistants, Cheer/Dance, Baseball and Women's Golf programs;  
? Leads coordination of marketing effort on behalf of Department of Athletics;  
? Consults with the AAD Compliance regarding marketing efforts in conjunction with NCAA guidelines.

Head Coaches  
Report to: Director of Athletics, Associate AD/SWA, Deputy AD, Associate AD Marketing, Associate AD Facilities, and Associate AD Academic Support  
? Supervise: Assistant coaches, graduate assistants, volunteer coaches, Director of Operations, graduate assistants, and work-study students;  
? Accountable for operating his/her respective sport program including: recruiting, eligibility, playing and practice season limitation, outside income reporting, financial aid, extra benefits, and amateurism rules in accordance with NCAA guidelines (this accountability is regarded as a condition of employment).

Director of Institutional Research  
Reports to Provost and Vice President for Academic Affairs  
? Provides independent data on enrollment and graduation rates for the campus and for student-athletes receiving financial aid for NCAA reporting purposes;  
? Provides the Department of Athletics with retention and graduation rates on all student-athletes.
University Registrar
Reports to Vice Provost for Enrollment Management

- Provides administrative support to verify the enrollment status, declared major and satisfactory progress of student-athletes (when applicable);
- Certifies transferable credits for all transfers;
- Certifies the eligibility of all student-athletes (using DARS Eligibility program).

Director of Financial Aid
Reports to Vice Provost for Enrollment Management

- Supervises: Financial aid liaison/counselor assigned to athletics;
- Collaborates with the AAD Compliance in completing squad lists;
- Provides financial aid information for all student-athletes and monitors work-study assignments for Department of Athletics;
- Works with the Office of Student Accounts to ensure that financial aid awards conform to NCAA regulations;
- Verifies student-athlete eligibility for expenses for NCAA Student-Athlete Assistant Fund (SAF);
- Works with the AAD Compliance and Deputy AD to ensure proper billing and awarding of athletic scholarship funds.

Director of Undergraduate Admissions
Reports to Vice Provost for Enrollment Management

- Supervises: Admissions liaison/counselor assigned to Athletics;
- Provides oversight to maintain admissions protocol;
- Provides pre-qualification advice to the Department of Athletics on all prospective-student athletes;
- Maintains University admissions standards during review of Athletic Department recommendations for TSAP and special admissions.

Director of Residential Life
Reports to the Vice President for Student Success

- Works with the Associate AD for Academic Support to ensure compliance with housing regulations.

University Bookstore Manager
Reports to Barnes and Noble, Inc.

- Works with the Associate AD for Academic Support to ensure compliance with book scholarship regulations;
- Checks student-athletes IDs, class schedules and mandatory course books/materials in accordance with NCAA regulations.
9. Indicate by clicking "yes" or "no" in the Athletics Certification System (ACS), whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit. If an institution indicates a specific written policy and step-by-step procedure is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

The institution must provide evidence that written compliance policies and procedures exist and demonstrate that they are engaged and functioning in the following areas:

- Initial-eligibility certification;
- Continuing-eligibility certification;
- Transfer-eligibility certification;
- NCAA Division I Academic performance program (APP) (e.g., data collection process, penalty implementation process);
- Financial aid administration, including individual and team limits;
- Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts phone call);
- Camps and clinics;
- Investigations and self-reporting rules violations;
- Rules education;
- Extra benefits;
- Playing and practice seasons;
- Student-athlete employment; and
- Amateurism.

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

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List of attachments

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

The institution must demonstrate that its compliance policies and procedures are directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) on an annual basis to department of athletics staff and individuals outside the department of athletics with rules compliance responsibilities. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The University's written compliance policies are set forth in its 79-page Athletics Compliance Manual, 2010-11. Page 2 contains a bulleted list of conditions compatible with institutional control, and bullet #3 is: “Communication of compliance procedures occurring clearly and regularly.” A key job responsibility of the Assistant Athletic Director for Compliance is communication of its compliance program.

The University communicates its policies and procedures using a systematic approach and employing a variety of delivery methods. The communication approach involves educating department of athletics staff, student athletes, and individuals outside the department of athletics on interpretations of and updates to NCAA rules, University compliance requirements, and the recruiting calendar.

The methods of communication include the following. An asterisk (*) indicates items for which agendas or examples were confirmed as available documentation by the Governance and Commitment to Rules Compliance Committee.

Method: In person:
- Regular, monthly "NCAA Rules Meetings" during the academic year among the Department of Athletics staff. For the University at Albany staff, attendance at these meetings is mandatory.
- Individual weekly or monthly meetings between the Department of Athletics Director of Compliance and specific head coaches or Directors of Operations. For example, weekly meetings are held with the football program's director of operations, and monthly meetings are held with the head coach of track & field.
- Student-athlete orientation at the beginning of the academic year (or preseason). NCAA rules and University compliance practices are central topics during the orientation event.
- Student Athlete Advisory Committee (SAAC) meetings occur once per year.
- Intercollegiate Athletic Advisory Board (IAAB) meetings occur twice per semester.
- The department of athletics Director of Compliance stops by coaches' offices at least twice a week to answer questions and hear their concerns.

Method: Via email from the department of athletics Director of Compliance:
- Responses to particular questions about rules and interpretations from coaches and department of athletics staff.
- Announcements to department of athletics staff about relevant NCAA interpretations and compliance policies.
- Bi-monthly issues of "The University at Albany Compliance Newsletter” to student-athletes and department of athletics staff.
- Recruiting calendar reminders, particularly for coaches.

Method: Via email from others:
- NCAA Eligibility Center emails about NCAA rules and interpretations

Method: Via phone:
- Monthly Compliance calls with the America East and Northeast Conferences

Method: Online or in hard copy:
- ? NCAA Compliance Manual
- ? UAlbany Compliance Manual
- ? Online documents

Other method:
Education of coaches through coaches' association memberships

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

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

The institution must provide evidence that it has a continuous and comprehensive rules education program for all individuals associated with the athletics program including boosters, student-athletes, department of athletics staff, coaches, and directly involved faculty and institutional staff outside the department of athletics.

Education of the various constituencies of its athletics program is an important component of the University's compliance efforts. The University's written compliance policies are set forth in its 79-page Athletics Compliance Manual, 2010-11. Page 2 indicates the conditions compatible with institutional control, and they include: "Meaningful compliance-education programs for personnel engaged in athletically related operations." (bullet 8). A key role of the Assistant Athletic Director for Compliance is education (page 3).

Each of the groups covered under Standard 11 is considered individually below, along with the specific educational initiatives targeted to each:

a) Boosters  (which UAlbany currently does not have)

? Twice per year, the Director of Tickets would send compliance-education information related to boosters to all season ticket holders.
? On an ongoing basis, Development Officers would mail, email, and communicate orally compliance information related to boosters and to potential and current donors.

b) Student-athletes

? Student-athlete orientation at the beginning of the academic year (or preseason) with all student-athletes to complete NCAA paperwork and cover compliance issues.
? Monthly issues of "The University at Albany Compliance Newsletter" to student-athletes and department of athletics staff.
? Twice a year, the Assistant Athletic Director for Compliance requires all SAAC members to review CARA logs for their specific sport program during the fall and spring to confirm compliance with the NCAA standard. The SAAC also discusses "hot topics" in compliance. SAAC members are responsible for informing their teams of information discussed in the meetings.
? Twice per year, the Assistant Athletic Director for Compliance sends emails regarding agents and sports wagering to all student-athletes.
? Annually, the Assistant Athletic Director for Compliance sends an email to all student athletes about summer workouts, voluntary workouts, and employment.

c) Department of athletics staff;

? Monthly mandatory NCAA rules meetings, of approximately 1 hour each.
? Monthly Compliance Newsletters are emailed and posted on the website.
? Weekly, the Director of Athletics and senior staff/sport supervisors discuss compliance concerns and issues. Sport supervisors are responsible for informing coaches/staff of what was discussed.
? On an ongoing basis, there is email communication regarding compliance issues between coaches and support staff.
? Annually, the Assistant Athletic Director for Compliance meets individually with each department within athletics to
"refresh" compliance responsibilities and address any issues or concerns.

d. Coaches;

- Monthly mandatory compliance rules meetings, of approximately 1 hour each.
- Weekly in-person visits from the Assistant Athletic Director for Compliance, who visits all coaches' offices to discuss issues/concerns dealing with compliance.
- Weekly or monthly individual meetings between coaches and the Assistant Athletic Director for Compliance to discuss issues and concerns within each athletic program.
- Depending on the need, daily, weekly, or monthly email blasts of NCAA interpretations, educational columns, Eligibility Center updates and other related compliance topics.

e. Faculty

- On an ongoing basis, the Faculty Athletic Representative (FAR) educates the university senate and faculty about athletics.
- Monthly, the Associate Director of Athletics for Student Services holds Breakfast of Champions (BOC), where faculty members interact with athletics staff, student athletes and professors.
- Monthly, the Director of Athletics discusses athletics with the President and his senior staff.
- Twice per semester, the Faculty Athletic Representative (FAR) and Athletic Director meet with the Intercollegiate Athletic Advisory Board (IAAB) meets to discuss athletics. Members of the faculty serve on this committee.

f. Institutional staff outside the department of athletics

- Twice a year, the Assistant Athletic Director for Compliance, Director of Athletics, Deputy AD, and Faculty Athletic Representative meet with institutional staff members outside of athletics who have compliance responsibilities to discuss issues and concerns.
- Annually, the Assistant Athletic Director for Compliance distributes NCAA manuals to departments outside of athletics.
- Annually, the Assistant Athletic Director for Compliance invites institutional staff members to the department's monthly compliance rules meeting when discussing relevant information.
- Annually, the department of athletics provides an opportunity for select individuals to attend the NCAA Regional Rules Seminar. Members of the Financial Aid office attended in June 2010 (Dallas, TX).

12. In regard to the institution's most recent rules-compliance evaluation:

a. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules-compliance evaluation;

b. Describe the process used in selecting this authority outside the athletics department to ensure the individual(s) does not have day-to-day compliance responsibilities for the institution's department of athletics and is knowledgeable of NCAA legislation and rules compliance practices; and

c. Provide the date of the institution's most recent rules compliance evaluation.

The institution must demonstrate that its rules-compliance program is subject to a comprehensive, external rules-compliance evaluation at least once every four years and is conducted by an individual(s) external to athletics who is knowledgeable of NCAA compliance and who does not have day-to-day responsibilities in the areas under review. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

A voluntary compliance review conducted in 2010 by Brian Barrio, Associate Commissioner for Compliance of the America East Conference. Mr. Barrio does not have day-to-day compliance responsibilities within UAlbany's Department of Athletics. In addition, by virtue of his position, he is knowledgeable of NCAA legislation and rules compliance practices.
13. The rules compliance evaluation must determine that the institution's compliance practices are engaged and functioning and must include the required areas listed below. Indicate by clicking "yes" or "no" in the ACS which areas were included in the institution's most recent rules compliance evaluation. If the institution indicates a specific area is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The institution must provide evidence that the comprehensive, external rules-compliance evaluation includes, at minimum, the following areas:

- Governance and organization (e.g., governing board policies related to athletics, responsibilities and duties of compliance personnel);
- Initial-eligibility certification;
- Continuing-eligibility certification;
- Transfer-eligibility certification;
- APP;
- Financial aid administration, including individual and team limits;
- Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts, phone calls);
- Camps and clinics;
- Investigations and self-reporting rules violations;
- Rules education;
- Extra benefits;
- Playing and practice seasons;
- Student-athlete employment;
- Amateurism; and
- Commitment of personnel to rules-compliance activities.

All rules compliance evaluations conducted on/after September 1, 2008, must include the following new areas: governance and organization; APP; amateurism; and commitment of personnel to rules-compliance activities. If an institution's rules compliance program has been evaluated at least once in the past four years at the time of the self-study process and the evaluation was conducted prior to September 1, 2008, the institution is not required to include the four new areas in its evaluation or conduct an additional evaluation to include the four new areas. However, the institution must create a plan for improvement demonstrating that the four new areas of review will be included in the next scheduled rules compliance evaluation.
### Governance and Commitment to Rules Compliance

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<td>Rules education.</td>
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<td>Commitment of personnel to rules-compliance activities.</td>
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#### List of attachments

1. Albany Compliance Review 4-2010.pdf

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

The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The Self-Study Committee on Governance and Commitment to Rules Compliance reviewed the 2010 compliance evaluation based on the criteria set forth in item #13 above. Drs. David M Smith and Bruce P. Szelest, members of the Committee, conducted the review of the 2010 compliance evaluation for this purpose.

In addition, Ms. Bishop, the Assistant Athletic Director for Compliance, provided a summary of the 2010 Compliance Review to the Athletics Director, which was then shared broadly within the Athletics Department, as well as with the President.

Formal plans for improvement were not created by the Athletics Department as a result of the 2010 independent compliance review, as none were required.

A number of helpful suggestions were made as a result of the recent review to strengthen strong compliance practices already in place, and several recommendations for how practice could be improved were also noted. Each of the recommendations and suggestions made were subsequently acted upon by the Athletics department, but were done so aside from any formal plans for improvement/recommendations.

The Governance and Commitment to Rules Compliance Committee concurs with the most recent 2010 Compliance Review when it noted that "Overall, while numerous areas for improvement have been identified, these issues are in line with those present at other similarly situated Division I institutions. Most are narrow in nature as opposed to representing systemic failures."
Additionally, the 2010 report notes that "Interviewees gave every indication that the President and the Director of Athletics, as well as senior staff within the Athletic Department, provide an appropriate level of support to the Director of Compliance. Interviews and document review support the conclusion that the current compliance staff, as well as outside staff members with compliance responsibilities, are making every effort to perform their roles effectively and with an appropriate level of vigilance with respect to NCAA legislation."

15. Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 14 or actions previously planned or implemented from the most recent rules compliance evaluation. Provide:
   a. The plan(s) or action(s) implemented; and
   b. The date(s) of action(s) taken or specific timetable(s) for completion of the plan(s).

1. To enhance governance and organization issues, as well as academic program performance monitoring - Implement a bridge program between DARS and CAi, in order to automatically populate the academic fields in that program. Bridge programs between most student-information systems and CAi have already been built at other institutions (including within America East); if Albany's IT staff is unable to do so, it would probably be possible to acquire the necessary program from another institution. (also noted in the 2005 Compliance Review)

   Response: This a recurring issue, across areas. The University's IT department has begun work on the bridge program.

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

   The institution must submit a copy of the written evaluation from its comprehensive external rules-compliance evaluation.

   A copy of the University at Albany's 2010 Compliance Review has been uploaded.

   Formal plans for improvement were not created by the Athletics Department as a result of the 2010 independent compliance review, as none were required.

   A number of helpful suggestions were made as a result of the recent review to strengthen strong compliance practices already in place, and several recommendations for how practice could be improved were also noted. Each of the recommendations and suggestions made were subsequently acted upon by the Athletics department, but were done so aside from any formal plans for improvement/recommendations.

   List of attachments

   1. Albany Compliance Review 4-2010.pdf

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

   The University at Albany has not developed a plan for improvement for the current self-study for Operating Principle 1.2.
Operating Principle

2.1 Academic Standards.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). For each condition, provide:
   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

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

<table>
<thead>
<tr>
<th>Condition</th>
<th>Action Date</th>
<th>Explanation for partial or non-completion</th>
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<tr>
<td>There were no conditions imposed during the Cycle 2 certification.</td>
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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 Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). For each issue identified, provide:

   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.
If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.
- The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) or taken different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.

1. Original Plan
   There were no conditions set in place.

   Action

   Action Date

   Explanation for partial or non-completion

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.1 (Academic Standards), including any plans or recommendations developed through the institution's involvement in the APP Data Review process, if applicable. For each additional plan, provide:

   a. The additional goal(s);
   b. The step(s) taken by the institution to achieve the goal(s); and
   c. The date(s) the step(s) was completed.

There were no additional plans for improvement developed by the University since the first cycle nor was the University required to develop any plans through the APP Data Review process.
4. Describe the process by which student-athletes are admitted to the 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 in general? Be specific and give careful attention to key decision points (e.g., second-level or subsequent review process, appeals procedure) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the department of athletics plays (if any) in the admissions process for student-athletes.

Student-athletes must be governed by the institutional admissions policies that apply to all students.

Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.

Two offices are involved in the admissions of student-athletes: the Office of Undergraduate Admissions and the Department of Athletics. Within the Office of Undergraduate Admissions, two Designated Admissions Officers (DAOs)--one for domestic students and one for international students--are responsible for the admission review of prospective student athletes. These individuals serve as the primary contact person for all transactions associated with the admission of a student athlete for the Office of Undergraduate Admissions. Within the Department of Athletics, the Assistance Athletic Director for Compliance (AADC) is the primary contact person for transactions associated with the admission of a student-athlete for the Department of Athletics. The AADC is the chief liaison between the Department of Athletics and the DAO concerning the admission of a prospective student athlete. The process for admitting student-athletes differs from the process for admitting students generally, as student-athletes submit a Request for Admission Review prior to a formal application.

The Request for Admission Review occurs as follows: Prospective student-athletes submit unofficial transcripts and standardized test results to the AADC. These unofficial documents, along with a Request for Admissions Review form are submitted to the DAO, who evaluates the prospective student-athlete for admission and returns the Admissions Review form to the AADC with an evaluation (admission or denial) based on the information available at the time of review.

No member of the coaching staff is permitted to contact the DAO or the Undergraduate Admissions Office to advocate for the admission of a prospective student athlete. Coaches are permitted to contact the DAO or the Admissions Office to inquire about the status of a prospective student athlete's application for admission, as well as to ask for clarification about the application process and deadlines, and to other questions, provided they do not advocate for the admission of a prospect.

After the Request for Admission Review, the Admissions Process occurs as follows: If the prospective student-athlete prospect is determined to be admissible, a formal application is submitted to the University, along with all required official documents to complete the application. The following criteria are taken into account for all freshman applicants [except Educational Opportunity Program (EOP) candidates], regardless of their status as a student-athlete:

1. Academic Preparation and Achievement;
2. Personal Attributes and Ability to Contribute to the University;
3. Evaluations.

Prospective students are denied admission if they fail to meet the requirements for admission.

Based on the Legislation passed by the University's Senate, Admissions Decisions fall into one of five categories as follows:

1. Admit as a Scholar- Reflecting a very strong record of academic achievement, as demonstrated by high school grade point average, standardized test scores, rank in class, rigor of curriculum, profile of high school and evaluations, if available; a solid extracurricular record containing evidence of a broad background; ability to contribute to a rich, diverse educational setting.

2. Admit- Reflecting a strong record of academic achievement, as demonstrated by high school grade point average, standardized test scores, rank in class, rigor of curriculum, profile of high school and evaluations, if available; a solid extracurricular record containing evidence of a broad background, if available; ability to contribute to a rich, diverse educational setting.
3. Admit with Consideration- (i.e., "Special Admits") - Reflecting an acceptable record of academic achievement, as demonstrated by high school grade point average, standardized test scores, rank in class, rigor of curriculum, and profile of high school. Students admitted in this category must also present one or more of the following: excellent evaluations; compelling personal circumstances; strong evidence of special talent or accomplishment in an area or academic discipline, or co-curricular activity of interest to the University community (e.g., leadership, athletic accomplishment); and ability to contribute to a rich, diverse educational setting.

(Students admitted in this category will be regarded as "special admits" for purposes of reporting enrollment characteristics to the State University of New York System Administration.)

Consistent with University policy and practice for many years, the enrolled freshman class will include no more than 10 percent of its members who are "Admit with Consideration" candidates. Also consistent with past policy, no more than 2.5 percent of the total class, or 50 students, whichever is larger, will be students admitted on the basis of their ability to contribute in athletics.

4. Wait-list- Reflecting an overall academic and personal record comparable to, though slightly less compelling, than students admitted from the above categories. Students will be admitted from the wait-list if necessary to achieve enrollment goals.

5. Deny- Reflecting an academic and/or personal record suggesting that the student would not be successful at or contribute positively to the University at Albany. Factors considered in a deny decision may also include evidence of other personal attributes judged to be potentially detrimental or harmful to members of the University community.

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

Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.

Academic standards and policies for student-athletes must be consistent with the standards for the student body in general, conference or NCAA standards, whichever are higher.

Two offices are involved in appeals from prospective student-athletes who do not meet admission criteria: the Office of Undergraduate Admission (Designated Admissions Officer) and the Department of Athletics (Assistant Athletic Director for Compliance). The following description is provided in the Student-Athlete Admissions Process document.

Request for Admissions Review- Denial of Application
If the prospect is not considered admissible, through the Request for Admission Review, the coach should cease all contact with the prospect immediately, or appeal the decision of denial to the Vice President for Athletic Administration and Director of Athletics (VP/Director of Athletics).

Appeal of a Denial Decision
The VP/Director of Athletics can choose to forward an appeal of the denial of admission to the Vice Provost for Enrollment Management. The Vice Provost for Enrollment Management responds by interviewing the prospective student-athlete and parents. The prospective student athlete may be asked to submit additional supporting documents, including updated test results and third quarter grades. The Vice Provost for Enrollment Management can overturn the admissibility decision of the DAO.
6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item No. 5 and the percentage of first-year students in general (including student-athletes) who were so admitted. Provide these comparative data for the four most recent academic years.

Special Admissions chart.

Special Admissions by sport group chart.

University at Albany "Policies on Undergraduate Admissions" indicate that "Admissions decisions [for first-year students] will be based on consideration of the applicant's overall academic and personal characteristics and his or her potential to enrich the intellectual and social community of the University, and contribute to an educationally beneficial environment for all students. [para.] While academic preparation and achievement is a significant consideration in admissions decisions, the wide range of school settings and personal circumstances that contribute to an applicant's overall ability and potential obliges us also to consider other factors in determining an applicant's potential to be successful as well as to contribute to the University community."

As noted on Question #4, University Senate legislation regarding admissions for first-year students indicate that "the enrolled freshman class will include no more than 10 percent of its members who are "Admit with Consideration" candidates. Also consistent with past policy, no more than 2.5 percent of the total class, or 50 students, whichever is larger, will be students admitted on the basis of their ability to contribute in athletics." As seen in Table on p. 35 students (including athletes) admitted under the "Admit with Consideration" category exceeded the 10% ceiling specified in the Policies on Undergraduate Admissions. This is due to two factors: (1) the percent includes Educational Opportunity Program (EOP) students, who are not considered within the 10% ceiling; and (2) a change in practice that was established through a Memorandum of Understanding between SUNY System Administration and the University at Albany in February 2006, which set a target of approximately 20% of first-time full-time regular admit students to fall under the category of "Special Admits (EOP or Other Risk)." Because the University does not have complete control over yield (how many students will accept an offer of admission), the total percent of students falling in the "Admit with Consideration" category (including athletes), in practice, has been between 20.9% and 23.5%.

Regardless of this change in practice with respect to overall admissions, as reflected in the Page No. 35 chart, Special Admissions by Sport, the number of first-year student-athletes receiving financial aid who were "Admitted with Consideration", for all years, was lower than 50, which is consistent with the University's Policies on Undergraduate Admission. Thus, while the percentage of student-athletes "Admitted with Consideration" ranged between 48.3% and 60.0% of all admitted student-athletes, which is two to three times the percentage of first-year students in general, the overall number and percentage of student-athletes receiving financial aid falls within the University's Admissions Policy set by the University Senate.

Sports teams that reflected comparatively high (60% or greater) percentages of first-year students "Admitted with Consideration" over the 2006-2009 period include: Men's Baseball (13/19 = 68.4%), Men's Basketball (8/13 = 61.5%), and Women's Basketball (10/15 = 66.7%).
7. Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).

If any of the institution's sports teams had student-athletes certified through the pilot early academic certification program from August 1, 2007, through July 31, 2008, provide an explanation regarding how the inclusion of these average core-course grade-point averages affects the data provided.

*Test scores by gender chart.*

*Test scores by racial and ethnic group chart.*

*Test scores and grade-point average by sport chart.*

The institution must analyze and explain any differences between the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup (i.e., sport, gender, ethnicity, transfers), and the academic profile of other student-athletes and comparable student-body groups or subgroups.

**Gender**

Males: The average SAT scores for male first-year students generally who were admitted between 2009 and 2006 ranged from 1133 to 1125. The first-year male student-athletes' average SAT scores over those years were approximately 85 to 100 points lower (1048 to 1026) for corresponding years, but in all years were within one standard deviation of the mean for male first-year students generally (ranging between 0.73 and 0.87 standard deviations below the mean).

Females: The average SAT scores for female first-year students generally who were admitted between 2009 and 2006 ranged from 1101 to 1073. The first-year female student-athletes' average SAT scores were approximately 7 to 68 points lower (1076 to 1005) for corresponding years, but in all years were well within one standard deviation of the mean for female first-year students generally (ranging between 0.06 and 0.56 standard deviations below the mean).

**Race/Ethnicity**

American Indian. During no year were more than two American Indian student-athletes admitted, making meaningful comparisons impossible.

Asian. Only in 2009 were more than two Asian student-athletes admitted. Their average SAT scores (1077) were somewhat lower than admitted Asian students generally (1130).

Black. Average SAT scores for admitted Black student-athletes were lower than admitted Black students generally for three of the four years considered and were higher one year (athletes' SAT scores are provided first): 2009 (963 vs. 1045); 2008 (1037 vs. 1019); 2007 (922 vs. 1005); 2006 (943 vs. 1001).

Hispanic. During no year were more than two Hispanic student-athletes admitted, making meaningful comparisons impossible.

White. Average SAT scores for admitted White student-athletes were lower than admitted White students generally for each of the four years considered (athletes' SAT scores are provided first): 2009 (1099 vs. 1152); 2008 (1057 vs. 1136); 2007 (1049 vs. 1132); 2006 (1027 vs. 1123).

Nonresident Aliens. Average SAT scores for admitted Nonresident Alien student-athletes were lower than admitted Nonresident Alien students generally for each of the three years in which more than two Nonresident Alien student-athletes were admitted (athletes' SAT scores are provided first): 2009 (998 vs. 1067); 2008 (1011 vs. 1059); 2007 (1048 vs. 1070). Only two Nonresident Alien student-athletes were admitted in 2006, making meaningful comparisons impossible.
Other. Average SAT scores for admitted "Other" student-athletes were lower than admitted "Other" students generally for each of the four years considered (athletes' SAT scores are provided first): 2009 (1042 vs. 1138); 2008 (1113 vs. 1119); 2007 (1109 vs. 1128); 2006 (1072 vs. 1125).

Sport Group
SAT scores:
Baseball. For the three years in which more than two baseball players were admitted, their average SAT scores were lower for admitted male students generally (athletes' SAT scores are provided first): 2009 (1000 vs. 1133); 2008 (1027 vs. 1132); 2007 (1073 vs. 1130).

Men's Basketball. For the three years in which more than two male basketball players were admitted, their average SAT scores were lower for admitted male students generally (athletes' SAT scores are provided first): 2009 (1018 vs. 1133); 2008 (1117 vs. 1132); 2007 (990 vs. 1130).

Football. The average SAT scores of admitted football players were lower than admitted male students generally for each of the four years considered (athletes' SAT scores are provided first): 2009 (1019 vs. 1133); 2008 (1048 vs. 1132); 2007 (1055 vs. 1130); 2006 (1018 vs. 1125).

Men's Track and Cross Country. For the three years in which more than two male track and cross country team members were admitted, their average SAT scores were lower than for admitted male students generally (athletes' SAT scores are provided first): 2009 (1108 vs. 1133); 2008 (1066 vs. 1132); 2006 (997 vs. 1125).

Men's Other Sports. The average SAT scores of admitted "Other" male athletes were lower than admitted male students generally for each of the four years considered (athletes' SAT scores are provided first): 2009 (1073 vs. 1133); 2008 (1026 vs. 1132); 2007 (1048 vs. 1130); 2006 (1000 vs. 1125).

Women's Basketball. The average SAT scores of admitted women's basketball players were lower than admitted female students generally for three of the four years considered, and were higher during one of the four years (athletes' SAT scores are provided first): 2009 (930 vs. 1101); 2008 (1178 vs. 1083); 2007 (930 vs. 1090); 2006 (927 vs. 1073).

Women's Track and Cross Country. The average SAT scores of admitted women's track and cross country team members were lower than admitted female students generally for each of the four years considered (athletes' SAT scores are provided first): 2009 (1087 vs. 1110); 2008 (1065 vs. 1083); 2007 (1034 vs. 1090); 2006 (950 vs. 1073).

Women's Other Sports. The average SAT scores of admitted "Other" women athletes were lower than admitted female students generally for each of the four years considered (athletes' SAT scores are provided first): 2009 (1074 vs. 1101); 2008 (1063 vs. 1083); 2007 (1041 vs. 1090); 2006 (1021 vs. 1073).

Core High School GPA:
For all teams, the average core High School GPA for student-athletes receiving financial aid was above 2.75, and just over two-thirds of the average GPA scores were above 3.00. The four-year weighted average for Men's Basketball (2.92) and Men's Baseball (2.94) are the lowest; the four-year weighted average for the three women's sports groups are the highest (Women's Basketball: 3.26; Women's Track/Cross-Country: 3.19; Women's Other Sports: 3.33). Overall, the scores are fairly consistent over the four-year time period.

8. Describe the institution's specific academic support programs [e.g., Facilitating Learning and Achieving Graduation program (FLAG)] to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item No. 5.

The institution must develop specific academic support programs to address the unique needs of student-athletes with entering academic profiles lower than those of the general student body.

While there are no specific academic support programs to ensure acclimation, academic success and retention of student-athletes with special academic needs and first-year students who are admitted under the category "Admit with Consideration," these students are provided programs and services through two offices—the Disability Resource Center and Office of Student Athlete Support Services—which, respectively, serve students with disabilities and student-athletes, more generally.

Students who choose to self-identify as having a disability are served through our Disability Resource Center (DRC). This office works in conjunction with the Office of Student Athlete Support Services (SASS) and provides
additional support to student-athletes with disabilities in three areas: (1) developing time management and organization skills (managing life as a student and as an athlete, taking into consideration time for practice and condition, as well as travel and competition); (2) building academic skills (e.g., active text book reading, creating a study guide from readings, or solution book for homework problems; and how to do so in a manner that will assist them in preparing for exams); and (3) exam preparation, i.e., how to use notes to study and create self-tests to review for lecture material; and how to review a test once the student has received the test back to determine which techniques worked well and which need to be refined or added. These services are completely voluntary and no student, regardless of whether or not the student has self-identified as having a disability, is required to use these services.

In addition, on the few occasions where students have needed to reduce their course load during the competition semester as a result of their disability, the DRC has assisted by providing the necessary documentation for the requests and working with the students to plan their course work to remain eligible for competition (or supporting a student-athlete if the disability has become too severe to maintain competition status). The DRC also helps the Department of Athletics in decisions to purchase assistive technology for students who are either able to do the work, but cannot realistically read material in the traditional sense (cannot read with eyes scanning text, but can read when they listen to the material while looking at the text); or who need a voice dictation program to write a paper.

The Office of Student Athlete Support Services (SASS) offers a variety of programs and services, including some specifically geared toward incoming students. These include: Academic monitoring to assist student athletes who may be experiencing academic difficulties; Study Hall [required of all freshman student-athletes (minimum 6 hours per week)]; Individual Tutoring; Champs/Life Skills Program and participation with the Freshman Orientation program. These programs are described in greater detail under questions in Operating Principal 2.2.

9. For the four most recent academic years, assess and evaluate data regarding acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g. at-risk, education-impacting disability)] and those student-athletes admitted through any of the processes described in Self-Study Item No 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

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

The institution must assess, evaluate and if necessary, develop plans for improvement to ensure acclimation, retention and academic success for student-athletes with special academic needs and student-athletes who are admitted through the institution’s special admissions process. If an institution does not employ a special admissions process, assessment, evaluation and if necessary, plans for improvement must be completed for student-athletes in the lowest (i.e., fourth) quartile of the institution’s general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution.

An analysis of freshman-to-sophomore retention and graduation rate was conducted for student-athletes admitted under the category “Admit with Consideration” between Fall 2002 and Fall 2009. (Because we do not specifically track academic progress of students with disabilities, regardless of their status as a student-athlete a parallel analysis was not conducted for this group). The freshman-to-sophomore retention rate for this period has ranged between 73.59% and 91.18%, with 6 of the 8 years above 80.00% and 2 of the 8 years above 90.00%. In comparison, the University at Albany freshman-to-sophomore retention rate for this same time period varied between 84.00% and 85.00%). Graduation rates for students entering between Fall 2002 and Fall 2005 have ranged from 56.10% to 71.43%.
10. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of initial eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

Certification of initial eligibility involves processes related to admissions at UAlbany as well as eligibility determinations conducted by the NCAA. UAlbany's policies related to the determination of initial eligibility are presented in the Department of Athletics 2010-11 Compliance Manual (pp. 27-29). The NCAA Eligibility Center certifies initial eligibility for all prospective student-athletes coming to UAlbany.

Admissions Review. Within the Office of Undergraduate Admissions, two Associate Directors for Undergraduate Admissions (one for domestic students and one for international students) are responsible conducting an "admissions review" for all prospective student-athletes (PSA) being recruited by the institution. The Admissions staff indicates on the admissions review form (a copy of the Athletics Admissions Review Form will be available during the Peer Review visit) whether or not the PSA is admissible or not admissible into the university. These forms are returned to the compliance office, where they are distributed to head coaches recruiting each prospective student-athlete.

NCAA Eligibility Determination. The Assistant Athletic Director for Compliance (AADC) conducts core high school course reviews (see Initial Eligibility Calculator Form) for any PSA who comes on an official visit, signs a NLI, or verbally commits as a walk-on to the institution. The core course review is kept in the PSA's file and any issues/concerns with respect to initial eligibility status are addressed with the coaching staff. The coaching staffs are responsible for educating PSAs about the initial eligibility requirements and for making sure that the PSA is registered with the NCAA Eligibility Center.

The AADC is available to speak with PSAs during official or unofficial visits and answer any questions or concerns with respect to NCAA initial eligibility requirements.

The NCAA Eligibility Center makes the final determination of initial eligibility for each PSA as either a qualifier or non-qualifier.

Names and Titles of those Involved in Initial Eligibility:
Kathryn Bishop ? Assistant Athletic Director for Compliance
J.R. Gaige (domestic students) OR John Pomeroy (international students) ? Associate Directors for Undergraduate Admissions
NCAA Eligibility Center

Final Eligibility Certification Authority:
NCAA Eligibility Center

11. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of transfer eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.

The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

UAlbany's policies related to the determination of transfer student eligibility are presented in the Department of Athletics 2010-11 Compliance Manual (pp. 33-40).
Transfer Verification. After the Assistant Athletic Director for Compliance (AADC) receives a "permission to contact" letter from a transfer PSA, a transfer release form will be sent to the transfer PSA's previous institution to confirm eligibility (Transfer Release Form will be available during the peer review visit). Once the form is returned, indicating completion of any applicable NCAA transfer requirements and confirming permission to speak, the AADC contacts the head coach and conveys this information. After all transcripts have been received, the AADC then requests that an admissions review be completed on the transfer PSA.

Admissions Review. Similar to the initial eligibility process, the Associate Director for Undergraduate Admissions conducts an "admissions review" for all transfer students from two and four year institutions. Admissions staff will evaluate the transfer coursework for each PSA, and then create a DARS audit through the university's online system. The admissions review form (Athletics Admissions Review Form will be available during peer review visit) indicates how many credits the PSA would transfer into the university.

These Admissions forms are returned to the compliance office and distributed to the head coaches. Any issues/concerns with transfer credits are addressed by the AADC and the head coach.

Transfer Confirmation. Once the transfer PSA has been admitted into the university and final transcripts have been received, the AADC will submit a transfer form to the Associate Registrar to confirm transfer credits, full-time status and declared major (if applicable) (Transfer ? Registrar Form will be available during the peer review visit). The Associate Registrar signs and returns the transfer form to the AADC who reviews and signs the form. The AADC generates a transfer verification form (Transfer Eligibility Checklist will be available during the peer review visit) and attaches the Registrar's certification and DARS audit to the form to confirm eligibility. The AADC and the Associate or Assistant Athletic Director for Academic Support confirm and sign off on the transfer PSA's eligibility.

Thus, transfer eligibility is jointly established through academic checks conducted by the Associate Registrar, and athletics checks conducted by the AADC and either the Associate Athletic Director for Academic Support or the Assistant Athletic Director for Student Services.

Names and Titles of those Involved in Transfer Eligibility:
Kathryn Bishop ? Assistant Athletic Director for Compliance
J.R. Gaige (domestic students) Associate Director for Undergraduate Admissions
John Pomeroy (international students) - Associate Director for Undergraduate Admissions
Colleen Davis - Associate Registrar
Carl Anderson, Associate Athletic Director for Academic Support OR
Jen Svatik, Assistant Athletic Director for Student Services

Final Eligibility Certification Authority is a coordinated effort among:
Kathryn Bishop ? Assistant Athletic Director for Compliance
Colleen Davis ? Associate Registrar
Carl Anderson ? Associate Athletic Director for Academic Support OR
Jen Svatik ? Assistant Athletic Director for Student Services

12. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify continuing eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of continuing eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.

The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

UAlbany's policies related to the determination of continuing eligibility are presented in the Department of Athletics 2010-11 Compliance Manual (pp. 29-33). The Faculty Athletics Representative (FAR) is the final certification authority for establishing continuing eligibility. In the absence of the FAR, the Associate Athletic Director for Academic Support is the final certification authority.

Pre-Season Team Meetings. The Assistant Athletic Director for Compliance (AADC) meets with each team in the fall prior to the start of preseason or fall practice in a student-athlete orientation to complete the NCAA paperwork and
discuss NCAA, Conference, and Athletic Department policies and procedures. Prior to participating in any countable athletic related activities (CARA), each Student Athlete must fill out an NCAA eligibility packet.

Also attending pre-season student-athlete orientations to address the teams are the Faculty Athletic Representative (FAR), Associate and Assistant Athletic Director for Academic Support, Sport Nutritionist, Associate Athletic Director/SWA and staff from the campus counseling center. If a student athlete misses this meeting, he or she must see the AADC to complete the NCAA paperwork and review policies and procedures. After the completion of team tryouts, if a walk-on makes one of the athletic teams, he or she must see the AADC to receive NCAA paperwork and also review the policies and procedures.

Eligibility Rosters. Eligibility Rosters are created and maintained by the AADC. After the completion of the fall student-athlete orientations where NCAA paperwork is completed, the AADC will create the Eligibility Roster for each team and specifically indicate whether student-athletes are eligible (for practice, competition, travel), not eligible (may practice, but not travel or compete) or not active (may not practice, compete or travel). When necessary, "notes" will be placed next to a student-athlete indicating any eligibility issues that need to be resolved. When any changes in eligibility occur, the eligibility rosters are sent via email to the head coach, assistant coaches, athletics director, sport supervisor, athletic trainer, equipment managers, media relations, and academic support.

Continuing Eligibility Certification Process. Following the posting of final grades at the end of each semester, the AADC along with the Assistant Athletic Director for Student Services, Associate Athletic Director for Academic Support and FAR review academic information related to continuing eligibility. The FAR will adjudicate eligibility if any discrepancies arise during the certification process. The FAR is the final certification authority for establishing continuing eligibility. In the absence of the FAR, the Associate Athletic Director for Academic Support will be the final certification authority.

When final grades are posted each semester, the Associate Registrar will update the NCAA DARS Eligibility audit. Once the Associate Registrar confirms that the DARS system is updated and accurate for each semester, an NCAA DARS audit will be generated for each student athlete and reviewed. A "continuing eligibility checklist" is created for each student athlete (A copy of the Continuing Eligibility Checklist will be available during the peer review visit). Within this checklist, information pertaining to each individual student athlete is listed for easy reference to: high school graduation date, prior enrollment at another institution, participation in sport, the semester number the student athlete will be starting the next academic term. Also within this form, is an area for certifying continuing eligibility using the registrar's approved and university official document for NCAA? the DARS Eligibility audit.

The continuing eligibility form enables certification reviewers to indicate:

whether the student athlete has passed 6 credits the previous term,
whether the student athlete has completed either 18/24 credits during the academic year,
whether the student athlete has completed the percentage of degree the student athlete is required to have accomplished,
what percentage of degree the student athlete actually completed,
what GPA the student athlete is required to achieve and what GPA the student athlete actually achieved, and
what is the student athlete's declared major (if applicable).

When the certification review has been completed, an eligibility status is recorded on the form for the specific semester indicated. Signatures are required prior to final certification from the AADC and Associate or Assistant Athletic Director for Academic Support. The FAR reviews the entire certification process, comparing eligibility-related data used in the certification process with data presented on DARS audit forms for a percentage of each team. The FAR will also review certification decision making processes for a percentage of each team. The FAR initials the continuing eligibility checklist for all reviewed student-athletes. The Associate Athletic Director for Academic Support and the Assistant Athletic Director for Academic Support will perform manual "spot checks" in each sport at the end of each semester, comparing a student-athlete's academic data to the DARS audits in order to double check the accuracy of percentage-of-degree-completion estimates provided by DARS software (the UAlbany Advisor Evaluation form will be available during the peer review visit). At least 10% (45-55) of all student athletes will be manually "spot checked" each semester. The FAR will manually conduct similar spot checks of at least one athletic team each semester.

Names and Titles of those Involved in Continuing Eligibility:
Kathryn Bishop ? Assistant Athletic Director for Compliance
Colleen Davis ? Associate Registrar
13. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate of all students.

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate for student-athletes and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of student-athletes as a whole and the most recent four-class average Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of student-athletes and the most recent four-class average Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.

The most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid is 69%; the most recent four-class average Federal Graduation Rate of all students is 63%. This indicates that the four-class average Federal Graduation Rate for student-athletes who received athletics aid is higher than the four-class average Federal Graduation Rate of all students. No further analysis is required.

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

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate of students generally, including comparable student body groups. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate of students generally or a comparable student body subgroup, the institution must develop a plan for improvement to address the issue.

Team
Baseball. The Baseball FGR is 42%.

Men’s Basketball. The Men’s Basketball FGR is 55%.

Men’s Track and Cross Country. The Men’s Track and Cross Country FGR is 57%.
Football. The Football FGR is 57%.

Men's Other Sports and Mixed Sports. The Men's Other Sports and Mixed Sports FGR is 74%.

Women's Basketball. The Women's Basketball FGR is 91%.

Women's Track and Cross Country. The Women's Track and Cross Country FGR is 59%.

Women's Other Sports. The Women's Other Sports FGR is 80%.

Gender
Males: The FGR for all male student-athletes is 59%, which is the same as the overall male student FGR.

Females: The FGR for all female student-athletes is 76%, which is above the overall female student FGR (67%).

Team Analysis by Gender: The FGR for all student-athletes is 69%; the overall FGR for all students is 63%. It appears that the women's teams have FGRs that are above or comparable to the FGR for all women students (67%); and that most men's teams, with the exception of Baseball (42%), have FGRs comparable to the FGR for all male students (59%).

Race/Ethnicity and Team
American Indian: The two categories that had American Indian student-athletes (Women's Track and Cross Country and Women's Other Sports) had FGRs of 100%.

Asian. The one category that had Asian students (Women's Other Sports) had an FGR of 100%.

Black/African American. The Team FGRs for Black/African American male student-athletes are at or above the FGR for all Black/African American male students (57%) for all men's teams. The Team FGR for Black/African American female student-athletes is at or above the FGR for all Black/African American female students (69%) for Women's Basketball and Women's Track and Cross Country, but below the overall FGR for Women's Other Sports (33%). It should be noted, however, that this number is based on fewer than 5 students.

Hispanic/Latino. The one category that had Hispanic/Latino (Women's Other Sports) had an FGR of 33%, in comparison to the FGR for all female Hispanic/Latino Students (66%).

White/Non-Hispanic. The Team FGRs for White/Non-Hispanic male student-athletes are comparable to or above FGR for all Black/African American male students (60%) for all men's teams, except Baseball, which has a Team FGR for White/Non-Hispanic males of 47%. The Team FGR for White/Non-Hispanic female student-athletes above the FGR for all White/Non-Hispanic female students (67%) for Women's Basketball and Women's Other Sports, but below the overall FGR for Women's Track and Cross Country (46%).

Unknown. The two categories that had student-athletes of Unknown Race/Ethnicity (Women's Track and Cross Country and Women's Other Sports) had FGRs of 100%.

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

If there is a difference that cannot be adequately explained between a sports team's projected Federal Graduation Rate and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

*The institution must analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent APR of each sports team and the most recent four-class Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between a team's projected Federal Graduation Rate and the most recent four-class Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.*
The only team with a Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate is Men's Cross Country, which has a projected FGR of 35%, which is substantially lower than most recent four-class average Federal Graduation Rate for all students (69%). Currently, the four-year APR average (2005-2009) is 917, based on the following four year APRs: 2005-2006: 1000; 2006-2007: 792; 2007-2008: 938; and 2008-2009: 958. Clearly, this statistic is greatly influenced by the 2006-2007 APR of 792. When 2005-2006 is removed, and the 2009-2010 APR (959) is included, the four-year APR average (2006-2010) will increase to 920. Given the trajectory of this statistic, no plan for improvement needs to be developed.

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

If there is a difference that cannot be adequately explained between the most recent four-cohort GSR for any sports team and the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

If the data in the charts include sports that are not used by the institution for NCAA sports sponsorship and/or sports in which the NCAA does not conduct a championship, the institution may provide an explanation of how the inclusion/exclusion of the sport(s) affects the analysis of the data.

The institution must analyze, explain and address any deficiencies between the most recent four-cohort average GSR of each sports team and the most recent four-cohort average GSR of student-athletes generally. If there is a difference that cannot be adequately explained between the most recent four-cohort average GSR of any team and the most recent four-cohort average GSR of student-athletes generally, the institution must develop a plan for improvement to address the issue.

The overall Graduation Success Rate for all student-athletes is 79%. Three of six men's teams (Basketball, Lacrosse, and Soccer), and seven of nine women's teams (Basketball, Field Hockey, Golf, Lacrosse, Softball, Tennis and Volleyball) have Team GSRs above the overall GSR, and Women's Soccer had a GSR of 75%, almost comparable to the overall GSR for all student-athletes. Men's Baseball has a GSR of 56%; Men's Track and Cross Country and Men's Football had GSRs of 62%; and Women's Track and Cross Country had a GSR of 62%.

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

If there is a difference that cannot be adequately explained between the most recent four-class retention rate for any student-athlete subgroup and the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the most recent four-class retention rate of student-athlete subgroups (i.e., sport, gender, ethnicity) and the most recent four-class retention rate of all student-athletes. If there is a difference that cannot be adequately explained between the most recent four-class retention rate of any student-athlete subgroup and the four-class retention rate of student-athletes generally, the institution must develop a plan for improvement to address the issue.
18. Describe the department of athletics written policies and procedures related to scheduling competitions and practices to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, including how the institution monitors this area.

The institution must have established, written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and final examination periods due to their participation in intercollegiate athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Competitions

Written standards related to scheduling competitions and practices can be found in the Department of Athletics Policies and Procedures Manual (pp. 17-20). These standards make it clear that coaches are responsible for developing their team's schedule and for doing so in a way that balances home and away contests consistent with NCAA and America East guidelines. The policy applies as well to scrimmages and to any competition within a non-traditional season. Further, in the formulation of the competition schedule, coaches are expected to consult with the Vice President for Athletics Administration and Director of Athletics, as well as with the Deputy Director for Athletics, the Assistant Athletic Director for Compliance, and the Team Administrator (each team is administered by a member of the senior athletics staff).

The policy instructs coaches to "keep in mind when scheduling" the need to arrange "game times to ensure the least amount of conflict for student-athletes with classes, scheduled University vacations and dorm closings, and maximum weekly athletic related activities hours as sanctioned by the NCAA." All proposed competition schedules are submitted to the Assistant Athletic Director for Compliance and the Deputy Athletics Director, and must receive ultimate approval by the Vice President for Athletics Administration and Director of Athletics.

Competition during the final exam period is discouraged, and, when proposed, requires approval from the Vice President for Athletics Administration and Director of Athletics. Competitions on or near commencement ceremonies must also receive the Vice President's approval.

Although every effort is made to avoid conflicts with class schedules, competition schedules are formulated as much as a year or more in advance, which imposes some constraint on the extent to which such conflicts can be minimized. The uncertainty can be a special concern when a team is involved in post-season play that takes place at the end of the semester, and may thus conflict with final exams. In these cases, the Department of Athletics, in consultation with the FAR and the Vice-Provost and Dean for Undergraduate Education, notifies instructors of student-athletes involved in post-season play, and confers with them about possible accommodations.

The number of missed classes by each team is monitored by UAlbany's Intercollegiate Athletics Advisory Board (IAAB). Specifically, the IAAB's Sub-Committee on Academics requests that Student-Athlete Academic Support Services maintain a count for each team of the number of class days missed due to competition and travel. This is not an actual count of the number of class sessions missed for each student-athlete on a team, but it does provide a rough estimate of the impact of a competition schedule on student-athletes. It further places the committee in a position to request more specific data and to confer with the Department of Athletics if it is deemed necessary. Further, the IAAB's recently established Sub-Committee on Student Well-Being will begin to ask student-athletes about their perceptions of missed classes and other impacts of athletics on academic engagement.

Finally, as stipulated by recent NCAA legislation, the FAR now monitors the number of missed classes for Men's Basketball. In this case, the number of classes for each team member is provided to the FAR by Student-Athlete Academic Support Services when student-athlete course schedules have been formulated and prior to the beginning of each academic semester. The FAR reviews the missed class count for each team member and makes recommendations to the Department of Athletics about how to minimize missed classes for student-athletes who may be missing too many (> 15-20 %) sessions of a particular course.

Practice

Coaches are also responsible for arranging a practice schedule for their programs, and for insuring that their schedule complies with NCAA regulations regarding the number of hours student-athletes are involved in "athletically related activity." The Assistant Athletic Director for Compliance monitors such activity using an "Athletically Related Activities Count Form," which coaches use to tally the time spent on such activity and which coaches submit on a weekly basis.
Inevitably, a practice schedule will conflict with some periods of time in which classes are offered. However, student-athletes know well in advance what the practice schedule will be and can take care to create an academic schedule that avoids conflict. Student-athletes are not permitted to miss classes in order to attend practice. On those occasions when a required class is scheduled during practice time, coaches are notified by Student-Athlete Academic Support Services that the student-athlete must take the class in question.

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

The University's policy on missed classes indicates that students are expected to attend all classes and all examinations and to complete all course requirements on time. Faculty have the prerogative of developing an attendance policy whereby attendance and/or participation is part of the grade. Instructors are obliged to announce and interpret all course requirements, including specific attendance policies, to their classes at the beginning of the term; an instructor may modify this or other requirements in the syllabus but "must give notice in class of any modification" and must do so "in a timely fashion." This policy also applies to courses that are less than a standard semester in length. In courses that are less than a standard semester in length, the appropriateness of the duration of the excused absence will be determined on a prorated basis consistent with the length of the course in question.

Students are excused from a class or an examination or completion of an assignment by the stated deadline in cases of emergencies, required appointments or other comparable situations. Students who miss a class period, a final or other examination, or other obligations for a course (fieldwork, required attendance at a concert, etc.) must notify the instructor or the Office of the Vice Provost for Undergraduate Education of the reason for their absence and must do so in a timely fashion. In general, the Office of the Vice Provost for Undergraduate Education will only provide letters to instructors asking that students with compelling reasons be granted consideration in completing their work when students have missed an exam or assignment deadline or when the absence exceeds one calendar week.

If the student foresees a time conflict in advance that will prevent attendance at a class or examination or completion of an assignment, the student is expected to bring this to the attention of the instructor or the Office of the Vice Provost for Undergraduate Education as soon as the conflict is noted. In the case of an unforeseen event, the student is expected to notify the instructor or the Office of the Vice Provost for Undergraduate Education within one week of the requested period of absence.

While each student's request on its own merits, the University's policy addresses four types of reasons for which excuses will generally be granted: (a) illness, tragedy, or other personal emergency; (b) foreseeable time conflicts resulting from required appointments; (c) athletic events and (d) religious observance.

The policy regarding Athletics Events is as follows:

The institution must analyze and explain missed class time for the last two years for each sports team and address, through a plan for improvement, any missed class time that is deemed significant or excessive in nature.

Since competition schedules are undertaken within the context of academic calendars, some number of missed classes is inevitable. In Table ??, we present the maximum potential number of missed class days experienced by student-athletes of each athletic team, given their particular competition schedule. That is, the table presents the
total potential missed class days based on a comparison of all team members’ schedules and the team’s competition schedule. It should be understood that we have not computed the number of actual missed class sessions for each member of our teams; such a computation would be prohibitively costly. However, the count of class days missed, understood within the context of the competition schedule for the particular sport, provides a means for roughly estimating the number of missed class sessions, and enable us to determine whether there is a basis for concern, for a given team, about student-athlete’s level of academic engagement.

We consider many teams to be unexceptional in terms of missed class days. That is, missed classes generally take place on Friday, or when mid-week, competition begins in the late afternoon, when most students are less likely to have classes. The teams that fall into this category are: Men’s and Women’s Cross-Country, Football, Field Hockey, Men’s and Women’s Lacrosse, Men’s and Women’s Soccer, Men’s and Women’s Indoor Track, and Men’s and Women’s Outdoor Track.

A number of teams warrant special discussion, as follows.

Baseball and Softball: Number of class days missed for the two year period range from 15 to 19, all in the spring semester. These teams must travel during the winter months for competition, and competition generally takes place in the context of tournaments scheduled over the weekend. Fridays thus constitute the bulk of missed classes, along with some Mondays. Students beyond freshmen level are unlikely to schedule many classes on Fridays. Further, classes taken on Fridays and Mondays, generally conform to a MWF class rotation, consisting of approximately 42 55-minute classes per week. Thus, missing classes on Friday and Monday generally means missing classes that represent a smaller proportion of class time than missing Tuesday-Thursday (80-minute) scheduled classes. Later in the season, when competitions take place at home, students may play mid-week, but are not likely to miss an entire day of classes when such a competition takes place.

Men’s and Women’s Basketball, Women’s Golf, and Women’s Tennis: Missed classes for these teams are split across two semesters, minimizing any potential academic effects.

Women’s Volleyball: Most of the missed class days for this team are on Fridays, a day when students are least likely to have classes, as competitions take place in the late afternoon or early evening. The season begins in August and ends in November, thus a considerable number of Friday class days are missed, with minimal impact on the proportion of any particular class that is missed.

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

The institution's established, written policies regarding the scheduling of practices and competition must be directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) to student-athletes, department of athletics staff members and other appropriate faculty and administrative staff (e.g., published in the institution's student-athlete handbook or department of athletics policies and procedures manual, an e-mail with an attachment or link to the posting on the institution’s website). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Student Athletes and coaches are made aware of these policies and procedures during team eligibility meetings/orientation sessions prior to the start of each sport’s season. These policies are also listed in the Student Athlete Handbook and Planner that each student-athlete receives during the eligibility meeting/orientation session, as well as in the Undergraduate Bulletin that students receive when they arrive on campus.

22. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.1, describe the institution’s efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.
The University has not developed any plans for improvement during the current self-study process.
Operating Principle

2.2 Academic Support.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). For each condition, provide:
   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition
   There were no conditions imposed by the committee.
   
   Action

   Action Date

   Explanation for partial or non-completion

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). For each issue identified, provide:
   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed;
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

*If the institution developed a plan for improvement for Operating Principle 2.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.*

The committee will not accept the following explanations for partial completion or noncompletion:
The institution did not possess sufficient funds to implement the plan.

- The institution has had personnel changes since the original development of the plan.
- The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.

1. Original Plan

The institution was not required to develop any plans.

   Action

   Action Date

   Explanation for partial or non-completion

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). For each additional plan, provide:

   a. The additional goal(s);
   b. The step(s) taken by the institution to achieve the goal(s); and
   c. The date(s) the step(s) was completed.

As an outcome of the Cycle 2 certification process, the University became aware that there was no existing procedure for academic authorities outside the Department of Athletics to review and approve the academic support services offered to student-athletes. The plan for improvement specified that the University would create a standing subcommittee of the Intercollegiate Athletics Advisory Board (IAAB) with representation from the University Senate's Undergraduate Academic Council (UAC) charged with approval and review of academic support services. The plan further stipulated that the University should amend UAC bylaws to include this responsibility for review of academic support services available to student-athletes; clarify Review Committee responsibilities and operations; and that the chair of UAC would appoint a representative of UAC to participate on the Committee. During the preliminary data and information gathering process for the current NCAA Self Study it was determined that any initial steps taken to establish the review process after the first NCAA Self Study were not carried through to completion. The Committee to Evaluate Academic Support Services for Student Athletes, made up of academic authorities outside of athletics, was formed in October 2010 and their report was completed on January 21, 2011.

Another outcome of the Cycle 2 certification process was recognition of the need to more fully monitor missed class time and adopt a policy to minimize conflicts between class time and competition. The plan for improvement specified that the IAAB would adopt a policy on missed class time and final examination periods on behalf of the University and that the Office of Athletic Academic Services would create and maintain a database of student-athlete absences of 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."

During the Fall 2010 semester, the IAAB discussed and unanimously approved a new section of the IAAB Bylaws establishing a standing Committee on Student-Athlete Academic Progress. That revision to the Bylaws was forwarded to the President for his approval in Fall 2010. The text of the added section stipulates that the membership of the standing Committee includes the Chair of IAAB, all IAAB teaching faculty, and a representative of the University Senate’s Undergraduate Academic Council. The text also stipulates that the Committee will, in addition to other duties, "provide regular review of academic support services provided by Athletics and their effectiveness” and review data regarding course absences and missed final exams due to athletic competitions.

Although this revision to the Bylaws has not yet received final approval from the President’s office, the IAAB has acted in a number of ways that are consistent with its purposes. The Committee has been established and has met to conduct business related to reviewing academic progress. Further, a member of UAC has been appointed to serve on the Committee.

The IAAB as a full committee has discussed the general University policy related to missed classes as it relates to student-athletes and considered how the process by which student-athletes inform their instructors and work with them to make up missed work should take place. The IAAB discussion indicated no dissatisfaction with the University missed class policy. Over the course of the past year, the procedures by which student-athletes inform instructors about missed classes have been fine-tuned. While competitions scheduled during the final exam period must be approved by the Vice President for Athletics Administration and are therefore rare, teams engaged in post-season play can run into final exam conflicts. The Office of Athletics Academic Support Services works with the Vice Provost for Undergraduate Education and the FAR to inform faculty members about these situations, and to request accommodations.

The Committee on Student-Athlete Academic Progress has reviewed data related to student-athletes’ missed classes due to competitions. Specifically, the subcommittee has reviewed data on missed class days rather than missed classes, since the Athletic Department is still coming to grips with the enormity of the task that collecting data on missed classes represents. Further, the University has not acted to complete all of the steps in the plans for improvement for a number of reasons, as indicated below:

1. The University has not altered UAC bylaws to provide for a member of UAC to serve on the IAAB. Since the revision to the IAAB Bylaws itself requires UAC membership, this seems institutionally sufficient to guarantee such membership. The Academic Integrity subcommittee conferred with the chair of UAC who confirms for us that members of UAC are called upon regularly to serve on other University bodies because the bylaws of these bodies require such representation.

2. The Self-Study subcommittee did not undertake a review of the academic support services. This is because a full review of academic support services was commissioned by the Department of Athletics in Fall 2010, and executed by another committee of faculty and staff (see below).

3. The Department of Athletics has not acted to collect data about all classes missed by student-athletes and missed final exams. Data are compiled related to classes missed for competition by student-athletes participating in men's basketball, and it has proven to be a substantial undertaking. At this time, the University is still assessing the feasibility and desirability of amassing the data for all teams and for all reasons that classes are missed, in light of the following considerations: (1) while it is permitted to miss class for competition, it is not permissible to miss classes because of athletics practice, or any other reason short of illness or other personal emergency, (2) instructors generally enforce their own missed class policies; (3) scheduling of competitions during final exam periods must receive approval by the Vice President for Athletics Administration; (4) based on the examination of missed class days, it does not appear that student-athletes experience unreasonable amounts of missed class time; and (4) the issue of missed classes has been under discussion by the America East Conference.
4. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

**Academic support services must be available to student-athletes either through institutional programming or through student-athlete support services.**

The institution must demonstrate that its institutional structures and reporting lines for student-athlete academic support services are organized such that academic advising for student-athletes is an integral part of the institution's educational system.

Student athletes at the University at Albany are offered a multitude of academic support services. They are an integral part of the student body in all respects and are subject to all academic and non-academic policies that apply to the entire student body. Student-athletes have full access to academic support services provided by the University to the entire student body. In addition, the Office of Student Athlete Support Services (SASS) offers a variety of programs and services. Below is a partial list of services provided by the SASS Office. Coaches may also request a program for their team by completing the appropriate form.

**MISSION STATEMENT**

The Office of Student Athlete Support Services (SASS) at the University at Albany recognizes that athletics can serve as a valuable enhancement to the collegiate experience. Additionally, the skills often learned through athletics can ultimately be applied to other areas of life to help amplify the development of those involved. Therefore, the Mission of the Office of Student-Athlete Support Services is to enhance the collegiate experience of UAlbany student-athletes by providing an environment that assists them in developing transferable skills so that they may be better prepared to compete in the classroom, the athletic arena, as well as in life. This mission will be accomplished by:

1. Fostering an environment designed to maximize the academic potential of student-athletes;
2. Providing information and guidance to enable student-athletes to develop academically, athletically and personally using department, campus and community resources;
3. Successfully coordinating the Athletics Department's CHAMPS/Life Skills Program to develop student-athletes in the five designated areas (academics, athletics, career development, community service and personal development);
4. Enabling student-athletes to become educated, responsible and self-reliant individuals who are committed to their communities.

**Services Provided by Student Athlete Support Services**

**Academic counseling**

The academic support staff is available for informal academic advising and counseling on classes and choices of majors for all student athletes. For official advising, students are routinely referred to their departments.

**Academic Monitoring**

Academic monitoring is provided for all student athletes to track academic progress for NCAA eligibility as well as to assist student athletes who may be experiencing academic difficulties.

In addition, weekly meetings are required of all student-athletes who have a cumulative GPA of a 2.3 or below in order to track academic progress throughout the semester. Also, those student-athletes with a documented learning disability are strongly encouraged to register with the Disabled Student Services/Learning Disabilities Support Services Program to advantage of the services that they offer.
Mid semester progress reports are completed for all first year student athletes as well as those continuing students who have a 2.5 cumulative GPA and below.

Study Hall
All freshman student athletes, new transfers, new team members as well as continuing students with a 2.5 cumulative GPA and below are required to attend study hall. The Student Athlete Support Staff requires 6 hours per week; however some coaches have additional criteria.

Individual Tutoring
Individual tutoring is offered for a wide variety of subject areas. The Student-Athlete Support Services Staff hires and supervises approximately 150 tutors for student-athletes.

Notice of Class Absence Due to Competition
The Student Athlete Support Services Staff provides travel letters to student athletes at the beginning of each semester that indicates the specific dates and times that the student-athletes have conflicts between classes and athletic schedules. Assistance is also provided in arranging make-up work or proctoring exams.

Advance Registration
Student athletes are granted advance registration to avoid conflicts with class and practice/competition schedules.

Referral to University Support Services
Student athletes support services provides referral service for student-athletes needing campus resources such as the Counseling Center, Career Center, Residential Life, Financial Aid, Disabled Student Services, and other campus offices and departments.

Champs/Life Skills Program
The Office of Student Athlete Support Services provides workshops and programs that focus on specific success skills such as time management, career planning, financial planning, nutrition, and other important topics.

Freshman/Transfer Orientation
Prior to enrollment, the Student Athlete Support Services Staff works closely with the orientation and advisement offices on campus to assist with developing class schedules to ensure that athletes do not have much conflict between athletics and academics.

Reporting lines and responsibilities assigned to specific staff members.

Carl Anderson- Associate Athletic Director for Student Services, reports to Jan Brown, Associate Athletic Director for Student Life Enrichment and Equity

Duties and Responsibilities
1. To oversee all aspects of student-athlete support services including: academic development, counseling of student-athletes, leadership development, academic monitoring, mandatory study sessions, individual tutoring and the Student Athlete Academic Recovery Program (STAAR), campus engagement and career expectations.

2. To supervise the full-time Assistant Athletic Director for Student-Athlete Services and Academic Performance as well as the graduate assistants, athletic tutors and study hall monitors.

3. To serve as departmental liaison with faculty offices of academic advising, admissions, registrar, educational opportunity and other university offices.

4. To work with the Assistant Director of Athletics for Compliance in matters relating to NCAA academic eligibility and recruiting.
5. To manage the academic support services budget and work with the Business Manager as it relates to the purchase of equipment and supplies.

6. Assist with aspects of the NCAA CHAMPS/Life Skills program.

7. Coordinate the use and maintenance of the laptop computers.

8. Department contact for NCAA Academic Progress Rate.

9. Oversight of the Women's Tennis program.

10. Monitor the academic progress for Women's Basketball, Men's Lacrosse, Men's and Women's Track and Field and Cross Country, Women's Tennis, Baseball, Women's Golf.

11. Other duties as assigned by the Director of Athletics and/or Associate Director of Athletics/SWA.

Jennifer Svatik, Assistant Athletic Director for Student Athlete Services and Academic Performance, reports to Carl Anderson

Duties and Responsibilities

1. To assist with all aspects of student-athlete support services including: academic development, counseling of student-athletes, academic monitoring, mandatory study sessions, individual tutoring and the Student Athlete Academic Recovery Program (STAAR).

2. To coordinate the student-athlete tutorial program.

3. To coordinate all aspects of the NCAA CHAMPS/Life Skills program.

4. To serve as the advisor to the Student-Athlete Advisory Committee (SAAC).

5. To assist with the supervision of the graduate assistant, tutors and study hall monitors.

6. To assist with eligibility certification and continuing eligibility.

7. Responsible for monitoring the academic progress for Field Hockey, Football, Men's Soccer, Women's Soccer, Women's Volleyball, Men's Basketball, Women's Lacrosse, and Softball.

8. Other duties as assigned by the Director of Athletics and/or Associate Director of Athletics/SWA and/or Associate AD for Student services.

G.A. Position for Academic Support (2 positions)Reports to Carl Anderson

Duties and Responsibilities

1. To assist with all aspects of student-athlete support services, for assigned teams, including: academic development, counseling of student-athletes, leadership development, academic monitoring, mandatory study sessions, individual tutoring and the Student-Athlete Academic Recovery Program (STAAR), campus engagement and career expectations.

2. Oversee the student-athlete tutorial program, supervise the Study Hall Monitors and coordinate all payroll paperwork.

3. Coordinate the Mid-Semester Progress Report Process

4. Assist with the coordination of the CHAMPS/Lifeskills program

5. Other duties as assigned by the Director of Athletics and/or Associate Director of Athletics/SWA and/or Associate AD for Student services and/or Assistant AD for Student-Athlete Services and Academic Performance
5. Explain how the institution's staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution (this review must be conducted as part of the self-study process).

The institution must demonstrate that its staffing, physical space and financial support for student-athlete academic support services have been reviewed by appropriate institutional authorities and determined to meet the academic needs of student-athletes at the institution.

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

At the end of the Fall 2010 semester and the beginning of the Spring 2011 semester, the Committee to Evaluate Academic Support Services for Student Athletes conducted a review of the financial support, staffing and facilities of the Student-Athlete Support Services Department. The Committee was chaired by Dr. William Rainbolt and used the "Academic Support Services Evaluation Guide" developed by the NCAA and the National Association of Academic Advisors for Athletics (N4A) as a template for the evaluation of the Student-Athlete Support Services Department.

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

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

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

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

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

Information related to all academic support services must be clearly communicated to student-athletes and staff (e.g., through inclusion in the student-athlete handbook, discussion during team meetings, through inclusion in personnel manuals, review during staff orientation).

The institution must provide effective support services for student-athletes with learning disabilities and/or other special needs, either through institutional programming or through student-athlete support services.

The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

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

   a. The specific academic support services offered to student-athletes (if any);
Student-athletes at the University at Albany are offered a multitude of academic support services. They are an integral part of the student body in all respects and are subject to all academic and non-academic policies that apply to the entire student body. Student-athletes have full access to academic support services provided by the University to the entire student body. In addition, the Office of Student Athlete Support Services offers a variety of programs and services. Below is a partial list of services provided by the SASS Office. Coaches may also request a program for their team by completing the appropriate form.

Advance Registration
Academic Counseling
Academic Monitoring
Summer School
Monitored Study Hall
Individual and Group Tutoring
Notice of Class Absence Due to Competition Letters
CHAMPS/Life Skills Programming
Freshmen/Transfer Orientation in partnership with the UAlbany Orientation Office

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

All student athletes have access to all of the services offered by the Student Athlete Support Services Office

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

Student Athletes and coaches are made aware of these services during their recruiting visits and during each team’s eligibility meeting/orientation session prior to the start of each sport’s season. These services are also listed in the Student-Athlete Handbook and Planner that each student-athlete receives during the eligibility meeting/orientation session. Services are also announced via e-mails and posted notices in the Student Athlete Academic Support Center and team locker rooms.

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);

Free individual tutoring is offered in a wide variety of subject areas. The Academic Support staff hires and supervises tutors for student athletes each semester. Students requesting assistance are required to complete a Tutor Request Form online and must meet with the Tutor Coordinator to review responsibilities and procedures for participating in the tutoring program. Tutors are assigned on a valid need basis and availability of tutors. In the case that a tutor may not be available, student athletes are encouraged to meet with professors when possible.

Tutors must be a junior or senior and have a 3.3 cumulative gpa and they are paid $8.50+ per hour. There is a tutor orientation during the first week of classes during the fall semester where the tutors receive their Tutor Handbook. This contains pertinent information with regards to NCAA rules and regulations and tutoring.

Rules for Use of Tutoring Services:

1. Be prompt for your appointments and meet in a public location. (Residence hall rooms and University Apartments are off-limits).
2. Failure to show or cancel within 24 hours can result in losing your tutoring services.
3. Be prepared and ready to discuss questions, problems, and issues with your tutor and bring all necessary course materials. This is NOT a time to be taught new information. The tutor is NOT your instructor.

Tutor Assignment Procedure:
1. Student Athlete requests and/or the Office of Student Athlete Support Services assigns tutor (any student athlete with a grade of C- or lower or who is traveling excessively due to his/her competition schedule is highly encouraged to request a tutor).

2. Tutor may meet with student athlete for a maximum of 3 hours per week per class.

3. All tutoring sessions must be on-campus, but may not be done in a Residential Life Room. Violation of this policy results in termination of tutor and student-athlete loses tutor privilege.

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

All student-athletes are eligible to use the tutoring services provided by the Student Athlete Academic Support Center and only student-athletes are eligible to use these tutors.

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

Student Athletes and coaches are made aware of these services during their recruiting visits and during each team's eligibility meeting/orientation session prior to the start of each sport's season. These services are also listed in the Student-Athlete Handbook and Planner that each student-athlete receives during the eligibility meeting/orientation session. Services are also announced via e-mails and posted notices in the Student-Athlete Academic Support Center and team locker rooms.

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

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

Academic Monitoring: Academic monitoring is provided for all student-athletes to track academic progress for NCAA eligibility as well as to assist students who may be experiencing academic difficulties. Progress reports, for all first year freshmen and transfers as well as continuing student-athletes with a cumulative grade point average (gpa) below a 2.50, are distributed at mid semester and when deemed necessary by SASS staff members.

Those student athletes who have a cumulative gpa below 2.30 are also monitored on a weekly basis by their requirement to attend weekly meetings with a member of the student-athlete academic support staff.

Certain coaching staffs will periodically conduct class checks on their own. Any repercussions for a student athlete missing a class is then handled by the head coach.

Student athletes who are admitted to University at Albany "with consideration" may be identified by the Admissions Office as "at risk" and asked to complete the Student Athlete Academic Success Contract. This procedure identifies a set of conditions designed to support the student-athlete's academic needs and provide the student-athlete academic support staff with information about their performance in each class more frequently.

Some returning student athletes with serious academic deficiencies may also be asked to complete the Student Athlete Academic Success Contract as well. This contract serves as a way of signaling to the student-athlete the seriousness of his or her academic problems and that other measures need to be in place other than just attending weekly meetings with the student-athlete academic support staff.

The student-athlete academic support staff will also receive a list from the on campus academic support department of a list of freshmen in large introductory courses who may be struggling academically. Those students on the list identified as student-athletes will be called in to the Academic Support Center to discuss the issues that they are having in that particular course and try to come up with a plan to improve on their academic standing in that class.

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

All student athletes have access to all of the services offered by the Student-Athlete Support Services Office.

c. The mechanisms by which student-athletes and staff are made aware of these services.
4. **Assistance for special academic needs:** Provisions for diagnosis and treatment of education-impacting disabilities (EID).

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

   Those student athletes with a documented learning disability are strongly encouraged to register with the Disabled Student Services/Learning Disabilities Support Services Program to advantage of the services that they offer.

   The student-athlete is responsible for providing the University with documentation of his or her disability. Documentation of a disability must be current and support the requested academic accommodations. Current is defined as within the last 6 months for psychiatric disabilities, 5 years for learning disabilities, 3 years for ADD and other disabilities. Permanent physical or sensory disabilities do not have this type of timeline on documentation.

   For those student athletes who after entering the University at Albany and may feel that they have a Learning Disability will be referred to the Health Counseling Center to start the process to see if diagnostic testing is necessary.

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

   The use of the Health Counseling Center and the Disabled Student Services/Learning Disabilities Support Services Program are available to all students on campus.

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

   Student Athletes and coaches are made aware of these services during their recruiting visits and during each team's eligibility meeting/orientation session prior to the start of each sport's season. Those recruits who self-identify as having a Learning Disability during the recruiting process are given contact information to reach out to the Disabled Student Services/Learning Disabilities Support Services Program to start the process of gathering the necessary paperwork to register with the office. Also, all those student athletes signing a National Letter of Intent receive an athletic academic questionnaire where they can also self-identify as having a Learning Disability. These services are also listed in the Student Athlete Handbook and Planner that each student-athlete receives during the eligibility meeting/orientation session.

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

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

   Weekly meetings are required of all student athletes who have a cumulative GPA of a 2.3 or below in order to track academic progress throughout the semester. Also, those student athletes with a documented learning disability are strongly encouraged to register with the Disabled Student Services/Learning Disabilities Support Services Program to advantage of the services that they offer.

   Those student-athletes who have a cumulative grade point average (gpa) below 2.30 are also monitored on a weekly basis by their requirement to attend weekly meetings with a member of the student athlete academic support staff.

   Certain coaching staffs will periodically conduct class checks on their own. Any repercussions for a student athlete missing a class is then handled by the head coach.

   Student athletes who are admitted to UAlbany "with consideration" may be identified by the Admission's Office as "at risk" and asked to complete the Student Athlete Academic Success Contract. This procedure identifies a set of conditions designed to support the student-athlete's academic needs and provide the student athlete academic support staff with information about their performance in each class more frequently.
Returning student-athletes with serious academic deficiencies may also be asked to complete the Student Athlete Academic Success Contract as well. This contract serves as a way of signaling to the student-athlete the seriousness of his or her academic problems and that other measures need to be in place other than just attending weekly meetings with the student-athlete academic support staff.

For those student athletes who after entering the University at Albany who may feel that they have a Learning Disability will be referred to the Health Counseling Center to start the process to see if diagnostic testing is necessary.

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

The use of the campus Health Counseling Center and the Disabled Student Services/Learning Disabilities Support Services Program are available to all students on campus.

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

Student Athletes and coaches are made aware of these services during their recruiting visits and during each team's eligibility meeting/orientation session prior to the start of each sport's season. These services are also listed in the Student-Athlete Handbook and Planner that each student-athlete receives during the eligibility meeting/orientation session.

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

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

The current student athlete academic support facility is located in room 314 if the PE Building. It is 750 square feet and consists of one main room and two small offices. There are 11 computers around the outside of the room and seating for 15 at the tables in the center of the room for 26 total seats. There is one printer and one scanner. There 12 laptops available for student athletes to sign out for use during team travel.

Due to the space limitations and lack of seating, some teams will conduct their own scheduled study halls during the week using the Hall of Fame Room and the Wrestling Room.

The hours of operation for the student-academic support facility are:
Monday-Thursday, 9:00 am-8:00 pm
Friday, 9:00 am-5:00 pm

There are two fulltime staff members and two graduate assistants are available for the academic support of about 440 student-athletes.

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

All student athletes have access to all of the services offered by the Student Athlete Support Services Office.

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

Student Athletes and coaches are made aware of these services during their recruiting visits and during each team's eligibility meeting/orientation session prior to the start of each sport's season. These services are also listed in the Student Athlete Handbook and Planner that each student-athlete receives during the eligibility meeting/orientation session. Services are also announced via e-mails and posted notices in the Student Athlete Academic Support Center and team locker rooms.


a. The specific academic support services offered to student-athletes (if any);
Transcripts are evaluated by Office of Admissions to determine if a potential student athlete is admissible to the university and to determine if he or she can be academically successful while at the university. The core course grade point average, SAT and ACT scores and any community involvement and leadership activities are all taken into consideration.

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

All students who are initially denied enrollment to the university may be considered for admissions under the Admissions with Consideration Program.

All potential students, including student athletes, who are denied admissions to the university can also formally appeal the decision. The decision of the appeals committee is final.

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

The Office of Admissions, the Compliance Office and the coaching staffs supply all pertinent information to potential student athletes with regards to admissions to the University at Albany.

8. Student-athlete degree selection: Degree program assistance.

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

Student Athlete Academic Support staff refers student athletes to the Advising Services Center. For those who are undecided about a major, the Student Athlete Academic Support staff will refer the student athletes to the Career Development Center. Those two offices as well as the specific departments on campus help students find major that would be beneficial for their career aspirations.

The Student Athlete Academic Support Center will partner with the Career Development Center (CDC) to have student-athlete specific events. The Student-Athlete Academic Support Center will also assist the CDC with advertising any events that they may be hosting on campus such as career fairs and informational sessions.

The Student-Athlete Academic Support Center will plan and host student athlete specific events such as the senior student athlete etiquette dinner and the UAlbany Alumni Career Panel made up of former UAlbany student athletes.

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

All student athletes follow the same policies and procedures as the general undergraduate student population when declaring a major. They can declare a major either through the general Advising Services Center or through the Registrar's Office.

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

Student Athletes and coaches are made aware of these services during their recruiting visits and during each team's eligibility meeting/orientation session prior to the start of each sport's season. These services are also listed in the Student Athlete Handbook and Planner that each student-athlete receives during the eligibility meeting/orientation session. Services are also announced via e-mails and posted notices in the Student-Athlete Academic Support Center and team locker rooms.

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

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

The University does not offer Remedial classes except for those students admitted to the University at Albany through the Educational Opportunities Program (EOP). EOP has Developmental courses in Math and Writing that students admitted to the University through EOP take during the EOP Summer Program. These courses are taught by EOP's instructional staff. Many of the instructors have doctoral degrees and are considered experts in their fields.
Prior to their arriving to the University they are issued a placement exam that lets the EOP staff know what level of developmental math they would need to take during the 5 week EOP Summer Program. Students also take a writing and reading placement exam which is graded by the Writing Instructional staff. The staff then works with the students as a part of their EOP Summer Program experience. If a student makes tremendous progress in those 5 weeks, they might be recommended to take University level English (i.e., AENG 1212) or Math courses (AMAT 101, AMAT 106 or AMAT 111/112/or 113).

For those who do not do well during the course of the 5 week EOP Summer Program or who the instructors feel are not ready for University level coursework in AENG or AMAT (as indicated above), they are placed in OEOP 012 (EOP Writing) along with AENG 100Z, and/or AEP Math II or OEOP Math III in the Fall semester. If those enrolled in OEOP Math II do well, then they take OEOP Math III in their proceeding Spring semester. For those enrolled in either OEOP Math II or OEOP Math III who do not do well in the course during their Fall semester, the following would be the outcome: failure in OEOP Math II means they will need to retake the course the following Fall semester as that is a Fall only course. For those who fail OEOP Math III in the Fall semester, they will need to retake OEOP Math III in the following Spring semester. Completion of any OEOP developmental course is required. In some instances, a student has repeated a OEOP Math course multiple times before achieving the required "S" grade.

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

Services are available to all students on campus who are admitted into the Educational Opportunities Program.

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

The Of®ce of Undergraduate Admissions recruits for EOP and as a part of their recruitment dialogue, they inform potential applicants about the mandatory EOP Summer Program as it is a mandatory part of their admission. A student may also find out about EOP through their High School Guidance Counselor, a sibling, or through a variety of other word of mouth resources. There is also a link on the UAlbany Undergraduate Admissions page, and on the SUNY Systems website. Once a student applies and is accepted, they are then sent a formal Welcome Packet by our Office of Undergraduate Studies where the information on the mandatory summer program is included. The EOP Office also sends letters and makes telephone calls to all accepted students to discuss the summer EOP program with them. Parents are also made aware of the summer program so that they keep that 5 week period of time clear (to the best of their ability) from any family activities. Any incoming UAlbany EOP Freshman has to complete the entire 5 week summer program or face forfeiting their admissions to the University. The EOP Office is the only area at the University at Albany that has a required freshmen summer program.

10. Success skills: Study skills, note and test taking, writing and grammar skills, time-management skills.

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

The University at Albany's Office of Academic Support Services is available to all students on campus who may need academic assistance. The office offers the students on campus a variety of academic support services to assist students with improving their academics and maintaining academic excellence. These services include weekly study skills workshops, weekly study groups for selected courses, career workshops, faculty mentoring, and tutoring, to name a few.

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

The use of the Office of Academic Support Services is available to all students on campus

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

Student Athletes and coaches are made aware of these services during their recruiting visits and during each team's eligibility meeting/orientation session prior to the start of each sport's season. These services are also listed in the Student Athlete Handbook and Planner that each student-athlete receives during the eligibility meeting/orientation session. Services are also announced via e-mails and posted notices in the Student Athlete Academic Support Center and team locker rooms.
11. Study hall: Availability, facilities, attendance policies.

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

Study Hall: Study sessions for all freshmen and transfers as well as continuing students with a cumulative GPA below 2.5 are mandatory. At the end of the first semester, Freshmen and One Year Transfers who earn between a 3.0?3.49 GPA will have their study hall hours reduced and those who earn a 3.5?4.0 GPA will not be required to attend study hall. Two-Year Transfers who earn a 3.0 after their first semester will be excused from study hall. The amount of hours per week to be completed will be determined by the SASS staff and team coach. Also, some coaches place additional standards on their teams such as needing a higher cumulative GPA to be excused from study hall. Weekly reports will be provided to each coach.

Study Hall is conducted during the following days and times:

PE 314
Monday-Thursday, 9:00 am-8:00 pm
Friday, 9:00 am?5:00 pm

There a few teams that conduct team specific study hall in other areas of the athletic facilities due to the space constraints in the Student-Athlete Academic Support Center.

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

All student athletes have access to all of the services offered by the Student Athlete Support Services Office.

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

Student Athletes and coaches are made aware of these services during their recruiting visits and during each team's eligibility meeting/orientation session prior to the start of each sport's season. The Study hall hours and locations are also listed in the Student-Athlete Handbook and Planner that each student-athlete receives during the eligibility meeting/orientation session.

12. First year/transfer orientation: Availability, attendance requirements.

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

It is mandatory that all new students (and new student athletes) attend an orientation session before they start classes at the University at Albany. Orientation programs assist new freshmen, transfers and international students as they make the transition to life at the University at Albany. Campus Academic Advisors, Orientation Assistants, faculty and staff will provide the guidance and support needed to become fully integrated into the campus community.

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

Orientation sessions are open to all new students at the University at Albany.

1. Freshman Orientation consists of a Planning Conference where faculty, academic advisors, professional staff and student Orientation Assistants guide the new students throughout the program. During this time, the students will attend a number of information sessions covering academic requirements, the academic and social environment on campus, and what it takes to be successful at UAlbany, both academically and personally. There are usually eight two-day sessions scheduled throughout the summer.

2. Transfer Orientation gives the students time to get to know the campus better and take care of all the most important processes with assistance from current students, faculty, academic advisors and staff. It is also during this Orientation that students will meet with a representative from their academic department and, for some students, it is then that they will meet with an advisor and select classes. Representatives of many on-campus offices will be there to discuss the services available as a student at UAlbany. There are usually five one-day sessions scheduled throughout the summer.
3. International Student Orientation is designed to familiarize and assist new international students with the following policies, procedures and requirements:

a. International Student & Scholar Services (ISSS) Office Procedures
b. Immigration Regulations: Maintaining Status, Employment, and Travel
c. Practical Matters: SUNY Card Benefits, Student Accounts, Social Security Numbers, Banking,
d. Drivers Licenses, and Cell Phones
e. Academic Matters and Achieving Academic Success
f. Graduate and Undergraduate Studies
g. English Language Support Services
h. Personal Safety and Security On and off Campus
i. Health and Counseling Services
j. Health Insurance

The International Orientation session is a one-time, five-day session scheduled the week before classes start.

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

Student Athletes and coaches are made aware of these services during their recruiting visits and from a notice in the New Student Welcome Letter from the Orientation Office on campus as well as from follow up notices from the Student-Athlete Academic Support Center.


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

Those student-athletes who are deemed at risk and required to sign the Academic Success Contract will meet with a Mentor/GA once a week for about an hour each time. The purpose of these meetings to work on time management and study skills. Other topics such as goal setting and career aspirations are also discussed.

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

Those student-athletes who are placed on terminal probation are required to sign the Academic Success Contract will meet with a Mentor/GA once a week for about an hour each time. This is in addition to their weekly meetings with their team's academic advisor.

Incoming student-athletes can be classified as at-risk by the Admissions Office based on their high school academic performance and returning student-athletes can be classified as at-risk by the Student-Athlete Academic Support staff after reviewing the previous semester/semesters during eligibility certification process.

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

Student Athletes and coaches are made aware of these services during their recruiting visits and during each team's eligibility meeting/orientation session prior to the start of each sport's season.

14. Posteligibility programs: Availability of scholarships, assistantships and academic support.

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

All student-athletes who have exhausted their eligibility and still working towards graduation and any graduate students who have exhausted their eligibility are able to use the services of the Student-Athlete Academic Support Center.

Athletic aid is available for those student-athletes who received athletic aid who have exhausted their eligibility and are close to graduating.
b. Any policies that govern which students can use these services; and

Athletic aid is available for those student-athletes who received athletic aid and have exhausted their eligibility and are close to graduating.

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

Student-athletes and coaches are informed of these policies when it is determined that a student-athlete has exhausted their eligibility without fulfilling their degree requirements.
7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question on the ACS to submit a copy of the institution's most recent academic support services evaluation.]

The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The comprehensive, written academic support services evaluation must include an evaluation of all services provided to student-athletes. [Note: The list below should provide institutions with a starting point for the evaluation but it is not an exhaustive list. Institutions are required to evaluate all relevant services provided.]

- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes;
- Student-athlete degree selection;
- Learning assessments;
- Success skills;
- Study hall;
- First year/transfer orientation;
- Mentoring;
- Post-eligibility programs; and
- Any other relevant service provided to student-athletes.

The institution must submit a copy of the written evaluation of the academic support services. Please note that institutions that do not have a separate academic support program for student-athletes are not required to ensure that its academic support program for students generally is subject to a comprehensive written evaluation at least once every four years by authorities external to athletics.

The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.
The review of the academic support services has been uploaded.

List of attachments

1. Academic Support Committee Report (Jan 2010).doc

8. Identify the academic authorities outside the department of athletics responsible for conducting the institution's academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution's most recent academic support services evaluation.

The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The Committee to Evaluate Academic Support Services for Student-Athletes was organized in October 2010, in response to a request from Vice Provost/Dean of Undergraduate Education Dr. Sue Faerman, who chaired the Self-Study's Academic Integrity Subcommittee. The report was completed in January 2011.

Members of the committee are:
Craig Denbeaux (faculty), College of Nanoscale Science and Engineering
Teresa Harrison (faculty), Department of Communication; Faculty Athletics Representative, Intercollegiate Athletics Advisory Board
Martin Hildebrand (faculty), Department of Mathematics and Statistics
Michael Jaromin (administration), Director of Office of Student Involvement and Leadership
Clarence McNeill (administration), Assistant Vice President for Student Affairs
William Rainbolt (faculty), Journalism Program; Committee Chair
Katherine Trent (faculty), Department of Sociology

These individuals were initially selected because of their association with either the University Senate's Undergraduate Academic Council (Denbeaux, Hildebrand, Trent), or their appointment on the Intercollegiate Athletic Advisory Board (Harrison, McNeill, and Rainbolt). Jaromin was added to the group because some of the academic support services discussed in Question 6 are located in the Division for Student Success and so it was felt that there should be an additional university administrator from this Division.

9. If the institution used an outside individual or entity (e.g., conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority's involvement in the academic support services evaluation.

The University did not use any external individuals or entities in the evaluation of the academic support services.
10. Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine any necessary corrective actions. In addition, identify the individuals involved in this review.

*The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

In October of 2010, as a result of a directive received from the Vice Provost/Dean of Undergraduate Education Dr. Sue Faerman, the Committee to Evaluate Academic Support Services for Student-Athletes was organized. The group was charged with evaluating the academic support services provided to the University's student-athletes in the past four years; including the current year.

Utilizing the NCAA and N4A’s “Academic Support Services Evaluation Guide” as their model, the committee interviewed key individuals from the Department of Athletics over a two month period of time and reviewed with them eight of the suggested categories that were evaluated: Academic Counseling, Academic Monitoring, Study Hall, Tutors, Referrals to University Services, Student-Athlete Affairs, Advance Registration, and Orientation.

Individuals interviewed included:

- Carl Anderson, Associate Athletic Director for Student Services
- Jennifer Svatik, Assistant Athletic Director for Student-Athlete Services and Academic Performance
- Dr. Lee McElroy, Vice President for Athletic Administration/Director of Intercollegiate Athletics,
- Jan Brown, Associate Athletic Director for Student-Life Enrichment and Equity,
- Four coaches of men's sports
- Four coaches of women's sports
- Six student-athletes
- Representatives from the Office of Academic Support Services, Undergraduate Education and the Disability Resources Center.

11. Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Provide:

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

In the Report by the Committee to Evaluate Academic Support Services for Student-Athletes Report, each of the eight categories reviewed provide not only observations, but also, recommendations for areas of improvement.

To date, no specific plans or actions of have been implemented. These recommendations will be reviewed in the next few months by the athletics department and plans developed, as appropriate.
12. List all APR Improvement Plans developed and approved by the institution for any team if required by the Committee on Academic Performance. In each case, provide:
   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The institution must provide evidence that the most recent APR Improvement Plans developed and approved by the institution during the previous self-study or as required by the Committee on Academic Performance have been implemented. If the plan(s) was modified or not fully implemented, the institution must provide a written explanation prepared and approved by appropriate institutional authorities.

   1. Original Plan

      The University has not been required to develop any APR Improvement Plans by the Committee on Academic Performance.

      Action

      Action Date

      Explanation for partial or non-completion

13. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

      The University has not developed any plans for improvement.
Special-Admissions

FOR FIRST-YEAR STUDENTS GENERALLY
AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID

1. Indicate the numerical percentage of entering first-year students who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first and include all first-year students entering the institution during the year.

   Column 1. Calculate this percentage by dividing the number of all entering first-year students who were admitted through special exception provisions by the total number of entering first-year students.

2. Indicate the numerical percentage of first-year student-athletes receiving athletics aid* who were admitted through special exception provisions during the four most recent academic years. Include nonqualifiers who were ineligible for aid. List the most recent academic year's data first.

   Column 2. Calculate this percentage by dividing the number of entering first-year student-athletes receiving athletics aid* who were admitted through special exception provisions by the total number of entering first-year students.

<table>
<thead>
<tr>
<th>Year</th>
<th>All First-Year Students</th>
<th>All First-Year Student-Athletes on Athletics Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>20.9%</td>
<td>58.1%</td>
</tr>
<tr>
<td>2008</td>
<td>22.2%</td>
<td>48.9%</td>
</tr>
<tr>
<td>2007</td>
<td>21.1%</td>
<td>50%</td>
</tr>
<tr>
<td>2006</td>
<td>23.3%</td>
<td>56.5%</td>
</tr>
</tbody>
</table>

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: Jeff Gerken
Title: Director of Institutional Research
Special-Admissions by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP

1. Indicate the total number of entering first-year student-athletes receiving athletics aid * by sport group who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first.

2. Indicate the total number of entering first-year student-athletes receiving athletics aid *. List the most recent academic year's data first.

<table>
<thead>
<tr>
<th>Year</th>
<th>All First Year Student-Athletes</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>2008-2009</td>
<td></td>
<td>50</td>
<td>86</td>
<td>7</td>
<td>8</td>
<td>4</td>
<td>10</td>
<td>11</td>
<td>4</td>
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<td></td>
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<td>10</td>
<td>15</td>
<td>4</td>
<td>6</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>2007-2008</td>
<td></td>
<td>43</td>
<td>88</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>11</td>
<td>6</td>
<td>11</td>
<td>8</td>
<td>12</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2006-2007</td>
<td></td>
<td>46</td>
<td>92</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>5</td>
<td>17</td>
<td></td>
<td>7</td>
<td>12</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2005-2006</td>
<td></td>
<td>35</td>
<td>62</td>
<td>16</td>
<td>25</td>
<td>3</td>
<td>4</td>
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<td></td>
<td>19</td>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: Jeff Gerken
Title: Director of Institutional Research
Test Scores by Gender

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Students</th>
<th>Male Student Athletes</th>
<th>Female Students</th>
<th>Female Student Athletes</th>
</tr>
</thead>
<tbody>
<tr>
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<td># of Students</td>
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Name of person completing this chart: Jeff Gerken
Title: Director of Institutional Research
Test Scores by Racial or Ethnic Group - Old Race/Ethnicity Categories Chart (IPEDS)

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

<table>
<thead>
<tr>
<th>Racial or Ethnic Group - All Entering First-year Students</th>
<th>Am. Ind./AN</th>
<th>Asian/PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>NR Alien</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
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<tr>
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<td>14</td>
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<tr>
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<td>5</td>
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<td>4</td>
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<td>242</td>
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</table>

<table>
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<th># of Students</th>
<th>Score</th>
<th># of Students</th>
<th>Score</th>
<th># of Students</th>
<th>Score</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
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<td>2006-2007</td>
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<td>12</td>
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<td>1048</td>
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<td></td>
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<td>14</td>
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Name of person completing this chart: Jeff Gerken
Title: Director of Institutional Research
## Test Scores and GPA by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

<table>
<thead>
<tr>
<th>Sport Group</th>
<th>Football</th>
<th>Men's Basketball</th>
<th>Baseball</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>Year</td>
<td>Core GPA</td>
<td># of Students</td>
<td>Core GPA</td>
<td># of Students</td>
<td>Core GPA # of Students</td>
<td>Core GPA # of Students</td>
<td>Core GPA # of Students</td>
<td>Core GPA # of Students</td>
</tr>
<tr>
<td>2008-2009</td>
<td>3.08</td>
<td>15</td>
<td>2.76</td>
<td>5</td>
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<td>15</td>
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<td>2.95</td>
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<td>2006-2007</td>
<td>3.04</td>
<td>14</td>
<td>3.2</td>
<td>3</td>
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<td>3.19</td>
<td>12</td>
<td>2.83</td>
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<td>2005-2006</td>
<td>3.08</td>
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<td></td>
<td></td>
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### Average Core-Course GPA

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<td>15</td>
</tr>
<tr>
<td>2007-2008</td>
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<td>14</td>
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<td>2005-2006</td>
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### Average Standardized Test Score

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</thead>
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<td>17</td>
</tr>
<tr>
<td>2005-2006</td>
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<td>25</td>
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</table>

Name of person completing this chart: Jeff Gerken
Title: Director of Institutional Research

Date Printed Apr 13, 2011
Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart
- 2008-2009 NCAA Federal Graduation Rates Report

<table>
<thead>
<tr>
<th></th>
<th>FGR</th>
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</thead>
<tbody>
<tr>
<td>All Students</td>
<td>63%</td>
</tr>
<tr>
<td>Student Athletes</td>
<td>69%</td>
</tr>
</tbody>
</table>
Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

<table>
<thead>
<tr>
<th>M en ’ s Team</th>
<th>Team FGR by Racial and Ethnic Group</th>
<th>Team FGR</th>
<th>All 11 SA's</th>
<th>All 11 Male Students</th>
<th>All Male Students FGR by Racial and Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Am. Ind. / AN</td>
<td>Asian Native Hawaiian /PI</td>
<td>Black/ African American</td>
<td>Hispanic/ Latino</td>
<td>White/ Non-Hispanic</td>
</tr>
<tr>
<td>Baseball</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Basketball</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>75%</td>
<td>0%</td>
</tr>
<tr>
<td>CC Track</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>75%</td>
<td>0%</td>
</tr>
<tr>
<td>Football</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Others</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women’s Team</th>
<th>Team FGR by Racial and Ethnic Group</th>
<th>Team FGR</th>
<th>All Female SA's</th>
<th>All Female Students</th>
<th>All Female Students FGR by Racial and Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Am. Ind. / AN</td>
<td>Asian Native Hawaiian /PI</td>
<td>Black/ African American</td>
<td>Hispanic/ Latino</td>
<td>White/ Non-Hispanic</td>
</tr>
<tr>
<td>Basketball</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>CC Track</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>69%</td>
<td>0%</td>
</tr>
<tr>
<td>Others</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>33%</td>
<td>33%</td>
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</table>

All Student's FGR by Racial and Ethnic Group

<table>
<thead>
<tr>
<th>Am. Ind./AN</th>
<th>Asian</th>
<th>Native Hawaiian /PI</th>
<th>Black/ African American</th>
<th>Hispanic/ Latino</th>
<th>White/ Non-Hispanic</th>
<th>NR Alien</th>
<th>Two or More Races</th>
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<tr>
<td>63%</td>
<td>65%</td>
<td>64%</td>
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<td>64%</td>
<td>58%</td>
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<td>45%</td>
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### Federal Graduation Rates by Sport

**Information obtained to complete this chart**

- 2008-2009 NCAA Graduation Success Rates Report (Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report (Columns 3-6 below)

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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men's Team</td>
<td>Team FGR</td>
<td>All Students FGR</td>
<td>All Male Students FGR</td>
<td>All SA's FGR</td>
<td>All Male SA's FGR</td>
</tr>
<tr>
<td>Baseball</td>
<td>42%</td>
<td>63%</td>
<td>59%</td>
<td>69%</td>
<td>59%</td>
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<tr>
<td>Basketball</td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC Track</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>57%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lacrosse</td>
<td>83%</td>
<td></td>
<td></td>
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<tr>
<td>Soccer</td>
<td>50%</td>
<td></td>
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<table>
<thead>
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<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Women's Team</td>
<td>Team FGR</td>
<td>All Students FGR</td>
<td>All Female Students FGR</td>
<td>All SA's FGR</td>
<td>All Female SA's FGR</td>
</tr>
<tr>
<td>Basketball</td>
<td>91%</td>
<td>63%</td>
<td>67%</td>
<td>69%</td>
<td>76%</td>
</tr>
<tr>
<td>CC Track</td>
<td>59%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Hockey</td>
<td>76%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>100%</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Lacrosse</td>
<td>93%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Volleyball</td>
<td>77%</td>
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### Academic Progress Rates

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report (Columns 1-2 below)
- 2008-2009 NCAA Projected Federal Graduation Rate Chart (Columns 3 below)
- 2008-2009 NCAA Federal Graduation Rates Report (Columns 4 below)

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<th>4</th>
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<tbody>
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<td></td>
<td>Men's Team</td>
<td>Team MultiYear APR</td>
<td>Team Projected FGR</td>
<td>All Students FGR</td>
</tr>
<tr>
<td>Baseball</td>
<td>957</td>
<td>%</td>
<td></td>
<td>63%</td>
</tr>
<tr>
<td>Basketball</td>
<td>952</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Country</td>
<td>917</td>
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<tr>
<td>Football</td>
<td>948</td>
<td>%</td>
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<td></td>
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<tr>
<td>Lacrosse</td>
<td>954</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td>966</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track, Indoor</td>
<td>957</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track, Outdoor</td>
<td>957</td>
<td>%</td>
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<table>
<thead>
<tr>
<th></th>
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<th>4</th>
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<td>Women's Team</td>
<td>Team MultiYear APR</td>
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<td>All Students FGR</td>
</tr>
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## Academic Integrity

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<td>Cross Country</td>
<td>946%</td>
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<tr>
<td>Field Hockey</td>
<td>963%</td>
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<tr>
<td>Golf</td>
<td>946%</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>985%</td>
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<tr>
<td>Softball</td>
<td>962%</td>
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<tr>
<td>Soccer</td>
<td>967%</td>
</tr>
<tr>
<td>Tennis</td>
<td>982%</td>
</tr>
<tr>
<td>Track, Indoor</td>
<td>958%</td>
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<tr>
<td>Track, Outdoor</td>
<td>966%</td>
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<tr>
<td>Volleyball</td>
<td>981%</td>
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*63%*
Graduation Success Rates

Information obtained to complete this chart

- 2008-2009 NCAA Graduation Success Rates Report (Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report (Columns 3 below)

<table>
<thead>
<tr>
<th>1</th>
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<th>3</th>
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<tbody>
<tr>
<td><strong>Men's Team</strong></td>
<td><strong>Team GSR</strong></td>
<td><strong>All SA's GSR</strong></td>
</tr>
<tr>
<td>Baseball</td>
<td>56%</td>
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<tr>
<td>Basketball</td>
<td>75%</td>
<td></td>
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<tr>
<td>CC Track</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>62%</td>
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<tr>
<td>Lacrosse</td>
<td>88%</td>
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<tr>
<td>Soccer</td>
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<table>
<thead>
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<th>1</th>
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<tbody>
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<td><strong>Women's Team</strong></td>
<td><strong>Team GSR</strong></td>
<td><strong>All SA's GSR</strong></td>
</tr>
<tr>
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<td>100%</td>
<td>79%</td>
</tr>
<tr>
<td>CC Track</td>
<td>62%</td>
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</tr>
<tr>
<td>Field Hockey</td>
<td>90%</td>
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</tr>
<tr>
<td>Golf</td>
<td>100%</td>
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</tr>
<tr>
<td>Lacrosse</td>
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<td>100%</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
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</tbody>
</table>
Information obtained to complete this chart
- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

<table>
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<th>Men's Team</th>
<th>Team Retention by Ethnicity</th>
<th>Team Rate</th>
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<tbody>
<tr>
<td></td>
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<tr>
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<tr>
<td>Basketball</td>
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<td>1000</td>
<td>941</td>
</tr>
<tr>
<td>Football</td>
<td>1000</td>
<td>**</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>1000</td>
<td>955</td>
</tr>
<tr>
<td>Soccer</td>
<td>857</td>
<td>1000</td>
</tr>
<tr>
<td>Track, Indoor</td>
<td>1000</td>
<td>974</td>
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<tr>
<td>Track, Outdoor</td>
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<td>975</td>
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<tr>
<td>ALL SA's</td>
<td>1000</td>
<td>960</td>
</tr>
<tr>
<td>ALL Male SA's</td>
<td>1000</td>
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</tr>
</tbody>
</table>
### Retention Rates - Women's Sports

Information obtained to complete this chart
- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

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<thead>
<tr>
<th>Women's Team</th>
<th>Team Retention by Ethnicity</th>
<th>Team Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Am. Ind./AN</td>
<td>Asian</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Country</td>
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<tr>
<td>Field Hockey</td>
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<td></td>
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<tr>
<td>Golf</td>
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<td>1000</td>
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<tr>
<td>Lacrosse</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td>Softball</td>
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<td></td>
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<tr>
<td>Soccer</td>
<td></td>
<td></td>
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<tr>
<td>Tennis</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>Track, Indoor</td>
<td>333</td>
<td></td>
</tr>
<tr>
<td>Track, Outdoor</td>
<td>333</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
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<tr>
<td>ALL SA's</td>
<td>1000</td>
<td>788</td>
</tr>
<tr>
<td>ALL Female SA's</td>
<td>1000</td>
<td>813</td>
</tr>
</tbody>
</table>
Operating Principle

3.1 Gender Issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). For each condition, provide:

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

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

   1. Condition

      No conditions were imposed.

      Action

      Action Date

      Explanation for partial or non-completion

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:

   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or noncompletion:

   1. The institution did not possess sufficient funds to implement the plan.
   2. The institution has had personnel changes since the original development of the plan.
   3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

   * The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender-issues plan.
The institution must demonstrate that it has implemented its Cycle 2 gender-issues plan or provide an explanation for partial completion of the plan.

a. The committee will not accept the following explanations for partial completion or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

b. The committee will accept the following explanation for partial completion or noncompletion:

• The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. Original Plan

Part-Time Coaches
All head coaching positions will be full time with the exception of golf.

Action
Upgrade women's tennis position to full-time status.
Upgrade Cross-Country position to full-time status.

Action Date
Tennis: 7/1/02
Cross Country: 4/25/02

Explanation for partial or non-completion
Not applicable.

2. Original Plan

Funding for Scholarships
Funding for men's and women's scholarships will be equally incrementally increased over the next five years in order to approach the NCAA maximum limits (except football, which competes in a "need base only" league).

Action
Increased, on an equitable basis, the scholarship allocations for all sports.

Action Date
2002-03: 48% increase to women; 43% increase to men.
2003-04: 13% increase to women; 12% increase to men.
2004-05: 6% increase to women; 5% increase to men.
2005-06: 13% increase to women; 14% increase to men.

Explanation for partial or non-completion
Not applicable.

3. Original Plan
Funding for Sports Operational Budgets
Funding for operational budgets in all sports will increase equitably to allow teams to compete for conference championships.

Action
Increased, on an equitable basis, the operational allocations for all sports.

Action Date
2002-03: 18% increase;
2003-04: 3% increase;
2004-05: 11% increase;
2005-06: 34% increase

Explanation for partial or non-completion
Not applicable.

4. Original Plan
Additional Support Staff
Increase the support and improve the visibility for teams in the areas of sports information, development, marketing, promotions and facilities.

Action
Added a full-time staff position in the sports information office.
Added a full-time staff positioning the areas of development, marketing, promotions and facilities.

Action Date
Development: July 2004?Mary Johnson assigned to Athletics.
Facilities: July 2003?Marek Roczniak

Explanation for partial or non-completion
Not applicable.

5. Original Plan
Full-time Assistant Coaches
Due to the participation numbers, an additional full-time position in football, track & field/X-C and strength & conditioning will be funded.

Action
Added a full-time assistant coaching position in the sport of football, track and field/X-C and strength & conditioning

Action Date
6. Original Plan

Full-Time Assistant Coaches

Improve welfare of student-athletes with addition of a full-time assistant for all Olympic sports teams (except tennis and golf).

**Action**

- Added full-time assistant for field hockey.
- Added a full-time assistant for women's soccer.
- Added a full-time assistant for men's soccer.
- Added a full-time assistant for softball.
- Added a full-time assistant for baseball.
- Added a full-time assistant for women's lacrosse.
- Added a full-time assistant for men's lacrosse.
- Added a full-time assistant for volleyball.

**Action Date**

- Field hockey: July 2002?Michelle Hinman
- Women's soccer: July 2002?Stacey Adams
- Men's soccer: July 2002?R.J. Bevers
- Softball: July 2002?Ron Baum
- Baseball: July 2002?Mark Lavenia
- Women's Lacrosse: July 2002 ? Sarah Hughes
- Men's Lacrosse: July 2002 ? John Svec
- Volleyball: July 2002 ? Cathy Arnette

**Explanation for partial or non-completion**

Not applicable.

7. Original Plan

Office Space for Coaches

Improve welfare for student-athletes and coaches so that each sport program will have its own office for staff rather than a shared office between sports.

**Action**

- Construct office space to accommodate four head coaches.

**Action Date**


**Explanation for partial or non-completion**

Not applicable.

8. Original Plan

Locker Rooms

Locker room standards become comparable for men and women with the addition of carpeting and additional lockers.
Action
Upgrade the football, baseball and softball locker rooms to meet the existing standards among other sports with the addition of carpeting and new/additional lockers.

Action Date

Explanation for partial or non-completion
Not applicable.

9. Original Plan
Marketing and Promotions
Improve sports marketing and promotional efforts to increase gate receipts and other outside revenue from corporate sponsors.

Action
Monitor and review staff assignments (including event management) to ensure equitable coverage and support of men's and women's programs. Review quality of media publications for all programs. Add in-game promotions for Olympic sports.

Action Date
Media guides created for all sports in 2002-03. Schedule cards and posters created for all home athletic contests in 2002-03. Development of web site during this time period included all sports with separate links along with current information and press releases on the home page. Pre game articles created to stimulate interest and promote awareness for games. Various advertising done for paid admission events.

Explanation for partial or non-completion
Not applicable.

10. Original Plan
Coordination with minority issues plan for improvement.

Ensure that minority issues and gender equity activities do not inadvertently work at cross-purposes.

Action
Review actions to be taken under each plan to determine if the other plan has been considered before actions are taken.

Action Date
Hiring practices and sport development plans considered and acted upon by athletic department executive committee, monitored by IAAB, and overseen by President's Office, Office of Financial Management and Budget, Human Resources Department, and Office of Affirmative Action during time period 2001-06.

Explanation for partial or non-completion
Not applicable.
3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.1 (Gender Issues). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the step(s) was completed.

There were additional steps taken by the institution since the prior decision to address gender issues:

Women's Tennis

a. Provide an on-campus locker room for the women's tennis team.
b. A locker room for the tennis team was added in the PE Building.
c. 2002.

Women's Basketball

a. Renovate the women's tennis locker room to improve space and furnishings.
b. The flooring and lockers are new and with improved quality.
c. January, 2011

4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for both department of athletics staff, coaches and student-athletes.

The institution has the following organizational efforts related to the gender-issues operating principle. All hiring, compensation and promotional opportunities within the department of Athletics follows the same policies as all other departments at the university. The entire university is governed by the same regulations, policies and laws included in the Policies of the Board of Trustees, collective bargaining agreements, and most applicable, the University's Office of Diversity and Inclusion (ODI) Guidelines for the Recruitment of Professional Staff. Each and every vacancy at the university does a search, unless a waiver is approved through a committee. All hires at the university are subject to the final approval by ODI and are thus monitored by this group. The department specifically places job postings for coaches and staff in certain affinity-based trade organizations or associations to target female applicants.

For example, a recent hire was a white female for the Head Coach Women's Basketball position. Recruitment was at the national level and included ads in the NCAA News, Albany Times-Union, NACWAA (National Association Collegiate Women Athletic Administrators) Journal, and the BCA (Black Coaches Association) Journal. The Search Committee included eight females and 3 males.

The Department of Athletics employed 101 professionals (73 full-time, 28 part-time) during the 2008-09 academic year, with women representing 36% of the staff (compared to 37% in 2001). According to the Human Resources department, the University-wide representation of women among all faculty, professional staff, and librarians was 46 percent in 2008-09 (compared to 43% in 2001). While there is room for improvement in terms of the percentage of women in the department, is important to note the 2002 Gender Plan had several goals to increase the number of full-time staff and coaches for the athletics department. In 2001, there were only 35 full-time professionals and currently there are 73. As a result, the number of part-time staff has shifted from 56 in 2000-01 to 28 in 2008-09. This data shows significant improvement in terms of increasing the number of full-time staff. The table Professional Staff by Gender (2008-09) provides a detailed numbers of full-time and part-time coaching and non-coaching staff.

Department of Athletics
Professional Staff by Gender (2008-09)

Full Time Non-Coaching Staff
Male 17
5. Describe how matters concerning gender equity for department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

The Vice President for Athletic Administration & Director of Athletics works to assure compliance with the principles of gender equity. He reports directly to the University President. The President appoints membership to the Intercollegiate Athletics Advisory Board. This Board has oversight responsibilities and reviews the activities of the Athletics Department. In addition, the Student-Athlete Advisory Committee (SAAC), which consists of student-athletes representing every team, has the opportunity to provide feedback and to raise issues with the Athletic Department that are relevant to student-related gender equity concerns.

The current monitoring system includes working on the goals as stated in the gender plan, updating these goals as needed, and a written summary of gender issues at the annual retreat of the athletics department. This monitoring system was effective in terms of meeting the original goals of the 2002 gender plan. However, there is less evidence of ongoing monitoring once those goals were accomplished. For example, while the original Gender Plan had a goal toward equity in locker room space, the implementation of renovations to men’s locker rooms between 2006-2010 created gender equity concerns. It is important to note that additional goals for improving gender issues were accomplished during this period even though not formally approved, including renovating the locker room for women’s tennis and renovating the coaching offices for women’s basketball. The monitoring system should include specific discussion of targeted donations, to fulfill the requirements outlined in the NCAA Gender Equity Manual (page 67):

“No matter in what form donations arrive (cash, ticket “taxes,” equipment, endowments, services) once expended or provided to teams, those donations must be considered in the institution’s evaluation of its gender equity obligations. Finally, institutions must be aware that even though targeted donations are received for a particular purpose, all of the money that comes in is considered the institution’s money as a whole. As a result, the institution may need to reallocate some budgeted money from men’s programs to women’s programs in order to offset the effect of a targeted donation.”

A full discussion of gender equity goals, accomplishments, and updates must become a critical component of athletic department discussions with specific detailed and active resolutions on goals and updates to the Gender Plan. The Athletics Department should find an appropriate forum to discuss gender related issues. Further, a new “Gender Equity Committee” should provide oversight of Gender Equity concerns, such that any major renovations or shifts in programs undergo discussions as a form of monitoring changes that have implications for gender equity. The Gender Equity Committee will have quarterly meetings to review data and report their findings to the IAaB. It is important for all groups to discuss the Equity in Athletics Disclosure Act (EADA) report and Gender Plan on an annual basis to provide a system of checks and balances in relation to gender equity.
6. Describe the programs and activities that the institution has in place for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

Gender issues are addressed in a series of programs throughout the year. Some of these are part of the Student-Athlete Well Being section of this report provides a description of programs targeting student wellness. Many of these programs provide similar support for coaches, department of athletics staff and student-athletes in terms of gender issues. Most notably, the Champs Life Skills Program, personal counseling, and nutritional counseling programs have targeted events or emphasis for female participants. A review of programs over the past three years include sessions on sexual assault, stress management, sports nutrition, body image & eating awareness, sexuality week, and career development. While many of these programs easily apply to both genders, they have components that specifically target women. When consultants come in to work with the student-athletes in these areas, there is a comparable workshop for the coaches. For example, in a session on sexual harassment, there was a program for the students and then a separate program for the coaches and staff. In the past, the Counseling Center has hosted “Lunch and Learn” workshops for coaches and staff on topics such as sports performance, nutrition, current national athletics-related events, pregnancy, and other relevant topics.

These topics are often selected based on informal conversations with coaches and staff, or based on current events or emerging national trends in athletics participation. Both the coaches and the student-athletes had positive opinions about the various programs and gave specific examples of what they learned from the sessions (e.g., career ideas, nutrition).

7. For the three most recent academic years in which information is available, analyze the institution's EADA report (i.e., participation, head coaches and assistant coaches). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

The response to this item is based on an analysis of University at Albany's Equity in Disclosure Act (EADA) report, a gender-issues related summary of which is provided below in Table G-1, Panels A and B.

Participation:

Participation can be measured on the basis of 2 metrics: participants (a simple head count of the number of students participating in each sport) and unduplicated count (eliminating the "duplicates," that is, if a student participates in multiple sports, say, indoor track and field, outdoor track and field and cross-country, he/she is counted only once). Based on the participants count, as seen in row (3) of Table G-1, Panel A, the ratio of female to male student athletes has gone from below 40% to above 40% over the last three-year period (see table below for excerpt). Based on the unduplicated count (row 4 of Table G-1, Panel A, and excerpted below), the number has held steady around an average of 40.5%. Note that the 39.6% unduplicated count for female student athletes implies that more female student athletes participate in multiple sports than males in that year and compared the previous year. Specifically, for the year 2008-09, there were 253 women participants and 342 men participants. The corresponding unduplicated counts are 183 women and 281 men, implying that 70 women participated in multiple sports in that year while only 61 men participated in multiple sports in 2008-09.
In general, the trend during the 2006-09 period shows slight increase from the year before the study period, it is still below the proportion of females in the total undergraduate population (row 1, Table G-1, Panel A, excerpted below). To address this issue, the institution has introduced an “open tryouts” process (see page 61 in the Compliance Manual). Under this process, each sport is now required to have “open tryouts” where any student, male or female, may try out for a particular sport. The intent is to cast a wider net over the general student body and engage more females into the athletic programs. As the total number of women’s sports offered is higher than those offered to males and there are only two sports (football and baseball) which are for men only, the expectation is that through this “open tryouts” process along with other initiatives addressed in question 9, the participation ratios in athletics will eventually mimic the general student body proportions more closely.

Percentage of Male and Female Student-Athletes by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Students Athletes</th>
<th>Female Students Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>Participants 60.2%</td>
<td>Participants 39.8%</td>
</tr>
<tr>
<td></td>
<td>Unduplicated Count 60.3%</td>
<td>Unduplicated Count 39.7%</td>
</tr>
<tr>
<td></td>
<td>Campus Total 50.5%</td>
<td>Campus Total 49.5%</td>
</tr>
</tbody>
</table>

2007-08

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Students Athletes</th>
<th>Female Students Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participants 57.7%</td>
<td>Participants 42.3%</td>
</tr>
<tr>
<td></td>
<td>Unduplicated Count 57.4%</td>
<td>Unduplicated Count 42.6%</td>
</tr>
<tr>
<td></td>
<td>Campus Total 50.4%</td>
<td>Campus Total 49.6%</td>
</tr>
</tbody>
</table>

2008-09

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Students Athletes</th>
<th>Female Students Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participants 57.5%</td>
<td>Participants 42.5%</td>
</tr>
<tr>
<td></td>
<td>Unduplicated Count 60.6%</td>
<td>Unduplicated Count 39.4%</td>
</tr>
<tr>
<td></td>
<td>Campus Total 48.4%</td>
<td>Campus Total 51.6%</td>
</tr>
</tbody>
</table>

Head Coaches

Row (5) of Table G-1, Panel A (and re-presented below) shows that there have been no changes in head coaches for the men's teams during the study period 2006 through 2009. For the women's teams, the male volleyball coach left the institution and was replaced with a female volleyball coach. According to Athletics Staff, since Title IX went into effect, more women are now becoming coaches but enough time has not elapsed for the head coach pool to reflect this trend in a voluminous way. For 2009-10, the female head coach for women's basketball was replaced with another female head coach, also reflective of this trend. However, in general, there is a low turnover rate for head coaches so there have been fewer opportunities to replace male head coaches with female head coaches. Finally, all new hiring processes have to secure approval from the institution's Office of Diversity and Inclusion (ODI) which ensures that the position was advertised in outlets for under-represented communities such as women and minorities and that all subsequent stages of the process were gender-neutral. The new hires of the head coaches were in compliance with the ODI requirements.
### Gender/Diversity Issues and Student-Athlete Well-Being

#### Assistant Coaches for Men's Teams

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>37</td>
<td>7</td>
</tr>
<tr>
<td>2007-08</td>
<td>35</td>
<td>9</td>
</tr>
<tr>
<td>2008-09</td>
<td>35</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Assistant Coaches for Women's Teams

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td>2007-08</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>2008-09</td>
<td>19</td>
<td>21</td>
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</tbody>
</table>

#### Head Coaches for Women's Teams

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2007-08</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2008-09</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Row 6 of Table G-1, Panel A (excerpted below), presents the data on the gender of assistant coaches of the men's and women's teams. For the men's teams, while the numbers continue to be skewed in favor of males, the shift is improving two male coaches were replaced with two female coaches between 2006-07 and 2007-08. For the women's teams, between 2006-07 and 2007-08, three male assistant coaches were replaced with three female coaches but both groups saw a drop in the next year due to staff reductions. As with head coaches, all new hires were in compliance with the university's ODI guidelines to ensure that the hiring process was gender neutral.
8. For the three most recent academic years in which information is available, analyze the institution’s NCAA financial report (specified expense categories). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

The response to this item is based on an analysis of University at Albany’s NCAA Financial Reports. Details of all revenues directly attributable to a sport are presented in Tables H-1 through H-3, for each of the years 2006-07 through 2008-09. Likewise, details of all expenses attributable to a sport are presented in Tables H-4 through H-6, for each of the years 2006-07 through 2008-09. Directly relevant selections of the table are excerpted within the section narrative below.

Revenues:

A short summary of the percentage of total revenues split between men's and women's sports over the three year study period is presented below. While men's sports continue to generate the lion's share of the revenues (primarily from ticket sales from basketball and football and the associated revenue sources such as parking, see Table H-1 through H-3), women's revenues, (primarily from basketball ticket sales as per Table H-3), are on the rise. The share of total revenues from women's sports has shown an increase of 5% over the 3-year period. There is an increased commitment to scheduling non-conference competitions with Bowl Championship Series (BCS) Conference schools and this has allowed women's sports, specifically basketball and volleyball, to gain increased "guarantee" revenues. Further, as seen from Table H-3, women's sports, specifically field hockey and volleyball, are participating in more NCAA and Conference tournaments, generating more "tournament reimbursement" funds.

Percentage of Revenues By Year

Men's Sports Revenues
2006-07 90.90%
2007-08 87.41%
2008-09 85.02%

Women's Sports Revenues
2006-07 9.91%
2007-08 12.59%
2008-09 14.98%

Expenses:

Expenses are reported in two ways in the NCAA Financial reports and in the EADA Reports. Operating expenses are expenses directly attributable to a team and include expenses related to travel, equipment, recruiting and contests. Total expenses, on the other hand, include operating expenses plus overhead expenses such as salaries and scholarships. Below is a short summary of the percentage of total expenses and operating expenses of men's sports versus women's sports over the 3-year period of study. In both summaries, we find that while total expenses is higher for men's sports, when considered on a per capita basis, total expenses has a higher percentage for women's sports. Further, the expenses have generally held steady over the 3-year period.

Men's Sports' Expenses
2006-07
Total Expenses 54.7%
Per Athlete Expenses 44.4%

2007-08
Total Expenses 54.2%
Per Athlete Expenses 46.5%
Gender/Diversity Issues and Student-Athlete Well-Being

2008-09
Total Expenses 53.2%
Per Athlete Expenses 45.8%

Women’s Sports’ Expenses
2006-07
Total Expenses 45.3%
Per Athlete Expenses 55.6%

2007-08
Total Expenses 45.8%
Per Athlete Expenses 53.6%

2008-09
Total Expenses 46.7%
Per Athlete Expenses 53.3%

Percentage of Operating Expenses by Year
Men’s Sports’ Expenses
2006-07
Total Expenses 58.6%
Per Athlete Expenses 48.4%

2007-08
Total Expenses 58.3%
Per Athlete Expenses 50.7%

2008-09
Total Expenses 56.8%
Per Athlete Expenses 49.3%

Women’s Sports’ Expenses
2006-07
Total Expenses 41.4%
Per Athlete Expenses 51.6%

2007-08
Total Expenses 41.7%
Per Athlete Expenses 49.3%

2008-09
Total Expenses 43.2%
Per Athlete Expenses 50.7%

9. Using the program areas for gender issues:
Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

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

The institution must conduct a thorough and written review of each of the 15-program areas for gender issues. Please see program area definitions located in the Gender, Diversity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's gender-issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

The review must:
Describe how the institution has ensured a complete study of each of the 15-program areas for gender issues. This study should be conducted as part of the self-study process. Please note that for the program area of accommodations of interests and abilities, the use of surveys alone does not constitute a complete study. If an institution chooses to use an interest survey (e.g., a web survey or hard-copy survey) as one of its sources of data, the committee will require an explanation regarding the survey content, populations surveyed, the survey response rate, method used to interpret the data, and written evidence demonstrating the institution's Title IX coordinator has approved the survey. In addition, the institution must describe other methods of measuring interest and ability.

a. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;

b. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and

c. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.
1. Accommodation of Interests and Abilities. Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for the under represented gender within the athletics program; and/or, full and effective accommodation for the under represented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar’s office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19-77.

For data collection, the group asked key interview questions and collected data based on the suggestions in the Guide, plus additional data and questions to confirm/disconfirm findings.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Based on analysis of the last three years, The University has more male student-athletes than female relative to the university full-time undergraduate enrollment. To increase female participation, the athletics department is committed to increasing the number of athletically related grant in aids to the NCAA maximum and roster management for male and female teams.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

In general, the trend during the 2006-09 period shows slight improvement in the participation rate for females from the year before the study period, it is still below the proportion of females in the total undergraduate population. To address this issue, the institution has introduced an "open tryouts" process. The intent is to cast a wider net over the general student body and engage more females into the athletic programs. As the total number of women's sports offered is higher than those offered to males and there are only two sports (football and baseball) which are for men only, the expectation is that through this "open tryouts" process along with other initiatives addressed in question 9, the participation ratios in athletics will eventually mimic the general student body proportions more closely.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The institution has no history or continuing practice of program expansion for the underrepresented group. Therefore, to meet the "Three-Part Test", the institution is currently accommodating the athletic interests and abilities of the underrepresented gender. To meet the legal requirement to "fully and effectively" accommodate these interests, the institution will undertake the following:
Form a committee to provide leadership and oversight of the investigation process. This committee should immediately implement a plan for the following actions using the NCAA Gender Equity Guide as a reference. Steps that the committee should follow include:

Investigating the use of an athletics interest survey instrument to administer to all students on an annual basis, ideally integrated with an ongoing survey instrument such as the university's climate survey.

Review and/or ask the sports clubs and intramural teams for potential emergent sports that might have enough interest for NCAA team status.

Evaluate the "Open Tryouts" policy to determine potential effectiveness in increasing the number of female participants on the current teams.

Determine how the athletics staff is monitoring female participation in local high school sports, amateur sports associations, and community sports leagues data for participation levels in our geographic region.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar's office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19-77.

For data collection, the group: (a) interviewed 19 members of the athletics and university staff, (b) interviewed five head coaches, (c) interviewed 15 student-athletes, (d) distributed questionnaires to all head coaches, assistant coaches, and each student team, (e) collected relevant documents (e.g., travel policy), and (f) toured the athletic facilities.

In order to confirm/disconfirm the interview, document, and observational data, the committee distributed a questionnaire to all head coaches and assistant coaches, drawing on the Title IX recommended questions. In addition, the group distributed a questionnaire to each team, with the team captain and SAAC representative leading a team meeting to jointly complete the questionnaire for each team. The findings required statement/concerns expressed by at least two people/groups for confirmation purposes.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The response to this item is based on the EADA Summary data presented in Table G-1, Panels A and B (rows 3 and 9 summarized below) and the Athletics Grants-in-Aid Base Budget data presented in Table 2-1.

Percentage of Athletic Scholarships by Gender/Year
2006-07
Men's Sports Scholarships 48.2%
Male Participants 60.2%
Women's Sports Scholarships 51.8%
Female Participants 39.8%

2007-08
Men's Sports Scholarships 45.5%
Male Participants 57.7%
Women's Sports Scholarships 54.5%
Female Participants 42.3%
2008-09
Men's Sports Scholarships 46.8%
Male Participants 57.5%
Women's Sports Scholarships 53.2%
Female Participants 42.5%

Average Percentage of Full Grant Equivalency (FGE) by Year

2006-07
Men's Sports Average FGE
Rate 79.37
% of Total 46.8

Women's Sports Average FGE
Rate 90.46
% of Total 53.2

2007-08
Men's Sports Average FGE
Rate 86.14
% of Total 47.9

Women's Sports Average FGE
Rate 93.76
% of Total 52.1

2008-09
Men's Sports Average FGE
Rate 90.18
% of Total 47.2

Women's Sports Average FGE
Rate 99.98
% of Total 52.8

Athletics Aid Awarded to Non-athletes: The institution does not award any under this category.

Reporting of Expenses Not Related to Specific Teams: This has been reported under Item 17 of the NCAA financial reports.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

In order to raise the women's sports' levels up to NCAA maximums, athletics' scholarships have been increased in all of the sports and the trend over the 3-year period reflects this: women's scholarships increased from 51.8% to 54.5% between 2006-07 and 2007-08 and then dropped slightly to 53.2% in 2008-09 due to recruitment and graduation rate variations. For the men's sports, due to Conference rules and League benchmarks, football received an increase in scholarships (see "football" row in Table 2-1, Panel B, which shows the average Full Grant Equivalent or FGE in football increasing from 20.51 in 2006-07 to 24.59 in 2007-08 and to 30.00 in 2008-09). Further, as evident from the table above, relative to participation rates, the scholarships distribution is skewed in favor of female athletes. Another metric which supports this commitment by the institution is excerpted from Table 2-1 and presented below; the average rate of FGE base budget split between the women's and men's sports during the 3-year period of study holds steady in favor of women.
d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender equity issues identified for underrepresented group.

Maintenance Plan

Measurable Goal: Measure and analyze on an annual basis the percentage of scholarships for male and female for equity purposes.

Steps to Achieve Goals: For Athletics Staff, Gender Equity Committee and IAAB Board: In October, evaluate the data from the past year. In April, evaluate and plan for next fiscal year. Review and discuss potential re-allocation and recommendations for review.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar’s office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19-77.

To study the equipment and supplies, there were four key sources of information: (a) an interview with Assistant Athletic Director of Equipment & Operations, Kevin Galuski and the Director of Internal Operations, Matt Roche, (b) review of the equipment and supplies budget and expenses, (c) interviews with students-athletes and coaches, and (d) questionnaire responses from coaches and student-athletes.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Each team is provided with a standard equipment and supplies budget. This amount is currently included in their regular operating budget. The Deputy Athletic Director provides each team with a budget for this area. If a team has excess budget amounts in a different category (e.g., recruiting), they may use it to buy additional supplies and equipment with the coaches playing a role in determining when items are replaced.

All uniforms and practice clothes are ordered through Nike and Adidas contracts, targeting top of the line materials and gear. There is no difference between the men's teams and women's teams regarding the quality of the equipment. According to the equipment manager, each team is ordered the same supplies (gym bags, jackets, uniforms, running shoes, workout gear, travel gear, etc.). The pricing does vary based on teams and equipment. The Assistant Athletic Director of Equipment & Operations provided an example in which buying one baseball jersey may be the equivalent cost of 3 - 4 volleyball jerseys. This is based on the supplier's costs and quality of the material (baseball jerseys last longer and replaced less often). Since clothing is top quality, the team may use the uniform for 2 years rather than annual replacement of uniforms and practice gear.

The Assistant Athletic Director of Equipment & Operations and the Director of Internal Operations are in charge of equipment safety and standards, so they will tell a coach when items need to be replaced for player safety. They will meet with the head coaches and determine the equipment and supplies needed before the season starts. Each year all of the teams have their equipment sent out for safety checks. This is done by a third party vendor who inspects the equipment, reconditions it to the national standard or recommends replacement, and sanitizes it. This is done multiple times a year depending on the sport (i.e., football by nature is a very physical sport and needs to be checked more frequently). Once the student is outfitted with the equipment, the student is required to sign a waiver of liability. Each student is measured
for custom equipment in some sports (football) due to the high chance of physical contact.

NCAA regulations recently dictated that any indoor sport will no longer receive outdoor jackets. This will affect our women's and men's basketball teams. The Assistant Athletic Director of Equipment & Operations invites both men and women's team captains to meet with him to pick out equipment, though the women tend to be more involved in taking advantage of this opportunity to pick out the clothing items.

The questionnaire asked coaches and students to complete a checklist of game/practice uniforms items supplied by the university. The following table provides an overview of uniform items students provide themselves:

<table>
<thead>
<tr>
<th>Game/Practice Uniform Items Student-Athletes must provide themselves</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Men</strong></td>
</tr>
<tr>
<td>Basketball: Headbands, sweatbands</td>
</tr>
<tr>
<td>Soccer: Cleats, compression shorts, under armour, gloves</td>
</tr>
<tr>
<td>Lacrosse: Underwear, warm clothes for practice: hoods, gloves, tights</td>
</tr>
<tr>
<td>Track/Field (In/Outdoor): Undergarments and socks.</td>
</tr>
<tr>
<td>Cross country: Practice Uniforms, shorts, long spandex, shirts, socks, long sleeves</td>
</tr>
<tr>
<td>Baseball: None</td>
</tr>
<tr>
<td>Football: None</td>
</tr>
<tr>
<td><strong>Women</strong></td>
</tr>
<tr>
<td>Basketball: Underwear</td>
</tr>
<tr>
<td>Soccer: Game and Practice: Shin guards, sports bra, spandex, underwear</td>
</tr>
<tr>
<td>Lacrosse: long spandex</td>
</tr>
<tr>
<td>Track/Field (In/Outdoor): Undergarments and socks. Extra practice shirts and shorts.</td>
</tr>
<tr>
<td>Cross country: Practice Uniforms, shorts, long spandex, shirts, socks, long sleeves</td>
</tr>
<tr>
<td>Softball: Sliders and sports bras</td>
</tr>
<tr>
<td>Volleyball: Hair clips</td>
</tr>
<tr>
<td>Field Hockey: None</td>
</tr>
<tr>
<td>Tennis: Sports bras, spandex, socks</td>
</tr>
<tr>
<td>Golf: Complete practice uniform</td>
</tr>
</tbody>
</table>

The questionnaire also asked about sports equipment the student-athletes must provide themselves. If a team is not listed below, the university provided all equipment needs:

- Women's soccer: shin guards
- Baseball and softball: batting gloves
- Women's tennis: tennis racquets
- Women's golf: golf clubs

The questionnaire asked coaches and student-athletes to rank the quality of the game and practice uniforms. In this case, most teams ranked the quality of the uniforms as either good or excellent. The exceptions were men's soccer (ranked average/poor), cross-country (no practice uniforms provided), and golf (no practice uniforms provided).

In terms of who laundered the game/practice uniforms, the questionnaire provided the following information. The institutional staff laundered the game/practice uniforms for: men's basketball, women's basketball, men's soccer, women's soccer, men's lacrosse, women's lacrosse, baseball, softball, football, and volleyball. The student-athletes launder their own game and practice uniforms for: men's track & field (indoor/outdoor), women's track & field (indoor/outdoor), men's cross country, women's cross country, field hockey, tennis, and golf.

The equipment budget allocation will vary due to team size and the required equipment for a particular sport. For example, in the 2006-07 year, 60% of the student-athletes were male and 40% were female. Further the equipment costs for football and men's lacrosse are greater due to required equipment for safety reasons. The unspent budgeted equipment dollars are not re-allocated within the overall equipment budget, rather they are re-distributed to a different budget category within a team's budget. For example, if the soccer team did not spend their entire equipment budget, they could use the remaining money for recruitment or travel.

Equipment and Supplies Budget and Expenses

2006-07
Gender/Diversity Issues and Student-Athlete Well-Being

Men's Sports
Budget 54.7%
Expenses 59.1%
Difference +4.4

Women's Sports
Budget 45.3%
Expenses 40.9%
Difference -4.4

2007-08
Men's Sports
Budget 55.4%
Expenses 64.7%
Difference +9.3

Women's Sports
Budget 44.6%
Expenses 35.3%
Difference -9.3

2008-09
Men's Sports
Budget 57.4%
Expenses 65.8%
Difference +8.4

Women's Sports
Budget 42.6%
Expenses 34.2%
Difference -8.4

In terms of problems with equipment and supplies, there were concerns across teams about these items: (a) additional warm weather gear and practice uniforms for men and women's cross country, (b) need for new cover pads for high jump and pole vault, (c) replacement of indoor batting cages. In addition, across teams there were concerns about the safety of equipment in the storage areas. In these cases, both men's and women's team expressed concerns, indicating the concern was not an issue of gender equity.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

For the most part, the interviews, tours, and budget analysis confirmed this process as equitable across teams. The committee recommended the following items for consideration to promote more equity in general and for women specifically.

Given the extra equipment funds to support men's football and men's lacrosse, there are gender equity issues in terms of the other sports. In terms of basic game/practice uniforms the university supplies, the recommendation is that all teams receive the same basic items rather than only some of the teams (e.g., socks, sports bras, practice uniforms, game uniforms for golf). In addition, some students indicated they did not receive new sweat suits and other gear, indicating those were provided only to freshmen and incoming transfer students. This clothing allotment should be the same across all teams (e.g., either all get new clothes, or all teams only provide to freshmen and transfers).

The weight room needs more equipment targeting women, including weight increments more appropriate for females and flexibility/rotation equipment more appropriate for sports such as tennis, golf, and volleyball in order to improve the performance of female players. These equipment purchases should come
from the general operating budget rather than individual teams. Otherwise, team purchases impact travel and recruitment budgets as well (coaches have to take these funds to compensate for a higher equipment budget).

In terms of equipment, there are situations where the university may provide equipment but a student-athlete decides to use his/her own equipment (e.g., baseball bats). However, across all teams, basic equipment required to play the sport should be available to the student-athletes, most notable tennis racquets for tennis and golf clubs for golf.

There should be regular discussion of how the equipment budgets are developed, with a potential shift based on the regular needs of each teams to provide equity. For example, the indoor track and field, outdoor track and field, and cross country teams should routinely be separated into their six unique programs for budget purposes in order to ensure those athletes receive replacement equipment as needed across each sport, including practice uniforms for cross country. The self-study process revealed a trend toward equipment issues for some sports, especially the women. Further, for those teams in which the expenses are substantially higher than the original budget, there should be consideration of what other areas of their operating budget are being significantly reduced in order to meet budget needs for equipment and that all teams are receiving equitable equipment as appropriate.

There are general areas to consider for safety and maintaining equipment, such as the high jump mats and batting cages. However, these items do not fall under an issue of gender equity because they apply to both the men's and women's teams.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

1. Issue in Self-Study: Not all teams receive the same practice and competitive uniforms for basic items (e.g., socks, sports bras, golf outfits), in terms of overall equity and gender equity.

   Measurable Goal: Annually, a checklist for each team will show comparable purchased uniforms for each student-athlete with basic items for all teams.

   Steps to Achieve Goals: Monitor/adjust the base budget for practice and competitive uniform allotment as necessary for equity. On an annual basis, review a checklist with all purchases uniforms items to make adjustments.

2. Issue in Self-Study: Concern about weight room equipment in terms of equity and appropriateness for women's sports.

   Measurable Goal: Assess and increase available weight room equipment overall, specifically targeting needs of women's sports (e.g. weight intervals, pulley equipment)

   Steps to Achieve Goals: As needed, provide funds from general sports budget, rather than drawing from an individual team budget

3. Issue in Self-Study: Concern about gender equity for sports equipment students provide themselves.

   Measurable Goal: Increase the opportunity for tennis, golf, and women's soccer to have university purchased basic equipment, specifically tennis rackets, golf clubs, and shin guards.

   Steps to Achieve Goals: Adjust and monitor budget to include the purchase of basic team equipment.

4. Issue in Self-Study: Concern about inequities in staff support for laundry related to the game and practice uniforms.

   Measurable Goal: Field hockey, tennis, golf, track & field, and cross country will have the opportunity for uniforms to be laundered by staff, comparable to other teams.

   Steps to Achieve Goals: Provide equitable arrangements for laundry services, either by decreasing, increasing or re-allocating current services across teams.
4. **Scheduling of Games and Practice Time.** Number of contests; number, length and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

   **a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

   For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar's office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19 ? 77.

   To study the scheduling of contests and practice time, there were five key sources of information: (a) an interview with the Associate Athletic Director for Facilities, Scheduling and Events, Cara White and Director of Compliance, Katie Bishop, (b) review of contest and practice time schedules, (c) review of preseason and postseason opportunities, (d) an interview with students and coaches, and (e) questionnaires from coaches and student-athletes.

   **b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

   In a document titled, NCAA Certification Data for Facilities & Scheduling, the athletics staff provided detailed information on the length of competitions, contest schedules, foreign tours, and practice schedules. This review indicated the schedule and practice times were consistent with NCAA guidelines. All teams regularly schedule similar opponents and participate in a comparable number of contests. Practice times are routinely negotiated among athletic staff and coaches to keep equivalent opportunities.

   Coaches are required to submit their schedules to the Director of Compliance so she can review them and make sure the institution is in compliance with the NCAA regulations. There are scheduling differences between traditional and non-traditional season sports, so the Director keeps a log of these students. If the students do not practice or compete during the pre-assigned times, then the Director has the student sign off on the adjustments. This is to ensure the student is not violating NCAA regulations. The Director of Compliance periodically checks in with the coaches and trainers to see if the teams are complying fully.

   The Athletics Department tries to afford all of the teams as many opportunities as possible for preseason and post-season events, though they are limited by resources and by NCAA regulations. These opportunities could be scrimmages, international travel, invitational, etc. Teams make a bid to the Athletics Department about the potential events. Potential factors the department needs to consider in granting a request are budget, NCAA regulations, space availability, campus events (i.e. Commencement), and gender equity. The NCAA regulations restrict a team to traveling internationally once per every 4 years. Regarding foreign travel, both the men's and women's basketball teams have traveled post-season. Both followed NCAA regulations with regards to this travel. No sports are limited (other than NCAA regulations) for foreign travel and if they are interested they meet with the Athletic Business Office.

   **c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

   Overall, the data suggested there is gender equity in terms of contests and practice times. The athletics staff, especially the Associate Athletic Director for Facilities, Scheduling and Events, monitors this process and the Director for Compliance routinely reviews the documents and routines for compliance with NCAA regulations.
d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender equity issues identified for underrepresented group.

Maintenance Plan

Measurable Goal: Provide equivalent opportunities for men's and women's teams in all aspects of competition and practice times including: number of contests; practice opportunities and time of day for each; and preseason and postseason competition.

Steps to Achieve Goals: Monitor and adjust as determined by annual review.

5. Travel Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar's office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19-77.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The institution has a uniform travel policy that covers all aspects of travel and which is applied consistently across all teams. The travel policy is in compliance with New York state and NCAA guidelines. Some variations in actual expenditures may occur due to differences in the size of the team rather than gender. Housing furnished during travel are intended to be equitable; modes of transportation for all sports are mostly by bus (the exception was golf and tennis which traveled by van during the study period) for events within certain distances. The only exceptions are men's and women's basketball? in these sports, considerable discretion is given to the respective head coaches. While a higher amount than other sports, these two teams are given the same allocation with the amount spent on recruiting versus travel is at the discretion of the head coach who determines the strategic needs of the team at the time. However, they still have to be in compliance with state and NCAA guidelines. In general, the travel policies appear to be gender-neutral and more sport specific. For instance, the volleyball team competes nationally while the field hockey team competes regionally.

The questionnaire data provided data on the mode of transportation teams use for travel to away events, tournaments, and other team-related travel. In general, all teams except tennis, use a bus or van with a professional driver, except for local travel to airport in which a coach or staff might drive a van or car.

The meals allowance is based on a two system approach: (a) use the daily per diem amount in which the coach gives student-athletes money to purchase food (typically baseball, football, track & field, cross country), or (b) the team eats together and the coach pays with a credit card (typically M/W basketball, softball, golf, volleyball). The choice varies by team and even within teams given the circumstance (e.g., eat breakfast at airport or have a team meal after a game). For logistical purposes, larger teams tend to use the first system. For teams picking the second system, the per diem amount does not apply, however the coach needs to consider the team budget.
The questionnaire provided data on the quality of dining for each team (good quality restaurant, buffet style, fast food). In general, within a certain sport, the responses were equitable in terms of gender. That is, both men and women’s basketball indicated good quality restaurant or meals provided at a hotel, while both men and women’s track & field indicated fast food. The questionnaire also indicated the smaller teams were more likely to eat at a restaurant while the larger teams were more likely to eat fast food.

Using the questionnaire data, a review of the housing during travel in terms of “How many athletes per room” provided the following data.

How Many Athletes per room

Men
Basketball: 2 (sometimes 1)
Soccer: 2
Lacrosse: 2-4
Track/Field (In/Outdoor): 2-3
Cross Country: 2 (sometimes 3)
Baseball: 3-4
Football: 2-3

Women
Basketball: 2
Soccer: 4
Lacrosse: 2-3
Track/Field (In/Outdoor): 3
Cross Country: 2 (sometimes 3)
Softball: 3-4
Volleyball: 2 (sometimes 4 in non-traditional tournament)
Field Hockey: 2-3
Tennis: 2-4
Golf: 3

Given the variation of number of athletes per room both within a sport (e.g., soccer, lacrosse) and across sports, further discussion is warranted. The NCAA Gender Equity Manual suggests, “schools should have clear policies regarding housing on the road including, but not limited to, the maximum number of student-athletes permitted in each room (pg. 43).” In terms of quality of hotel, most teams stayed in comparable hotels with similar costs. The larger teams, such as football, have variation in the number per room based on the type of hotel that could accommodate rooms for three players in the region.

Based on the data in Table 5-1, a summary, is presented below, where the number of student athletes, the number of contests and the team travel budgets are computed for men’s and women’s sports as a percentage of the total.

Percentage of Team Travel Budgets By Year

Men’s Sports

2006-07
# of Student-Athletes: 60.18%
# of Contests: 39.3%
Team Travel Budgets: 51.83%

2007-08
# of Student-Athletes: 57.69%
# of Contests: 39.3%
Team Travel Budgets: 51.16%

2008-09
# of Student-Athletes: 57.48%
# of Contests: 39.3%
Team Travel Budgets: 51.3%

Women’s Sports
2006-07
# of Student-Athletes: 39.82%
# of Contests: 60.7%
Team Travel Budgets: 48.17%

2007-08
# of Student-Athletes: 42.31%
# of Contests: 60.7%
Team Travel Budgets: 48.84%

2008-09
# of Student-Athletes: 42.52%
# of Contests: 60.7%
Team Travel Budgets: 48.7%

The data show that women's sports have consistently lower travel budgets. This is due to several factors: first, women's teams compete in a higher number of contests but due to the nature of their sports, they have a lower number of participants. Second, the geographic region of the sport in which the team competes impacts the travel budget. Third, the number of allowable scheduled contests in the sport affects the budget. Fourth, the number of institutions that sponsor the sport and come from the same region determines the budget as well.

Each teams has a set budget and routinely monitors expenses to stay within budget. The following table provides an overview of budget versus expense for travel. In the past three years, the expenses for men have exceeded the budget. Athletics staff is reviewing this data to verify these additional expenses were due to post conference tournament play and thus not a part of the original budget.

Travel Budget and Expenses

2006-07
Men's Sports
Budget 51.8%
Expenses 58.0%
Difference +6.17

Women's Sports
Budget 48.2%
Expenses 42%
Difference -6.17

2007-08
Men's Sports
Budget 51.2%
Expenses 59.4%
Difference +8.31

Women's Sports
Budget 48.8%
Expenses 40.5%
Difference -8.31

2008-09
Men's Sports
Budget 51.3%
Expenses 52.5%
Difference +1.19

Women's Sports
Budget 48.7%
Expenses 40.5%
Difference -1.19
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

For the most part, the interviews, tours, and budget analysis confirmed the travel process was consistent with the travel policy and equitable across teams. The committee recommended the following items for consideration to promote more equity in general and for women specifically.

Ongoing monitoring of the modes of transportation for all teams, especially tennis, in terms of having professional drivers.

The athletics staff, gender equity committee, and IABB review the travel policy in terms of number of student-athletes per room, as suggested in the NCAA gender equity manual (page 43).

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

1. Issue in Self-Study: Concern about equities in the mode of ground transportation.

Measurable Goal: All teams have a professional driver (rather than coach/staff) available for ground transportation to away events.

Steps to Achieve Goals: Seek and discuss feasibility of professional drivers for smaller teams, including tennis as equitable for all teams.

2. Issue in Self-Study: Questions raised about housing in terms of number of athletes per room with impact on athletic performance in general and relative to gender equity.

Measurable Goal: The university travel policy will be reviewed for possible inclusion of a statement on housing arrangements, based upon conversation among relevant stakeholders.

Steps to Achieve Goals: The athletics staff, IABB, and gender equity committee will review the travel policy in terms of housing arrangements (# per room), as suggested by the NCAA gender equity manual.

6. Academic Support Services. Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar's office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19777.

The response to this item is based on (a) a tour of the facilities, (b) the athletics section of the university website, (c) interview with Assistant AD for Student-Athlete Support Services Jennifer Svatik, and (d) interviews/questionnaires with staff and student-athletes.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;
The Academic Service Center provides tutoring services and study sessions. These services are available to all athletes regardless of sport or gender with equal access. The university website provides information on the schedules for academic services. Football and Track/Field are given special accommodations when it comes to study sessions due to their team size. The track and field team consists of both men and women, and their mandated assigned study times are Sundays and Mondays for 2 hours each. Football has mandatory studies on Sundays and Wednesdays for 2 hours each. During these study sessions, monitors are present and students can use this time for tutoring. Each team does have mandatory study sessions, but only football and track and field are mandated specific times.

Tutoring services are available to all athletes regardless of sport or gender. The student can request these services on the Athletics Department website. They complete a form to indicate what areas they require tutoring in, and then the Assistant Director for Student-Athlete Support Services and her graduate assistants connect the tutor with the athlete. It is up to the athlete to coordinate with the tutor. Tutors are paid roughly $8 an hour, an amount that increases with years of service. There are regulations regarding where the tutoring session can be held (e.g., not in dorms or apartments). The Athletics Department pays the tutors and it is not deducted from the individual team's budgets. There is no maximum or minimum amount the athletes can use tutoring and may use it as needed.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Overall, Student-Athlete Support Services has a range of sessions that are the same for all student-athletes. In almost all cases, coaches and students recommended additional space and extended hours for the student support area. Further, there were concerns about tutors for upper level classes and requested in increase in the number of tutors available. The coaches and student-athletes also expressed positive statements about these services, including the usefulness of a proctor to give exams when a student-athlete misses class due to a competition. Due to the equal treatment of all teams and individuals, there are no concerns about gender equity.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender equity issues identified for underrepresented group.

Maintenance Plan

Measurable Goal: Maintain current services and evaluate the possibility of increasing available space and time for all teams to receive academic support services.

Steps to Achieve Goals: On an annual basis, review academic support services and monitor/adjust as needed.

7. Coaches. Availability of full-time, part-time, assistant and graduate assistants. Training, experience, professional standing, and other professional qualifications. Total rate of compensation package, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions and other terms and conditions of employment.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;
For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar’s office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19-77.

The response to this item is based on (a) information provided by Rick Coe, Deputy Athletic Director, (b) detailed salary information on head and assistant coaches and data from items 20 through 22 of the NCAA Financial Reports (available on the UAlbany Wiki) for each of the last 3 years.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

For the 2006-07 year, the NCAA financial report format was not as detailed as the following years, so some of the specific data was obtained from the EADA report for that year. A summary of the directly relevant information is provided in the tables below. Finally, the detailed information on each individual coach's salary for the last 3 years, years in current position, and years of prior experience at the time of hiring, provided to this committee is not included to preserve confidentiality. An analysis of this information however, is provided below.

### Availability of Head Coaches

**2006-07**

- Men's Sports
  - Positions: 8
  - FTE: 6
- Women's Sports
  - Positions: 11
  - FTE: 8.33

**2007-08**

- Men's Sports
  - Positions: 8
  - FTE: 6
- Women's Sports
  - Positions: 11
  - FTE: 8.33

**2008-09**

- Men's Sports
  - Positions: 8
  - FTE: 6
- Women's Sports
  - Positions: 11
  - FTE: 8.33

### Availability of Assistant Coaches

**2006-07**

- Men's Sports
  - Positions: 21
  - FTE: 15.32
- Women's Sports
  - Positions: 18
  - FTE: 11.45

**2007-08**
Men's Sports
Positions: 23
FTE: 18.70

Women's Sports
Positions: 19
FTE: 13.02

2008-09

Men's Sports
Positions: 23
FTE: 18.70

Women's Sports
Positions: 19
FTE: 13.02

Availability: Based on this data, which show all full-time and part-time paid positions, women's sports have a higher availability of head coaches and the situation was maintained over the last 3 years. This is consistent with the fact that UAAlbany offers a higher number of women's sports (11) than men's sports (8). With respect to assistant coaches, women's sports are slightly lower than men's sports and both sports saw an increase after 2006-07. NCAA stipulates the maximum number of paid assistant coaches allowable per sport and the number of assistant coaches in this institute's program is in compliance with this stipulation; each sport is at its allowable maximum number of paid positions. According to this by-law, football is allowed up to 10 assistant coaches and this skews the distribution of assistant coaches in favor of the men's sports.

Training, experience, professional standing and other professional qualifications: All of the coaches meet the minimum qualifications, as specified in the University job description for each position. The department adheres to university, state and federal guidelines for hiring into each of these positions, irrespective of whether it is for a women's sports team or men's sports team.

The total rate of compensation package: An analysis of the confidential information provided reveals that beginning salary levels for head and assistant coaches are based on prior experience at the time of being hired, past successes in that experience, the market for coaches of the particular sport, the demographics related to the Northeast geographical region as related to that sport. Salary increases are based on evaluation of performance as well as university-wide union-negotiated allowances. The data provided showed salary deviations that were consistent with these criteria of initial salary level establishment and subsequent raises. For instance, consider the following data on two pairs of sports played by men's and women's teams. The committee selected these teams because they are considered "sports of emphasis" at the institution and conference, both sports offer corresponding men's and women's teams and the markets for the men's and women's version of the sports are comparable. For the first example, based on the head coaches for this particular sport played by a men's team and a women's team in the institution ? the men's team coach started out with a higher salary due to his prior experience and the market rates for men's coaches in that particular sport. Further, between 2006-07 and 2007-08, the salary increase was considerably higher than the standard university union-negotiated raise due to significant accomplishments by that coach.

Head Coach Salary Comparison: Sports of Emphasis

Men's Sport
Annual Salary in 2006-07: $71,704
Annual Salary in 2007-08: $120,800
Annual Salary in 2008-09: $128,657
Years in Current Position (as of 08-09): 10
Years of prior experience as assistant coach when first hired: 9

Women's Sport
Annual Salary in 2006-07: $43,540
Annual Salary in 2007-08: $45,210
Annual Salary in 2008-09: $48,763
Years in Current Position (as of 08-09): 4
Years of prior experience as assistant coach when first hired: 1 (+ 1 as grad asst)
A second example is a comparison between the head coaches of a women's sport and the men's equivalent sport. The women's team's head coach's salary is higher and the two rounds of salary increases were 20.09% (between 06-07 and 07-08) and 10.92% (between 07-08 and 08-09) compared to corresponding raises of 18.74% and 6.09% respectively, for the men's team head coach. These deviations are explained by the fact that the women's team coach has been in the position longer and the larger raises were in response to the accomplishments by that coach.

Head Coach Salary Comparison: Equivalent Sports

<table>
<thead>
<tr>
<th></th>
<th>Men's Sport</th>
<th>Women's Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Salary</td>
<td>Annual Salary in 2006-07: $44,468</td>
<td>Annual Salary in 2006-07: $57,292</td>
</tr>
<tr>
<td></td>
<td>Annual Salary in 2007-08: $52,800</td>
<td>Annual Salary in 2007-08: $68,800</td>
</tr>
<tr>
<td></td>
<td>Annual Salary in 2008-09: $56,016</td>
<td>Annual Salary in 2008-09: $76,315</td>
</tr>
<tr>
<td>Years in Current Position</td>
<td>(as of 08-09): 10</td>
<td>Years in Current Position</td>
</tr>
<tr>
<td>Years of prior experience as assistant coach when first hired</td>
<td>3 (+ 7 as pro player)</td>
<td>Years of prior experience as assistant coach when first hired</td>
</tr>
</tbody>
</table>

Duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions and other terms and conditions of employment: Except for the head coaches for men's basketball and women's basketball, each position is a University appointment. As such, all University policies apply equally to all coaches irrespective of whether they are men's or women's sports' coaches. The head coaches for men's and women's basketball have separate long-term contracts, but in compliance with university policy. The head coach for football is in a rather unique position. He joined the University in 1970 as a coach and a faculty member in the department of physical education. As such, he has a tenured faculty position currently but his compensation is similar to all other staff members. All teams have a full-time coach, with the exception of golf.

Compensation and benefits paid by a third party: The item is not relevant for the department and the entry for item 20 in the NCAA financial reports is zero.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The committee recommended the following items for consideration to promote more equity in general and for women specifically.

Ongoing monitoring of opportunities to increase the number of female coaches. This includes careful consideration of job search waivers if the position will switch from a female to a male, and aggressive advertisement of all positions in women's journals, organization websites, and so forth.

Golf is the only team with a part-time coach, creating a potential gender equity concern. Since no concerns were raised about this situation, the committee recommends ongoing monitoring of this position in case there becomes a need to expand it to a full-time position.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

1. Issue in Self-Study: Increase the number of female head coaches and assistant coaches when opportunity available
Measurable Goal: Evaluate on an annual basis the percentage of male/female coaches, including potential opportunities for increasing the percentage of female coaches.

Steps to Achieve Goals: Carefully consider waivers in terms of gender opportunities. Aggressively advertise in women’s journals, organization websites, and so forth.

2. Issue in Self-Study: Equity of head coaching positions, relative to full-time or half-time position.

Measurable Goal: Ongoing monitoring of the head coach responsibilities for golf in terms of the need to move from a half-time to full-time position.

Steps to Achieve Goals: On an annual basis, review the responsibilities of the golf coach in terms of half-time position.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar’s office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19-77.

To study the quality and availability of locker rooms, practice, and competitive facilities, there were seven key sources of information: (a) a full committee tour of locker rooms and practice facilities, (b) a sub-committee tour of locker rooms, practice, and competitive facilities, including written checklists for key components for each facility, (c) a review of maintenance and facilities improvement records, (d) an interview with the Associate Athletic Director for Facilities, Scheduling and Events, (e) an interview with the Athletic Director, (f) an interview with student athletes and coaches, and (g) a questionnaire for student-athletes and coaches.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

At this time, all sports, except for golf, have a specific locker room assignment. The golf team uses facilities in an off-campus location where the golfing practices and events are held. The 2002 Gender Equity Plan for improvement specified upgrades for the locker rooms in football, baseball, and softball to meet existing standards among other sports with the addition of carpeting and new/additional lockers. Since 2002, there have been additional upgrades in most of the locker rooms, including new paint and carpeting. During the tour, cable access and televisions were being added to some the locker rooms. The men’s basketball team has undergone locker room renovations in the last five years, including a move to a larger space in 2008 with all new flooring, lockers, computer space, lounge, and meeting space. Significant renovations were also made to the men's lacrosse team space.

At the current time, the concept design plans have been developed for renovations of the women’s basketball and volleyball locker rooms. The tennis locker room was renovated in 2011 with new lockers and flooring. However, there were concerns about the size of the space relative to the time student-athletes spend in the room to re-string their racquets. The softball locker room is located in a room off of the main women’s locker room, with no showers, toilets, or sinks. At certain time periods (e.g., home football games), the students are not able to access the room.

In terms of competitive and practice facilities, similar men and women's teams use the same facilities for their sport (i.e. basketball, track/field, lacrosse, cross country, and soccer). A review of the baseball and softball fields (separate competitive sites) indicated similar quality. The outdoor tennis courts are in need of re-surfacing to meet safety concerns and long-term use. The athletics staff is in communication with
university about the upgrade to the tennis courts and Steve Beditz, Interim Vice President for Finance and Business, verified the rehabilitation of the tennis courts and fencing is on the university schedule for renovations. The "bubble" is used for practice and competition, showing a need for this area to have unnecessary equipment removed. Several men's and women's teams expressed concern about the general maintenance of the floors in all facilities, noting they were often dirty. Currently, Track & Field, cross country, and women's golf do not have home facilities for competition purposes.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Based on the review, there are several issues for consideration in terms of gender equity:

The softball locker room is in a back room attached to the general women's locker room for the entire institution. Unlike the rest of the teams, they do not have showers or toilets specific to their room and must use the general facilities. Further, during home football games, the away team uses the womens general locker room, so the softball team is not able to use their locker room during this time. The softball locker room should be moved to another location and upgraded to meet the basic standard of the other locker rooms to provide equal opportunity for this team.

The women's tennis team is in a locker room that is too small for the team. Recent renovations (January 2011) improved the flooring, lockers, and furnishings. At the current time, the one shower is used as a storage area and there are exhaust problems with the room in general. Further, the players are required to string their own racquets in this room, something that takes considerable time. Given the limited space with the required string equipment and couch to sit on while completing this task, there simply is not enough room. Potentials plans would be to move the locker room to a bigger facility or upgrade the current locker room plus provide an additional room where players may string their racquets.

The golf team has no locker room. This is not an issue during the golf season because they use the facilities at the golf courses. However, during the off-season training it would be appropriate for the team members to have regular facilities and lockers on campus for their use.

When the locker rooms for women's basketball and women's track & field were switched, given the difference in team size, there are now some of the track and field players who no longer have an individual locker for the full year.

Some locker rooms have cable and TV's, furniture, and emergency phones, while others do not. There is currently an initiative to add cable to all of the locker rooms.

Some of the locker rooms (e.g., men's basketball, football, men's lacrosse) are larger and significantly better equipped than the rest of the locker rooms. Ongoing monitoring of gender equity concerns for any renovation need to be carefully considered and discussed prior to approval.

In some cases, coaches expressly stated they did not want a locker room upgrade with non-standard amenities (e.g., videogames, tvs), with the goal to keep that room concentrated on the sport itself. However, locker rooms should be upgraded to make sure their players have at least the same basic opportunities as other teams.

The athletic staff is currently discussing funding for renovations of the women's basketball and volleyball locker rooms.

The tennis courts need to be re-surfaced with improved fencing. The university is currently planning this improvement.

Practice and competitive facilities for tennis are routinely interrupted by outside people and the area is not prepared prior to events (e.g., remove unnecessary equipment, prepare nets). Support staff needs to prepare and maintain this area.

Track & Field do not have home games or a targeted practice area due to the need to renovate facilities. Discussion of potential renovations should be ongoing.
Review all locker rooms on an annual basis for improvement in terms of gender equity, so that a monitoring system is in place.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

1. Issue in Self-Study: The softball locker room does not have showers, sinks, toilets. Players must access through the general women's locker room. During home football games, the football visiting team uses the women's general locker room and therefore the softball team does not have access to their locker room during this time.

Measurable Goal: Re-locate the softball locker room to a facility with basic equipment and furnishings similar to other sports, including showers, and in a location always accessible.
Steps to Achieve Goals: Ongoing monitoring of available opportunities until task is accomplished.

2. Issue in Self-Study: Tennis locker room is small. Players must re-string their racquets in this room.

Measurable Goal: Re-locate the tennis locker room to a larger space or provide team with separate space for equipment maintenance,
Steps to Achieve Goals: Ongoing monitoring of available opportunities until task is accomplished.

3. Issue in Self-Study: Golf does not have a locker room during off-season when they use weight room and other PE facilities.

Measurable Goal: Provide a locker room for golf, with similar facilities and equipment as the other teams.
Steps to Achieve Goals: Ongoing monitoring of available opportunities until task is accomplished.

4. Issue in Self-Study: Men's locker rooms have better space, furnishings, and accessories.

Measurable Goal: Complete renovation plans and upgrades for Women's Basketball and Women's Volleyball locker rooms.
Steps to Achieve Goals: Ongoing monitoring of plans and financing until task is accomplished.

5. Issue in Self-Study: Tennis court needs to be re-surfaced.

Measurable Goal: Re-surface tennis courts and fencing to meet safety concerns and long-term use.
Steps to Achieve Goals: Ongoing monitoring of plans and financing until task is accomplished.

6. Issue in Self-Study: Tennis matches are routinely interrupted by outside people. Area not cleared of equipment or prepared for games/practice.

Measurable Goal: Practice and competitive facilities are clearly marked with outside events prohibited, especially for tennis events in the "bubble". Unnecessary equipment removed from area. Nets in place.
Steps to Achieve Goals: Provide support staff to prepare and monitor area during matches and to prepare area for practices and matches.

7. Issue in Self-Study: Track & Field and Cross Country are not able to have home games or targeted practice area.

Measurable Goal: Discuss long-term plans for renovating the Track & Field facilities to provide access for home meets and practice.
Steps to Achieve Goals: Ongoing monitoring of available opportunities and financing until plan is developed.

8. Issue in Self-Study: There needs to be a monitoring system to address inequities in locker room space and furnishing.

Measurable Goal: Review all locker rooms on an annual basis for improvements in terms of equity.
Steps to Achieve Goals: Use the checklists to target improvement for locker rooms to be similar between men and women’s team so that all teams have access to locker rooms with equitable space and furnishings.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar’s office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19-77.

The response to this item is based on (a) a tour of the facilities, (b) an interview with the Head Athletic trainer, (c) review of policies, (d) interviews/questionnaires from coaches and student-athletes.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas;

There are two Athletic Training Rooms (one located in SEFCU Arena and one in the PE Building). All teams have equal access to both training rooms and staff. Staff work with each team based on their availability (between practice time and competitions) and needs (recent/future competitions).

PE Building
Typically the football team uses the training room in the PE Building. This is due to location of the teams’ locker rooms in the PE Building and the size of the team. The Athletics Training Room in the PE Building typically opens in the afternoons only (since it is staffed by the same trainers available in the SEFCU location). This corresponds with the practice times of the teams utilizing this facility. The PE Building location is smaller in size than the SEFCU location. There are medical and physical therapy services available in the PE Building location, but athletes usually utilize the SEFCU location for these services. They have these services in the PE location when the trainers are working with those two specific teams.

SEFCU Building
The staffing is 1 Graduate Assistant, 6 full-time employees, and 4 part-time employees. There are medical services as well as physical therapy offered here. Standard hours are 9am to 6pm Monday through Friday, but they are available on the weekends while competitions are being played. All teams use this particular location. The trainers are certified. This location offers clinics once a week on Wednesday for medical services. Physical therapy is usually offered in the mornings from 9am to 11am or referred to the Bone and Joint Center on Washington Avenue across the street (next to our Student Health Services). In the afternoon they focus on treatments and the team practices. There is a doctor on staff during competitions for contact sports. They use seven doctors total, and work very closely with Dr. Peter Vellis, director of our Student Health Services. They also offer massage therapy.

Strength and Conditioning Facility
There are 2 Strength and Conditioning facilities available to the teams. Each is available to all teams, regardless of gender. The staff members work with the teams based on their needs and available time (outside of competitions and practice times).
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Across all teams, coaches and student-athletes expressed concerns about the space in the training rooms, old/worn equipment, too many teams relative to the number of staff, and an inconvenient schedule. However, since most teams expressed these concerns, it is not an issue in terms of gender equity.

One issue arose in terms of the weight room, with several student-athletes from various teams believing there are differentiated rules for access to the room in terms of equity overall. In some cases, students indicated they have to wait even though it is their scheduled time or will be requested to leave at their exact finishing time so that another team has access, and/or they need to warm-up in a separate facility. This could be due to factors such as "in season" teams having priority for schedules, team size, coach preferences, and only one weight room. Further discussion of this issue between the SAAC group and department staff may facilitate communication about the overall rules/limitations and address students concerns. Questionnaire data confirmed this issue, but it does not appear to be an issue of gender equity as it happens to teams of both genders.

In some cases, coaches and students raised concerns about access to the trainers, especially after practices (when the facilities were closed) and during away games. The trainer does not travel to away games with tennis, golf, men's cross country or women's cross country. In general, this is true of other teams in the league for these sports and therefore the trainer from the home team will assist with the away team, if necessary.

Overall, there were no issues identified in terms of gender equity. The committee does recommend ongoing monitoring of two areas:

- With the concerns about available time and space in the training room, the committee recommends ongoing monitoring of these issues so that any adjustments to schedules or number of staff do not unintentionally impact gender equity.
- Ongoing monitoring of the need for trainers at away games for tennis, golf, and cross country, consistent with other teams in the league.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender equity issues identified for underrepresented group.

Maintenance Plan

1. Measurable Goal: Maintain current services and evaluate the possibility of increasing available space and time for all teams to receive training services.

   Steps to Achieve Goals: On an annual basis, review training services and monitor/adjust as needed.

2. Measurable Goal: Ongoing monitoring of the need for trainers at away games and practice sessions for low impact sports, specifically tennis, golf, and cross country.

   Steps to Achieve Goals: On an annual basis, review training services and monitor/adjust as needed.

10. Housing and Dining Facilities and Services. Housing provided; special services as part of housing; dining arrangements.

   a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;
For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar's office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19-77.

The response to this item is based on (a) interviews with staff members in Residential Life, Athletics Department, and Dining Services, and (b) interviews/questionnaires from coaches and student-athletes.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Interviews were consistent in their reports that all student-athletes receive the same housing and dining services as the regular student population. The Athletics Staff works with Residential Life when it comes to requesting roommates and building assignments for incoming freshmen and transfers. The goal is to have first year student-athletes living together for their first year to avoid any problems that may arise from different daily schedules that the student-athletes may have compared to a non-student-athlete. For example, the potential for a non-student-athlete being disruptive late at night while a student-athlete is trying to study or sleep because they have an early morning practice, weight room session or departure for an away contest. The Athletics Staff works with Residential Life to make sure that those freshmen, returning student-athletes, and transfer student-athletes who need Recess Housing are assigned to the proper buildings as many of the teams are on campus over the different breaks throughout the year. The student-athletes must fill out the housing application like all the students and if they miss deadlines they suffer the consequences of possibly being placed in a space other than the one requested for them. Regular students who may have been assigned (and received their assignment) to share a space with a student-athlete are never bumped to make room for a student-athlete who may have been assigned elsewhere. If this happens, all parties involved have to agree to the move before anyone is reassigned. The Department of Athletics and Residential Life never intercede on a student-athletes behalf. The student-athlete and the student have to come to this agreement themselves.

Returning student-athletes are responsible for signing up for their own housing. The Athletics Staff does provide Residential Life with the rosters of those student-athletes needing Recess Housing and they are allowed to sign up a week earlier (along with other specific student groups who might need Recess Housing) than the general student population. The Athletics staff is not involved in any way with off-campus housing.

The meal plans are the same as other students, and student-athletes receive the base "Opportunity Meal Plan." An individual student-athlete has the option to upgrade his/her meal plan, similar to any other student. In the residential halls, student-athletes do not receive any special services such as laundry, parking, or cleaning services.

The questionnaire data provided information on pre-game and post-game meals provided to the team for home events. Seven teams do not have home events: men's and women's indoor track, outdoor track, cross country; golf. Three teams do not provide these meals: football, men's lacrosse, and softball. The remaining teams have some mixture of pre and/or post meals, primarily held in the university buildings, including men's soccer (pre-game at good quality restaurant), field hockey (post-game on campus), baseball (pre-game on campus), tennis (pre and post game in locker room at half the games), volleyball (pre-game buffet or good quality restaurant; post-game on campus), women's basketball (pre-game on campus, sometimes post-game at good quality restaurant), and men's basketball (pre and post game at a good quality restaurant). The questionnaire asked the coaches/athletes to indicate if these arrangements were "okay" or "not okay", with none of the teams selecting "not okay". While there is variability across the teams, these meals appear to be at the discretion of the coaches and all found the current arrangements acceptable. Given two of the larger male teams do not have meals attached to home games and four of the women's teams do have some arrangement in place, the variability does not appear to be an issue of gender equity.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Given the same policies and procedures are in place across all teams for these housing and dining practices, there is no indication of any issues related to gender equity.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender equity issues identified for underrepresented group.

Maintenance Plan

Measurable Goal: Maintain current practice, with ongoing monitoring and evaluation.

Steps to Achieve Goals: Monitor and adjust as determined by annual review.

11. Publicity and Awards. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar's office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 197-77.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

This response is based on information from (a) a review of the athletics website, (b) a review of the athletics department Facebook page, (c) interviews with the Associate AD for Communications and the Associate Athletic Director for External Affairs, (d) interviews/questionnaires from coaches and student-athletes, and (e) attendance of committee members at competitions.

For both marketing and Sports Information, there are a set of standard services available to all 19 sports, including a website page and a media guide. In terms of sports information, there is greater emphasis on winning teams due to: (a) post-season opportunities, (b) national recognition, (c) team honors, and (d) individual honors. In terms of marketing, there is a targeted focus on revenue-generating sports. As a result, timeliness, access, visibility, opportunity and presence are not guaranteed for all sports.

The sports information area has a general approach to be fair across the current services and strategies for each team, providing information on current games and newsworthy events. A review of the website shows consistent news stories about teams of both genders. The sports information program is extending into new media fields (Facebook, Twitter, streaming video) to extend the reach and depth of information for internal and external target groups. This leads to better publicity for marketing, recruitment, and team support. For example, these media outlets make it much easier to reach national and international...
supporters (e.g., parents), and potential recruits. In a review of postings on Facebook and the website over a three week period of the self-study in November, there were many postings about women's sports, including the success of the women's soccer and field hockey in post-season play. Further, there were specific news items on the success of volleyball and women's basketball players for weekly conference honors. Overall, there were almost twice as many postings in this time period for the women's sports in comparison to the men's, mostly due to the success of the women's teams at the time. In a similar review in February/March, the Facebook postings primarily covered the men's sports, with some of the comparable women's teams receiving no coverage. However, the athletics website did have information on current games and events for all teams.

The attention to proactive marketing and publicity for women's sports presents an area of opportunity and development. For marketing, the website had basic information for each team, though the media guides and team pages were out-of-date for two teams relative to other sports with the same season: women's basketball and tennis. Web site presentation and media/press guides have the potential for posting critical general team information year-round (as opposed to in season); team access to new recruits; and provide results and team updates. Further, the athletics department has many news reports and winning teams that are reported on the athletics site but never reported on the main university website. Prior to the double-headers, there needs to be discussion with student and alumni groups to avoid promotion events and networking for the men's team during the time period when the women are playing their game.

There is no specific marketing budget by team. The $123,000 budget includes allocations for supplies, ticket stock, software, subscriptions, merchandise, promotions, advertising, student workers, pep band, printing, special events, and rental. Game day promotions include tee-shirt giveaways at football, men's and women's basketball, volleyball, and men's and women's lacrosse games to boost attendance.

On the questionnaires, all teams indicated the need for additional publicity. In all cases, the team will need to pay the travel expenses from their operating budget for the Sports Information Director (or staff) to travel to away games. At this time, the two basketball teams pay to have the SID at away games. Given this policy applies to all teams, there does not appear to be a gender equity issue.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

For publicity and awards, there are a few issues that arose in the self-study process in terms of gender equity.

The website needs to have the basic updated information, including coaches, team rosters, media guides and so forth for each team on an equitable manner. Currently, most of the sports have updated media guides but women's tennis and women's basketball did not (though both had active news stories about team contests).

Currently, there are no written policies or strategies to address gender equity in marketing. Within the marketing plan, there are no strategic initiatives to specifically address women's sports. As the marketing plan is developed, a goal should be added to specifically address women's sports. To the extent marketing is done for women's sports, it is often the responsibility of a coach and student-athletes to spearhead the efforts.

To help facilitate more sports reporting in the local newspapers, further promotion of sports events on the main university website (drawing from the full stories on the athletics page) should be an initiative. Many coaches, faculty, and staff would like to see more student spirit in connection to sports and further marketing and publicity within the university itself should help to facilitate this. Further, women's soccer, volleyball, and field hockey all made it to post-season events this semester, yet none of these events were targeted marketing opportunities at the university level, a potential vehicle to capture notice by the local newspaper and radio shows.

Equal postings of current games to increase promotions and final scores to report results on Facebook and website, in a timely manner, for both men's and women's teams.
Athletic staff work with relevant student groups, alumni, and university staff to schedule promotional events and networking prior to the women's games during double headers, rather than during them.

The Great Dane mascot, cheerleaders, pep band, and dance team participate in the women's games in addition to the men's basketball games on an equitable basis. They should continue to be available to all teams who request the mascot at a competition on an equitable basis.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Issue in Self-Study: All aspects of publicity should be enhanced for women's sport teams, particularly non-revenue generating sports.

1. Measurable Goal: Increase the support and improve the visibility of successful non-revenue teams in the areas of sports information, development, marketing, promotions and facilities.

Steps to Achieve Goals: Regular updates of women's sports on Facebook. Increased flyers promoting home games in residence halls. Increased stories on website.

2. Measurable Goal: Re-locate the tennis locker Increase the game attendance and improve the visibility of revenue generating teams in the areas of promotions and sports information.

Steps to Achieve Goals: Equal postings of current games to increase promotions and final scores to report results on Facebook and website, in a timely manner, for both men's and women's teams.

3. Measurable Goal: Eliminate promotional events and networking that occur during the women's games of a double header.

Steps to Achieve Goals: Athletic staff works with relevant student groups, alumni, and university staff to schedule promotional events and networking prior to the women's games during double headers, rather than during them.

4. Measurable Goal: Improve sports marketing and promotional efforts to increase awareness and campus spirit across the university, especially all sports who win conference league and participate in post-season tournaments.

Steps to Achieve Goals: Set specific marketing funds for promotion of all teams who participate in tournament play. Promote in residence halls, students newspaper, university website, and other available outlets.

5. Measurable Goal: Collaborate with university media/marketing for wider reporting of athletics on main university webpage, specifically women's teams. Increase marketing in residential halls for all sports.

Steps to Achieve Goals: Provide evidence of ongoing conversations among athletics staff and university marketing. Provide an framework that increases university promotion of all sports, with particular attention paid to equal promotion of women's sports in videos, website, and print.

6. Measurable Goal: Include updated media/press guides with active and updated roster for each team, even in off-season for marketing, recruiting and retention purposes. Women's Basketball and tennis will have timely publication of guides. Include updated media/press guides with active and updated roster for each team, even in off-season for marketing, recruiting and retention purposes. Women's Basketball and tennis will have timely publication of guides.

Steps to Achieve Goals: Continue to improve the press guide, with team websites maintained throughout the year, even in off-season.

7. Measurable Goal: Increase attempts to collaborate, promote, and develop understanding of a fair presentation of both genders with off-campus promotion opportunities (e.g., Times Union, radio show, local TV).

Steps to Achieve Goals: Monitor all efforts to create and develop off-campus promotion opportunities for effectiveness.

8. Measurable Goal: Provide equitable services at men's and women's basketball games (e.g., pep band, mascot, cheerleaders). Provide a mascot to any team that requests one for home games.
Steps to Achieve Goals: Evaluate and allocate basic marketing funds on an equitable basis for men's and women's sports.


a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar's office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19-77.

The response to this item is based on (a) a review of documents, (b) a tour of office space, and (c) interviews with coaches, student-athletes, and athletics staff.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The committee reviewed the "Sports Program" Chart showing the organization system for which teams report directly to each athletic staff member. There are five coaches who report directly to the Athletic Director (football, men's basketball, women's basketball, women's soccer and men's lacrosse), two coaches representing six teams to the SWA (M/W cross-country and M/W indoor and outdoor track & field), four coaches to the Deputy Athletic Director (softball, volleyball, women's lacrosse, and men's soccer), two coaches to the Associate AD for External Affairs (baseball, golf), and one each to the Associate Athletic Director for facilities (field hockey) and Associate Athletic Director for Academic Services (tennis). These teams seemed to be fairly well distributed across athletic staff members in terms of gender equity. Of importance, interview data revealed a sense of equal access by all coaches to both the Athletic Director and Deputy Athletic Director whenever necessary, including direct discussion about budget-related topics.

All teams have equal access to administrative support for basic needs, utilizing software and technology within coaching offices to support travel, recruiting, and marketing work. There is one secretary who assists with paperwork for all teams, as needed. There is one part-time secretary who works 10 hours per week, primarily to support the football team, though she also assists the golf coach with paperwork as needed. There are some teams who have a Director of Operations to assist with administrative duties: full-time for men's basketball women's basketball, and football; part-time for Track & Field.

Based on a tour of office space, the committee compiled a summary of each office in a document titled, "Office Space Summaries." Overall, many of the offices are in good condition. The men's and women's basketball offices are by far better furnished, larger, and in better repair than the remaining offices, with the women's basketball office newly refurnished in the last couple of months. In terms of computers, fax machines, cell phones, and so forth, there appeared to be equitable distribution of this technology with all coaches and assistants having cell phones and computers, and common areas with fax machines. Most of the coaching offices had a TV/VCR unit to watch tapes, in some cases this included a TV/VCR set for each of the assistant coaches as well. However, other offices did not have this equipment, including track & field who had it only because they brought in their personal equipment. Questionnaire data indicated some of this TV/VCR equipment did not work.

While many of the offices were sufficient to meet the needs of the coaches, there is concern about the PE suite 134, which houses the Baseball, Softball, Women's Soccer, and Men's Soccer offices. In January 2011, the volleyball coaches switched offices with the men's soccer coaches and this mitigates the concern in terms of gender equity, though it remains a concern in terms of overall equity among coaches. This suite of offices are located in the PE Building were in the worst condition with poor overall working conditions. The temperature in these offices was unbearable for the short period of time we were touring the facility (too warm). The staff acknowledged that this was the case most of the year and that it even gets warmer at certain times (80 degrees at one point). There are no windows and no possible ventilation available. There are 4 smaller offices for the head coach of each sport housed in this area, then one larger area with cubicles set up for the assistant coaches and graduate assistants. Total staff using area: 3 from
baseball, 2 for softball, 2 for women's soccer, 2 for men's soccer. The committee has concerns air quality, with a preference to only have two sports in the suite with a better ventilation system.

Support and Administrative Salaries, benefits and Bonuses Paid by the University and Related Entities: The quantitative analysis for this item is based on the data from items 21 and 22 in the NCAA financial reports for the last 3 years (available on UAlbany's Wiki). A summary of the relevant data on the allocation of administrative support by dollars and full-time (FT) and part-time (PT) positions is excerpted below.

Administrative Support and Salaries

2006-07
Dedicated to Men's Sports
Amount: $34,437
Positions: 3 PT

Dedicated to Women's Sports
Amount: $9,646
Positions: 4 PT

Common Resources: $1,859,035
Total Resources: $1,903,118

2007-08
Dedicated to Men's Sports
Amount: $57,821
Positions: 1 FT, 2 PT

Dedicated to Women's Sports
Amount: $9,147
Positions: 1 FT

Common Resources: $1,918,964
Total Resources: $1,985,932

2008-09
Dedicated to Men's Sports
Amount: $72,155
Positions: 2 FT

Dedicated to Women's Sports
Amount: $35,354
Positions: 1 FT

Common Resources: $2,358,329
Total Resources: $2,465,838

Prior to 2006-07, there were no administrative support positions dedicated to a particular sport. However, with the development and progression of the football and men's and women's basketball programs, an administrative support position was created for each of these sports to handle the volume of office support needs. For instance, for 2008-09, the amount of $72,155 dedicated to men's sports is split between $36,105 for an administrative support person for men's basketball and $36,050 for the football support person while women's basketball has a dedicated support person allocation amount of $35,354 (see Item 22 of the NCAA Financial Reports, 2009, pages 10-11 for details). The amount of $2,358,329 is allocated for administrative support for all other sports, irrespective of gender. The amount of $2,465,838 represents the total allocation for 2008-09 for support staff for all sports. Further, the increase between 2007-08 and 2008-09 for the women's sports position reflects the transition of a graduate assistant position to a full-time position.

Compensation and benefits paid by a third party: The item is not relevant for the department as the entry for item 22 in the NCAA financial reports is zero.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

At this time, no issues were identified in terms of gender equity. The committee recommends ongoing monitoring of two items:

Evaluate the possibility of increasing/improving available space for all coaches to have adequate and functional space. This includes consideration of gender equity when office spaces are re-located.

Evaluate the duties of the assistant coaches and director of operations for equitable distribution across teams and appropriate duties.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender equity issues identified for underrepresented group.

Maintenance Plan

1. Measurable Goal: Maintain current services and evaluate the possibility of increasing/improving available space for coaches so that all sport programs will have adequate and functional space.

Steps to Achieve Goals: On an annual basis, review coaching offices for potential improvements.

2. Measurable Goal: Maintain and evaluate duties and current roles of assistant coaches and director of operations for fair and equitable distribution across teams.

Steps to Achieve Goals: On an annual basis, review coaching support services for equity purposes and potential improvements.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar’s office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19-77.

The response to this item is based on (a) a review of documents, (b) an interview with the Director of Compliance, Katie Bishop, and (c) interviews with coaches, student-athletes, and athletics staff.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Assistant Athletic Director for Compliance provided the university policy and paperwork for official visits, including approval forms, requests, and student conduct contracts. This paperwork is required for any official visit by a prospective student-athlete for all teams. To evaluate the equity of financial resources
for recruitment, we analyzed the recruitment budget and expenses for each team over the three-year period. In general, the recruitment budgets and expenses are based on the recruiting range, the number of people on a team, and the number of open scholarships. For example, one year the tennis team did not actively recruit because there had been no graduating seniors the prior year. Similarly, we reviewed a summary of official visits over a two-year period and the number of staff available to assist with recruitment.

For sports that have both a men's and women's team, the recruiting budgets are mostly similar. For example, men's and women's lacrosse, soccer, and track have the same level of recruiting dollars within the sport. The two basketballs teams were the same for two years, with an increase for the men's team in 2008-09. Across all three years, the overall men's budget was higher, due primarily to a higher budget for football, with more players than the combination of tennis, golf, volleyball, and field hockey. The recruiting funds will vary from year to year due to the number of seniors. The unspent budgeted recruiting dollars are not re-allocated within the overall recruitment budget, rather they are re-distributed to a different budget category within a team sport. For example, if the tennis team did not spend their allocated recruiting budget, they could use the remaining money for equipment or travel within the financial year.

Similar to the equipment/supplies and travel areas, the committee collected data on the differences between budget and expenses for each team. Similar to the other two areas, coaches have the flexibility to spend more or less in one area as long as they stay within their budget. In this case, the men's teams spent more than their budget allocations in recruitment for all three years. Given the difference between budget/expenses favored the men's teams across equipment, travel, and recruitment areas, the Gender Plan includes a goal to regularly monitor and adjust the budget/expense component of the operating budget for both men's and women's sports.

Recruitment Budget and Expenses

2006-07

Men's Sports
Budget 48.7%
Expenses 59.7%
Difference +11

Women's Sports
Budget 51.3%
Expenses 40.3%
Difference -11

2007-08

Men's Sports
Budget 51.9%
Expenses 59.9%
Difference +8

Women's Sports
Budget 48.1%
Expenses 40.1%
Difference -8

2008-09

Men's Sports
Budget 54.6%
Expenses 58.5%
Difference +3.9

Women's Sports
Budget 45.4%
Expenses 41.5%
Difference -3.9

The committee developed a document titled "Recruitment Information" with an overview of recruitment efforts in terms of staffing, official visits, recruitment range, and maximum scholarships for 2008-09 and
2009-10. The data indicated comparable number of staff for recruiting purposes across genders, with official visits dependent upon the recruitment range and the number of available scholarships/size of team. The data did not indicate any concerns relative to gender equity.

During a typical recruitment experience, most potential student-athletes stay in a residential hall with another athlete and participate in dining hall meals, attend a course, and then have lunch with the coach. For men's basketball, women's basketball, and tennis, potential student-athletes stay in a local hotel picked for easy use of the state per diem allocation. In terms of meals at a restaurant, most athletes help to pick where they want to go, though the restaurant have a large range in price, from chain restaurants to more expensive locally-owned downtown restaurants.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The analysis of the data indicated similar practices across the men's and women's teams.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender equity issues identified for underrepresented group.

Maintenance Plan

Measurable Goal: Maintain current practice, with ongoing monitoring and evaluation.

Steps to Achieve Goals: Monitor and adjust as determined by annual review.

14. Retention. Programs and services to address retention of staff, coaches and student-athletes from the under-represented gender within the athletics program; review of retention and promotion of staff and coaches from the under-represented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the under-represented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar's office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 197-77.

The response to this item is based on (a) a review of documents, (b) interviews with athletics staff, and (c) interviews and questionnaires from coaches and student-athletes.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;
In terms of retention, the athletics program is relatively stable for both coaches and staff (see question 7). Essentially, there seems to be a culture in which most coaches and staff want to stay in the area either because they are originally from the local area, have been promoted within the department, or have simply been here a long time and have no desire to move elsewhere. The two most recent coaches who left were due a job opportunity for their preferred career path, such as to a larger university program or for personal reasons (e.g., marriage). At this time, there are no formal programs in place for retention of coaches or staff, though there have been opportunities for people to travel to professional development workshops or association conferences (when funding permits). There are regular meetings within the department, such as those on compliance issues and the annual retreat that have the opportunity for community-building and professional development components. There are only three members of the athletic department with a contract, including the recently hired women's basketball head coach, with similar conditions for contract renewal.

In terms of student-athletes, the Director of Compliance provided a list of students who were not renewed for scholarships and left their team in 2009-10. This included 19 students (9 women, 10 men) who transferred elsewhere and 5 students (all male) who remained at UAlbany. The data included a range of reasons for these non-renewals, such as student desire to be closer to home, academic ineligibility, quitting the team due to lack of play, or being cut from the team. Given the even distribution of gender for those who transferred elsewhere, this does not appear to be an issue of gender equity. As noted in the Wellness report and question 6 of the Gender Issues section, there are a range of programs and workshops for students, plus a long list of volunteer opportunities to help them build community within their teams.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

In general, gender equity issues do not seem to play a role in retention, though possible differences in rate of compensation should be further analyzed to avoid this becoming a problem.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender equity issues identified for underrepresented group.

Maintenance Plan

Measurable Goal: Monitor and adjust women's salaries (coaching and staff) for the purpose of retention and equity.

Steps to Achieve Goals: Use discretionary salary increases for both merit and salary compression issues. Reallocate current funds when opportunities available.

15. Participation in Governance and Decision Making. Involvement of athletics department staff, coaches and student-athletes from the under-represented gender within the athletics program in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;
For this self-study process, the institution created a sub-group of the larger Gender/Diversity and Wellness sub-committee to focus on Gender Issues. This group included faculty members from the School of Business and the School of Education and staff from the Registrar’s office, Office of Financial Aid, Office of Corporate and Foundation Relations (a former student-athlete), Athletics Department, and the University Police Department. For the study, the group drew heavily from the 2010 Gender Equity in Intercollegiate Athletics Guide, particularly pages 19-77.

To address this question, the committee distributed an email message to all coaches and athletics staff asking them to provide relevant examples of their participation in leadership and/or governance and decision-making processes and their knowledge of any involvement of student-athletes in these activities. We intentionally asked for information on all teams to be able to have a broad view of this participation and then a gender-specific analysis. In addition, we drew upon similar data collected for the Wellness component of the self-study.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The findings are available in a document titled, Governance and Decision-Making Process.xls. Coaches from both the men and women's team participate in various conference and national leadership opportunities. For example, the head softball coach was on the USA Today/NFCA Division I Top 25 Poll selection committee and the America East representative to the Head Coaches Committee for NFCA. Similarly, the women's soccer coach is on the NSCAA regional and national rankings committee. The tennis coach is the tennis chair for the America East Conference. For the student-athletes, a member representing a women's team and a men's team participate as representatives on the IABBB, NCAA Certification Committee, and the department annual retreat. In addition, two members of each team participate on the Student Athletics Advisory Committee (SAAC).

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Given the same opportunities are in place across all teams, there is no indication of any issues related to gender equity.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender equity issues identified for underrepresented group.

Maintenance Plan

Measurable Goal: Maintain program opportunities for both genders, with specific topics that target female athletes and coaches.

Steps to Achieve Goals: Maintain program opportunities for both genders, with specific topics that target female athletes. Evaluate as part of ongoing monitoring system.
10. Using the plan for improvement section, provide an institutional gender-issues plan that addresses all 15 aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

The institution must develop a five-year written, stand-alone plan addressing gender issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.

11. Describe how the institution will annually compare its gender-issues plan with its EADA reports and NCAA financial reports to determine if the course of action is still appropriate. Further, please provide the names and titles of the individuals who will be responsible for this review.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.

In a meeting prior to the Athletics Department Annual Retreat, the Gender Equity Committee and the IAAB committee will review the EADA report, NCAA financial report, and the Gender Plan to determine if the course of action is still appropriate. A review of the Gender Plan with recommendations from the IAAB will undergo a full review and discussion by department staff at the annual retreat. Persons responsible for this review include: (a) legal counsel to assure the laws are being met, (b) Jan Brown (SWA), (c) Tamra Minor (Title IX officer), (d) Lee McElroy, (e) Rick Coe, deputy athletics director; and members of the IAAB committee.
12. Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle. Please note that all institutional plans must contain all of the committee's required elements.

The institution's gender-issues plan must include the following requirements:

- Include identification of issues or problems confronting the institution.
- Include measurable goals the institution intends to achieve to address issues or problems.
- Include specific steps the institution will take to achieve its goals.
- Include a specific timetable(s) for completing the work.
- Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.

Further, the institution's gender-issues plan must meet the following requirements:

- Be committed to paper and be a stand-alone document.
- Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.
- Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.

The 2011 Gender Plan targets a five-year period, extending from 2011-2016. The NCAA Certification subcommittee on Gender, Diversity, and Student Wellness developed the plan as a result of the self-study process. This committee included faculty, staff, and administrators from departments across the university as well as Athletics Department staff.
### Plan Date Range: 2010-11 thru 2014-15

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<tr>
<th>Program Area</th>
<th>Goals</th>
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<th>Individuals/Officers Responsible for Implementation</th>
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<tbody>
<tr>
<td>Accommodation of Interests and Abilities.</td>
<td>Participation is not in proportion to undergraduate enrollment.</td>
<td>To provide full and effective accommodations for the under-represented gender within the athletics program.</td>
<td>Head coaches and sport administrators for select women's sports.</td>
<td>Beginning in the Fall 2011 and annually thereafter.</td>
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<td>Increase roster sizes of select women's teams where appropriate and practical.</td>
<td>Review and assess the University's club sports participation and available competition in the region for potential additions to varsity sport sponsorship.</td>
<td>Beginning in Fall 2011 and annually thereafter.</td>
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<td>AD; Associate AD/SA; Deputy AD IAAB; Gender Equity Committee</td>
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<td>Incorporate into the university's climate study, questions concerning interest in participation at the intercollegiate level.</td>
<td>AD; Gender Equity Committee, Institutional Research Staff.</td>
<td>Next University climate study and subsequent studies.</td>
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<tr>
<td>Athletics Scholarships.</td>
<td>No issue identified.</td>
<td>Measure and analyze on an annual basis the percentage of scholarships for male and female for equity purposes.</td>
<td>For Athletics Staff, Gender Equity Committee and IAAB Board: In October, evaluate the data from the past year. In April, evaluate and plan for next fiscal year. Review and discuss potential re-allocation and recommendations for review.</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<td>AD; Associate AD/SA; Deputy AD; Asst AD for Compliance, IAAB</td>
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<tr>
<td>Equipment and Supplies.</td>
<td>Not all teams receive the same practice and competitive uniforms for basic items (e.g., socks, sports bras, golf outfits), in terms of overall equity and gender equity.</td>
<td>Annually, a checklist for each team will show comparable purchased uniforms for each student-athlete with basic items for all teams.</td>
<td>Monitor/adjust the base budget for practice and competitive uniform allotment as necessary for equity. On an annual basis, review a checklist with all purchases uniforms items to make adjustments.</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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## Gender/Diversity Issues and Student-Athlete Well-Being

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<tr>
<th>Program Area</th>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
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<tr>
<td>Equipment and Supplies</td>
<td>Concern about weight room equipment in terms of equity and appropriateness for women's sports.</td>
<td>Assess and increase available weight room equipment overall, specifically targeting needs of women's sports (e.g. weight intervals, pulley equipment)</td>
<td>As needed, provide funds from general sports budget, rather than drawing from an individual team budget.</td>
<td>AD; Associate AD/SWA; Deputy AD; Assistant AD for Equipment &amp; Operations</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
</tr>
<tr>
<td>Equipment and Supplies</td>
<td>Concern about gender equity for sports equipment students provide themselves.</td>
<td>Increase the opportunity for tennis, golf, and women's soccer to have university purchased basic equipment, specifically tennis rackets, golf clubs, and shin guards.</td>
<td>Adjust and monitor budget to include the purchase of basic team equipment.</td>
<td>AD; Associate AD/SWA; Deputy AD; Assistant AD for Equipment &amp; Operations</td>
<td>Beginning in 2012 and ongoing thereafter.</td>
</tr>
<tr>
<td>Equipment and Supplies</td>
<td>Concern about inequities in staff support for laundry related to the game and practice uniforms.</td>
<td>Field hockey, tennis, golf, track &amp; field, and cross country will have the opportunity for uniforms to be laundered by staff, comparable to other teams.</td>
<td>Provide equitable arrangements for laundry services, either by decreasing, increasing or re-allocating current services across teams.</td>
<td>AD; Associate AD/SWA; Deputy AD; Assistant AD for Equipment &amp; Operations</td>
<td>Beginning in 2012 and ongoing thereafter.</td>
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<tr>
<td>Scheduling of Games and Practice Time.</td>
<td>No issue identified.</td>
<td>Provide equivalent opportunities for men's and women's teams in all aspects of competition and practice times including: number of contests; practice opportunities and time of day for each; and preseason and postseason competition</td>
<td>Monitor and adjust as determined by annual review.</td>
<td>AD; Associate AD/SWA; Deputy AD; Head Coaches; Associate AD for Facilities.</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<tr>
<td>Academic Support Services</td>
<td>No issue identified.</td>
<td>Maintain current services and evaluate the possibility of increasing available space and time for all teams to receive academic support services</td>
<td>On an annual basis, review academic support services and monitor/adjust as needed.</td>
<td>AD; Associate AD/SWA; Deputy AD; Associate AD for Student-Athlete Enrichment; Asst AD for Student-Athlete Support Services; Student Athlete Advisory Committee</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<td>Travel Allowance.</td>
<td>Concern about equities in the mode of ground transportation tennis.</td>
<td>All teams should have a professional driver (rather than coach/staff) available for ground transportation to away events.</td>
<td>Seek and discuss feasibility of professional drivers for smaller teams, including tennis as equitable for all teams.</td>
<td>AD; Associate AD/SWA; Deputy AD; Head Coaches; Director of Internal Operations</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
</tr>
<tr>
<td>Travel Allowance.</td>
<td>Questions raised about housing in terms of number of athletes per room with impact on athletic performance in general and relative to gender equity.</td>
<td>The university travel policy will be reviewed for possible inclusion of a statement on housing arrangements, based upon conversation among relevant stakeholders.</td>
<td>The athletics staff, IAAB, and gender equity committee will review the travel policy in terms of housing arrangements (# per room), as suggested by the NCAA gender equity manual</td>
<td>AD; Associate AD/SWA; Deputy AD; Head Coaches; Director of Internal Operations; Gender Equity Committee, IAAB</td>
<td>September 2012</td>
</tr>
<tr>
<td>Coaches.</td>
<td>Low number of female head coaches and assistant coaches</td>
<td>Increase the number of female head coaches and assistant coaches when opportunity available.</td>
<td>Evaluate on an annual basis the percentage of male/female coaches, including potential opportunities for increasing the percentage of female coaches. Carefully consider waivers in terms of gender opportunities. Aggressively advertise in women's journals, and organization website.</td>
<td>AD; Associate AD/SWA; Deputy AD; Head Coaches; Assistant to Director of Athletics</td>
<td>Beginning in 2011 and ongoing thereafter</td>
</tr>
<tr>
<td>Coaches.</td>
<td>Equity of head coaching positions, relative to full-time or half-time position.</td>
<td>Evaluate the head coach responsibilities for golf in terms of the need to move from a half-time to full-time position.</td>
<td>Review the responsibilities of the golf coach in terms of half-time position.</td>
<td>AD; Associate AD/SWA; Deputy AD; Head Coaches; Assistant to Director of Athletics</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<tr>
<td>Locker Rooms, Practice and Competitive Facilities.</td>
<td>The softball locker room does not have showers, sinks, toilets. Players access through the general women's locker room. Not available on certain Saturdays (home football games).</td>
<td>Re-locate the softball locker room to a facility with basic equipment and furnishings similar to other sports, including showers, and in a location always accessible.</td>
<td>Ongoing monitoring of available opportunities until task is accomplished.</td>
<td>AD; Associate AD/SWA; Deputy AD; Associate AD for Facilities, Scheduling and Events</td>
<td>January 2012</td>
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<tr>
<td>Program Area</td>
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<tr>
<td>Locker Rooms, Practice and Competitive Facilities</td>
<td>Tennis locker room is small. Players must re-string their racquets in the locker room.</td>
<td>Re-locate the tennis locker room to a larger space or provide team with separate space for equipment maintenance.</td>
<td>Ongoing monitoring of available opportunities until task is accomplished.</td>
<td>AD; Associate AD/SWA; Deputy AD; Associate AD for Facilities, Scheduling and Events</td>
<td>January 2012</td>
</tr>
<tr>
<td>Locker Rooms, Practice and Competitive Facilities</td>
<td>Golf does not have an on-campus locker room during off-season when they use weight room and other athletic department facilities.</td>
<td>Provide a locker room for golf with similar facilities and equipment as the other teams.</td>
<td>Ongoing monitoring of available opportunities until task is accomplished.</td>
<td>AD; Associate AD/SWA; Deputy AD; Associate AD for Facilities, Scheduling and Events</td>
<td>September 2012</td>
</tr>
<tr>
<td>Locker Rooms, Practice and Competitive Facilities</td>
<td>Tennis court needs to be resurfaced.</td>
<td>Re-surface tennis courts and fencing to meet safety concerns and long-term use.</td>
<td>Ongoing monitoring of plans and financing until task is accomplished.</td>
<td>AD; Associate AD/SWA; Deputy AD; Associate AD for Facilities, Scheduling and Events</td>
<td>September 2012</td>
</tr>
<tr>
<td>Locker Rooms, Practice and Competitive Facilities</td>
<td>Tennis matches are routinely interrupted by outside people. Area not cleared of equipment or prepared for games/practice.</td>
<td>Practice and competitive facilities are clearly marked with outside events prohibited, especially for tennis events in the &quot;bubble&quot;. Unnecessary equipment removed from area. Nets in place.</td>
<td>Provide support staff to prepare and monitor area during matches and to prepare area for practices and matches.</td>
<td>AD; Associate AD/SWA; Deputy AD; Associate AD for Facilities, Scheduling and Events</td>
<td>September 2012</td>
</tr>
<tr>
<td>Locker Rooms, Practice and Competitive Facilities</td>
<td>Track &amp; Field and Cross Country are not able to have home games or targeted practice area.</td>
<td>Complete renovations to the Track &amp; Field facilities to provide access for home meets and practice.</td>
<td>Ongoing monitoring of available opportunities and financing until plan is developed.</td>
<td>AD; Associate AD/SWA; Deputy AD; Associate AD for Facilities, Scheduling and Events</td>
<td>September 2014</td>
</tr>
<tr>
<td>Locker Rooms, Practice and Competitive Facilities</td>
<td>There needs to be a monitoring system to address inequities in locker room space and furnishing.</td>
<td>Review all locker rooms on an annual basis for improvements in terms of equity.</td>
<td>Use the checklists to target improvement for locker rooms to be similar between men and women's team so that all teams have access to locker rooms with equitable space and furnishings.</td>
<td>AD; Associate AD/SWA; Deputy AD; Associate AD for Facilities, Scheduling and Events</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<tr>
<td>Medical and Training Facilities and Services.</td>
<td>No issues identified.</td>
<td>Maintain current services and evaluate the possibility of increasing available space and time for all teams to receive training services.</td>
<td>On an annual basis, review training services and monitor/adjust as needed.</td>
<td>AD; Associate AD/SWA; Deputy AD; Head Athletic Trainer</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<td>Ongoing monitoring of the need for trainers at away games and practice sessions for low impact sports, specifically tennis, golf, and cross country.</td>
<td>On an annual basis, review training services and monitor/adjust as needed.</td>
<td>AD; Associate AD/SWA; Deputy AD; Head Athletic Trainer</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<tr>
<td>Housing and Dining Facilities and Services.</td>
<td>No issues identified.</td>
<td>Maintain current practice, with ongoing monitoring and evaluation.</td>
<td>Monitor and adjust as determined by annual review.</td>
<td>AD; Associate AD/SWA; Deputy AD; Associate Director of Residential Life; Associate AD for Student-Athlete Enrichment</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<tr>
<td>Publicity and Awards.</td>
<td>All aspects of publicity should to be enhanced for women's sport teams, particularly non-revenue generating sports.</td>
<td>Increase the support and improve the visibility of successful non-revenue teams in the areas of sports information, development, marketing, promotions and facilities.</td>
<td>Regular updates of women's sports on Facebook. Increased flyers promoting home games in residence halls. Increased stories on website.</td>
<td>AD; Associate AD/SWA; Assistant AD for communications/ SID; Associate AD for External Affairs</td>
<td>Immediately, and reviewed on a bi-monthly basis</td>
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<td>Increase the game attendance and improve the visibility of revenue generating teams in the areas of promotions and sports information.</td>
<td>Equal postings of current games to increase promotions and final scores to report results on Facebook and website, in a timely manner, for both men's and women's teams</td>
<td>AD; Associate AD/SWA; Assistant AD for communications/ SID; Associate AD for External Affairs</td>
<td>Immediately, and reviewed on a bi-monthly basis</td>
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### Gender/Diversity Issues and Student-Athlete Well-Being

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<td>Eliminate promotional events and networking that occur during the women's games of a double header.</td>
<td>Athletic staff works with relevant student groups, alumni, and university staff to schedule promotional events and networking prior to the women's games during double headers, rather than during them.</td>
<td>AD; Associate AD/SWA; Assistant AD for communications/ SID; Associate AD for External Affairs; Student association presidents.</td>
<td>Immediately, and reviewed on a bi-monthly basis.</td>
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<td>Improve sports marketing and promotional efforts to increase awareness and campus spirit across the university, especially all sports who win conference league and participate in post-season tournaments.</td>
<td>Set specific marketing funds for promotion of all teams who participate in tournament play. Promote in residence halls, students newspaper, university website, and other available outlets.</td>
<td>AD; Associate AD/SWA; Assistant AD for communications/ SID; Associate AD for External Affairs; University Director of Marketing; Director of Student Success</td>
<td>Immediately, and reviewed on a bi-monthly basis.</td>
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<td>Collaborate with university media/marketing for wider reporting of athletics on main university webpage, specifically women's teams. Increase marketing in residential halls for all sports.</td>
<td>Provide evidence of ongoing conversations among athletics staff and university marketing. Provide an framework that increases university promotion of all sports, with particular attention paid to equal promotion of women's sports in videos, website, and print.</td>
<td>AD; Associate AD/SWA; Assistant AD for communications/ SID; Associate AD for External Affairs; University Director of Marketing</td>
<td>Immediately, and reviewed on a bi-monthly basis.</td>
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<td>Include updated online media/press guides with active and updated roster for each team, even in off-season for marketing, recruiting and retention purposes. Women's Basketball and tennis will have timely publication of guides.</td>
<td>Continue to improve the press guide, with team websites maintained throughout the year, even in off-season.</td>
<td>AD; Associate AD/SWA; Assistant AD for communications/ SID; Associate AD for External Affairs</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<td>Program Area</td>
<td>Issues in the Self-Study</td>
<td>Increase attempts to collaborate, promote, and develop understanding of a fair presentation of both genders with off-campus promotion opportunities (e.g., Times Union, radio show, local TV).</td>
<td>AD; Associate AD/SWA; Assistant AD for communications/ SID; Associate AD for External Affairs; University Director of Marketing</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<td>Measurable Goals</td>
<td>Provide equitable services at men's and women's basketball games (e.g., pep band, mascot, cheerleaders). Provide a mascot to any team that requests one for home games.</td>
<td>AD; Associate AD/SWA; Assistant AD for communications/ SID; Associate AD for External Affairs; University Director of Marketing</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<td>Evaluate and allocate basic marketing funds on an equitable basis for men's and women's sports.</td>
<td>AD; Associate AD/SWA; Assistant AD for communications/ SID; Associate AD for External Affairs; University Director of Marketing</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<tr>
<td>Support Services</td>
<td>No issues identified.</td>
<td>Maintain current services and evaluate the possibility of increasing/improving available space for coaches so that all sport programs will have adequate and functional space.</td>
<td>AD; Associate AD/SWA; Deputy AD; Associate AD for Facilities, Scheduling, and Events</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<td>On an annual basis, review coaching offices for potential improvements.</td>
<td>AD; Associate AD/SWA; Deputy AD.</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<td>Maintain and evaluate duties and current roles of assistant coaches and director of operations for fair and equitable distribution across teams.</td>
<td>AD; Associate AD/SWA; Deputy AD.</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<td>On an annual basis, review coaching support services for equity purposes and potential improvements.</td>
<td>AD; Associate AD/SWA; Deputy AD.</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<tr>
<td>Recruitment of Student-Athletes</td>
<td>No issues identified.</td>
<td>Maintain current practice, with ongoing monitoring and evaluation.</td>
<td>AD; Associate AD/SWA; Deputy AD; Head Coaches; Student Athlete Advisory Committee</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
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<td></td>
<td>Monitor and adjust as determined by annual review.</td>
<td>AD; Associate AD/SWA; Deputy AD; Head Coaches; Student Athlete Advisory Committee</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
<td></td>
</tr>
</tbody>
</table>
### Program Area: Retention.

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable 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>No issues identified.</td>
<td>Monitor and adjust women's salaries (coaching and staff) for the purpose of retention and equity.</td>
<td>Use discretionary salary increases for both merit and salary compression issues. Re-allocate current funds when opportunities available.</td>
<td>AD; Associate AD/SWA; Deputy AD; University administration</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
</tr>
</tbody>
</table>

### Program Area: Programs and Activities.

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable 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>No issues identified.</td>
<td>Maintain program opportunities for both genders, with specific topics that target female athletes and coaches.</td>
<td>Maintain program opportunities for both genders, with specific topics that target female athletes. Evaluate as part of ongoing monitoring.</td>
<td>AD; Associate AD/SWA; Deputy AD; Head Coaches; Assistant AD for Student-Athlete Support Services; Student Athlete</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
</tr>
</tbody>
</table>

### Program Area: Participation in Governance and Decision-making.

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable 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>No issues identified.</td>
<td>Maintain program opportunities for both genders, with specific opportunities that target female athletes.</td>
<td>Maintain program opportunities for both genders, with specific opportunities that target female athletes. Evaluate as part of ongoing monitoring system.</td>
<td>AD; Associate AD/SWA; Deputy AD; Head Coaches; Student Athlete Advisory Committee; AD for Student-Athlete Support Services</td>
<td>Beginning in 2011 and ongoing thereafter.</td>
</tr>
</tbody>
</table>

### Program Area: Monitoring and Evaluating of gender plan.

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable 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>No formal procedure in place to annually review gender-issues plan or develop new plan as needed.</td>
<td>Create a procedure to regularly evaluate and enact the gender plan.</td>
<td>Create an athletic gender equity committee that includes athletics and institutional personnel and establish a quarterly meeting schedule.</td>
<td>Athletic Gender Equity Committee; Title IX Officer; AD; Associate AD/SWA; Deputy AD</td>
<td>Initiate in 2011 and continue on a quarterly basis for each year. Edit step to input step's timetable.</td>
</tr>
</tbody>
</table>

<p>| | | | | |
| | | | | |</p>
<table>
<thead>
<tr>
<th>Elements</th>
<th>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>Ongoing monitoring of EADA and NCAA financial reports.</td>
<td>Funding for sport operational budgets</td>
<td>Edit Goal to alter this text.</td>
<td>Edit step to input the step to achieve goal.</td>
<td>Edit step to input responsibility.</td>
</tr>
<tr>
<td>Coordination of proposed improvements.</td>
<td>Coordination with diversity plan, wellness plan, university strategic plan, and university administration.</td>
<td>Ensure that diversity, wellness, budget reductions, and gender equity activities do not inadvertently work at cross-purposes.</td>
<td>Review actions to be taken under each plan to determine if the other plan has been considered before actions are taken.</td>
<td>AD; Associate AD/SWA; Deputy AD IAAB; Gender Equity Committee</td>
</tr>
</tbody>
</table>
Operating Principle

3.2 Diversity issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). For each condition, provide:

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

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

1. Condition

   No conditions were imposed.

   Action

   Action Date

   Explanation for partial or non-completion

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:

   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 minority-issues plan.
The institution must demonstrate that it has implemented its Cycle 2 minority-issues plan or provide an explanation for partial completion of the plan.

a. The committee will not accept the following explanations for partial completion or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

b. The committee will accept the following explanation for partial completion or noncompletion:

• The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 minority-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution’s written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.2 (Minority Issues). For each additional plan, provide:

a. The additional goal(s);

b. The step(s) taken by the institution to achieve the goal(s); and

c. The date(s) the step(s) was completed.

The University at Albany did not develop any additional plans for improvement since the Cycle 2 certification decision.

4. Explain how the institution is organized to further its efforts related to the diversity-issues operating principle for both department of athletics staff, coaches and student-athletes.

The University at Albany's diversity efforts are assessed on the federal state and local levels. As a public institution in receipt of federal funds, the institution must take "affirmative action" to ensure hiring and recruitment practices are not biased. To that end, the University at Albany's President has responsibility for the development and implementation of all affirmative action plans and equal opportunity programs on campus. The President charges the Chief Diversity Officer, who is also the designated Affirmative Action Officer and EEO Coordinator, with developing, and monitoring affirmative action efforts toward goal achievement.

The Chief Diversity Officer carries out designated responsibilities through the Office of Diversity and Inclusion (ODI). ODI supports academic and scholarly excellence for all students, faculty and staff by establishing and sustaining a campus culture that reflects a fundamental respect for different ways of thinking, living, working and learning. Diversity is viewed holistically as encompassing a variety of dimensions. ODI oversees, facilitates, and supports efforts to create an inclusive environment and ensure equal opportunity for the entire University at Albany.
community.

To fulfill this mission, ODI provides:

Leadership in the development of the institution's diversity agenda, including the development of a shared vision and definition for diversity as well as diversity planning. The Office also monitors the University's progress toward achieving all stated goals.

Information, consultation, training and resources to the University community with regard to inclusiveness, diversity, harassment and discrimination prevention, affirmative action, equal opportunity and disability matters;

A mechanism for investigating and responding to complaints of harassment and discrimination;

Oversight of, and support for the University's compliance efforts in accordance with Executive Order 11246, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Section 4212 of the Vietnam Era Veteran's Readjustment Assistance Act (VEVRAA), the Americans with Disabilities Act of 1990, the New York State Human Rights Law, and all applicable federal and state non-discrimination laws.

Guidance on diversity efforts is also received from the State University System (SUNY) as the UAlbany is a member of the SUNY system.

The Office of Diversity & Inclusion (ODI) services and programming outreach is provided for the entire campus and not solely for the athletics department. Within the past year, the ODI has engaged the Department in more specified programming (e.g., sexual harassment prevention training).

5. Describe the institution's written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address issues of diversity, including where the statements are published. Describe how the institution's written statements are communicated directly to department of athletics staff, coaches and student-athletes.

The institution must demonstrate how the institution's and department of athletics' written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.

A focus on and commitment to diversity is explicit throughout the SUNY Strategic Plan and is implicit throughout the University at Albany's strategic plan, mission, values statements, as well as strategic themes, goals and objectives. The Chancellor for the SUNY system held a forum during the Summer of 2010 to introduce the SUNY Plan to campuses and placed the document on the SUNY website. The UAlbany Plan, was informed by the SUNY Plan and was formally announced to the campus on January 26, 2011.

The University President provides a written diversity reaffirmation statement annually (Appendices A). The University at Albany has a diversity statement as well as definition for diversity (Appendices B). In addition to the SUNY diversity related policies, the Department is also guided by University at Albany policies to include sexual harassment, equal access, etc. The Office of Diversity and Inclusion, at UAlbany also investigates and provides the campus community guidance on filing internal and/or external discrimination complaints (see Appendices C). The Athletic Department as well as all other Departments on the UAlbany campus are also guided by the Office of Diversity and Inclusion on conducting affirmative search processes in the hiring of faculty and staff (Appendices D).

The Athletic Department’s mission states an overall commitment to diversity, including the hiring of staff as well as in the recruitment of a diverse student athlete. The Department also has a non-discrimination policy as well as a statement on diversity and inclusion (See Attachment E) All of the above stated documents mentioned are included in the procedures manual. All Staff and athletes are instructed to review the manual prior to the start of each semester.

6. Describe how matters concerning diversity issues for department of athletics staff, coaches, and student-athletes are monitored, evaluated and addressed on a continuing basis.
The senior administration of the athletics department hold monthly meetings with coaches and staff, and each member of the senior staff has an open door policy, to ensure that any diversity issues concerning an employee can be brought to the administration. Student-Athletes are aware of the open door policy as well.

Student-Athletes after completing their final season are asked through the Exit Interview survey to share any concerns he or she may have regarding diversity issues.

In situations where the athletics department needs assistance in evaluating or resolving a concern or complaint, the Office of Diversity and Inclusion (ODI) is available to work with the athletics department.

Finally, coaches, staff and student-athletes are educated on the ODI and the services that ODI can provide related to any complaints.

7. Describe the programs and activities the institution has in place for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of the underrepresented groups or individuals of diverse backgrounds.

The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or individuals of diverse backgrounds.

The University offers various programs, activities and services for coaches, department athletics staff and student-athletes that address diversity issues, including the needs of the underrepresented groups.

Student-athletes:

The University’s Office of Multicultural Student Success (OMSS) is charged with addressing the needs of underrepresented groups of students. OMSS provides a multitude of programs and services to a variety of student organizations that enrich the University’s multicultural experience.

The groups publicize their activities well. Students learn about the wide variety of student groups from flyers, electronic postings and tables that many of the groups set up outside of the campus center to promote their group's activities. Also, Students are informed about the diversity of groups on campus during orientation.

The university is a member of the National Coalition Building Institute, which seeks to enhance appreciation of diversity through education and training. NCBI also trains students and faculty to be leaders on issues relating to race, religion, sexuality, gender and ethnicity. To date over 1,000 UAlbany faculty, staff and students have received NCBI certification.

One key component of the Sexual Orientation and Gender Identity Project at the University at Albany is to provide Safe Space training which is aimed at building a community that is inclusive and welcoming to lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) faculty, students and staff. The Safe Space program provides support through education and active dialogue. The goal is to provide an affirming and inclusive environment for all LGBTQ students, faculty and staff.

The campus LGBTQ Concerns Advisory Committee is charged with researching and providing recommendations regarding the needs of LGBTQI students.

Staff:

In addition to having access to NCBI and Safe Space training and mentioned above, the Office of Diversity and Inclusion provides sexual harassment prevention training for athletic staff and coaches.

The athletics department also has provided diversity training through the NCAA and encourages coaches and administrators to attend appropriate convention and seminars offered by the NCAA, America East Conference and other associations such as the Black Coaches Association.

The department of athletics will bring in a speaker every year to address issues relating to diversity, and monthly staff meetings are used to address issues pertinent to coaches and student-athletes from underrepresented groups.
There are groups on campus for faculty and staff of color, such as Allianza Latina and the Black Faculty and Professional Staff Association. While some coaches and staff are active in these groups and use them as sources of support, others turn to their peers at other universities for advice and support.

8. Describe how the institution actively recruits department of athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.

_The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics._

Student-Athletes:

Most of the coaches do not appear to have a specific plan to actively recruit student-athletes from diverse racial ethnic backgrounds. All coaches are encouraged to recruit a diverse group of student-athletes and are given the resources to recruit to do so wherever the student-athletes may be located.

Interviews with Department of Athletics staff and coaches suggest that the key to the recruitment and retention of student-athletes from underrepresented racial groups is the commitment of the head coach and the assistant coaches for particular teams. A new head coach for women’s basketball was hired in the spring of 2010, for example. She has assembled a diverse group of assistant coaches as a tangible sign of her stated commitment to ensuring that students from underrepresented groups will have a positive experience on her team.

Administrative Staff and Coaches:

The Department of Athletics actively recruits minority coaches, administrators, and staff. Positions are posted with the NCAA, Black Coaches Association, National Association of Collegiate Directors of Athletics and its affiliates, the National Association of Colleges Women Athletic Administrators and the associations of individual sports.

9. Describe institutional and department of athletics hiring practices to ensure the department of athletics demonstrates a commitment to diversity in hiring procedures for department of athletics staff and coaches. Compare and explain any differences that exist between institutional hiring practices and department of athletics hiring practices. Please provide the date of your most recent assessment and comparison of the institution’s and athletics department’s hiring practices. Note: this assessment and comparison must occur at least once every five years.

_The institution must provide evidence that an assessment and comparison of the institution’s and department of athletics’ hiring practices has occurred at least once every five years._

The department of athletics is required to follow the policies and procedures of the University at Albany’s Office of Diversity & Inclusion (ODI). ODI provides close oversight over every phase of the hiring process.

Approvals are obtained from ODI to advertise for a position. Advertisement for the position is done through a number of venues including the NCAA News and the Black Coaches Association, as well as targeted lists of organizations. The position stays open for 30 days. Resumes are recorded in the ODI system once they are received. The department of athletics will send a letter to each applicant acknowledging receipt of application and requesting completion of an ethnicity identification form which goes directly to ODI. A diverse Selection Committee approved by ODI reviews resumes and identifies candidates it wishes to bring on campus for interviews and proceeds to offer the position to the most qualified candidate. The athletics department does not have any internal policies or procedures separate from ODI’s. All policies are posted in the advertisement and are accessible online for managers.
In recruiting candidates, the Athletic department makes every effort to ensure that the pool is representative of society and the University. The Department works with the Office of Diversity & Inclusion and the NCAA which has a program that identifies coaches of color. The Department of Athletics works to proactively ensure diversity of its staff to be representative of the demographics at University at Albany and in society.

10. Describe institutional and department of athletics policies related to the use of outside firms (e.g., search firms) and truncated or expedited hiring processes. Describe the actual hiring practices used by your institution since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at your institution.

The institution must demonstrate a commitment to diversity in all athletics department hiring efforts, including those involving outside firms (e.g., search firms) and truncated or expedited processes.

The department of athletics does not use outside search firms in its hiring process.

Policy on Affirmative Action Searches and Waivers

As a general rule, it remains the policy of the University at Albany that a full, open and affirmative action search should be conducted prior to filling a faculty or professional staff vacancy. This is consistent with the President's Reaffirmation Statement, as well as the governing SUNY policy first issued in 1977. It also is consonant with all applicable laws, both state and federal. As in all cases, however, a certain degree of flexibility remains necessary.

In some instances, a vacant position might be filled via internal promotion. This is perfectly consistent with collective bargaining arrangements, and serves to foster and preserve high employee morale. In other cases, the appointment is of either short duration or part-time, suggesting that the effort involved in mounting a full search would be impractical at best, with little likelihood of an enthusiastic applicant response. Emergencies arise as well, and in certain instances the illness or death of an incumbent may leave a department in a situation that simply does not allow for a full search. Finally, a new president or vice president may wish to reorganize staff in a manner compatible with his or her own administrative style, in order to accomplish their mandate. Accordingly, certain exceptions to the requirement for a full search are necessary.

Search Exceptions

In the past, search waivers were sought in situations that simply should not have required the effort to prepare the request and the administrative time spent in review. In the following cases, a full, open search is not required, and a waiver from the search procedure need not be sought. (That said, nothing precludes a department from undertaking a search in these cases; it is simply not a requirement).

1. Appointments of six months or less.
2. Appointments of 50% obligation or less, regardless of duration.
3. Internal promotion. (However, collective bargaining arrangements may require an on-campus posting).
4. Upward reclassification/retilting of a filled position, generally as a result of an increase in professional responsibilities, where no actual vacancy exists.
5. Post doctoral appointments.
6. Non-renewable Visiting faculty appointments of two years duration or less.
7. Transfer of filled positions.
8. A new president's exercise of their prerogatives in the initial organization of the office. That prerogative may, on occasion, be extended by the president to a new vice president.

Search Waivers

In unusual circumstances, it may be argued that the Institution's interests are best served in foregoing the standard posting and search procedures before making an appointment. Waiver of all or part of the regular search process is...
appropriate in situations where it can be amply demonstrated that the investment of time and effort in a search is simply not in the Institution’s best interests. These may involve critical workload situations involving a high cost of breakdown or failure, or emergencies necessitating immediate hiring.

In these circumstances, the department or unit should prepare a written request for a waiver of the search requirements, which must include:

1. A justification for the request, presented in an institutional context, demonstrating the imperative for departing from a full, affirmative search.

2. A description of the position, including minimum (and if appropriate) preferred qualifications.

3. The vitae of candidates who may already have been identified, with a description of the process used to locate them.

The documentation should be submitted to the Office of Diversity and Inclusion. Along with the supporting documentation, the department’s history with respect to hiring from underrepresented groups must be included for consideration. A written determination will be rendered and transmitted to the requesting department.

Alternative

Assembling a compelling waiver request can, in itself, be a time consuming effort with no guarantee of approval. In cases of an emergency, the department might consider an immediate, temporary appointment of up to six months. As noted above, the Office for Diversity and Inclusion’s approval is required, and a hire can proceed with dispatch. In the ensuing weeks or months, a search can then be mounted for a permanent appointment. In the alternative, a waiver request may be compiled. However, the presence of a temporary appointee will not serve as justification for the waiver; those conditions precedent, as noted above, must remain the basis.

11. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

   a. Full-time senior administrative department of athletics staff members (i.e., assistant director of athletics up through the director of athletics level);

   b. Other full- and part-time professional (i.e., nonclerical) department of athletics staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the department of athletics);

   c. Full- and part-time head coaches;

   d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);

   e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and

   f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student athlete advisory committee) members (if any).

In the three most recent years (2008-09; 2007-08; 2006-07) the number of administrators increased from 59 to 67 while the percentage of minorities in this category decreased from 15% to 12%. The percentage of minority coaches remained steady in football at 23%. Men's Basketball decreased from 37% to 29% minority. Women's Basketball increased from 50% to 60% minority. Women's Indoor and Outdoor Track decreased from 37% to 29% minority. The sports of Baseball, Men's and Women's Cross Country, Men's and Women's Lacrosse, Men's and Women's Soccer, Women's Field Hockey, Women's Softball, Women's Golf, Women's Tennis and Women's Volleyball remained at 100% white in the composition of their full/part-time coaching staff.

12. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.
13. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

14. Using the program areas for diversity issues:
   
   a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;
   b. Provide data demonstrating the institution’s status and commitment across each of the four areas;
   c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis); and
   d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The institution must conduct a thorough and written review of each of the four program areas for diversity issues. Please see program area definitions located in the Equity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution’s diversity issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

The review must:
   
   a. Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process;

Please note that for the program area of assessment, the use of student-athlete exit interviews alone does not constitute a complete assessment for purposes of the self-study. An institution may choose to include student-athlete exit interviews as part of a broader assessment conducted, but the institution must ensure that an assessment of the entire department of athletics has been conducted in respect to diversity issues.
b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the areas;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and department of athletics staff with diverse racial, ethnic and other backgrounds. Please note any deficiencies should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis; and

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution’s narrative response as listed in (c) above.

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

1. **Assessment.** Assessment of department of athletics activities to evaluate consistency with objectives set forth in the institution's and department of athletics' written diversity statements; assessment of campus diversity climate through evaluation of various campus constituencies using the five diversity program areas.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

   A complete study of this area has been conducted by:
   
   - Review by the Diversity Issues subcommittee for this self-study of the department of athletics assessment methods.
   - Review of the University's 2008 climate study.
   - Review of hiring practices to ensure that hiring is conducted in a manner consistent with the institution's stated policies of the Office of Diversity and Inclusion.
   - Review of the University's programming and services for all students, including student-athletes.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

   The University at Albany surveyed its undergraduates, graduates students, faculty and staff to assess campus climate across a number of dimensions related to diversity. The most recent surveys were conducted in 2008.

   The Office of Diversity and Inclusion has established guidelines and procedures for the recruitment and hiring of all faculty and staff on campus, including the department of athletics. The plan focuses on the hiring, training, and promoting of individuals in protected classes that are underrepresented in the organization's workforce. The plan identifies problem areas and reflects the institution's good faith efforts to ensure equal opportunity and address problem areas.

   The Department of Athletics ensures that all graduating student-athletes are provided with an Exit Interview survey after their last season. The department endeavors to meet with the students leaving the program without graduating as well.

   The Student-Athlete Advisory Committee provides information to the Department of Athletics administration on student-athlete concerns related to diversity and general climate.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Campus Climate Surveys

The overall picture drawn from the results of the four very extensive campus surveys is one of generally positive feelings about the campus climate and generally small-to-modest differences in opinions and experiences among key subgroups of UAlbany's student, faculty and staff populations.

The student-athletes interviewed for the self-study reaffirmed these findings. They reported that the University is a racially diverse place and that it creates a very positive atmosphere for student athletes from underrepresented racial groups. The number of student groups representing each race ethnicity was seen as positive and it helped with the feeling of being welcomed and understood. They also noted that the groups are very open and offer leadership opportunities, and the chance to be around other people who have similar experiences as students of color.

Office of Diversity and Inclusion

As a result of ODI's planning efforts, the Department of Athletics is aware of the underrepresentation status for each job group in the department thus areas where the department needs to make a good faith effort to act affirmatively in it's recruitment and hiring of protected group member coaches and staff.

Over the time period of 2006-10 the data on incumbency and availability for the Department of Athletics reveals a consistent underrepresentation of women and ethnic/racial minorities across job group positions with minorities showing greater underrepresentation than women. Although the University's athletics professional data shows that during the years of 2006-2009 women only made up an average of 31.7% of the workforce, this is an increase of 6.3% over the stated period (28.7% in 2006, 35.0% in 2009). Over the same time period, the percentage of minorities within the athletics department has seen little change. The professional minority workforce in Athletics was 14.6% in 2009. However, this number is similar to the University's overall professional workforce with minorities consisting of 17.8% of the professional workforce in 2009.

Exit Interview Survey

The exit interviews provide student-athletes an opportunity to raise concerns regarding diversity. Overall the comments from the surveys indicate that the athletics department is a positive and welcoming environment.

Student-Athlete Advisory Committee

The Student-Athlete Advisory Committee (SAAC) is an important resource for the Athletic Department's administration for assessing the climate in the athletics department and achieving its diversity goals. SAAC meets monthly to discuss the well-being of student-athletes and the issues that need to be addressed by the administration.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The Department of Athletics will enhance its assessment of its diversity efforts for student-athletes, coaches and staff. The Diversity Plan sets forth specific steps by which to achieve this goal.

2. Retention. Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.
a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

A complete study of this area has been conducted by:
- Review of the Department of Athletics efforts to retain coaches and staff.
- Review of the Department of Athletics efforts to retain student-athletes.
- Review of the University's programs and services for student-athletes and staff.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

For student-athletes, the retention strategies include:
- The availability of Student-Athlete Support Services which provides academic counseling, tutoring, life-skills workshops, programming targeted at issues of importance to student-athletes, career counseling, drug and alcohol education and nutritional counseling.
- Referrals to the Office of Learning Disabilities Services for students diagnosed with a learning disability.
- The Office of Multicultural Student Services is charged with addressing the needs of underrepresented groups of students and provides support services to assist these groups in their programming.
- Student Orientation sessions specifically targeted for international students.
- Full integration of student-athletes with students in housing, dining and classroom experiences.

For coaches and staff the retention strategies include:
- Provide open door policy to promote and encourage a welcoming environment so that staff and coaches can bring issues of concern regarding diversity to the administration without fear of reprecussions.
- Promotion of activities and cultural events to coaches, staff and student-athletes.
- Educational forums for coaches offered by the department, outside speakers including the NCAA.
- Coaches and staff are encouraged to attend conventions and seminars, including professional development opportunities offered by the NCAA, America East Conference and other professional organizations.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The retention strategies of the University at Albany and its Athletics Department meet the needs of student-athletes, coaches and staff of diverse backgrounds by providing a welcoming and supporting environment to all members of the athletics community. A wide variety of resources, services and programming, and opportunities are provided to staff and student-athletes to ensure that all needs are being met.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The Department of Athletics has set goals to address the retention and acclimation of diverse staff, coaches and student-athletes. Diversity training will be added to new student and staff orientation activities; diversity and inclusion issues will be addressed in Champs/Life Skills programming for student-athletes.
3. **Partnerships.** Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

   a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

      A complete study of this area has been conducted by reviewing the collaboration and integration between the athletics department and other University units.

   b. Provide data demonstrating the institution's status and commitment across each of the four areas;

      The Athletics Department partners with a number of institutional units in order to provide an educational, cultural and socially diverse environment for its student-athletes. The following units are important in ensuring the athletics department's goal to enhance diversity.

      - The Office of Undergraduate Admissions, which is responsible for all admissions decisions and selects freshman and transfer students from different ethnic, racial, economic and cultural backgrounds.
      - The Office of Financial Aid, which considers application for financial aid, awards and administers those funds, and oversees the renewals of athletically related aid.
      - The Registrar's Office certifies the enrollment of all students, manages class schedules, recording grades, degree verifications and maintaining academic transcripts.
      - The Counseling Center offers a broad range of psychological services including counseling, prevention, and health promotion to help students succeed. Its culturally inclusive and accessible services are tailored to the evolving needs of the diverse University community.
      - The Disability Resource Center (DRC) supports students by ensuring a fully accessible living and learning environment for the University's programs, services and activities in order to prepare them for a successful future in a diverse and global society.
      - Human Resources and the Office of Diversity and Inclusion (ODI) work closely with the athletics department in hiring coaches and staff and ensure that hiring practices are consistent with the practices used across the University. ODI also works with the athletics department to address any concerns or complaints related to diversity.
      - The Athletics department has partnered with the NCAA to bring diversity education to its student-athletes and staff.
      - Finally, the athletics department has partnered with the Salvation Army and Hackett Middle School to provide a service learning experience opportunity for the student-athletes and valuable educational experience for minority students in the Albany community.

   c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

      Student-athletes participate in the University at Albany's college experience by living and dining among the general student population. The integration and collaboration between the University's units exposes the student-athletes to the rich diverse culture of the University community.

   d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.
The Department of Athletics will continue to identify partnerships with units across campus to assist in efforts to enhance diversity for student-athletes, coaches and staff. The Diversity Plan sets forth specific steps by which to achieve this goal.

4. Participation in governance and decision making. Involvement of department of athletics staff, coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making processes of the department of athletics; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and department of athletics staff and coaches (e.g., participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

A complete study of this area has been conducted by:

The review of opportunities for student-athletes to participate in athletic department governance, policy making and leadership opportunities.

The review of opportunities for coaches and staff in athletic department governance, policy making and leadership opportunities within and outside of the department.

b. Provide data demonstrating the institution’s status and commitment across each of the four areas;

The primary avenue for student-athletes to become involved in the governance and decision-making of the athletics department in through the Student-Athlete Advisory Committee (SAAC). Through SAAC, student-athletes are provided an opportunity to provide comments and suggestions through their team representatives. At least two members from each team are required to serve on SAAC; however, membership is open to all interested student-athletes.

In addition to SAAC, student-athletes participate in organizations outside the athletics department. This involvement not only enhances the student-athlete experience, but also adds to the diverse climate of the University.

Communication between coaches, staff and their immediate supervisors occur on a regular basis. This facilitates the involvement in program specific and department wide policy and decision making. In addition, senior staff meet weekly and monthly all-staff meetings allow for a variety of issues to be discussed, including issues related to race and diversity.

Staff, student-athlete and coaches are encouraged to serve on conference and national organizations committees and several athletics department staff members currently serve in this capacity.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis); and

The opportunity to participate in the governance and decision-making processes of the athletics department is extended to all student-athletes, coaches and staff without regard to racial, ethnic, gender and other backgrounds.

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.
The Diversity Plan sets forth the goal of increasing participation in governance and decision making to ensure input from a diverse population of student-athletes, staff and coaches.

15. Using the "plan for improvement" section, provide an institutional diversity-issues plan that addresses all four aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's diversity-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

16. Describe how the institution will periodically compare its diversity-issues plan with its assessment of the campus diversity climate (see Program Area No. 1) using the four diversity program areas to determine if the course of action is still appropriate. Further, provide the names and titles of the individuals who will be responsible for this review.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis to determine if the course of action is still appropriate. This information must be included in the institution's diversity-issues plan.

The institution must compare its diversity-issues plan with its written assessment of the campus diversity climate (see Program Area No. 1) at least once every four years, to determine if the course of action is still appropriate.

The Office of Diversity and Inclusion and the Department of Athletics will meet to compare its diversity-issues plan with the campus climate assessment using the four diversity program areas to determine if the course of action is still appropriate. The information will be shared and reviewed by the Intercollegiate Athletics Advisory Board.

The individuals responsible for overseeing the review are

Tamra Minor, Assistant Vice President and Director of Diversity and Inclusion

Lee McElroy, Vice President of Athletic Administration and Director of Intercollege Athletics

17. Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.
*If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the applicable operating principle. Please note that all institutional plans must contain all of the committee's required elements.

The institution's diversity-issues plan must include the following requirements:

a. Include identification of issues or problems confronting the institution.

b. Include the measurable goals the institution intends to achieve to address issues or problems.

c. Include the specific steps the institution will take to achieve its goals.

d. Include a specific timetable(s) for completing the work.

e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.

Further, the institution's diversity-issues plan must meet the following requirements:

a. Be committed to paper and be a stand-alone document.

b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.

c. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.

The diversity-issues plan was developed as part of the Cycle 3 self-study process. The Gender, Diversity and Student-Athlete Well-Being (GDSAWB)subcommittee is comprised of faculty and administrators from across the campus as well as staff and student-athletes from the athletics department.

The GDSAWB subcommittee reported to the Steering Committee which was also comprised of faculty and administrators from across the campus and athletic staff administrators and student-athletes. The Steering Committee was chaired by the Provost of the University.

Prior to submission to the NCAA, the Self-Study report was published on the University's website and a open-forum was held for the University community to provide feedback to the Steering Committee.

The diversity-issues plan will commence in June 2011 and conclude in May 2016, at which time the University will commence a new five-year plan.
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issues in the Self-Study</th>
<th>Measurable 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>Assessment</td>
<td>Lack of systematic mechanism for assessing effectiveness of diversity initiatives.</td>
<td>Increase the number of student-athletes that indicate that the campus has a supportive and inclusive climate.</td>
<td>Coordinate a survey of student-athletes.</td>
<td>Athletic Director, Office of Diversity and Inclusion, IAAB, Associate AD/SA</td>
<td>Spring 2013</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<td>Subcommittee of IAAB to review survey results and prepare recommendations to the Athletic Director and President.</td>
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<tr>
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<td>Athletic Director, Office of Diversity and Inclusion, IAAB, Associate AD/SA</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring 2013</td>
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<tr>
<td>Assessment</td>
<td>Lack systematic mechanism for strengthening diversity.</td>
<td>A diversity coordinator from the Athletic Department will be designated to work with ODI.</td>
<td>Identify a staff member to serve as coordinator. Responsibility will include coordinating efforts to ensure minority student-athletes and staff are aware of available services.</td>
<td>Athletic Director, ODI</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Retention.</td>
<td>Lack of formal recruitment efforts to increase participation of student-athletes from underrepresented groups, including people of color and women.</td>
<td>Increase overall diversity of student-athletes to at least the level of the general student population.</td>
<td>Collect baseline data for minorities and female student-athletes.</td>
<td>Athletic Director, Office of Diversity and Inclusion, President's Council on Diversity</td>
<td>Spring 2012</td>
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</tbody>
</table>
### Program Area: Gender/Diversity Issues and Student-Athlete Well-Being

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
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<tr>
<td>Gathering best practices and tools for recruiting diverse and female student-athletes using national networks including the NCAA.</td>
<td>Gather best practices and tools for recruiting diverse and female student-athletes using national networks including the NCAA.</td>
<td>Athletic Director, Office of Diversity and Inclusion, President's Diversity, Associate AD/ SWA</td>
<td>Fall 2012</td>
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<tr>
<td>Increase diversity within coaching ranks in sports where diversity is currently non-existent to match the national average.</td>
<td>Develop recruitment plan to reach recruitment goals.</td>
<td>Athletic Director, ODI, President's Council on Diversity; Associate AD/ SWA</td>
<td>Spring 2012</td>
<td></td>
</tr>
<tr>
<td>Increase diversity within the professional staff to mirror the national average.</td>
<td>Gather best practices and tools for recruiting diverse groups of coaches and staff using national networks including the NCAA, Black Coaches Association, National Association of Basketball Coaches, Womens Basketball Coaches Association and Historically Black Colleges and Universities. Develop a recruitment plan to reach recruitment goal.</td>
<td>AD, coaches, ODI, Diversity Coordinator</td>
<td>Spring 2012</td>
<td></td>
</tr>
<tr>
<td>Program Area</td>
<td>Issues in the Self-Study</td>
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<td></td>
<td>Gender/Diversity Issues and Student-Athlete Well-Being</td>
<td>Increase the number of coaches of color in leadership positions (head coaches).</td>
<td>Gather best practices and tools for recruiting diverse groups of coaches and staff using national networks including the NCAA, Black Coaches Association, National Association of Basketball Coaches, Womens Basketball Coaches Association and Historically Black Colleges and Universities. Develop a recruitment plan to reach recruitment goal.</td>
<td>AD, coaches, ODI, Diversity Coordinator</td>
</tr>
<tr>
<td>Partnerships.</td>
<td>Maximize effectiveness of potential partnerships</td>
<td>Increase communication and collaboration with Office of Multicultural Student Services in maximizing opportunities for student-athletes and to promote a diverse and inclusive environment.</td>
<td>Provide information about other University programs to student-athletes.</td>
<td>Associate AD/SWA, Associate AD for Student Services, Assistant AD for Academic Support</td>
</tr>
<tr>
<td>Participation in governance and decision making.</td>
<td>Participation in Governance and Decision Making can be increased to be more inclusive of a diverse population of staff and student-athletes.</td>
<td>Ensure diverse representation on all Athletic Department committees.</td>
<td>Recruit and, if necessary, appoint individuals to serve on committees that have input on department or conference policy.</td>
<td>AD, Diversity Coordinator</td>
</tr>
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<td>AD</td>
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## Gender/Diversity Issues and Student-Athlete Well-Being

<table>
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<tr>
<th>Elements</th>
<th>Goals</th>
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</tr>
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<td>Steps to Achieve Goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage student-athletes to diversify their representation in SAAC participation.</td>
<td>Student-Athletes Ongoing</td>
</tr>
<tr>
<td>Annual Review of Plan</td>
<td>The plan should be consistently reviewed on any annual basis by those inside and outside of intercollegiate athletics.</td>
<td>IAAB will annually review the plan for improvement regarding Diversity issues.</td>
<td>Director of Athletics will present progress made on the plan for improvement, and seek advice on changes to the plan from IAAB</td>
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<tr>
<td></td>
<td></td>
<td>A Diversity/Inclusion committee will be formed comprised of athletic staff members and student-athletes to discuss diversity issues and report back to athletics administration.</td>
<td>AD Fall 2011</td>
</tr>
</tbody>
</table>
Operating Principle

3.3 Student-Athlete Well-Being.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each condition, provide:
   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition

   No conditions were imposed.

   Action
   Edit element to input the action.

   Action Date
   Edit element to input the action date(s).

   Explanation for partial or non-completion
   Edit element to input the explanation.
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 Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each issue identified, provide:

   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or steps to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 3.3 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.
- The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.

1. Original Plan

The institution stated that the IAAB would establish a process for reviewing issues of student athlete welfare. The peer review team supported this self improvement recommendation.

**Action**

The subcommittee of the Intercollegiate Athletics Advisory Board was constituted and met in the Summer of 2010 to discuss the need to oversee student athlete well being on a regular basis. The subcommittee drafted a proposal to establish a standing Subcommittee on Student-Athlete Well Being, with provisions for its staffing and an itemization of its responsibilities.

**Action Date**

The subcommittee of the Intercollegiate Athletics Advisory Board was constituted and met in the Summer of 2010 to discuss the need to oversee student athlete well being on a regular basis. The subcommittee drafted a proposal to establish a standing Subcommittee on Student-Athlete Well Being, with provisions for its staffing and an itemization of its responsibilities.

This proposal was advanced, in the form of an amendment to the IAAB By-Laws, in a meeting of the IAAB that took place on September 28, 2010.

The proposal was further discussed at the next meeting of the IAAB, which took place on October 12, 2010. The IAAB then voted unanimously to adopt this proposal.
Explanation for partial or non-completion

The original goal has been completed and the student welfare subcommittee of the IAAB has been established.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). For each additional plan, provide:
   a. The additional goal(s);
   b. The step(s) taken by the institution to achieve the goal(s); and
   c. The date(s) the step(s) was completed.

   No additional plans were developed.

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

   The institution's instrument used to conduct student-athlete exit interviews must contain questions related to the following: (Note: Institutions should note the list of examples below is not an exhaustive list and institutions are not limited to addressing only those provided.)
The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches' support).

b. The institution's commitment to opportunities for student-athletes to integrate into campus life.

c. The institution's efforts to measure the extent of time demands encountered by student-athletes.

d. The institution's efforts to measure the effectiveness of the institution's mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).

e. The institution's efforts to measure the effectiveness of the institution's SAAC.

f. The institution's commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.

g. The institution's efforts to measure the effectiveness of its mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.

h. The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.

i. The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.

j. The institution's commitment to a safe and inclusive environment for all student-athletes.

k. The institution's commitment to diversity.

l. The value of student-athletes' athletics experience.

m. The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.

n. The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate.

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The current exit survey likely met NCAA standards when it was designed. However, in this as in other professional fields, standards for assessment have increased; accrediting organizations expect their member institutions to be more thorough and systematic in evaluating their activities. As indicated in the discussion below, the current exit survey falls short in addressing several topics identified by the NCAA. Thus, we have noted additional questions that can be incorporated into a revised survey and, more generally, we are undertaking a fundamental revision of the exit interview and survey process. Individuals from the Department of Athletics and the University's Office of Institutional Research will jointly prepare a revised survey and exit interview process. They will begin related work in the Spring semester of 2011 and complete the work during the 2011-2012 academic year.

List of attachments

1. Exit+Interview.pdf
5. Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.

The institution must demonstrate that it conducts interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The Office of the Vice President for Athletic Administration mails a copy of the NCAA Exit Interview to all graduating seniors. The Office requests all seniors to schedule a meeting with the Vice President (Dr. Lee McElroy has served as Vice President since 2000) to discuss their careers as student athletes at Albany. Some student-athletes return the surveys without making an appointment to speak with the Vice President. Dr. McElroy collects these surveys and discusses improved processes with coaches and support staff. He also responds in writing to every student-athlete who meets with him (a sample copy of his response to interviewees is attached).

The subcommittee obtained copies of eight returned surveys covering 2009 and 2010. The Department of Athletics and Recreation reported that it distributed 84 surveys to graduating student-athletes in 2010, with 23 students returning surveys, and that 19 of these students requested interviews with Vice President McElroy. The subcommittee did not obtain or examine the surveys beyond the eight. Dr. McElroy analyzes the survey results. The report on the 2009-2010 Exit Interviews is printed below:

"Student Athletes who exhausted their eligibility expressed overall satisfaction with their athletic, academic, and leadership experiences. A constant theme emerged among the seniors of enthusiasm and support from fellow student-athletes, staff and coaches. The lack of clarity on facility enhancement and class availability are concerns identified by most seniors. The life skills program and community service were key factors in the growth and development of our student athletes."

A November 4, 2010 memorandum from Dr. McElroy to the Gender, Diversity and Student-Athlete Well-Being subcommittee provided additional commentary on the surveys and exit interviews. The exit interview process as currently conducted does not generate a level of response from student-athletes or analysis that would meet the norms of meaningful survey research. Processes to increase response rates likely would increase the return rate for the exit interview surveys and the number of completed exit interviews. Also, a more formal, extensive process for analyzing and reporting results of the survey would be useful. The Office of Institutional Research conceivably could assist in survey design, conduct, and analysis.

Measurable Standard No. 2 indicates that the exit interview should address, at a minimum, the topics specified below. The exit interview questions addressing the topics on the survey are noted following each item. Some questions on the exit interview apply directly to the NCAA-specified topics. Most exit interview questions relate broadly to the topics rather than address them directly.

6. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., SAAC, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

Interviews with Department of Athletics personnel, and comments from students, indicate that there are two processes that student-athletes use to provide input regarding student-athlete well-being issues.

The internal or formal process includes the ability for a student-athlete or team to schedule a meeting with the athletic director or any senior administrator; Student-Athlete Advisory Committee (SAAC) monthly meetings to discuss and provide comments and suggestions on a variety of projects and proposals; or addressing issues with department units outside of the athletics department such as the Counseling Center.
The self-study also revealed the widespread use of informal open-door policies to encourage communication between student-athletes and Department staff. The University does not have information indicating the rate at which student-athletes take advantage of open-door policies, or patterns of when student-athletes are more or less likely to do so. While both the formal and informal open-door policy for individual student-athletes is clearly known, we do not yet see evidence of widespread, systematic, formal encouragement of student-athlete input into well-being issues. The subcommittee would recommend that both systems be enhanced to create more opportunities for student-athletes to provide input regarding student-athlete well-being issues.

7. Describe the department of athletics written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.2, 14.5.5.2.10 and 14.5.5.2.10.1]). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The institution must demonstrate that all grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.1, 14.5.5.2.10, and 14.5.5.2.10.1]) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The key people responsible for overseeing the administration of NCAA legislated grievance and/or appeals procedures are Jan Brown, Associate Athletic Director; Katie Bishop, Assistant Athletic Director for Compliance; Bill Brooking, Financial Aid Advisor; Jen Svatik, Assistant Athletic Director for Student-Athlete Services and Academic Performance; Carl Anderson, Associate Athletic Director.

Written policies for the NCAA mandated grievance and appeals legislation regarding financial aid and transfers can be found in the Student Athlete Policies and Procedures Manual.

Information Communicated to Students and Coaches
Information regarding the grievance policies are found in both the Student-Athlete Handbook. Students are provided a hard copy upon entrance into an athletic program and the Student Athlete Handbook can be found online at: http://www.albanysports.com/ViewArticle.dbml?DB_OEM_ID=15800&KEY=&ATCLID=1286794&SPID=7966&SPSID=82637. Additionally, Katie Bishop meets with each team prior to the beginning of the season to review and discuss NCAA compliance issues and Jan Brown reviews department and university policies that apply to student athletes.

Coaches are informed of the policies and procedures in the athletic department policies and procedures manual, which is distributed at the beginning of the academic year and reviewed at all-staff meetings throughout the year.

Summary of Financial Aid Policy
The University at Albany makes available athletic financial aid to those students deemed eligible under NCAA, Conference, and institutional regulations. However, if the University at Albany decides not to renew or to reduce financial aid for the ensuing academic year for a student-athlete, there are processes and policies in place to
ensure compliance with NCAA regulations.

In order to reduce or cancel any athletic grant-in-aid, the following procedures must be followed: Based on one or more of the criteria, the appropriate Coach will notify Katie Bishop, the Assistant Athletic Director for Compliance, in writing, of the recommendation to cancel or reduce an athletic grant-in-aid. With the exception of instances in which misconduct occurs at a later date, such notification must occur no later than June 1.

After the Coach submits a recommendation to reduce or eliminate aid, Ms. Bishop will review the Coach’s recommendation, consult with the Director of Athletics and proceed in one of two ways:

If Ms. Bishop finds there is no cause for a full review of the Coach’s recommendation, the coach’s recommendation is recorded and there is no further action.

If Ms. Bishop concurs with the Coach’s recommendation, the Chair of the Athletic Grants-in-Aid Committee, Bill Brooking, director of financial aid, will be notified immediately of a possible hearing and Ms. Bishop will inform Mr. Brooking immediately of the recommendation to reduce or cancel the grant-in-aid. Mr. Brooking will reduce or cancel the grant-in-aid accordingly.

Written notification of this decision will be provided to the student-athlete by no later than July 1. Mr. Brooking will also inform the student-athlete that, upon his/her request, a hearing with the Athletic Grants-in-Aid committee will be provided. Thereafter, the student-athlete must request a hearing in writing, addressed to the Chair of Committee within 30 days of notification, but no later than August 1.

Upon request for a hearing, the Chair of the Committee will notify in writing all other Committee members as well as the student-athlete of the date set for the hearing which must take place prior to the start of a new academic year and must include a meeting with the student-athlete, the Coach and an athletic department representative. Upon completion of the hearing process, the Committee will either accept or reject the recommendation and provide written notification to all parties.

Summary of Transfer Policy:
All requests for permission to speak with another institution in regards to potentially transferring must begin with approval from the head coach. The head coach will inform Katie Bishop, the Assistant Athletic Director for Compliance that the student-athlete has spoken to him/her about transferring and has determined to approve/deny the request to transfer. The student-athlete must meet Ms. Bishop before receiving his/her release. Per NCAA Bylaw 13.1.1.3.1, if the University at Albany decides to deny a student athlete’s request to permit any other institution to contact the student-athlete about transferring, the institution shall inform the student-athlete in writing within 15 business days that he or she, upon request, shall be provided a hearing conducted by an institutional entity or committee outside of the athletics department.

Institutional Policy Related to Transferring
Before any transfer release is granted by Ms. Bishop, the student-athlete shall discuss the transfer request with his or her corresponding coach. If the coach and the student are unable to come to resolution, the student-athlete has three class days to make an appointment with either the Director of Athletics or Ms. Bishop.

If the grievance is not resolved through discussion with one of the two administrators listed above, the student-athlete shall be advised to submit to the administrator a written explanation as to why he or she believed the decision is unfair. This should be completed no later than five class days following the administrator meeting. Once in receipt of the written grievance, the administrator shall thoroughly investigate the matter and respond to the student-athlete in no less than five class days.

If the administrator's response is not to the student-athlete's satisfaction, then the student must contact the chair of the Student-Athlete Appeals Committee no later than five class days following the administrator's written response.
8. Describe the institution’s written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The institution must have established written grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The institution must demonstrate that all grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Written Policy:

There are multiple avenues by which student athletes can file grievance and/or appeals in areas not mandated by NCAA legislation (e.g., harassment, hazing, abusive behavior, discrimination). The policy for student athletes to address grievances specific to athletic situations or incidents is located in the Student Athletic Policies and Procedures Manual. The process for such a grievance is summarized below.

Athletics Grievances

Formal Grievance Process:

Step 1. Appeal to the Coach. The first step in the appeals/grievance process is a meeting with the coach to discuss the grievance.

Step 2. If no resolution is reached with a direct appeal to the coach, the student may then Appeal to the Student-Athlete Welfare Committee. The Committee shall hold a formal hearing to receive evidence on the matter and all parties may appear at the hearing and be assisted/represented by an advisor of their choosing. Within ten (10) days after the conclusion of the hearing, the Committee shall render a decision by a majority vote of its members and the decision will be conveyed to all parties in writing.

Step 3. If no agreement is reached between the Student-Athlete Welfare Committee and the student, the student may Appeal to the Director of Athletics.

Informal Grievance Process

During the course of reviewing the Division of Athletics grievance processes, it is apparent that there is also an informal process that is often utilized. Typically, for grievances involving athletic issues students are encouraged to first discuss the grievance with their coach. However, if the issue directly involves the coach or if the student does not feel comfortable discussing the issue with the coach, they can contact the “Sports Supervisor” for their team and begin the process with them. The Sports Supervisors are the Associate Athletic Directors. The Sports Supervisors will initiate an in-person meeting with the student and, in cases where it is appropriate, will try to address the problem by engaging in mediation processes.

In some cases students go directly to the Director of Athletics to express concerns. On occasion the Director will handle the situation personally or he will refer it to one of the Associate Directors for review and follow up. It appears that the informal process is the path by which most grievances are resolved within the Division of Athletics. However, should a situation begin with the informal process but involve a situation that requires formal review the Coach, Sport Supervisor, or Director of Athletics can (and in most cases will) refer the case to the formal grievance proceedings.
Hazing

Given that this section specifically identifies hazing as an area of interest, we felt that it was important to include the Division of Athletics policies regarding hazing behavior. As noted below there are both student and coach agreements regarding hazing and explicitly prohibiting this behavior. Below is a brief summary of each agreement. It is important to note that students can grieve issues related to hazing both via the Division of Athletics as well as via the University wide grievance process through the Office of Conflict Resolution.

Student Athlete Agreement Concerning Hazing

On page 9 of the Student Athlete Handbook is the "Student Athlete Agreement Concerning Hazing". This section clearly outlines UAlbany opposition to any forms of hazing by student athletes "regardless of the person's willingness to participate". Additionally, the section details 16 examples of behavior that is explicitly defined as hazing and emphasizes that this behavior is strictly prohibited. Furthermore, the section concludes with a 3 point contract for students to sign and acknowledge that they have read the policy and understand the prohibited behavior and any repercussions that might occur should they engage in any such behavior.

UAlbany Coaches Agreement Regarding Hazing

The Department of Athletics maintains a "Coaches Agreement" designed to inform coaches and athletes of an opposition to "any situation created intentionally to produce mental or physical discomfort, embarrassment, harassment, or ridicule." This policy is expanded upon and hazing is further defined in the Student Athlete Policies and Procedures Manual on page 60. Additionally, it has been noted that all coaches have a version of a "code of conduct" and that within this code there is an explicit reinforcement of the zero tolerance hazing policy.

University Wide Student Grievance Procedure

All University at Albany students have access to and are subject to the Community Rights and Responsibilities, the rules, regulations, and procedures for The Maintenance of Public Order on campuses of the State University of New York, as amended, adopted by the Board of Trustees, pursuant to section 6450 of the Education Law, are in effect at the University at Albany, as well as all other campuses within the State University of New York. http://www.albany.edu/studentconduct/appendix-a.shtml

The Office of Conflict Resolution(http://www.albany.edu/studentconduct/) is responsible for the oversight of all University at Albany student grievances and appeals of a non-academic nature. Assistant Vice President, Clarence L. McNeil, is the Director of the Office of Conflict Resolution. Students who wish to file a grievance regarding violations of the conduct code are directed to contact the Office of Conflict Resolution and submit a formal referral regarding the incident (http://www.albany.edu/studentconduct/referstudent.shtml). The staff works with students to identify which (if any) conduct codes were violated and will move forward with mediation or adjudication as necessary.

Students who are alleged to have violated one of the Codes of Conduct may be formally referred to the Office of Conflict Resolution for investigation, and if necessary adjudication, as described above. Students may appeal this decision via the formal appeals process through the Office of Conflict Resolution. The Vice President will review the appeal in accordance with the University policy and determine if the appeal is accepted for further review.

The referred party has the right to one appeal of a disciplinary sanction(s). The act of filing an appeal usually postpones the sanction required by the initial decision until the appeal process is completed, unless the Vice President determines postponement of the sanction may result in a threat to the University community. A student must file an appeal with the Vice President within seven days of receiving notification of the decision on the judicial referral. An extension of the appeal period may be requested in writing to the Vice President to accommodate periods of University recess or for other extenuating circumstances. The individual seeking the appeal must indicate, in writing, the specific bases or reasons for his or her appeal. The appeal statement should be of sufficient detail to permit the evaluation of the merit of the appeal. The appeal board or committee will consider the written statement of appeal and recommend action to be taken. The individuals involved will receive written notification of the decision by the Vice President.

Additional details about the University wide appeals process can be found via this link: http://www.albany.edu/studentconduct/appeals.shtml.

University Policy on Academic Grievances

The university policy on Academic Grievances applies to all students and is located in the Undergraduate Bulletin. The Bulletin can be found online at: http://www.albany.edu/undergraduate_bulletin/regulations.html. Additionally, all students are given a copy of the bulletin (paper copy or on DVD) at their initial orientation to the University.

A summary of the Bulletin text regarding academic grievances is as follows:
Grade Dispute:
Students challenging an academic grade must first discuss their grievances with the instructor involved. If not resolved to the student’s satisfaction at this level, the grievance must then be discussed with the appropriate department chair. Failure to obtain satisfactory resolution at this level shall lead to the school or college review as stated in its procedures. Any such requests on the school or college level must be appropriately reviewed and a decision rendered.

Other Academic Issues:
Any student who wished to file an appeal or grievance regarding an academic matter is referred to the Committee on Academic Standing of the Undergraduate Academic Council. In general, most academic grievances are expected to be resolved at the school or college level. However, if (1) the student feels due process was not followed at the school or college level or if (2) the student feels the decision rendered at the school or college level warrants further review, the student may address a petition to the Committee on Academic Standing of the UAC for a review of the case. The action of this committee is final except in grievances arising out of grades assigned due to violations of academic integrity. CAS action on academic integrity grievances will be reviewed by and must be approved by the Vice President for Academic Affairs before implementation.

There are a number of ways in which this information is formally conveyed to the coaches, staff, and students. As mentioned above, this information is found (in detailed format) in the Student Athlete Policies and Procedures Manual which is distributed to coaches, staff and student athletes annually. Additionally, it is on page #9 of the Student Athlete handbook which is distributed to each student upon entering the university.

Katie Bishop, Assistant Athletic Director for Compliance, holds an annual meeting with each team to review NCAA rules and regulations with students and coaches. At that time, Jan Brown, Associate Athletic Director will review university and department policies and procedures. Students are required to read and sign forms acknowledging that they understand the policies and the consequences of engaging in prohibited behaviors as well as the steps to take should they wish to file a grievance or appeal.

Another avenue by which students are made aware of these policies is through the use of Team Codes of Conduct. Each year Coaches will review the Team Code of Conduct with all athletes in that program and in most cases students are required to sign off on receiving and understanding the information within the code. Included within the Code of Conduct are a number of policies, however of specific import to this report, is the inclusion of the University policy regarding hazing. Additionally, Coaches will discuss with students to steps to take should they wish to file a grievance or complaint about violations of the Code of Conduct.

More generally, the Undergraduate Bulletin as well as a copy of the Community Rights and Responsibilities are distributed to all incoming students during their university wide orientation. This is consistent for both students entering the university either as freshman or as transfer students. Furthermore, the information is discussed, to some extent, during various informational sessions held during each orientation session.

Finally, much of the information is available via the University at Albany website and therefore easily accessible to all students, coaches and staff.

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.

The University at Albany is committed to ensuring the provision of a safe environment for all students, including student-athletes with diverse sexual orientation. The University's LGBTQI Concerns Advisory Committee in May of 2010 reported on the current campus climate for students. According to the LGBT-Friendly Campus Climate Index the University at Albany received a score of 5 out of 5 stars in addressing matters of sexual orientation. Indeed the committee writes that “Student organizations and individuals have done an excellent job in laying the groundwork and in proving just how willing University administration has been to help them address their needs and concerns.”

Our subcommittee conferred with athletes and administrators about how to best address this issue, which is a nationwide problem. We recommend a more systematic evaluation of the extent to which the Department ensures a safe environment for its student athletes. Results should be shared with the IAAB Subcommittee on Student Athlete Wellbeing. We note the Athletics Department has knowledgeable consultants and educators from within the University who are available to assist with this issue.
10. Describe the policies, organization and structure of the department of athletics and how it enhances student-athlete well-being. Further, describe the commitment of the institution to enhance the overall student-athlete educational experience including how issues are monitored, evaluated and addressed on a continuing basis.

Student Well Being Policies

The University's policies on student well-being are essentially infused in general athletic polices and practices. The Department of Athletics appears to rely on a strong informal network of information sharing. It is clear from a multitude of conversations with student athletes and athletic staff that it is more often the informal process that is utilized when a student is experiencing a problem. Yet, it has also been pointed out that greater effort must be made to monitor and evaluate the effectiveness of this informal network.

Organization and Structure of Athletic Department to Enhance Well-Being

The staff structure of the Department of Athletics pertaining to Student Services and well being is comprised of the following individuals:

Jan Brown, Associate Athletics Director for Student-Life Enrichment & Equity (SWA)
Carl Anderson, Associate Athletics Director for Student Services
Jen Svatik, Assistant Athletic Director for Student-Athlete Services and Academic Performance
Kathy Bishop, Assistant Athletics Director for Compliance
Nina Marinello, Coordinator of Nutrition Education & Wellness
Anthony Tullock, Assistant Athletic Director for Strength & Conditioning
Jay Geiger, Head Athletic Trainer

These individuals represent the core professionals who specialize in the student support and service areas within the Athletics Department. Together, they work with student athletes across a myriad of areas including academics, counseling, programming, community service and personal development.

Enhancing the Student-Athlete Educational Experience (Description, Evaluation and Monitoring)

The stated mission of the Office of Student-Athlete Support Services at the University at Albany is "to maximize the academic potential of student-athletes by providing an atmosphere that enhances learning skills, career development, and personal development." In meeting that mission the Department of Athletics employs two full-time professionals (Carl Anderson and Jen Svatik) to staff a Student-Athlete Support Services Center. The Academic Support Center is open Monday through Thursday from 9 am to 8 pm and Friday’s from 9 am to 5 pm. The Center includes study areas and computers that are available for use by student-athletes as well as various resource materials to assist student-athletes in their academic endeavors.

The Department of Athletics further assists the academic development of student athletes by providing specific services which include: academic counseling (in addition to that provided by the student's academic advisor), mandatory study halls (6 hours per week), and individual tutoring. In an effort to allow student athletes maximum participation in both education and athletics, student-athletes are granted advance registration to avoid conflicts with class and practice/competition schedule. Detailed information about all of these programs can be found on the Athletic Student Support Services website.

It is important to note that the Department of Athletics takes an active role in the monitoring and evaluation of a student athlete's academic performance. As noted on the Student Support website: "Academic monitoring is provided for all student-athletes in order to track academic progress for NCAA eligibility purposes as well as to assist students who may be experiencing academic difficulties. Mid-semester progress reports are completed for all first year student-athletes, as well as those have a cumulative GPA of 2.5 and below. Weekly meetings are required of all student-athletes who have a cumulative GPA at or below a 2.3 in order to track academic progress throughout the semester."
11. Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the SAAC.

The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The University at Albany has an engaged Student-Athlete Advisory Committee (SAAC) that meets on a bi-monthly basis. The SAAC is comprised of no fewer than two representatives from each team and has approximately 35 total members in any given year. The meetings occur on alternating days to allow for a larger number of students to attend and avoid class conflicts.

The role of the Student-athlete Advisory Committee (SAAC) is to serve as liaisons between the athletic administration and university and student-athletes. A primary function of the SAAC is to discuss and explore issues relevant to student athletes and to convey that information to the athletic department. The SAAC is additionally utilized by student-athletes to improve upon student-athlete welfare, coordinate community service, and develop programs to enhance life skills.

Additionally, the SAAC has an Executive Council that is selected by the SAAC members. Four members are selected to serve on the Executive Council based on their experience, overall commitment and leadership qualities. Members of the SAAC Executive Council help run the meetings, take minutes and deliver information to the teams. They are the primary liaisons with the Professional staff in the Athletics Department and serve as an important “first step” for disseminating information from the Department to the various teams.

An additional participation in athletic governance is the inclusion of two student athletes on the IAAB. These students are involved in the discussion phase of policy decisions, but are not included in the voting phase.

12. List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., CHAMPS/Life Skills program and/or programming involving career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Further, describe the policies and procedures in place to encourage and ensure student-athletes’ access to these programs.

The institution must demonstrate that it has an active CHAMPS/Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address nonacademic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Description of Programs

CHAMPS/Life Skills Programming

The Department of Athletics has a recognized CHAMPS/Life-Skills Program, website: http://www.ualbanysports.com/ViewArticle.dbml?DB_OEM_ID=15800&KEY=&ATCLID=877298. In conjunction with the CHAMPS program, the Office of Student-Athlete Support Services provides monthly workshops and programs that focus on specific success skills, such as time management, career planning, nutrition, financial planning and other academic self-management skills. A few examples of programs and workshops include: Senior Student-Athlete Etiquette Dinner; Gambling Presentation; Career Development Workshops; Alcohol Awareness Week; East Coast Walkers?Men Speaking Out about Sexual Assault; UAlbany Alumni Career Panel; Senior Resume Book; Winning Steps-Freshmen; Breakfast of Champions; The Salvation Army After School Mentoring Program; a numerous community service events.(Including Team who sponsored)
Personal Counseling

The University Counseling Center provides programs specifically designed for the Athletic Department for the purposes of providing education, prevention, and intervention programs related to sport. Some of the topics covered include athletes with psychological concerns, enhancing athletic performance (i.e., goal setting, relaxation training, team cohesion), substance use/abuse (Project Winning STEPS), sexual assault, nutrition, and sport-related injuries. Interventions are offered in large group format or on a one-one basis.

In addition, the University Counseling Center is available for consultation with the department staff around mental health issues involving student-athletes. Dr. Joyce Dewitt-Parker, serves as the Liaison to the Department of Athletics and Dr. Joe Monserrat, is a Sports Psychologist who is routinely available to student-athletes.

Nutritional Counseling

Approximately two years ago the Department of Athletics hired a sports nutritionist, Nina Marinello. Her purpose in the Athletics Department is to meet with teams as well as have personal meetings with individual athletes to discuss issues related to nutrition and health. She is available for walk-in meetings with students or teams and will develop plans with them to increase nutritional awareness and improve nutritional health.

Drug and Alcohol Education Program

The overall goal of the Athletic Department's alcohol and drug education program is to protect the health, safety and welfare of the student-athlete, to inform and educate the student-athlete about drugs and alcohol and the effects of their use/abuse; and to identify, address and treat student-athletes' problems and concerns surrounding drug use, alcohol consumption and their abuses. Jan Brown, associate director of athletics, reviews the drug and alcohol education policy with each team at the start of the academic year.

Encourage and Ensure Participation

Jen Svatik, Assistant Athletic Director for Student-Athlete Services and Academic Performance has implemented a number of new programs and initiatives to engage student athletes in programs and activities designed to enhance the student athlete experience. She indicated that the Athletics department utilizes a number of notification techniques to make students aware of the activities, including postings on bulletin boards, email notifications, and conveying the information to coaches and the SAAC to make students aware of events.

In an effort to increase student-athlete participation in athletic and university events, Ms. Svatik developed the “Danes Dish” competition which encourages and rewards student athlete participation in various university and athletic events. At the end of the year, the team with the highest percentage of participation in Athletic and University programs and activities wins a prize. The athletics department reported a significant increase in attendance of student athletes at these events.

Referral to University Support Services

The Office of Student-Athlete Support Services collaborates closely with a number of other offices on campus to provide students access to the greatest number of services and resources. Specifically, the Department of Athletics will provide referrals for student-athletes who are in need of campus resources, such as the Counseling Center, Career Services, Residential Life, Financial Aid, Disability Resource Center, and International Student Services.

13. Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Further, describe methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.

Freshman/Transfer Orientation

The University at Albany is strongly committed to helping all students successfully manage the various demands on their time during the academic year. Therefore, at all orientation sessions, incoming students receive a bound academic planner and information regarding the importance of time management which includes tips and techniques for developing successful time management skills.

Registration
Prior to the first semester of enrollment, the academic support staff works closely with the orientation and advisement offices on campus to assist with developing class schedules for student-athletes to ensure that there is not much (if any) conflict between academic and athletic time demands during the students' first semester. In subsequent semesters, student-athletes are granted advance registration to avoid conflicts with class and practice/competition schedule.

Class Absence Due to Competition

While many attempts are made to avoid conflict between class and athletic schedules, some overlap is inevitable for most student athletes. Therefore, when necessary, "Travel Letters" are given to student-athletes at the beginning of each semester which indicate the specific dates and times that the student-athlete has conflicts between classes and athletic competition.

The Student-Athlete Support Staff provides assistance in arranging make-up work and/or exams due to athletic competition by working with the student and the instructor to find a mutually agreeable solution to addressing the missed work.

In an effort to minimize the number of classes student athletes miss because of time conflicts, student athletes are prohibited from missing classes for practice sessions except in the cases where the practice is in conjunction with a scheduled away-from-home contest (The Student Athlete Handbook - Page 27).

Playing and Practice Sessions

There are many policies aimed at limiting the amount of time a student athlete can actively be involved in the playing or preparation of their sport. Specifically, as per NCAA regulations, a student is limited in the number of hours that can be spent participating in “countable athletically related activities”. These restrictions include a maximum of 4 hours a day and no more than 20 hours a week during the playing season with a required day off each week. Out-of-Season activities are limited to participation in required weight training, conditioning, and individual skill instruction which can span no more than 8 hours per week with 2 required days off per week.

Methods to Educate Coaches and Students

Similar to previous questions regarding the communication of information to coaches and students, the general distribution of information occurs via the Student Athlete handbook, team meetings, emails, public postings, and the Student Athlete Listserv. Time Management and NCAA regulations regarding time are also discussed at the SAAC meetings.

In addition to the distribution of information, there are measures in place to evaluate and monitor the time demands on Student Athletes. Katie Bishop, Assistant Athletic Director, meets with each team at the beginning of the season to review and underscore the NCAA regulations, including regulations on time demands. Furthermore, Ms. Bishop verifies throughout the sports season that teams are not exceeding their practice and play maximum hours. Student Athletes need to sign and verify a form indicating that they have not exceeded their 20 hours per week and Ms. Bishop will verify with the trainers that the student athletes have the required free day each week.

14. Please submit a copy of the department of athletics and/or institution's written travel policies to ensure the safety and well-being of student-athletes with the submission of your self-study report (e.g., road travel; air travel, including charter policies; driver selection; training; privately owned vehicles). [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department and/or institution's written travel policies].

Pages 29-37 of the 2010-2011 Athletics Policy Manual contain the Department of Athletics Policies on Travel. Much of the text within these policies refers to procedures for scheduling transportation and financial controls governing transportation requests. Department of Athletics staff provided supplementary material referring to how policies address student-athlete safety and well-being (See attached material submitted by Matthew Roche, Director of Internal Operations for the Department of Athletics). The material indicated that the University contracts with providers for transportation services, with the bid proposals specifying safety requirements. The material submitted by Director of Internal Operations Roche stated:

"Bus transportation needs are bid out in accordance with university and state regulations, our safety requirements are rigorously outlined in the bid proposal that is sent out.

The athletic department follows the safety requirements as laid out by the university purchasing office standards."
Travel also will use University vehicles. Material submitted by Director Roche stated, regarding vehicle maintenance, that “The Athletic Facilities office keeps a record of all vehicle service and maintenance. When maintenance or repairs are required the Athletic Facilities office will contact the University's Vehicle Operations Center who will perform the services or out-source it to a certified repair shop. All University-owned vehicles comply with New York State regulations.”

15. Describe the annual evaluation of the department of athletics and/or institution’s travel policies to ensure these policies are effective. Further, describe how the travel policies are directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have written travel policies that are annually evaluated for their effectiveness in protecting the health and providing a safe environment for student-athletes. Further, the administrator(s) responsible for annually evaluating travel policies must be identified and travel policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, including coaches, and student-athletes.

Director of Internal Operations Roche described the review of travel policies as follows.

Travel Policy - Annual Review

UAAlbany's travel policies are reviewed on an annual basis by the Business Office within the Athletics Department. The Director of Internal Operations, the Deputy Athletics Director, and the Associate Athletics Director for Facilities Management review the aforementioned departmental travel policies with a main focus on safety and student-athlete welfare and well-being.

As it relates to bus transportation, the UAAlbany Business Office has met with Yankee Trails and the Office of Purchasing and Contracts on an annual basis to review the past year's performance and to make recommendations for the future. The fundamental basis for these meetings is to ensure that all safety standards are met and that student-athlete welfare and treatment is equitable across all sports. Additionally, Yankee Trails has provided UAAlbany Athletics with their DOT review on an annual basis as further evidence of their maintenance and adherence to acceptable safety standards.

As it relates to departmental vehicles, the Director of Internal Operations reviews the Athletics Department fleet with the Associate Athletic Director for Facilities Management to determine the quality of the current fleet and to make recommendations for the future. Each vehicle within UAAlbany's fleet must go through the NYS Inspection process on an annual basis to ensure that safety standards are maintained.

Each team is provided the opportunity to review their travel procedures on an annual basis and to make appropriate changes as they relate to considerations of safety and student-athlete welfare. In accordance with UAAlbany's adherence to these values, the Athletic Business Office and the Office of Facility Management help to facilitate any procedural changes which work toward this end.

16. Please submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for practices, contests, strength training and skills sessions].

The University at Albany's emergency medical plan is contained in the department's policy and procedure manual and has been uploaded.

List of attachments

1. ATHLETIC DEPARTMENT EMERGENCY PROCEDURE POLICY.doc
17. Describe the annual evaluation of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have a written emergency medical plan for practices, contests, strength training and skills sessions. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

There is no formal procedure for the annual evaluation of the written emergency medical plan for practices, contests, strength training and skills sessions. The emergency medical plan for practices, contests, strength training and skills sessions is stated on pp. 53-56 of the 2010-2011 Policies and Procedures. All members of the athletics staff are given copies of the Policies and Procedures, and they must sign to acknowledge receipt. Student-athletes are not given copies. The administrator responsible for oversight in this area is Jay Geiger, Head Athletic Trainer.

It is recommended that the Department of Athletics institute a formal procedure for evaluating the emergency medical plan on an annual basis to be in compliance with Measurable Standard No. 11. This might be incorporated on the agenda for the annual retreat. We further recommend that the Department develop a procedure to communicate the emergency medical plan to student-athletes comparable to that employed for members of the athletic staff.

18. Please submit a copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for out-of-season workouts].

The university does not have a separate emergency medical plan for out-of-season workouts.

19. Describe the annual evaluation of the department of athletics written emergency medical plan for out-of-season workouts to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for out-of-season workouts is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have a written emergency medical plan for out-of-season workouts. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

The university does not have a separate emergency medical plan for out-of-season workouts.

Currently, there is no formal procedure for the annual evaluation of the written emergency medical plan for practices, contests, strength training and skills sessions. The emergency medical plan for practices, contests, strength training and skills sessions is stated on pp. 53-56 of the 2010-2011 Policies and Procedures. All members of the athletics staff are given copies of the Policies and Procedures, and they must sign to acknowledge receipt. Student-athletes are not given copies. The administrator responsible for oversight in this area is Jay Geiger, Head Athletic Trainer.
We recommend that the Department of Athletics develop an emergency medical plan for out-of-season workouts for the applicable sports to be in compliance with Measurable Standard No. 12, along with procedures for annual evaluation and for communication to staff members and student athletes.

20. Please submit a copy of the athletics department's athletic training and sports medicine policies and procedures with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's athletic training and sports medicine policies and procedures].

The University at Albany's athletic training and sports medicine polices can be found in the department's policy and procedures manual and has been uploaded.

List of attachments

1. ATHLETIC TRAINING.doc

21. Describe the annual evaluation of the department of athletics written athletic training and sports medicine policies and procedures. Further, describe how the department of athletics athletic training and sports medicine policies and procedures is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in these areas.

The institution must have written athletic training and sports medicine policies that are reviewed annually. Further, the administrator(s) responsible for annually evaluating athletic training and sports medicine policies must be identified and the athletic training and sports medicine policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

There is no formal procedure for the annual evaluation of the training and sports medicine policies. The written statement of these policies appears in the 2010-11 Policies and Procedures, pp. 51-52. Similar text appears on pp. 29-30 in the Student-Athlete Handbook and Planner. All members of the athletics staff are given copies of the Policies and Procedures, and they must sign to acknowledge receipt. All student-athletes are provided with copies of the Student-Athlete Handbook and Planner. The administrator responsible for oversight in this area is Jay Geiger, Head Athletic Trainer.

Similar to our recommendation for Measurable Standard No. 11, we recommend that the Department of Athletics institute a formal procedure for evaluating the training and sports medicine policies on an annual basis to be in compliance with Measurable Standard No. 13. This might be incorporated on the agenda for the annual retreat along with the evaluation of the emergency medical plan.

22. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 3.3, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

The 2011 Student-Athlete Well-Being plan targets a five-year period, extending from 2011-2016. The NCAA Certification subcommittee on Gender, Diversity, and Student Wellness developed the plan as a result of the self-
study process. This committee included faculty, staff, and administrators from departments across the university as well as Athletics Department staff.
<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specified Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>MeasurableGoals</td>
<td>Implement a student-athlete exit survey that incorporates the measurable standards outlined by the NCAA Certification process.</td>
<td>Individuals from the Department of Athletics with the assistance of the University's Office of Institutional Research will prepare a revised survey and exit interview process. They will begin related work in the Spring semester of 2011 and complete the work during the 2011-2012 academic year.</td>
<td>December 2011</td>
</tr>
<tr>
<td>Exit Survey does not meet NCAA measurable standards.</td>
<td></td>
<td></td>
<td>Individuals from the Athletics department, Office of Institutional Research, Intercollegiate Athletics Advisory Board</td>
<td></td>
</tr>
<tr>
<td>Low response rate of survey instrument.</td>
<td></td>
<td>Increase the number of students participating in exit interview and exit survey process and making the data analysis process more systematic.</td>
<td>Significantly improve the response rate to the student-athlete exit interview survey. Preparation of a report analyzing exit survey and interview data by the Department of Athletics and reported to the IAAB.</td>
<td>May 2013</td>
</tr>
<tr>
<td>There is no formal procedure for the annual evaluation of the written emergency medical plan for practices, contests, strength training and skills sessions. While student-athletes have access to copies of the plan, they are not directly given copies of the plan. The university does not have a separate emergency medical plan for out-of-season workouts. There is no formal procedure for the annual evaluation of training and sports medicine policies.</td>
<td>Establishment of written procedures for annual evaluation of emergency medical plans covering in-season and out-of-season activities. Establishment of a separate emergency medical plan covering out-of-season workouts. Confirmation that student-athletes have received the plans covering in-season and out-of-season activities.</td>
<td>Establish written procedures for annual evaluation of emergency medical plans and prepare annual written evaluations of the plans. Establish separate emergency medical plan covering out-of-season workouts. Establish process to assure that student-athletes receive copies of the plans covering in-season and out-of-season activities.</td>
<td>AD, Head Athletic Trainer, Deputy AD, Team Physician, Associate AD/SWA.</td>
<td>May 2012</td>
</tr>
</tbody>
</table>
### Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)

<table>
<thead>
<tr>
<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>NR Alien (N)</th>
<th>Other (N)</th>
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<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Senior Administrative Athletics Dept. Staff</td>
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<td>Other Professional Athletics Dept. Staff</td>
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<tr>
<td>Head Coaches</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Assistant Coaches</td>
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<td></td>
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<tr>
<td>Totals (for Athletics Dept. Personnel)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Faculty-Based Athletics Board or Committee Members</td>
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<tr>
<td>Other Advisory or Policy-Making Group Members</td>
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<td></td>
<td></td>
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</tbody>
</table>

Name of person completing this chart: __
Title: __
Racial or Ethnic Composition of all Students - Old Race/Ethnicity Categories Chart (IPEDS)

<table>
<thead>
<tr>
<th></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>NR Alien (N)</th>
<th>Other (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>All Students</td>
<td>35</td>
<td>26</td>
<td>21</td>
<td>788</td>
<td>724</td>
<td>686</td>
<td>1262</td>
</tr>
<tr>
<td>Student-Athletes</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>57</td>
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### Racial or Ethnic Composition of Student-Athletes by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)

<table>
<thead>
<tr>
<th>Sports** 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>NR Alien (N)</th>
<th>Other (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseball</strong></td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>5</td>
<td>14</td>
<td>1 4 3</td>
<td></td>
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<tr>
<td><strong>Men's Basketball</strong></td>
<td>1 2 3</td>
<td>3</td>
<td>2 2 3</td>
<td>27 28 4</td>
<td>2 4 3</td>
<td>4 7</td>
<td></td>
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<tr>
<td><strong>Football</strong></td>
<td>23 21 1</td>
<td>3 5 2</td>
<td>4 1 1</td>
<td>21 20 2</td>
<td>3 8 9</td>
<td>1 6</td>
<td></td>
</tr>
<tr>
<td><strong>Men's Track / Cross Country</strong></td>
<td>1 1 1</td>
<td>1 1 1</td>
<td>1 2 4</td>
<td>20 18 5</td>
<td>8 9 5</td>
<td>4 1</td>
<td></td>
</tr>
<tr>
<td><strong>Men's Other Sports and Mixed Sports</strong></td>
<td>2 3 1</td>
<td>6 5 2</td>
<td>2 1 4</td>
<td>21 19 3</td>
<td>8 9 5</td>
<td>4 1</td>
<td></td>
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<tr>
<td><strong>Women's Basketball</strong></td>
<td>8 3 2</td>
<td>3 2 2</td>
<td>1 2 3</td>
<td>3 2 1</td>
<td>2 7 7</td>
<td>1 1</td>
<td></td>
</tr>
<tr>
<td><strong>Women's Track / Cross Country</strong></td>
<td>1 1 1</td>
<td>6 3 1</td>
<td>1 1 2</td>
<td>71 60 6</td>
<td>12 13 15</td>
<td>15 15</td>
<td></td>
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<tr>
<td><strong>Women's Other Sports</strong></td>
<td>6 3 1</td>
<td>1 2 5</td>
<td>1 2 3</td>
<td>3 2 1</td>
<td>2 7 7</td>
<td>1 1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2 1 3</td>
<td>57 53 6</td>
<td>8 14 3</td>
<td>199 176 30</td>
<td>24 26 3</td>
<td>47 54 3</td>
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</tbody>
</table>

Name of person completing this chart: Jeff Gerken  
Title: Assistant Director- Institutional Research