2006-2007
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT
Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1881
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 23813
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 1274
7. Highest level of academic degree offered: Ph.D
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: New England Association of Schools and Colleges
9. b. Date of most recent regional accreditation self-study: 2006
9. c. Current accreditation status: accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2007): I-FBS
2. Conference affiliation(s) or independent status (Academic Year 2007):

<table>
<thead>
<tr>
<th>Sport</th>
<th>Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Big East Conference</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Big East Conference</td>
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<tr>
<td>Football</td>
<td>Big East Conference</td>
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<tr>
<td>Men's Basketball</td>
<td>Big East Conference</td>
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<tr>
<td>Men's Cross Country</td>
<td>Big East Conference</td>
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<tr>
<td>Men's Golf</td>
<td>Big East Conference</td>
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<tr>
<td>Men's Ice Hockey</td>
<td>Atlantic Hockey Association</td>
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<tr>
<td>Men's Soccer</td>
<td>Big East Conference</td>
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<tr>
<td>Men's Swimming</td>
<td>Big East Conference</td>
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<tr>
<td>Men's Tennis</td>
<td>Big East Conference</td>
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<tr>
<td>Men's Track, Indoor</td>
<td>Big East Conference</td>
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<tr>
<td>Men's Track, Outdoor</td>
<td>Big East Conference</td>
</tr>
<tr>
<td>Softball</td>
<td>Big East Conference</td>
</tr>
<tr>
<td>Women's Basketball</td>
<td>Big East Conference</td>
</tr>
<tr>
<td>Women's Cross Country</td>
<td>Big East Conference</td>
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</tbody>
</table>
3. Athletics program structure ('X' all that apply):

   ___ one combined athletics department
   ___ separate men's and women's departments
   ___ incorporated unit separate from institution
   ___ department within a physical education division

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program.

   Not applicable

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

   On May 31, 1979, the University of Connecticut became a charter member of the Big East Conference.

   On June 1, 2000, the University of Connecticut made an official declaration to change its Football Divisional Classification from the NCAA Football Championship Subdivision (formerly Division I-AA) to the Football Bowl Subdivision (formerly Division I-A) and, in doing so, became a member of the Big East Conference in the sport of football. The University officially became a member of the Big East Football Conference during the 2004-05 academic year.


   The home of the University of Connecticut football, Rentschler Field, opened on August 30, 2003. The newest and most modern college football stadium in the country has regularly hosted sellout crowds of 40,000 over the past four seasons.

   The on-campus home for the University of Connecticut Men's and Women's Ice Hockey teams, the Mark Edward Freitas Ice Forum (capacity-2,000), opened on November 7, 1998. The on-campus football and indoor training facilities, The Burton Family Football Complex and Mark R. Shenkman Training Center, opened in the summer of 2006.

Previous Certification Self-Study

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

   Previous orientation visit - November 1997
   Campus evaluation visit conducted by peer review team members - January 26-29, 1999
2. Initial certification-status decision rendered by the NCAA Committee on Athletics Certification (and date):

The NCAA Committee on Athletics Certification determined that the University should be certified at a meeting held on July 28-30, 1999. In addition, the Committee required the University to:

1) modify the mission statement of the Division of Athletics to ensure that it addresses the support of equitable opportunities for all students and staff, including women and minorities, and

2) provide analysis and explanation regarding the difference of the academic profile/graduation rate of male basketball student-athletes and other student-athlete subgroups.

The University complied with both requirements within the designated time period of June 1, 2000. The Committee on Athletics Certification affirmed satisfactory compliance with both requirements at a meeting held on July 19-21, 2000 and written notice was provided to the University on August 21, 2000.

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

There have been no subsequent actions or changes in certification status made by the NCAA Committee on Athletics Certification.

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

Dr. Peter Nicholls - Provost and Executive Vice President for Academic Affairs
Dr. Barry Feldman - Vice President/Chief Operating Officer
Dr. Veronica Makowsky - Vice Provost for Undergraduate Education & Regional Campus Administration
Dr. Suman Singha - Vice Provost for Academic Administration
Dr. Gregory Anderson - Vice Provost for Research and Dean of the Graduate School
Brinley Franklin - Vice Provost for University Libraries
Lorraine Aronson - Vice President/Chief Financial Officer
Dr. R. Ronald Schurin - Executive Assistant to the President/Executive Secretary to the Board of Trustees
Thomas Callahan - Associate Vice President for Administration/Operations Services
Dr. John Saddlemire - Vice President for Student Affairs
Jeffrey A. Hathaway - Director of Athletics
Neal S. Eskin - Executive Associate Director of Athletics
Paul S. McCarthy - Senior Associate Director of Athletics/Administration
Vaughn Williams - Associate Athletic Director/Facilities Management and Planning
Donna Munroe - Associate Vice President/Human Resources
Dr. Lee Williams - Dean of Students
Lee Melvin - Director, Undergraduate Admissions
Dr. K. Michael Walker - Director, Office of Audit, Compliance & Ethics
James Donohue - Assistant Director of Athletics/Executive Director of the UConn Club
Alicia Alford - Assistant Director of Athletics/Rules Education and Compliance
Kyle Kravchuk - Assistant Director of Athletics/Ticket Operations
Timothy Wise - Director of Facility Maintenance
Dr. Scott Brown - Professor & Director, Educational Psychology/Faculty Athletics Representative to the President
Michael Enright - Associate Director of Athletics/Communications
Dino Matteisich - Senior Associate Director of Athletics/Internal Operations
Maureen O'Connor - Assistant Director of Athletics/Business Services
David Evan - Assistant Director of Athletics/Marketing and Corporate Relations
Dana McGee - Director, Office of Diversity and Equity
Jean Main - Director, Financial Aid Office
Dr. Robert H. Hoskin - Associate Professor, School of Business
M. Dolan Evanovich - Vice Provost for Enrollment Management
5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution’s previous certification self-study:

On June 1, 2000, the University of Connecticut made an official declaration to change its Football Divisional Classification from the NCAA Football Championship Subdivision (formerly Division I-AA) to the Football Bowl Subdivision (formerly Division I-A) and, in doing so, became a member of the Big East Conference in the sport of football. The University officially became a member of the Big East Football Conference during the 2004-2005 academic year.

In 2005-2006, the Big East added five new members to increase its membership to sixteen: University of Cincinnati, DePaul University, University of Louisville, Marquette University and the University of South Florida.

In the 2000-01 academic year, the University added Women’s Ice Hockey as an intercollegiate sport. The Women’s Ice Hockey team is a member of the Hockey East Conference.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Ronald Schurin


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

   1. The Self-Study Steering Committee and the three subcommittees included a total of 66 individuals, of whom 16 are faculty members; 14 are academic administrators (many on leave from regular faculty positions); 7 are administrators from outside Athletics with responsibility for budget, finance or operations; 7 represent student affairs units or cultural centers; 6 are students (including 5 student-athletes); 2 are alumni; 1 is a trustee; and 1 represents the UConn Foundation. The President is a member and the Executive Assistant to the President serves as Steering Committee Chair. The remaining 12 members are affiliated with the Division of Athletics and include coaches and administrators.

   2. The subcommittees met with key administrators in areas affecting intercollegiate athletics, surveyed student-athletes through an anonymous written survey, and also met with a focus group of student-athletes. Information about the Self-Study was disseminated on a website; a preliminary draft was posted and included opportunity for comment. A public hearing was held after the Steering Committee penultimate draft was made public. In addition, special mention and request for input was made to the Board of Trustees (BOT) and the University Senate early in the process, and the Self-Study was submitted for final approval by the BOT.

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

   UNIVERSITY OF CONNECTICUT
   NCAA CERTIFICATION SELF-STUDY WORKPLAN
   September 28, 2006

   1. OBJECTIVES

   The University of Connecticut has six major objectives in developing our NCAA Division I Athletics Certification Self-Study:

   1. To document substantial compliance with each of the NCAA certification standards.

   2. To bring to light and focus attention on any areas in which compliance is less than complete or where our ability to maintain full compliance requires additional attention, resources, and/or oversight.

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3. To determine whether our program of intercollegiate athletics is consistent with the academic mission of the University.

4. To assure that the program of athletics is well administered, under appropriate presidential and governing board guidance.

5. To increase the level of knowledge concerning UConn's program of intercollegiate athletics by all members of the community including, particularly, faculty and students not currently involved with the athletic program.

6. To provide a concise, readable, and accurate depiction of the status and goals of the intercollegiate athletic program at our institution.

II. INSTITUTIONAL PLANS AND REQUIRED ACTIONS FROM UCONN'S PRIOR SELF-STUDY AND ACCREDITATION

During its July 28-30, 1996 meeting, the NCAA Committee on Athletics Certification considered recommendations of the institution and the peer-review team and determined that the institution shall be required to:

1. Modify the mission statement of the institution's athletics department to ensure that it contains all the elements of the NCAA bylaw 23.2.1.1 (Institutional Mission); specifically ensure that it addresses the support of equitable opportunities for all students and staff, including women and minorities, as well as, provide the appropriate internal and external campus constituents (e.g., faculty senate, student government association, etc.) with the opportunity to review and amend (if necessary) the athletics department mission statement. This modification was accommodated with the addition of new language to the mission statement in May 2000 and was accepted by the NCAA Division I Committee on Athletics Certification during its July 19-21, 2000 meeting.

2. Analyze, explain, and address by appropriate institutional authorities the difference between the academic profiles and graduation rates of male basketball student-athletes and other various student-athlete subgroups. The institution shall develop specific plans for improvement where needed.

III. FUNCTION AND COMPOSITION OF STEERING COMMITTEE AND SUBCOMMITTEES

A. STEERING COMMITTEE

1. Function: The Steering Committee will review all drafts of subcommittee reports, appendices, and, ultimately, the full report to assure complete response to NCAA standards and fulfillment of the goals outlined in (I) above. Steering Committee members will make both substantive and editorial changes to report drafts and will be asked to give final approval of the Self-Study document prior to its approval by our President and BOT and submission to the NCAA.

2. Composition: The President of the University has appointed the Steering Committee. The Chair of the Steering Committee is the Executive Assistant to the President, who is a member of the senior management team and has regular access to the President. Members of the Committee include the President, a member of the BOT, the Director of Athletics (AD), the Associate Director of Athletics (who is the senior women's administrator (SWA) in the Division of Athletics), the Chair of the University Senate Executive Committee, the Faculty Athletics Representative (FAR) to the President, the Chairs of the three Self-Study subcommittees, other faculty, students, a representative of alumni, and others. The Steering Committee thus includes a broad cross-section of the University.

B. SUBCOMMITTEES

There are three subcommittees, reflecting the three key standards: Governance and Commitment to Rules Compliance; Academic Integrity; and Equity and Student-Athlete Well-Being (ESAW). Each subcommittee will include 10-20 members.

The subcommittees will collect and review all relevant documents and other quantitative and qualitative data now available or developed by the University's Office of Institutional Research or other appropriate offices (e.g., Human Resources), interview faculty, students (including but not limited to student-athletes), administrators, and, where relevant, external individuals, and develop preliminary reports responsive to the prescribed Self-Study outline. There may be open hearings of the subcommittees but, if not, there will be other mechanisms to assure broad opportunity for community input.

The subcommittee reports will be reviewed and, where necessary, modified by the Steering Committee, returned to the subcommittee, and reworked by the subcommittee for final review and approval by the Steering Committee.
In each case, the subcommittees are drawn predominantly from outside the Division of Athletics but include members of the Division. All members of all subcommittees will have full access to information relevant to the Self-Study process.

The Steering Committee and the subcommittees will, with the assistance of clerical support provided by the Division of Athletics, maintain meeting minutes and records of attendance. Individuals assigned to complete drafts of subcommittee reports, the final reports, and the full Self-Study will be clearly identified throughout the process.

STEERING COMMITTEE

Dr. Philip E. Austin - President
Dr. Ronald Schurr - Executive Assistant to the President/Executive Secretary to the Board of Trustees/Chair, Steering Committee
Michael Martinez - Trustee, UConn Board of Trustees
Dr. Robert Hoskin - Associate Professor, School of Business/Chair, President's Athletic Advisory Committee
Jeffrey A. Hathaway - Director of Athletics
Dr. Scott Brown - Professor & Director, Educational Psychology/Faculty Athletics Representative to the President
Dr. K. Michael Walker - Director, Office of Audit, Compliance & Ethics
Lorraine Aronson - Vice President and Chief Financial Officer
Dr. Suman Singha - Vice Provost for Academic Administration
Dana McGee - Director of Diversity and Equity/Chair, Subcommittee on Equity & Student-Athlete Well-Being
Dr. John Saddlemiere - Vice President for Student Affairs
M. Dolan Evanovich - Vice Provost for Enrollment Management
Donna Munroe - Associate Vice President/Human Resources
Dr. David Woods, Dean - School of Fine Arts
Patricia Babcock - Associate Director of Athletics/Senior Women's Administrator
Paul McCarthy - Senior Associate Director of Athletics/Administration
Dr. John DeWolf - Professor, Civil and Environmental Engineering/Chair, University Senate Executive Committee
Dr. Carol Polifroni - Interim Dean, School of Nursing/Chair, Subcommittee on Academic Integrity
Dr. Steven Jarvi - Assistant Vice Provost/Chair, Subcommittee on Governance & Commitment to Rules Compliance
Dr. Francis Archambault - Emeritus Professor, Neag School of Education
Paul Young - UConn Club
Janet Williams - Student-Athlete, Women's Lacrosse/President Student Athletic Advisory Committee
Matthew Chase - Student

SUBCOMMITTEES

GOVERNANCE AND COMMITMENT TO RULES COMPLIANCE

Dr. Steven Jarvi - Assistant Vice Provost/Chair, Subcommittee on Governance & Commitment to Rules Compliance
Dr. Ronald Schurr - Executive Assistant to the President/Executive Secretary to the Board of Trustees
Dr. John DeWolf - Professor, Civil and Environmental Engineering/Chair, University Senate Executive Committee
Dr. Scott Brown - Professor and Director, Educational Psychology/Faculty Athletics Representative to the President
Paul McCarthy - Senior Associate Director of Athletics/Administration
Dr. K. Michael Walker - Director, Office of Audit, Compliance & Ethics
Dr. Debra Kendall - Professor, Molecular and Cell Biology, and Associate Dean, College of Liberal Arts & Sciences
Dr. Susan Spiggle - Associate Professor, Marketing
Dr. Carl Maresh - Professor and Department Head, Kinesiology
Dr. Yuhang Rong - Assistant Dean, Neag School of Education
Dana Wilker - Assistant Vice Provost
Dr. Jason Itzarry - Assistant Professor in Residence
Roxanne Roy - Senior Financial Planning Analyst, Office of the Chief Financial Officer
Michael Martinez - Trustee, UConn Board of Trustees
Holly Strauss - Head Women's Volleyball Coach
James Penders - Head Baseball Coach
William Shults - Associate Director Athletics/NCAA Rules Education & Compliance
Ellis Gauden - Student-Athlete, Men's Football/Men's Track
David Vance - Vice President for Finance and Controls, UConn Foundation
M. Dolan Evanovich - Vice Provost for Enrollment Management
ACADEMIC INTEGRITY

Dr. Carol Polifroni - Interim Dean, School of Nursing/Chair, Subcommittee on Academic Integrity
Dr. Ronald Schurin - Executive Assistant to the President/Executive Secretary to the Board of Trustees
Paul McCarthy - Senior Associate Director of Athletics/Administration
Dr. Scott Brown - Professor & Director, Educational Psychology/Faculty Athletics Representative to the President
Dr. David Woods - Dean, School of Fine Arts
Dr. Veronica Makowsky - Vice Provost for Undergraduate Education & Regional Campus Administration
Bruce Cohen - Director, Counseling Program for Intercollegiate Athletes
Alicia Alford - Assistant Director of Athletics/Rules Education & Compliance
Karl Schilling - Student-Athlete, Men's Soccer
Jennifer Sanford Wendry - Head Rowing Coach
Dr. Linda Strausbaugh - Professor, Molecular and Cell Biology
Dr. Jeffrey Von Munkwitz-Smith - University Registrar
Dr. James Henkel - Assistant Vice Provost and Associate Dean of the Graduate School
Dr. Lawrence Gramling - Assistant Professor, Accounting
David Oulomette - Executive Program Director, First-Year Programs
Dr. Lee Williams - Dean of Students
Lee Melvin - Director, Undergraduate Admissions
Patrick Sellers - Director, Men's Basketball Operations
Dr. Mary Doyle - Professor and Head, Curriculum and Instruction
Dr. Jeffrey Ogbar - Associate Professor, History/Director Institute for African-American Studies
Frank Wunschel - Senior Data Base Administrator, Institutional Research
Dr. Kristin Schweiz - Associate Professor, Plant Science
Brendan Bayers - Student-Athlete, Men's Ice Hockey

EQUITY AND STUDENT-ATHLETE WELL-BEING

Dana McGee - Director, Office of Diversity & Equity/Chair, Subcommittee on Equity & Student-Athlete Well-Being
Dr. Ronald Schurin - Executive Assistant to the President/Executive Secretary to the Board of Trustees
Dr. Scott Brown - Professor & Director, Educational Psychology/Faculty Athletics Representative to the President
Paul McCarthy - Senior Associate Director of Athletics/Administration
Jackie Van Heast - Associate Professor, Kinesiology
Robert Hurd - Associate Vice President, Public & Environmental Safety
Angele Rola - Director, Asian-American Cultural Center
Dr. Nancy Rodriguez - Associate Professor, Nutritional Sciences
Dr. Mark Boyer - Professor, Political Science
Lyndon Johnson - Assistant Football Coach
Cary O'Brien - Assistant Women's Soccer Coach
Patricia Babcock - Associate Director of Athletics/Senior Women's Administrator
Patricia Bostic - Executive Director, Recreational Services
Dr. Willena Price - Director, African-American Cultural Center
Michael Kurland - Director, Student Health Services
Kathleen Sanner - Nurse, Coordinator, Student Health Services
Brittany Hunter - Student-Athlete, Women's Basketball

IV. IDENTIFICATION OF INSTITUTION'S CAMPUS LIAISON

The University’s Campus Liaison will be Paul McCarthy, Senior Associate Director of Athletics/Administration. Mr. McCarthy will supervise staff in the Division of Athletics who will oversee administrative and related aspects of the Self-Study and later the campus site visit. Mr. McCarthy's contact information is:

Paul McCarthy
Senior Associate Director of Athletics/Administration
University of Connecticut
Division of Athletics
2095 Hillside Road, Unit 1173
Storrs, CT 06269-1173
(860) 886-2725
paul.mccarthy@uconn.edu
V. IDENTIFICATION OF INDIVIDUAL RESPONSIBLE FOR WRITING THE SELF-STUDY REPORT

The primary individual responsible for writing the Self-Study report will be Dr. Ronald Schurin, Executive Assistant to the President. Dr. Schurin will be heavily assisted by the Steering Committee and the subcommittee chairs.

VI. OUTLINE AND SCHEDULE FOR COMPLETING THE SELF-STUDY

A tentative schedule is as follows:


September 28, 2006: Submission of workplan to NCAA.

October 10, 2006: Preliminary meeting of Steering Committee.

October 19, 2006: NCAA orientation teleconference for Steering Committee, subcommittee chairs, and some subcommittee members.

October-November, 2006: The Division of Athletics and the Office of Institutional Research, in conjunction with the Office of the Registrar and other relevant University units, will develop and disseminate data required for the Self-Study.

November-December 2006: Subcommittees meet, develop "micro" workplans, review data, schedule and conduct interviews. Subcommittee chairs provide weekly updates to Chair of the Steering Committee.

December 2006: The Steering Committee reviews subcommittee reports to assure that all operating principles are addressed in a complete and accurate manner.

January 2007: Subcommittees draft reports, which include recommendations for improvement.

February 2007: Subcommittees submit reports to Steering Committee. Steering Committee reviews to assure consistency and completeness and where necessary asks subcommittees for revisions.

February 2007: Steering Committee presents draft to University community via website, and holds public hearing(s) for members of the University community. Plans for improvement are included in this draft.

February-March 2007: Steering Committee finalizes Self-Study, including plans for strengthening and improvement.

April 2007: Self-Study reviewed by President (a member of the Steering Committee) and BOT.

April 2007: Self-Study presented to NCAA.

VII. PLANS FOR INVOLVING CONFERENCE OFFICE OR OTHER EXTERNAL ENTITIES

The University will work in appropriate collaboration with the Big East Conference at all stages of the Self-Study process. Joseph D'Antonio, Associate Commissioner for Compliance and Governance of the Big East Conference, will attend sessions of the Steering Committee. In addition, the University retains the services of Lamar Daniel, Inc., a Gender Equity/Sports Consultant for Title IX Compliance and Bond, Schoeneck & King, LLP for legal consulting service for NCAA Compliance. The University committees will review the work product/documents produced by Lamar Daniel, Inc. and Bond, Schoeneck & King, LLP as necessary to complete the Self-Study. The University of Connecticut Alumni Association and the University of Connecticut Foundation will also be represented by individual participants on the Self-Study subcommittees.

VIII. INSTITUTIONAL GUIDELINES FOR WRITING AND EDITING THE SELF-STUDY

1. The Division of Athletics will set aside a room for all Self-Study documents, which will be accessible to members of the Steering Committee and subcommittees.

2. The Office of Institutional Research will dedicate one staff member to virtually full-time work to meet the Self-Study's data needs.

3. The Division of Athletics will provide all necessary photocopying and related services. The Division will also reserve rooms for meetings, including any public meetings.
4. The Division of Athletics will provide clerical staff support for each of the subcommittees and the Steering Committee.

IX. PROCESS FOR REVIEWING SUBCOMMITTEE AND STEERING COMMITTEE DRAFT REPORTS

See item (III) above.

X. PROCESS FOR DEVELOPING THE FINAL SELF-STUDY REPORT, INCLUDING EVALUATION OF SELF-STUDY RESPONSES AGAINST NCAA OPERATING PRINCIPLES AND INSTITUTION’S PLANS FOR IMPROVEMENT

In addition to the actions described above (principally under Item III), the President will ask the President’s Athletic Advisory Committee (PAAC) to review the Self-Study closely and determine its completeness, accuracy, and reflection of the institution’s goals. The BOT will also hear a presentation on the Self-Study in the spring of 2007 and review the report on its completion in draft form.

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

The following steps are planned:

1. The President will highlight the Self-Study in his fall 2006 report to the University Community.
2. The University’s weekly publication, the Advance, will carry several stories on the Self-Study.
3. The University’s website will include a link to a website created for the Self-Study activity, which will include an outline of standards, a schedule (including notice of meeting times and locations), and, as work progresses, penultimate drafts.
4. The President has outlined the process, goals and objectives of the Self-Study and recertification process to the BOT and will keep the Board apprised of the Steering Committee’s work.
5. The Chair of the Steering Committee will present an oral report to the University Senate, and provide written updates as the Committee proceeds with its work.
6. The Steering Committee tentatively plans a day-long opportunity for members of the University community to present their views in person. Written communications will also be solicited.

XII. CONDUCTING PEER-REVIEW TEAM VISIT

Logistical aspects of the peer-review team visit (travel, lodging, office space and computer support) will be handled by the Division of Athletics, under the direction of Senior Associate Director of Athletics/Administration, Paul McCarthy.

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

The following Mission Statement was adopted by the University of Connecticut Board of Trustees on April 11, 2006.

The University of Connecticut is dedicated to excellence demonstrated through national and international recognition. As Connecticut’s public research university, through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach. Through our focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state’s flagship public university, and as a land and sea grant institution, we promote the health and well being of Connecticut’s citizens through enhancing the social, economic, cultural, and natural environments of the state and beyond.

University of Connecticut
Division of Athletics
Mission Statement
Enhancing the mission of the University of Connecticut to pursue excellence in higher education, the Division of Athletics provides a broad-based program of intercollegiate athletics and recreational services that reflect the interests of the University community.

The Division of Athletics embraces, supports, and is committed to:
- the academic success of its student-athletes, their general welfare, and their integration into the wider University community
- compliance with federal and state law, and university, NCAA, and conference regulations
- the highest standards of integrity and ethics and the principles of sportsmanship
- the University's comprehensive commitment to diversity and equity
- fostering social responsibility and leadership among its student-athletes
- operational excellence and fiscal responsibility
- providing the highest possible quality facilities and equipment for intercollegiate athletics and recreational services
- open communication between the Division of Athletics and other University constituencies.

Through its programs of intercollegiate athletics, recreational services, and community outreach, the Division of Athletics enhances student and staff experiences and contributes to the quality of life.

4/21/05
Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

The one "corrective action" called for in this section was development of a Mission Statement, which would have as its intended end result provision to the Division of Athletics staff (and others involved with intercollegiate athletics at the University of Connecticut) a clear statement of the direction of the division. Responsibility for this task was assigned to the PAAC, working with the administration and staff of the Division of Athletics and the FAR. The deadline for completion was May 2000. This deadline was met, and subsequent revisions have been adopted since then (the most recent in 2005).

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

In addition to the item cited in (1) above, the University identified two areas for improvement relevant to this standard. First, the University determined a need to revise our governing document (the University of Connecticut Laws and Bylaws) to clarify the responsibility of the President regarding the Division of Athletics, and the direct reporting relationship of the AD to the President. The President's Office developed an amended bylaw, which was approved by the BOT on April 13, 1999. Second, the University identified the need to develop a formal process for appointment to the PAAC, in order to assure that this body is broadly representative of the campus community. The President's Office, working with the AD and Division of Athletics staff, the FAR, and the PAAC, worked on creating this process. Though these processes are clearly understood across the University community (e.g., the University Senate routinely nominates members for the President's consideration, as does the Alumni Association), the Self-Study Steering Committee recommends development of a clear written policy to guide future members of these bodies.

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

There are none.

4. Describe how the institution's governing board decisions are consistent with those of other on-campus units. Based upon the institution's experience in the last three years, list the decisions (if any) related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved.
The University of Connecticut Laws and By-Laws vest corporate authority in the University's BOT and mandate the Board to determine the general policies of the University, make laws for its government, manage its investments, and direct the expenditure of funds. Working through the relevant committees (primarily including Financial Affairs and Institutional Advancement), the Board oversees policies regarding intercollegiate athletics in the same manner as it oversees other aspects of the University's operation. Specifically, the BOT approves a biennial operating budget (adjusted on an annual basis and as needed) that reflects expenditures and revenues, consults with the President on major appointments including the AD and compensation arrangements, approves facilities plans and budgets, particularly in the context of the University's overall multi-billion dollar infrastructure improvement program, reviews external fundraising for all units, including the Division of Athletics, and oversees matters pertaining to Athletics Conference participation. The BOT is briefed and consulted in executive session on significant litigation relating to the Division of Athletics, as on litigation matters pertaining to other units of the University.

The PAAC includes, as a permanent position, a member of the BOT. A BOT member served on the Self-Study Steering Committee.

Specific decisions during 2004-07 which the BOT played a key role are listed below. Where relevant, Board minutes citations are included. It is important to note that Board consideration of major personnel and expenditure items is not pro forma, but generally reflects briefings and discussion both at and prior to Board meetings.

1. Consultation with the President regarding terms of employment of the AD (recruited in 2003, but contract negotiations concluded in 2004).
2. Approval of capital budget for FY 2004-05 and relevant bonding issuances, incorporating an acceleration of the timetable for the University’s Intramural, Recreational and Intercollegiate Facilities project (The Burton Family Football Complex and Mark R. Shenkman Training Center). (Board Minutes, March 23, 2004, p. 8649.)
4. Approval of final Budget totaling $45,597,000 for the Intramural, Recreational and Intercollegiate Facilities (The Burton Family Football Complex and Mark R. Shenkman Training Center) and approval of the final budget for $900,000 for North Hills Road Tennis Courts to replace courts displaced by The Burton and Shenkman projects. (Board Minutes, August 2, 2005, p. 8760.)
5. Approval of various deferred maintenance and renovations expenditures pertaining to the Division of Athletics, including some (e.g., Field House roof replacement) that impact intercollegiate athletics (Board Minutes, September 20, 2005, p. 8795).
6. Increase the Intramural, Recreational and Intercollegiate Facilities project (The Burton Family Football Complex and Mark R. Shenkman Training Center) by $8,200,000. (Board Minutes, June 20, 2006, p. 8884.)
7. Approval of revised final budget for The Burton Family Football Complex and Mark R. Shenkman Training Center of $48,777,660. (Board Minutes, September 26, 2006, p. 8898.)
8. Approval of Division of Athletics operating budgets for all years.
9. Assurance that all matters affected by State of Connecticut ethics regulations are applied appropriately to Athletics activities (e.g., access to tickets for intercollegiate games).
10. Review of all aspects of UConn conference relationships in the context of Big East changes in 2004-05. The Board was briefed in Executive Session by the President and by the Assistant Attorney General of the State of Connecticut, and consulted on litigation goals and strategy. The Board approved by consensus the final settlement of legal issues involved.

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

The University of Connecticut Laws and Bylaws state (Article VII, section 4) that "the Division of Athletics is directly responsible to the President."

The President appoints, evaluates, and adjusts compensation for the AD, who reports directly to the President. The AD participates in the weekly Senior Administrative Staff meetings and either meets with or talks to the President by telephone at least two or three times each week. The President is directly engaged in all major personnel, budgetary, facilities and fundraising decisions, and through his designee (the Executive Assistant to the President) approves all significant financial and personnel transactions.

The President has been significantly involved in the following major decisions related to intercollegiate athletics over the past three years:
1. Terms of employment for the AD and the coaches of all major sports. The President has approved compensation and all other aspects of the University's contractual relationship with these officials.

2. Determination of the Division of Athletics operating budget request to the BOT.

3. Determination of all issues involving the Division's building program, including funding requests submitted to the BOT.

4. Determination of the Division of Athletics' external fundraising priorities and the Division's priority ranking within the University's overall fundraising campaign.

5. Determination of applicability of State of Connecticut ethics requirements to specific aspects of Division of Athletics operations (e.g., ticket policy), as part of the overall oversight of University ethics issues.

6. Determination of the annual list of issues for focus by the PAAC. In the past three years, this list has included the academic progress of student-athletes, facilities utilization issues, and overall assurance of continued monitoring and compliance with all NCAA policies and regulations.

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

The President, in conjunction with the BOT, has ultimate authority for the Division of Athletics. When appropriate, the President consults with the BOT. Major issues are presented to the BOT for review, discussion or approval.

The AD reports to the President and serves as a member of the Senior Administrative Team that meets with the President weekly. As is the case with all the members of the President's Senior Administrative Team, the AD consults with the President on major decisions related to staffing, budget and policy. The AD relies on senior staff within the division to assist with long-term planning and oversight of day-to-day operations.

The PAAC makes recommendations to the President on all matters related to athletics. The specific responsibilities of the PAAC include:

1. To promote an understanding of intercollegiate athletics among all members of the University community.
2. To maintain and foster a clear commitment to academic integrity within the University athletic program.
3. To ensure as a priority the commitment to the student-athlete in all athletic activities.
4. To participate in and provide advisory support for the establishment, maintenance, and interpretation of athletic policies.
5. To provide counsel to the President, BOT, AD, and University Senate concerning matters of athletic policy formation, budgetary planning, educational programming, staff development, and athletic scheduling.
6. To provide counsel to the FAR in matters of student-athlete eligibility, "standing of students" actions, general student-athlete academic advancement and NCAA legislative proposals.
7. To participate in and review the results of periodic institutional departmental Self-Study processes, including the NCAA-required institutional athletics Self-Study.

These responsibilities cover all aspects of these programs, including their impact on the University community and the general public. The PAAC plays a major role in developing and stating the policy goals and program priorities that guide the Division of Athletics. For example, the PAAC drafted the mission statement for the Division of Athletics. The PAAC also charged with promoting an understanding of the athletic program and encouraging excellence in academics and athletics, which in turn supports the University's overall commitment to excellence. In support of this expectation, the PAAC conducts regular small group meetings with faculty and staff to encourage feedback on Division of Athletics. The PAAC may recommend policy or regulation changes to the NCAA, University Senate, or other University governing bodies. It may advise the AD on matters regarding program evaluation, divisional policies, and divisional operations, as he may request. It also undertakes specific projects as required by the President and is free to consider any other issues that relate to its basic mission.

The Chair of the PAAC, with advice from a PAAC Executive Committee, selects the chair of the standing subcommittees and appoints each subcommittee after soliciting volunteers from the PAAC membership. Members of the subcommittees receive complete information on all relevant areas upon request. Whenever expertise from within or outside the University is deemed necessary, every effort is made to provide it. Every opportunity for full discussion of each proposal is provided prior to taking action. Each subcommittee has the opportunity to present an update of its activity at every PAAC meeting; annual reports of all subcommittees are given at the last meeting of each academic year (normally April or May).

The standing subcommittees and their duties follow:
ACADEMIC SUBCOMMITTEE
The general purpose of the Academic Subcommittee is to ensure that appropriate academic standards are established and maintained for all student-athletes. The subcommittee is charged to bring forward recommendations to the PAAC pertaining to the following areas:
  a. Policies and procedures regarding standards and criteria for admission of student-athletes.
  b. Policies and procedures regarding standards and criteria for continuing eligibility of student-athletes.
  d. Academic support services.
  e. Retention and graduation rates.
  f. Policies regarding scheduling and practice times.
  g. Policies regarding post-season and tournament participation.

BUDGET AND FACILITIES SUBCOMMITTEE
In general, this subcommittee is charged to monitor activities of the Division of Athletics pertaining to budget and facilities. The subcommittee is charged to bring forward recommendations to the PAAC pertaining to the following areas:
  a. The preparation of the Division's budget by the AD.
  b. Policies regarding the development and utilization of athletic and recreation facilities.
  c. Policies regarding the number and distribution of grants-in-aid.
  d. Policies and criteria regarding which sports are to be certified as intercollegiate sports.
  e. Policies for athletic event price schedules, seating priorities and ticket allocation.
  f. Financial audits of the Division of Athletics as well as the UConn Club and Student-Athlete Advisory Committee (SAAC).

STUDENT LIFE SUBCOMMITTEE
This subcommittee is concerned with non-academic aspects of student-athletes' involvement at the University. The subcommittee is charged to bring forward recommendations to the PAAC pertaining to the following areas:
  a. Personal and social development of all student-athletes relevant to their full integration into campus life.
  b. Policies for determining when health and other non-academic factors are used to restrict a student's involvement in intercollegiate athletics.
  c. Policies concerning the nature and type of health screening and drug testing to be used.
  d. Policies regarding housing assignments.
  e. Policies regarding grants-in-aid and retention of these awards.
  f. Policies regarding scheduling and practice times.
  g. Policies regarding post-season and tournament participation.

DIVERSITY AND EQUITY SUBCOMMITTEE
In general, this subcommittee helps the Division of Athletics ensure that the appropriate University standards are used to achieve and maintain its diversity and equity objectives. The subcommittee is charged to bring forward recommendations to the PAAC pertaining to opportunity and equity for women and minorities in the following areas:
  a. Employment policies and practices that affect female and minority employees in both coaching and athletic administration and support functions.
  b. Policies and practices affecting the welfare of female and minority student-athletes, in conjunction with the subcommittee on Student Life.
  c. Supportive and bias-free academic and workplace environments.
  d. Access to and provision of resources, facilities, programs, and services to female and minority student-athletes.
  e. Avenues and mechanisms for addressing concerns and soliciting input from student-athletes and employees.

INSTITUTIONAL CERTIFICATION AND COMPLIANCE SUBCOMMITTEE
In general this subcommittee monitors all aspects of the institutional certification process and compliance issues. The subcommittee is charged to bring forward recommendations to the PAAC pertaining to the following areas:
  a. Policies and procedures regarding proposed institutional certification.
  b. The University's compliance with the policies and procedures of the NCAA.
  c. New NCAA legislation.
  d. Policies and procedures regarding self-reporting.
  e. Policies and procedures regarding rules-education.
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FACULTY/STAFF RELATIONS SUBCOMMITTEE
The purpose of this subcommittee is to provide an information mechanism for communication between the faculty, staff, Division of Athletics, and the PAAC. Its specific functions include:
a. To provide a vehicle to disseminate information related to athletics to the faculty and staff.
b. To serve as a liaison for faculty and staff to present issues and opinions to the PAAC.

AD HOC SUBCOMMITTEES
With advice from the Executive Committee, the Chair of the PAAC may name ad hoc subcommittees when appropriate and will select chairs of these committees once volunteers from the PAAC membership have been solicited.

The members of the PAAC are appointed by the President of the University, who also appoints the chair. The NCAA constitution requires that a majority of the members be tenure-track faculty or administrators of the University. The NCAA FAR and the AD are also members of the PAAC. In addition to other appointed faculty members, the University Senate elects two faculty members from the Senate to serve on the PAAC. The membership also includes a member of the BOT, a representative of the Alumni Association, a representative of the UConn Club (usually the past President), a student who is a member of a varsity team, a student who is not a member of a team, and other alumni or friends of the University. The number of members is approximately 20 in order to meet the composition requirements. The appointments are for a fixed term, normally one year for students, and three years for others. Terms may be renewed at the discretion of the President.

The FAR reports directly to the President and is responsible for reviewing the status of NCAA compliance activities and academic integrity within the University. Specific responsibilities include:
1. Oversees investigating and reporting violations of NCAA regulations.
2. Oversees the certification process for academic eligibility of student-athletes.
3. Act as liaison between the institution and the NCAA and FARS Association.
4. Serve as advisor to the President on both internal and external athletic and academic issues.
5. Serve as an advisor to the Director of Athletics and as a liaison between the Division of Athletics and the University community.
6. Serve as an advisor to the President’s Office and the Division of Athletics on student-athlete related issues.
7. Serve as liaison between the Division of Athletics and the academic program of the University, particularly as an advisor to the Counseling Program for Intercollegiate Athletes (CPIA) and as a liaison between program participants and the faculty.
8. Assist student-athletes with academic, athletic and personal issues.
9. Assist the Director of Athletics in monitoring “representatives of athletics interests,” including the UConn Club, to ensure compliance with NCAA regulations.

In fulfillment of these responsibilities and others, the FAR holds regular meetings with the AD, and meets with the President at least once each semester, meets monthly with the Associate AD for Compliance (and the AD) regarding rules and academic integrity, and advises the President and PAAC on issues of academic integrity and institutional control and compliance.

The University Senate is involved with Athletics both indirectly through faculty representation on PAAC and the FAR and directly through its involvement with the Coalition on Intercollegiate Athletics (a group of representatives including more than fifty faculty senate leaders at schools that play Division I-A football). This group has collaborative relationships with the new NCAA leadership, the American Association of University Professors (AAUP), and the Association of Governing Boards, a national trustee organization. Its goal is to help concerned faculty find a national voice and to contribute momentum and ideas to the growing movement for college sports reform. The Coalition was prompted by efforts to initiate reforms made by university presidents of Bowl Championship Series (BCS) schools, and for this reason, it began by contacting colleagues at those schools. In preparation for a broadened agenda, the Coalition contacted faculty senate leaders in all other Division I-A schools, including those schools that compete in football as Independents (i.e., not members of conferences). The Coalition works through a Steering Committee of 13 members, which includes several school FARs, as well as present or recent senate leaders. The committee has drafted a plan for reform, moderate in the short term, but sustainable and comprehensive in its ultimate objectives, to address problems connected with academics, student welfare issues, costs, commercialization, and the governance of college sports. UConn’s representative attends the annual meetings of the coalition. In addition, the AD presents an Annual Report to the University Senate in the fall semester.

The University of Connecticut Foundation, Inc. ("Foundation") chartered in 1964 as a charitable, non-profit corporation, is recognized as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code. The
Foundation is separate and independent from the University of Connecticut and operates exclusively to promote the educational, cultural, recreational, and research facilities and activities of the University. The Foundation supports the University's pursuit of excellence in teaching, research, and public service primarily through raising and managing funds which benefit all campuses and programs of the University. The AD is a non-voting ex-officio member of the Foundation's Board of Directors.

The Foundation has been designated as the primary fundraising arm for the University. All contributions to athletics are deposited with the Foundation under the general title of the University of Connecticut Athletic Development Fund (UCADF), except corporate sponsorships, which are deposited with the University. Typically each athletic team has a separate fund with the Foundation for receiving deposits and making disbursements. It should be noted that Foundation staff, including Athletic Development staff, receive employment supervision and direction from the Foundation. The Foundation-Athletic Development employees work in close collaboration with the Division of Athletics. The Foundation staff provides the University with deposit and disbursement details from Foundation accounts for the annual NCAA financial audit.

The Student-Athlete Welfare and Academic Team (SWAT) brings together various campus constituents responsible for student-athlete academic development and oversight to enhance communication and share information critical to providing complete services to student-athletes. The UConn SWAT began in 2001 and is committed to enhancing the academic support of student-athletes' welfare, advocating for the student-athlete when needed and ensuring compliance with NCAA and University regulations so that student-athletes will be successful in their academic preparation, athletic participation and personal development while at the University of Connecticut. In addition, SWAT promotes cooperation among the various departments involved with student-athlete certification of eligibility and academic progress. This mission is carried out through monthly meetings during the academic year to discuss student life issues and concerns related to student-athletes' academic success. The units represented on SWAT include CPIA, Office of Compliance, Office of Financial Aid, Office of the Registrar/Degree Audit, Office of Institutional Research, the NCAA FAR, and the AD. A SWAT executive board includes the directors of each of these departments.

The SAAC is a University-recognized student organization and has a charter on file in the Student Union. The officers include: President, Vice President, Secretary, Community Service Chair, Chair, and Historian. The Vice President also serves as the Treasurer with the institution. Membership is voluntary. Generally, two representatives from each varsity sport are included (selected by their head coach), but other interested student-athletes may also become involved and are encouraged to join SAAC and attend regular meetings. The organization generally includes about 40-50 active members.

The SAAC meets monthly during the academic year. An Executive Board meets prior to each SAAC meeting and sub-committees meet as needed.

The Division of Athletics utilizes this student organization to elicit feedback from student-athletes and serve as a means of direct connection between student-athletes and the AD. The SAAC performs various community service projects and provides a link between campus life and the athletic administration.

There are some instances when major decisions regarding the athletics program are made or implemented following review and action by the Big East Conference, the Atlantic Hockey Association, the Hockey East Women's Conference, or the NCAA. Issues determined by these entities may include the negotiation and execution of television contracts, football bowl tie-ins, and the implementation of other academic, athletic, fiscal and miscellaneous provisions. The University participates in the decision-making of these bodies through the various governance mechanisms established for each, with development of institutional positions on major issues. These are typically formulated through a cooperative effort including the President, the BOT, the AD, the PAAC, the Vice President and Chief Financial Officer, the NCAA FAR, and the senior administrative staff of the Division of Athletics.

As is the case with any campus unit that includes a significant number of students and staff, the Division of Athletics interacts on a daily basis with a host of campus departments including but not limited to Human Resources, Residential Life, Accounting and Budget. Many of these offices identify specific individuals to act as liaisons with athletics to assist with decisions that would have a significant impact on the Division.

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

The athletics board at the University of Connecticut is the PAAC. The members are listed below.

Daniel Blume - Alumni Association
Dr. Mark Boyer - Professor, Department of Political Science
Dr. Scott Brown - NCAA Faculty Athletics Representative/Professor, Department of Educational Psychology
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Bruce Cohen - Director, Counseling Program for Intercollegiate Athletes
Dr. Robert Colbert - Assistant Professor, Department of Educational Psychology
Dr. Larry Gramling - Assistant Professor, Department of Accounting/ Senate Representative, Coalition on
Intercollegiate Athletics
Jeffrey A. Hathaway - Director of Athletics
Dr. Rob Hoskin - Associate Professor, Department of Accounting/Chair, PAAC
Dr. Jason Irizarry - Assistant Professor, Department of Education Curriculum and Instruction
Julius James - Student-Athlete Representative
Emily Karel - Student-Athlete Representative/Vice President, SAAC
Michael Martinez - Member, University BOT
Lee Melvin - Director, Undergraduate Admissions
Dr. Mayte Perez-Francisco - Director, Puerto Rican Latin American Cultural Center
Dr. John Saddlemire - Vice President for Student Affairs
Dr. Ronald Schum - Executive Assistant to the President and Executive Secretary to the BOT
Bill Shull - Associate Director of Athletics/NCAA Rules Education & Compliance
Dr. Eric Soulsby - Assistant Vice Provost, Undergraduate Education and Instruction
Dr. Susan Spiegel - Associate Professor, Department of Marketing
Dr. Linda Strausbaugh - Professor, Department of Molecular and Cell Biology
Dr. Jeffrey von Munkwitz-Smith - University Registrar, Division of Enrollment Management
Dana Wilder - Assistant Vice Provost
Frank Wunsche - Office of Institutional Research
Janet Williams - Student-Athlete Representative/President, SAAC
Paul Young - UConn Club
Dr. Steve Zinn - Professor, Department of Animal Science/Senate Representative

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

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

Evaluation

1. Does the institution demonstrate that the institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution? **Currently Yes**

2. Does the institution demonstrate that the president or chancellor is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**

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

1.2 Rules Compliance

Self-Study Items

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

There are none.

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

The University identified a need for enhanced education for the "Friends" programs, which are geared to supporters of teams. The goal was to enhance understanding of NCAA rules and University policies for leaders of these programs. The Associate Director of Athletics for Compliance and the Assistant Director of Athletics for Development were charged with implementing this recommendation. Initial implementation began immediately, and is an ongoing process. The University identified three additional issues related to governance as a result of the first cycle certification process, cited under standard 1.1 above. A mission statement for the Division of Athletics was created, the University of Connecticut Laws and Bylaws were changed to reflect the fact that the AD reports directly to the President, and a formal process of nominating members to the PAAC was created.

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

The University has strengthened its language in coaches’ contracts and letters of appointment to make even more clear the requirement for adherence to NCAA rules and regulations. This was completed prior to June 2000 and is ongoing.

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

The UConn Club is the umbrella organization for groups and individuals who support the athletics program at the University of Connecticut. It is recognized as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code. The UConn Club is governed by specific by-laws which outline the purpose, governance, membership, and finances of the organization.

The purpose of the UConn Club is to unite alumni and friends through their interest in University of Connecticut athletics, uphold the aims and policies of UConn and the NCAA, provide financial opportunities for student-athletes...
who qualify academically for assistance in accordance with NCAA rules and regulations, and carry on fund-raising for the UConn Athletic Development Fund and the UConn Club. Any alumnus or friend who annually supports the UConn Development Fund at a predetermined minimum level is automatically a member of the UConn Club. All members of the organization are entitled to attend and vote at annual meetings. The Board of Directors of the UConn Club has the right to revoke membership from individuals whose conduct is in violation of University of Connecticut and/or NCAA regulations or in any other manner jeopardizes the good standing of the University and/or the Division of Athletics.

The Executive Director of the UConn Club is an employee of the Division of Athletics. The Board of Directors is selected from the Club membership and each member serves a three-year term. Up to 10 new Board of Directors members are elected at the annual meeting. The AD, a University Alumni Association Representative, the NCAA-FAR and the Assistant Athletic Director/Executive Director of the UConn Club serve as non-voting ex-officio members.

All requests to the UConn Club for expenditures must be approved by the AD. The Board of Directors appoints a certified public accounting firm to conduct an annual compilation of its financial statements. In addition, the books and records are open to audit by the University to ensure compliance with NCAA regulations.

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

The President, under the oversight of the BOT, is responsible for the Department of Athletics. The AD is a member of the President’s senior staff team and is the individual ultimately responsible for rules compliance.

Under the direction of the AD, the University has a comprehensive compliance program designed to align with NCAA guidelines and principles, which ensures institutional control. Compliance efforts are proactive and include a comprehensive education effort provided to all University and non-University constituencies connected to athletics. Compliance efforts include a regular audit of policies and procedures by an independent agency.

Within the Division of Athletics, the Associate Athletic Director of NCAA Rules Education and Compliance is responsible for rules compliance. The Compliance staff also includes an Assistant Director of Rules Compliance and a Coordinator of Compliance and Financial Aid.

A thorough rules education effort is in place for individual coaches and team members. Individual coaches report to senior athletics staff and each coach is responsible for their assistant coaches.

The Office of Financial Aid and the Office of the Registrar have designated staff members involved in rules compliance efforts. The Admissions office is also involved in the initial certification efforts. These offices report to the Vice Provost for Enrollment Management, who reports to the Provost and Executive Vice President for Academic Affairs.

The CPIA works directly on student-athlete issues related to academic progress and personal development. The Director of CPIA reports directly to the Provost and Executive Vice President for Academic Affairs.

A major component of compliance is SWAT, discussed above under Operating Principle 1.1. As indicated, this team brings together the various campus constituents involved with student-athlete certification of eligibility and academic progress. Its members meet monthly to discuss individual student concerns and review policies and procedures related to compliance and rules education. The Chair of SWAT is the FAR, and both the AD and the Associate Athletic Director of NCAA Rules Education and Compliance are members. The units represented on SWAT include CPIA, Office of Compliance, Office of Financial Aid, Office of the Registrar/Dean of Student Affairs, and Office of Institutional Research.

The FAR is a critical component of rules compliance. Serving as an advisor to the President, the FAR reviews the status of compliance activities within the University on an annual basis, oversees the certification process and assumes responsibility, in conjunction with the AD, for investigating and reporting violations of NCAA regulations.
The Office of Compliance, part of the University Office of Audit, Compliance and Ethics, is charged with monitoring regulatory compliance activities across the University and promoting the use of best practices. As part of the University's implementation of best practices, a Compliance Officer has been identified, a University-wide Code of Conduct has been created and distributed to staff, and mandatory training is conducted for faculty and staff across the University. In addition, a University compliance committee has been established, and consists of representatives from all the regulatory compliance areas, including NCAA compliance. Through this committee, the Office of Compliance exercises oversight to ensure that appropriate policies and procedures, as well as a monitoring plan, are in place.

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

The Division of Athletics has clear and explicit expectations for all staff involved in rules compliance activities. These expectations are communicated directly through documents such as job descriptions and through a comprehensive educational effort provided to all Athletic Division staff.

Position descriptions for the administrative staff in the Division of Athletics include specific statements regarding rules compliance. The scope of the statement varies depending on the individual's specific responsibilities, but a typical example is as follows, "Remains current and ensures compliance with University, Conference and NCAA rules and regulations."

The employment agreement for coaches includes numerous references to rules compliance in general and NCAA legislation in particular. The following excerpt is one example:

"To recognize and comply with rules and official interpretations of the NCAA. Also, the Coach agrees to comply with the rules and regulations of any conference the (specific sport) program may become affiliated with during the terms of this Agreement. Also, the Coach shall reasonably endeavor to ensure through rules education sessions or other means that all assistant coaches and any other employees for whom the Coach is administratively responsible, comply with aforesaid policies, rules, and regulations. If the Coach has knowledge of any information that would reasonably be considered by a person in Coach's position, as a possible violation of NCAA legislation or rule of the (specific sport) conference with which the University is affiliated, the Coach shall immediately report such information to the AD, Associate Athletic Director, Compliance staff or the FAR."

The University completed negotiations in January of 2007 on a successor collective bargaining agreement which covers faculty as well as coaches. New contract language explicitly states in relevant part that:

Discipline shall be for just cause such as:
1. neglect of assigned responsibilities;
2. insubordination or noncompliance with the University of Connecticut Laws and By-Laws, (Revised June 2006), noncompliance with the Code of Ethics for Public Officials (Chapter 10 of the Connecticut Statutes), or with University, State, or Federal Regulations governing research or NCAA rules and regulations.

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

There are clear and explicit expectations for all University staff involved directly with rules compliance activities. These expectations are communicated directly through documents such as job descriptions and through a comprehensive educational effort.

The areas outside of athletics most directly involved with rules compliance are the CPIA, the Office of the Registrar and Financial Aid. All of the position descriptions for the individuals involved in these activities include statements
regarding rules compliance. They are also part of a regular rotation that sends staff to NCAA Rules Seminars for now training on three-year cycle refreshers. Specific examples are listed below:

CPIA COUNSELOR RESPONSIBILITIES
-Demonstrate knowledge of University and NCAA rules, regulations and course requirement.
-Provide Compliance Coordinator with necessary academic information as it pertains to NCAA rules.

FINANCIAL AID
-Awards athletic grants-in-aid in a manner compliant with University and NCAA rules and regulations and keeps up to date on NCAA legislation governing compliance and financial aid issues utilizing a variety of resources including conference attendance and training.
-Ensures compliance with NCAA regulations governing Athletic Grants-in-Aid.

REGISTRAR
-Keeps up-to-date on legislation governing the conduct of intercollegiate athletics programs pertaining to eligibility through NCAA rules and regulations. Keeps informed of University, state and conference by-laws, policies, rules and regulations that pertain to eligibility. Attends NCAA conferences and other training opportunities as requested.
-Keepts informed of NCAA by-laws, policies, rules and regulations that pertain to eligibility.

The Department of Human Resources is undertaking, in collaboration with Intercollegiate Athletics and the University departments involved with rules compliance to create specific criteria within performance evaluations that assess an individual's actions in relation to rules compliance.

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial-eligibility certification.</td>
<td>X</td>
</tr>
<tr>
<td>Continuing-eligibility certification.</td>
<td>X</td>
</tr>
<tr>
<td>Transfer-eligibility certification.</td>
<td>X</td>
</tr>
<tr>
<td>Financial aid administration.</td>
<td>X</td>
</tr>
<tr>
<td>Recruiting.</td>
<td>X</td>
</tr>
<tr>
<td>Camps and clinics.</td>
<td>X</td>
</tr>
<tr>
<td>Investigations and self-reporting of rules violations.</td>
<td>X</td>
</tr>
<tr>
<td>Rules education.</td>
<td>X</td>
</tr>
<tr>
<td>Extra benefits.</td>
<td>X</td>
</tr>
<tr>
<td>Playing and practice seasons.</td>
<td>X</td>
</tr>
<tr>
<td>Student-athlete employment.</td>
<td>X</td>
</tr>
</tbody>
</table>

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

The University has a comprehensive rules education effort, led by the Associate Athletic Director for NCAA Rules Education and Compliance. Rules education includes mandatory meetings for athletics staff, student-athletes, and University staff directly involved with NCAA compliance; published materials such as guidebooks, handbooks and a newsletter; and opportunities for training and review from external resources, including the NCAA.

The Division of Athletics has produced a number of formal timelines and procedures for rules education. The best example of the Division's coordinated and comprehensive approach to rules education is the NCAA Rules
Governance and Commitment to Rules Compliance

Education Series. The NCAA Rules Education Series consists of regular meetings for all of the constituencies involved with athletics. The number of meetings required and the specific emphasis of each meeting varies depending on the target group, but the philosophy behind the series is the same for everyone and is best represented by a phrase from the 2006-2007 rules series schedule: "It is the responsibility of the administrators, staff, coaches and student-athletes to follow NCAA, Big East Conference and University rules. The NCAA Rules Education Series is a component of the educational process to ensure institutional control and overall eligibility of student-athletes."

The requirements for attending the rules education series vary with position. Athletics administrators and staff attend a minimum of two yearly rules review meetings. Coaching staffs, including volunteers, are required to attend an NCAA rules review session and for some teams that includes a fall and spring meeting. Student-athletes attend three mandatory meetings throughout the year. Rules review meetings are offered for a variety of other departments including Sports Information, Office of Community Standards, Residential Life, Development, CPIA, the UConn Club, Marketing and Promotions, Admissions, Financial Aid and a number of other campus offices that work directly with student-athletes.

The SWAT, discussed above, plays a major role in rules education. This team brings together the various campus constituencies involved with student-athlete certification of eligibility and academic progress. SWAT members meet monthly to discuss individual student concerns and review policies and procedures related to compliance and rules education. Members attend NCAA Regional Seminars on a rotating basis to ensure that the entire group remains current with NCAA rules and regulations.

The Division of Athletics has produced a number of publications to assist with rules education. These include internal documents such as the Coaches Handbook, the compliance calendar, resources for a broader audience such as the PAW Newsletter and the NCAA Guidebook. All of these efforts are designed to provide accurate and up-to-date information while continuing to emphasize that rules compliance is a responsibility shared by the entire campus community. The website for the Division of Athletics also provides extensive information regarding rules compliance and provides contact information to the Office of Compliance staff.

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

The University has contracted with Bond, Schoeneck & King, PLLC from Overland Park, Kansas to conduct the University's annual rules compliance evaluation. The selection of Bond, Schoeneck & King, PLLC followed a comprehensive competitive bid process in August 2006 compliant with Connecticut law and administered by the University Office of Procurement Services. Bond, Schoeneck & King, PLLC were chosen because they are experts in the field of compliance and external to the University. The last comprehensive review was conducted in June 2005.

The results of the rules compliance evaluations are submitted to the President, the AD, the Associate Athletic Director for NCAA Rules Education and Compliance, and the FAR.

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

There were no "corrective actions" identified in the rules compliance program evaluation. The following statement from the Bond, Schoeneck & King evaluation summarizes the findings:

"In general the University's commitment and approach to full compliance with all NCAA rules and regulations from an athletics compliance perspective was found to be well established. The University has a large and comprehensive athletics compliance program, most notably in the areas of written systems and related measuring instruments, and appears to be in a position to continue to refine its athletic compliance program by focusing greater attention on the continued coordination of its compliance operations systems."

The most recent report did include a series of recommendations and a number of them have been implemented. For example, a formal job description has been created for the FAR, sub-committees of the PAAC have been created and their mission clearly defined, and the NCAA Guidebook is now distributed to all full-time UConn employees as well as UConn Club members.

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

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
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- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.
- (Rules Compliance) Policies and Procedures.

Evaluation

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

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

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

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

5. Does the institution demonstrate that at least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? Currently Yes
<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>Issues in the Self-Study</td>
<td>All individuals outside the Division of Athletics who have responsibilities associated with compliance with NCAA regulations will have statements regarding the importance of rules compliance in all letters of appointment or contracts, as appropriate. Job descriptions will also address compliance obligations as will performance evaluations.</td>
<td>The Department of Human Resources will collaborate with the Division of Athletics and the University departments involved with rules compliance to create specific criteria within performance evaluations that assess an individual's actions in relation to rules compliance.</td>
<td>Division of Athletics Human Resources Financial Aid Office of the Registrar</td>
<td>Completed by the end of the 2007-08 evaluation cycle.</td>
</tr>
</tbody>
</table>
Operating Principle

2.1 Academic Standards

Self-Study Items

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

There are none.

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

There are none.

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

There are none.

4. Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally. Be specific and, give careful attention to key decision points (e.g., establishment of admissions criteria, approval of, special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

The philosophy of the University of Connecticut is to admit only those students who have a reasonable expectation of graduating from our University.

PSAs (Prospective Student-Athlete) are admitted to the University via the same criteria and holistic application review as the general student body. All individuals interested in admission to UConn submit their credentials for consideration. Standard credentials include being a graduate of an approved secondary school, completing 16 units of work of which 15 must be college preparatory in nature (higher than the minimum required by NCAA), being in the upper half of their high school graduating class, and having achieved an appropriate score on the SAT or ACT (UConn Undergraduate Catalog, 2006/2007). For the SAT, the writing score is not used in the admission review process for any student being admitted to UConn.
UConn's holistic review for all applicants means that no single criterion is used as a cut-off point or a deciding factor, and that emphasis is on assuring a reasonable chance of success at UConn. The entire portfolio of the prospective student is assessed, including examination of the application for special talents or special interests. On the application itself, students are able to indicate an interest in athletics or other special field. If a PSA identifies him/herself as such on the application form, the Office of Admissions notifies the specific coach or faculty/Dean of a specific school, and in the case of athletics, the Division of Athletics Office of Compliance. (If the coach is recruiting a specific PSA, he or she will inform the Office of Admissions as a courtesy.) The sharing of the information is not designed to determine the Office of Admissions decision but rather to provide an opportunity for additional data to be added to the application for review by the Office of Admissions.

The holistic review process involves a comprehensive review of the following factors: high school courses, academic grade point average as reported by high school, class rank, SAT scores, strength of academic program, competitiveness of the high school, essay, recommendations, special talents, service contributions, leadership qualities, multicultural contributions, and special circumstances. The comprehensive review assures a fair and equitable process for all students and a reasonable chance of success, and allows UConn to meet its enrollment goals in all categories.

The Office of Undergraduate Admissions, under the direction of Lee Melvin, Director of Undergraduate Admissions, is responsible for admitting all students to the University. Dependent on the student's preferred major, admissions staff are assigned, within the admissions office, to review applications. Neither coaches nor faculty members make freshman admissions decisions. This responsibility rests solely with the Office of Undergraduate Admissions.

However, recruitment of student-athletes is the responsibility of the coaches and the coaching staff. When a PSA is being considered for recruitment by a coach or his/her staff, the Division of Athletics Office of Compliance will review the candidate's academic record prior to receipt of an application. The student's academic data are entered into the NCAA Clearinghouse by the prospective student-athlete and monitored for compliance issues with NCAA required courses and progression. This is done so that both the PSA and the coach are aware of the PSA's likely chance of being cleared for athletic competition at UConn. CPIA might review a PSA transcript. It is important to note that UConn does not admit a PSA identified as a non-qualifier by the NCAA. To reiterate, although the Office of Compliance is involved in initial and on-going assessment of the PSA's academic performance and NCAA eligibility, the Office of Compliance is not involved in the decision to admit or not admit a student to the University of Connecticut.

For prospective students with some intended majors and for some students with special talents or needs, subsequent reviews of profiles may occur over the course of the admissions process. For instance, students with musical talent who are considered for admission to the School of Fine Arts, students who are being considered for the University's Student Support Services program, or students who are being considered for athletic competition are reviewed as part of a collaborative process between the Office of Undergraduate Admissions and professional staff from the specific program. This process is used to assure that all elements of the prospective students' portfolio are reviewed prior to the rendering of an admission decision, and to assure that enrollment goals of programs are met and that admitted students can be successful at UConn.

In all cases, however, final admission decisions are made by the Office of Undergraduate Admissions. Only those students with a reasonable probability of success at UConn are admitted regardless of special talent, or designated major. Students, including PSAs, who are offered admission to the University must meet the University's undergraduate admission standards for all campuses.

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

As stated above, SAT averages are based on the critical reading (verbal) and math scores only. The SAT writing score is not included, due to the Office of Undergraduate Admissions policy regarding all applicants. Six student-athletes who received aid and submitted an ACT score are excluded from this analysis. This is done deliberately
because the number (N) is very small and the provided SAT/ACT Conversion Chart included component scores not collected at UConn. Thus any comparisons with UConn scores would be inaccurate and open for misinterpretation.

As noted on the accompanying charts, the SAT scores for the student-athletes are lower than those of the non-student-athletes, and the scores earned by male student-athletes are lower than those earned by female student-athletes. As noted above, UConn does not identify a specific desired SAT/ACT score as a requirement for admission, but requests an "appropriate score." The Office of Undergraduate Admissions' holistic review discussed above includes the SAT as one of several criteria, but does not deny admission to any student solely because the SAT is below a set figure. Such a student, regardless of field or special interest, may be admitted if the Office of Undergraduate Admissions determines that he or she has a reasonable probability of academic success.

The Office of Undergraduate Admissions, through Director Lee Melvin, has affirmed that no student-athlete (financially aided or unaided) has been admitted through processes not available to other students with special talents. As noted in response to Self-Study Item 4, a holistic approach is used for the review of all candidates for admission to UConn, and no single criterion, other than graduation from high school, is considered an absolute condition for or guarantee of admission. The holistic review examines all elements of the student's portfolio application thereby assuring consistency with standards and likelihood of success.

Student-athletes' reasonable expectations for success are supported through multiple enhanced transition, retention, and graduation services. (Many similar programs exist for other students at the University.) Admissions decisions weigh the impact of such services as independent academic advising, access to tutors, designated study hall sessions, life skills seminars, and financial management workshops.

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

There are no such processes. UConn does not permit "Presidential admits" or any type of admission wherein a student is exempt from either review or criterion consideration.

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

Not applicable.

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

Initial eligibility is certified by the NCAA Initial Eligibility Clearinghouse, and is based on NCAA-legislated criteria. Student-athletes entering a collegiate institution for the first time between August 2005 and July 2006 must have completed the NCAA list for eligibility consideration. It is important to note that UConn will not admit any prospective student-athlete who is identified as a non-qualifier by the NCAA. Student-athletes who initially enrolled in a collegiate institution prior to August 1, 2005 may be certified under the old 13-core course standard, which only requires two additional core courses (which may also include computer science courses).

Once a PSA is recruited by a coaching staff member, he or she is entered into the NCAA Clearinghouse website so that he or she can be monitored on each team's Web Status Report. The Web Status Report gives the coaching staff and Office of Compliance a "real time" evaluation of where the PSA stands with regard to the academic credentials that have been submitted to the NCAA Clearinghouse by the PSA's guidance office. If there is
Incomplete information, the coaches notify the PSA immediately. In addition, coaches are encouraged to submit an up-to-date transcript of each PSA to the Office of Compliance, CPIA and academic planning for further review. This will give the institution a better idea as to whether the PSA is taking enough core units to meet initial eligibility standards, and will also provide the institution with information as to whether or not the PSA will be able to meet UConn's and the NCAA's admission standards.

On a weekly basis prior to initial collegiate enrollment, coaches receive from the Office of Compliance a list of each PSA and their NCAA Clearinghouse status. Coaches are responsible for ensuring the completeness of this list and following up with each student-athlete to ensure that he/she has registered with the Clearinghouse and submitted all appropriate documentation. This is done as early as possible in the summer prior to initial enrollment rather than at the beginning of the academic year, as non-certified student-athletes may not compete or receive financial aid, and delays in the certification process may also render student-athletes ineligible for practice. Note that all PSAs are not eligible for participation until a final certification is received from the NCAA Clearinghouse.

Under Big East Conference rules, a non-qualifier may not participate in athletics unless he/she meets an applicable transfer rule. Non-qualifiers who do not meet a transfer rule or initially enroll at a Big East institution are ineligible to participate in intercollegiate athletics in the Big East Conference.

All transfer students must be assessed for eligibility purposes. Though the knowledge of any transfer student who is interested in participating in intercollegiate athletics may come through different avenues, no transfer eligibility assessment can be done without the initiation of the head coach of the relevant sport or the recruiting designee. Following are the possible routes for transfer admissions:

(The designation 2-4 refers to a student transferring from a two-year college to a four-year college; 4-4 is a student transferring from one four-year college to another; and 4-2-4 is a student transferring from a four-year college to a two-year college, and then to another four-year college.)

1. The student communicates with the coach. (The student's status is 2-4, 4-4, or 4-2-4.)

In this situation the coach notifies the Office of Compliance of the student's interest, via a "Notification Worksheet." The Office of Compliance obtains permission to speak and release information from the previous school. The coach obtains an unofficial transcript, which he then gives to the Office of Compliance along with the Notification Worksheet. The Office of Compliance prepares a Transfer Eligibility Worksheet and forwards this to the Director of Transfer Admissions, who reviews credentials for admission.

2. The student's institution notifies the Office of Compliance of permission to talk to the student. (The student's status is 4-4.)

The Office of Compliance notifies the coach that UConn has received permission to speak via the Notification Worksheet. If the coach is interested, he or she will complete the Notification Worksheet, and obtains an unofficial transcript. The coach gives this to the Office of Compliance along with the Notification Worksheet, and the Office of Compliance prepares a Transfer Eligibility Worksheet and forwards this to the Director of Transfer Admissions.

3. The Office of Undergraduate Admissions notifies the Office of Compliance of a non-recruited student's application. (The student's status is 2-4, 4-4, or 4-2-4.)

The Coach notifies the Office of Compliance of the student's application and interest, via the Notification Worksheet. If the coach is interested, he or she completes the Notification Worksheet and obtains an unofficial transcript. The coach gives the transcript and Notification Worksheet to the Office of Compliance. The Office of Compliance obtains permission to speak and release information. The Office of Compliance prepares a Transfer Eligibility Worksheet and forwards this to the Director of Transfer Admissions.

In all three cases, the following then occurs:

If the student is inadmissible, the Director of Transfer Admissions returns the document with an explanation to the Office of Compliance, who notifies the coach of the student's inadmissibility.

If the student is admissible, the Director of Transfer Admissions forwards the student's credentials to the appropriate CPIA Counselor, who checks for seasons of eligibility used and qualifies status, determines progress toward degree, and tracks the student-athlete and completes appropriate paperwork for certification. If the student is admitted, the Office of Compliance notifies the Registrar if the student will be on the roster.

If the student is "2-4" or "4-2-4," the Registrar checks for seasons of eligibility used and qualifier status, determines progress toward degree, and tracks the student-athlete and completes appropriate paperwork for certification. If the student is "4-4," the Office of Compliance provides a copy of the release to the Registrar, who checks for seasons of
eligibility used and qualifier status, determines progress toward degree, and tracks the student-athlete and completes appropriate paperwork for certification.

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

The certification of continuing eligibility is ongoing throughout the academic year. Student-athletes must meet all institutional, Big East Conference, and NCAA regulations in order to remain eligible to participate in intercollegiate athletics. Both the NCAA and UConn require that a returning student-athlete be in good academic standing, as defined by the University, and meet specific minimum satisfactory progress requirements in order to be eligible for competition. While certification of continuing eligibility is performed at the beginning of each semester, steps are taken to make certain student-athletes maintain eligibility throughout the semester. A report through the University's student administration system is run daily to review registration status of all active student-athletes. If a student-athlete drops below full-time status, the Sport Administrator, Head Coach, Equipment Room, Strength & Conditioning, CPIA, FAR (Professor Scott Brown) and Registrar (Jeffrey von Munkwitz-Smith) are immediately notified of eligibility consequences.

BEFORE THE CERTIFICATION OF ELIGIBILITY MEETING
At the beginning of each semester, Compliance Assistant Internet (CAI) is updated to identify new student-athletes as well as those who have left the team. Compliance Assistant Eligibility Checklists are then printed and reviewed to ensure all required fields are completed by the Office of Compliance. Prior to the certification of eligibility meeting, there is communication between the Office of the Registrar, CPIA, Office of Compliance and FAR. The Office of Compliance also confirms with the Office of the Registrar and the CPIA that they have all necessary paperwork to certify transfer students, including the transfer release and the Transfer Certification Summary. The FAR reviews grades, GPAs, declared majors and total number of completed credits prior to the eligibility meeting.

DURING THE CERTIFICATION OF ELIGIBILITY MEETING
The eligibility meeting includes the Registrar (and staff), the CPIA (staff), the Associate Director of Athletics for Compliance (Bill Shults) and staff), and the FAR. The names of all student-athletes to be certified are read aloud by the CPIA counselor from the Eligibility Checklist. The Registrar, referring to Satisfactory Academic Progress Evaluations maintained for each student-athlete, will then state whether or not the student-athlete is eligible. All student-athletes who are not yet ready to be certified will be reviewed by the CPIA counselor, Office of Compliance, FAR and the Office of the Registrar. A note stating what each student-athlete is lacking to be eligible will be written in the comment field of the Eligibility Checklist by the FAR. Any discrepancy in eligibility status will be discussed at that time. Each team Eligibility Checklist is signed by the Associate Director of Athletics/Compliance, University Registrar and the FAR prior to the end of the certification meeting, and each page of a multiple page report is initialed and dated by each of the three signing authorities during the meeting.

AFTER THE CERTIFICATION OF ELIGIBILITY MEETING
A memo is sent to each Head Coach with an attached copy of the Eligibility Checklist signed by the Registrar, the FAR and the Associate Director of Athletics/Compliance. The memo indicates all student-athletes who are on the squad list are not yet eligible to participate. One copy of the memo and Eligibility Checklist are placed in the sport binder (correspondence/eligibility sections) and is kept in the Office of Compliance. Additional copies are sent to the Sport Administrator, FAR, SWA, Registrar and CPIA counselor.

Based on the signed Eligibility Checklist, CAI is updated (by sport) to reflect changes in eligibility. "Yes" is noted under the eligibility field for all student-athletes who were certified for competition. "No" is selected for any student-athletes not certified for competition. Comments are added to make notes as to whether the student-athlete is eligible for "practice only." If the student-athlete was not certified for competition, notes are added stating the student-athletes are of deficiency (e.g., progress toward degree).

An e-mail reminder is then sent to all CAI users (CPIA, Strength & Conditioning, Sports Medicine, Athletic Training, etc.) to notify them to check for updated eligibility information.

The Office of Compliance then follows up on any student-athletes who have not been certified as eligible by continuing to check with their respective CPIA counselor and the Registrar's staff. When a student-athlete reestablishes eligibility by correcting the deficiency, he or she is notified by the CPIA counselor and/or the Registrar.
10. Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.

To facilitate a thorough examination of the issues surrounding the non-graduating population, a committee review was conducted in January 2007 (prior to the availability of official numbers) for the 1998, 1999 and 2000 entering athletically-aided cohorts. At that time, a total of 75 student-athletes did not complete their degree within the six-year period of initial enrollment at UConn.

In the men’s sports of football, baseball, basketball, track and other, the numbers of male student-athletes who did not graduate are, respectively, 22, 11, 7, 9, and 2, for a total of 51. In women’s sports, the 24 female student-athletes who did not graduate include 2 in basketball, 7 in track and 15 in a combination category of “other.”

Of the total 75 student-athletes who did not graduate, 50 transferred out of UConn (33 males and 17 women) for assorted academic and nonacademic reasons. However, 42% (N = 21) earned a baccalaureate degree from another school, university or college.

An analysis by sport of the student-athletes who did not graduate shows the following: Eleven of the 22 football student-athletes transferred to another school and one of them graduated from the new school; two of the student-athletes who did not transfer became professional athletes. Nine of the eleven baseball student-athletes who did not graduate transferred to another school and five of these students graduated from their new school. Additionally, one of the student-athletes who played baseball went on to be a professional player and has not yet graduated. Eight of the nine track student-athletes who did not graduate transferred to another school. Of those eight student-athletes, one graduated from the new school. This same number of graduates applies for the student-athletes who played basketball and transferred to another school. Additionally, two student-athletes who played basketball are currently playing professional basketball.

To sum up, for the male student-athletes who did not graduate from UConn within six years, 33 transferred to another school and nine of these graduated from their new school. Five student-athletes who did not graduate went on to play in professional sports. Of the 24 female student-athletes who did not graduate within six years, 17 transferred to another school and 12 of these student-athletes graduated from their new school. Of the total of 50 students who transferred from UConn as student-athletes, 21 graduated from their new school.

Of the remaining 25 students (33%) who did not transfer, five (20%) received professional sport league contracts in major or minor leagues, and the others either failed to register or simply did not return the next academic year. In conclusion, 54 of 206 (26%) financially-aided student athletes did not earn a degree within six years of initial enrollment. Of the 28 student-athletes identified as not graduating within six years but not transferring to another school, four (13.7%) are currently enrolled at UConn and finishing their degrees. One student noted in the above numbers as not graduating in six years actually finished this past December 2006. While the NCAA asks us to attend to a six-year graduation rate, the position of UConn is that graduation is important and an achievable goal regardless of how many years it takes from the initial date of enrollment.

Men’s baseball, football and basketball are, in aggregate, the teams with the greatest number of student athletes who did not graduate within six years. This is explained in part by the demands of the sport, and the opportunity for professional athletic careers within the United States or in other countries. CPIA maintains contact with these students and all student-athletes who did not graduate, and regularly and routinely encourages them to return to complete their undergraduate degree.

UConn also collaborates with the Degree Completion Program. In collaboration with the National Consortium for Academics and Sports, the Degree Completion Program (DCP) enables former University student-athletes to
complete their education in exchange for community service. Coordinated by Sport in Society, the former student-athlete receives a tuition waiver from their former institution by completing one hour of community service per $100 of tuition. The service must be performed directly with underserved youth at pre-selected service sites. Program participants develop sport programs, tutor, and mentor school-aged youth, as well as support community initiatives.

Using official numbers for the 1998, 1999 and 2000 cohorts (including data submitted April 2007), the combined percent of aided student-athletes graduating within six years was 64%, compared to 74% for the general student entering population.

For the aided student-athlete group that did not graduate within six years, 67% participated in male sports and 33% participated in female sports.

The ethnicity breakdown for student-athletes not graduating within six years was: 9% Non-Resident Alien; 30% Black; 1% Asian/Pacific Islander; 4% Hispanic; 47% White, and 9% Other (includes Not Indicated).

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

UConn publishes, on-line and in print, the Undergraduate Catalog (http://www.catalog.uconn.edu), which includes sections on Academic Regulations and Support for Student Success. All students must complete a minimum of 120 credits to earn a baccalaureate degree from UConn (the requirements are higher for some majors, e.g., Pharmacy Engineering). Students must have a cumulative GPA of 2.0 (on a 4 point scale) at the time of graduation. Specific General Education Requirements (courses and skills) must be met by all students and are specified in detail in the Catalog. If a student seeks an exemption from a University requirement or wishes to substitute a course other than that which is prescribed, he or she must speak with the Dean of the respective School or College. If the Dean recommends such a change or exemption, the Vice Provost for Undergraduate Education must approve it (UConn Undergraduate Catalog 2006-2007).

All students are held to specific standards for continued enrollment. Students are placed on academic probation if they have enrolled in 0-11 credits and earned less than a 1.8 GPA. For those with 12-23 credits, the GPA must be greater than 1.8, and for those with 24 or more credits, the GPA must be at 2.0 or greater to continue enrollment without conditions. Student-athletes are subject to the same standards for academic success, as noted in the Catalog and Student-Athlete Handbook. A student graduates using the regulations set forth in the Catalog in the year in which he or she was admitted to the University. There are no exceptions available to student-athletes that are not available to the general student body.

In some instances, student-athletes must exceed standards required of the general student body. For instance, all UConn students may choose to enroll part-time with permission of the student’s academic dean. Yet student-athletes must be enrolled for fewer than 12 credits at all times in order to maintain their athletic eligibility. There are exceptions for senior student-athletes needing fewer courses/credits, as well as graduate students.

UConn also publishes Responsibilities of Community Life: The Student Code. This is a code of conduct applicable to all students, including student-athletes. (http://www.dosa.uconn.edu/student_code.html). The Student Code embraces a creed of academic integrity, dignity for others, community responsibility, spirit of inquiry and pride in UConn.

The Division of Athletics publishes a manual for student-athletes, the UConn Division of Athletics Student-Athlete Handbook (http://uconnhuskies.com). The handbook specifies regulations and behavior for student-athletes, all of which are consistent with provisions of the University Catalog and Code of Conduct. Student-athletes know both sources of information exist and that they are held to compliance with all University regulations.

Apart from these publications, UConn does not publish a Division of Athletics manual or a separate institutional handbook for students.

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

The University Senate By-laws (Section II:E:11) outlines the University’s position in regard to class attendance. UConn does not have a mandatory class attendance policy, nor is there a number of classes identified that a
student may miss and still complete the course. Student-athletes are expected to attend all classes when they are not participating off-campus in intercollegiate athletic competitions. Student-athletes should not miss class for practice at any time. The Student-Athlete Handbook states that regular attendance at class and laboratory sessions is expected for all courses in which the student-athlete is enrolled. CIA requests formal attendance and progress reports (electronically) from faculty twice during the semester. In addition, CIA counselors communicate in a variety of informal ways with faculty to monitor student-athlete attendance and academic progress. Reports are routinely shared with coaches in order to have them intervene when students have not been attending class or meeting their academic obligations. Individual coaches deal with their students in a variety of ways, including individual meetings, punitive measures, or, in extreme cases, suspension from athletic activities.

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

No sport has identified a pattern of missed class time for student-athletes. At PAAC Faculty-Staff subcommittee meetings routinely held with randomly selected faculty from all University departments during the academic year, no faculty members have reported any pattern of missed classes by student-athletes in general, or by sport.

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

Institutional policies and procedures in regard to athletics competition and practices are communicated to the student-athlete through the UCIA Division of Athletics Student-Athlete Handbook, Initial and routine meetings with the student-athlete and his or her sport-identified CIAA counselor, and schedules posted in CIAA and the sports complexes.

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

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

Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? Currently Yes

Date Printed Aug 14, 2007
2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**

3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA’s standards, whichever are higher? **Currently Yes**

4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**

5. Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes’ conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13? **Currently Yes**
### Academic Integrity

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Operating Principle

2.2 Academic Support

Self-Study Items

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

There are none.

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

There are none.

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

The institution has initiated and completed an external review of the academic support services provided to intercollegiate athletes.

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

Academic support and advising are two important elements for success of all students. The University Catalog defines academic advising as describing the goals of higher education and the aims of disciplinary and interdisciplinary study, describing registration procedures and educational opportunities, helping students plan semester by semester registration consistent with plans of study, and referral to appropriate resources for specialized services (Undergraduate Catalog 2006-2007). All UConn students are assigned an academic advisor in their school/college or major department. This responsibility for assignment rests with the deans of the respective schools and colleges within the University. Students are expected to meet with their academic advisors on a regular basis and routinely each semester for registration activity and degree progression assessments.

Each student-athlete also has a counselor assigned from the CPIA counseling staff. Those counselors work in collaboration with the academic advisors. The academic advisor assists the student to determine course sequence and course selection. The CPIA counselor meets with the student to affirm that the selected courses and enrollment plans are consistent with maintenance of athletic eligibility. In addition, CPIA counselors work with the student to address the psychosocial issues that student-athletes face on a regular basis.

With regard to reporting lines, academic advisors report to the deans of the respective schools and colleges; professional advisors not within a school or college report to the Vice Provost in the Center for Undergraduate Education; and CPIA counselors report to the Director of CPIA. Bruce Cohen, the CPIA Director, reports directly to
5. Using the following program areas for academic support issues as examples, please describe:

a. The specific academic support services offered to student-athletes (if any);
b. Any policies that govern which students can use these services;
c. The mechanisms by which student-athletes are made aware of these services;
d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

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

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

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

Support services include academic counseling, University-financed tutoring support, University-financed diagnostic assessment for learning disabilities, life skills programming (Freshman Year Experience, Junior Year Experience, and Female-Athlete Performance courses), a degree completion program for returning students, computer labs, academic monitoring, pro-active academic enhancement and intervention, priority registration for a portion of student-athletes, and study hall supervision. These services, and others in a related vein but focused on matters not directly linked to academics (e.g., career counseling) are offered under the auspices of the CPIA.

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

CPIA services are available to all student-athletes, whether or not they are certified as eligible for participation in intercollegiate athletics at the particular time as well as managers, practice players, and those who have left squads. There are no specific policies other than this that restrict access to these services.

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

Student-athletes are actively encouraged to avail themselves of any and all of CPIA services, including advising. They are made aware of them in at least three ways: through the Student-Athlete Handbook provided during orientation, by the coaching staff, and on the CPIA website (http://www.cpiu.uch.edu/about.php). Additionally, 90-95% of the student-athletes enroll in CPIA Freshman Year Experience courses, which thoroughly provide exposure to CPIA and University-wide services. Student-athletes are also made aware of the services of CPIA through Compliance Squad meetings held with all teams at the beginning of the academic year to provide an overview of expectations and support services.

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

Beginning in Fall 2006, the services of CPIA, including academic advising, were reviewed by University personnel outside the Division of Athletics, under the direction of the Chairperson of the PAAC Academic Affairs subcommittee. This review was marked by three major components: 1) establishment of a process and timeline for all future regularly planned reviews every three years; 2) the review itself, including a list of strengths and areas for improvement; and 3) a plan to address any areas of concern that surfaced during the review process. This process will continue on a three-year basis.
e. The mechanism for periodic approval of these services by academic authorities outside athletics.

The annual report the CPIA Director submits to the Provost and Executive Vice President for Academic Affairs serves as a means of review and approval of the services offered, including advisement. The Provost assures that the services provided are consistent with the plans of the Provost’s office, including academic plans. CPIA also undergoes an annual budget review hearing, consistent with all other departments that report to the Provost. Plans for the following academic year are defined at these meetings in the context of the University’s overall academic plan and fiscal resources available.

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.

Through CPIA, the services of tutors are made available to student-athletes, and the services are financially supported by CPIA. Tutors are recruited by CPIA from the announcements on the CPIA website (http://www.cpia.uconn.edu), advertisements placed in the campus newspaper, instructor recommendation and recruitment from current and prior tutors. Student-athletes also recommend specific tutors for defined courses. Prospective tutors also use the CPIA website to apply for tutor positions. Tutors are trained and monitored by CPIA.

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

All current and former student-athletes are eligible to receive tutor services paid for by the CPIA. The student-athlete applies on-line on the CPIA website and a CPIA counselor replies within 48 hours. Based on the student-athlete need and the available tutor pool, an assignment is made.

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

Student-athletes are actively encouraged to avail themselves of any and all CPIA services, including tutoring. They are made aware of them in at least three ways: through the Student-Athlete Handbook provided during orientation, by the coaching staff, and on the CPIA website (http://www.cpia.uconn.edu/about.php). Additionally, 90-95% of the student-athletes enroll in CPIA Freshman Year Experience courses, which thoroughly provide exposure to CPIA and University-wide services. Student-athletes are also made aware of the services of CPIA through Compliance Squad meetings held with all teams at the beginning of the academic year to provide an overview of expectations and support services.

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

Beginning in Fall 2006, the services of CPIA, including tutoring, were reviewed by University personnel outside the Division of Athletics, under the direction of the Chairperson of the PAAC Academic Affairs subcommittee. This review was marked by three major components: 1) establishment of a process and timeline for all future regularly planned reviews every three years; 2) the review itself, including a list of strengths and areas for improvement; and 3) a plan to address any areas of concern that surfaced during the review process. This process will continue on a three-year basis.

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

The annual report the CPIA Director submits to the Provost and Executive Vice President for Academic Affairs serves as a means of review and approval of the services offered, including tutoring. The Provost assures that the services provided are consistent with the plans of the Provost’s office, including academic plans. CPIA also undergoes an annual budget review hearing, consistent with all other departments that report to the Provost. Plans for the following academic year are defined at these meetings in the context of the University’s overall academic plan and fiscal resources available.
3. Success skills  Study skills, note and test taking, writing and grammar skills, time management skills.

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

Success skills are taught and promoted through the CPIA Life Skills program. It has been determined that the most effective ways to teach, enforce and enhance academic and social skills in students is to offer small seminar courses. These skills help students make a successful transition to college. UConn supports a Freshman Year Experience program and many FYE classes are offered in specific majors or for students of specific talents and interests. Traditionally, CPIA offers eight sections of FYE courses (INTO 180) during the Fall semester. Virtually every incoming freshman student-athlete participates in an FYE course. In addition, CPIA offers Junior Year Experience courses (EPSY 298) in the Spring (currently two per semester) in order to provide students with the necessary skills to help them make a successful transition to life after sports and life after college.

The primary goal of the Life Skills Program is to provide information, knowledge, and confidence that will help students feel secure in their new environment and promote the successful transition from high school to college. The course helps students develop a set of adaptive, coping, critical thinking, and problem solving skills and acquaint them with available resources to enable them to balance the myriad of academic, athletic and social demands and adjust to college life. It is important that students learn to identify inappropriate attitudes and behaviors and learn how to confront them in positive ways. The course helps students develop a sense of themselves as part of the student-athlete community and part of the larger human community.

Students are introduced to the notion of the University as a starting point where they can, regardless of their background, become engaged in the academic challenge of higher education. Students are exposed to the idea of learning for learning's sake and for personal enrichment, and are helped to become comfortable with the life-long process of intellectual exploration. They are confronted with the varied, and sometimes conflicting, aspects of their lives, and taught ways to make those seemingly disparate parts blend in a way that makes them unique. Along these lines, students are asked to explore some of the ethical, moral, and behavioral choices they make that will shape them into the adults they will become.

Students are given ways to help resolve both internal and external conflicts while still remaining true to who they are, which is a central theme in the course. This is a vital aspect of the student-athletes' personal growth.

Student-athletes are introduced to academic advising and the range of campus resources that can help them derive the most benefit from their college experience. They are encouraged to become involved in other activities beyond their academic and athletic pursuits. Most importantly, the course helps develop self-advocacy skills and teaches them social skills that will help them become more independent. Student-athletes' holistic development is emphasized so that they will be better able to clarify their reasons for being in college and identify their personal preferences, enabling them to establish realistic major, career, and personal goals.

Furthermore, student-athletes are introduced to University academic expectations and taught ways to enhance their chances for educational success. Because of the diverse cultural make-up of a large public university and the changing demographics of the nation, it is essential that students become sensitive to a diverse population and aware of cultural differences. Student-athletes are routinely asked to participate in community outreach programs and take on leadership qualities.

Finally, student-athletes learn to balance their new freedom with a sense of responsibility as part of the process of enhancing and promoting self-confidence and self-knowledge in an academic and athletic environment.

The primary goal of the Life Skills for Junior/Senior Student-Athletes course at UConn is to provide information, techniques, and strategies that help student-athletes feel confident while making decisions about their future, post-collegiate lives. The focus of the class is to help student-athletes make a successful transition from college to the working world. Because student-athletes' personal identities have been partially defined as being athletes for most of their lives, the course will introduce students to other aspects of life that they need to develop in order to be successful adults. Student-athletes explore and identify the skills and abilities they have acquired through their athletic participation and learn ways to transfer those skills into future careers. Student-athletes are encouraged to become more independent and self-advocacy skills are a main focus. While the course helps guide students into the next phase of
their lives, students also have the opportunity to invent ways to retain their identities as athletes and participate in sports as part of a healthy lifestyle.

The instructors invite former student-athletes to share their experiences with their transitions and provide guidance and suggestions to help students make appropriate decisions about their future choices. Student-athletes confront the aspirations they had as incoming freshmen versus their current career and educational goals and examine and compare the constants and changes, and discuss how their changing personal goals and views of themselves have affected their personal growth and visions, and explore whether their personal growth has promoted these changes.

Student-athletes have an opportunity to discuss their collegiate experience with academic and athletic administrators and provide information concerning how to make the freshman experience better for future students. They are asked to critically analyze their experiences in order to improve the UConn experience for future student-athletes.

The course also gives them pragmatic advice about job searches, resume writing, internship possibilities, and the interview process. Student-athletes also learn to navigate the world of personal finance and discover ways to simultaneously enhance their personal, physical and mental health while contributing to the community at large.

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

These services are available to all current and former student-athletes.

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

Student-athletes are actively encouraged to avail themselves of any and all of CPIA services, including those relating to success skills. They are made aware of them in at least three ways: through the Student-Athlete Handbook provided during orientation, by the coaching staff, and on the CPIA website (http://www.cpia.uconn.edu/about.php). Additionally, 90-95% of the student-athletes enroll in CPIA Freshman Year Experience courses, which thoroughly provide exposure to CPIA and University-wide services. Student-athletes are also made aware of the services of CPIA through Compliance Squad meetings held with all teams at the beginning of the academic year to provide an overview of expectations and support services.

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

These services will continue to be evaluated under the auspices of PAAC on a three-year basis, as part of the overall evaluation of CPIA.

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

The annual report the CPIA Director submits to the Provost and Executive Vice President for Academic Affairs serves as a means of review and approval of the services offered, including many of those that fall in the "success skills" area. The Provost assures that the services provided are consistent with the plans of the Provost's office, including academic plans. CPIA also undergoes an annual budget review hearing, consistent with all other departments that report to the Provost. Plans for the following academic year are defined at these meetings in the context of the University's overall academic plan and fiscal resources available.

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

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

Study halls are available and participation and attendance policies are sport-dependent.

Study hall and structured learning group rules of conduct include but are not limited to prohibition of cell phones, use of a student ID to check in, limitation of conversation to topics related to academics and a
required check-in. A student-athlete must attend the entire study hall in order to meet the mandated requirement for that specific session.

Study halls are a structured component of the majority of student-athletes' days. This structure enhances student-athlete academic success just like structured practice enhances their athletic success.

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

Participation and attendance policies in study halls are sport-dependent. Football, basketball (men and women), men's track and field and men's cross country mandate two hours of study hall five days per week. These study halls take place in either the CPIA rooms at Gampel Pavilion, in a separate classroom building, or, for football, in The Burton Family Football Complex. Structured learning groups are used in swimming and diving, women's soccer, women's track and field and women's cross country. These activities are held in places outside of Division of Athletics facilities. Tennis, golf and rowing teams are not mandated to have either study halls or structured learning groups. The coaches make individual plans for the student-athletes in these areas.

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

Student-athletes are provided a list of study hall times, places and rules of conduct in study halls at the beginning of every semester. Study hall times are posted in locker rooms, throughout the facilities of CPIA and wherever student-athletes typically and routinely congregate.

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

Beginning in Fall 2006, the services of CPIA, including study halls and other structured study sessions, were reviewed by University personnel outside the Division of Athletics, under the direction of the Chairperson of the PAAC Academic Affairs subcommittee. This review was marked by three major components: 1) establishment of a process and timeline for all future regularly planned reviews every three years; 2) the review itself, including a list of strengths and areas for improvement; and 3) a plan to address any areas of concern that surfaced during the review process. This process will continue on a three-year basis.

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

The annual report the CPIA Director submits to the Provost and Executive Vice President for Academic Affairs serves as a means of review and approval of the services offered, including study halls and similar structured learning environments. The Provost assures that the services provided are consistent with the plans of the Provost's office, including academic plans. CPIA also undergoes an annual budget review hearing, consistent with all other departments that report to the Provost. Plans for the following academic year are defined at these meetings in the context of the University's overall academic plan and fiscal resources available.

5. Freshman/transfer orientation Availability, attendance requirements.

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

Freshman and transfer student-athletes are strongly encouraged to attend the orientation programs which are offered to all students at the University of Connecticut. Most student-athletes do attend unless there is a geographical or financial barrier that prohibits attendance. Those who do not attend orientation receive similar information through their participation in Freshman Year Experience courses, team and compliance meetings and college advising sessions.

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

Orientation services are available to all freshmen and transfer students, including student-athletes.
c. The mechanisms by which student-athletes are made aware of these services.

All UConn students, including student-athletes, are contacted by mail and on-line by CPIA counselors following acceptance to the University and are made aware of orientation services.

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

The University's orientation programs are evaluated by students through a questionnaire administered toward the end of the process, and reviewed as well by a committee that includes the Vice Provost for Enrollment Management, representation from the Division of Student Affairs, and representation from the University's cultural centers.

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

The Vice Provost for Enrollment Management, under the direction of the Provost and Executive Vice President for Academic Affairs, reviews and provides approval for freshman and transfer orientation programs.

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

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

Class attendance checks are made each semester and periodically throughout the semester by CPIA. The faculty member of record of each course in which a student-athlete is enrolled receives an on-line form to complete about the student-athlete. The form indicates attendance, preparedness for class assignments, and status of their progress within the course. These forms are returned to the specific CPIA counselor for the identified student. In turn, the CPIA counselor meets with the individual student-athlete to discuss the progress report and address any areas of concern. Plans are developed to assure future and continued academic success.

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

The mechanism outlined above is utilized for all intercolligate student-athletes.

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

The student-athletes are made aware of this system by their CPIA counselor, their coach, and often by the relevant faculty member.

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

Beginning in Fall 2006, the services of CPIA, including this mechanism for academic progress monitoring and reporting, were reviewed by University personnel outside the Division of Athletics, under the direction of the Chairperson of the PAAC Academic Affairs subcommittee. This review was marked by three major components: 1) establishment of a process and timeline for all future regularly planned reviews every three years; 2) the review itself, including a list of strengths and areas for improvement; and 3) a plan to address any areas of concern that surfaced during the review process. This process will continue on a three-year basis.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.
7. Assistance for special academic needs

Provisions for diagnosis and treatment of learning disabilities.

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

The University of Connecticut offers a comprehensive support program for students diagnosed with Learning Disabilities. These are generally offered to the student body in general, including but not limited to student-athletes. Three types of program services are offered along a continuum leading to independence. Direct Instruction, Monitoring, and Consultation are offered as part of the UPLD (University Programming For Students With Learning Disabilities) Continuum of Services. The overall goal of the UPLD Continuum is to promote the student’s level of independence and self-determination within the academically competitive University environment.

At the Direct Instruction level, students are assigned to an individual Learning Specialist. Sessions are scheduled once or twice per week. These sessions typically last for 45 minutes and focus on the development and independent application of learning skills and study strategies, the development of self-advocacy skills, and assisting the student in understanding the nature of his or her learning disability. Sessions also focus on helping students to identify and access relevant campus resources, such as tutoring, the Writing Center, and the Math Center.

At the Monitoring level, students are assigned to an individual Learning Specialist. One to two sessions are scheduled per month. The student is applying learning skills and strategies on an independent basis, and uses the sessions to monitor progress in courses, to plan for upcoming tasks, and to continue to plan for increased independence on campus.

At the Consultation level, students contact UPLD on an as-needed basis. Typically students contact the program at the outset of a semester to arrange testing accommodations. A student at the Consultation level might also contact the program if a particular need arises that he or she wishes to discuss.

The array of services provided to student-athletes through CPIA is described above. However, some student-athletes experience academic difficulties beyond the scope of our CPIA counselors. In those cases, students are referred to an outside consultant for a thorough educational-psychological evaluation and diagnostic assessment for potential learning disabilities. This service is coordinated by and financed through CPIA. Once the assessments are completed, a strategic plan is shared with students and counselors and students begin working with the UPLD Program when their diagnosis warrants. In some cases, it is discovered that students are found to have poor academic preparation in particular areas and recommendations are made to CPIA as to how they should best address the students' deficiencies.

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

As outlined above, most services in this area are available to all UConn students. The one service focused on student-athletes is the external educational-psychological evaluation and diagnostic assessment for potential learning disabilities coordinated by and financed through CPIA.

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

Student-athletes with potential learning disabilities are made aware of available services through their CPIA counselor.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.
Beginning in Fall 2006, the services of CPIA, including special services for students with learning disabilities, were reviewed by University personnel outside the Division of Athletics, under the direction of the Chairperson of the PAAC Academic Affairs subcommittee. This review was marked by three major components: 1) establishment of a process and timeline for all future regularly planned reviews every three years; 2) the review itself, including a list of strengths and areas for improvement; and 3) a plan to address any areas of concern that surfaced during the review process. This process will continue on a three-year basis.

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

In addition to ongoing reviews of services to students with disabilities undertaken by the Provost's Office, the annual report the CPIA Director submits to the Provost and Executive Vice President for Academic Affairs serves as a means of review and approval of all academic services provided to student-athletes, including those with learning disabilities. The Provost assures that the services provided are consistent with the plans of the Provost's office, including academic plans. CPIA also undergoes an annual budget review hearing, consistent with all other departments that report to the Provost. Plans for the following academic year are defined at these meetings in the context of the University's overall academic plan and fiscal resources available.

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

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

Student-athletes receive many of the same learning assessment services as other students. Entering freshmen are placed in English courses according to their verbal SAT score, and in mathematics courses based on adviser's guidance. Placement in "Q" (quantitative) courses is based on an assessment of quantitative proficiency based on class rank and quantitative SAT scores. Students with learning disabilities are placed in contact with the Center for Students with Disabilities which will, in turn, connect the students with the services of UPLD (University Programming for Students with Learning Disabilities). As mentioned above, CPIA also plays a facilitative role and arranges for diagnostic assessments for student-athletes.

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

These services are available to all UConn students, and the CPIA referral system is available to all student-athletes.

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

All students are made aware of these services from the time of admission through their academic adviser, Freshman Year Experience classes, and, in the case of student-athletes, their CPIA counselor.

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

Beginning in Fall 2006, the services of CPIA, including diagnostic assessment, were reviewed by personnel outside the Division of Athletics, under the direction of the Chairperson of the PAAC Academic Affairs subcommittee. This evaluation will proceed at three-year intervals. General assessment services for all students is reviewed by the Provost and Executive Vice President for Academic Affairs, and specifically the Vice President for Undergraduate Education, more frequently.

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

The annual report of the CPIA director to the Provost and Executive Vice President for Academic Affairs serves as a means of review and approval of all academic services provided to student-athletes, including diagnostic services. The Provost assures that the services provided are consistent with the plans of the
9. Mentoring Availability of mentors; identification and assignment methods, frequency of interaction.

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

While there is no formal mentoring program available, there are a number of CPIA sponsored programs that would fall into the mentorship category. The Female-Athlete Performance Committee was developed to address issues that female student-athletes face. The FAPC team was originally established to help students who were diagnosed with eating disorders or were thought to be dealing with eating issues. As time went on, FAPC evolved and began taking a more holistic approach to help female students and the committee grow to include professionals from the entire campus. Its mission now is to develop programs to help educate female student-athletes as well as to provide support for students with eating disorders.

In 2008, the FAPC Peer group initiated a Female Student-Athlete Life Skills Course. Offered in seminar format, this course covered topics pertinent to female athletes, such as body image, breast cancer, HPV, communication and social issues. Further goals for the year are to develop a female athlete career fair, a comprehensive survey for female student-athletes to uncover their needs, and a resource handbook.

An additional mentor-type program is also being implemented. Support systems have been created for gay, lesbian, bisexual and transgender student-athletes, including workshops in INTD 180 classes, one-on-one support, and establishing an office environment that is gay-friendly. We are in the process of creating a website which will be called P A2 W S (Providing Athletes and Allies With Support). CPIA has the full support from the University's Rainbow Center, which serves gay, lesbian, bisexual and transgender students. The website will be a resource to help others understand more about the GLBT community. There will be a message board to post anonymous questions, a calendar with GLBT University and community events, a page with GLBT definitions, a heterosexual questionnaire and links to other informative GLBT websites. One of the links will be to the Rainbow Center, where any student can report any hate crime incidents. One of our student-athletes is in the process of creating a sticker which would show the Division of Athletics supports gay athletes. We also hope to be working with the Rainbow Center to bring in more speakers.

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

Students who fall into the categories outlined in (a) above can use the specific services mentioned. In addition, CPIA endeavors to assure that all student-athletes have appropriate guidance and support, and this may include mentor-type services.

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

The primary mechanism is through CPIA counselors.

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

Mentoring services are not formally evaluated, though their effectiveness is closely monitored by CPIA staff.

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

Though no formal mechanism exists, the PAAC, and particularly its Academic Affairs subcommittee, is briefed on the services and made aware of any problems or innovative approaches.

10. Assistance for at-risk students Availability including institution-wide assistance.
a. The specific academic support services offered to student-athletes, if any.

Student-athletes who are determined to be academically "at-risk" are provided with intensive academic support. In addition, coaches are heavily involved with the students' academic development and are provided with regular reports from CPIA.

Students in this category meet with their respective CPIA counselors on a regular basis, generally weekly, but in many cases more often. These students are encouraged, and in some cases mandated, to participate in academic enhancement activities such as tutoring, counseling, skill development and strategies to optimize academic performance. While these services are available, in a slightly different form, for the general population, CPIA offers these services for the student-athlete population. Coaches are provided with regular progress reports and when poor performance is evident intervention takes place.

Naturally, some students continue to work with UPLD and participate in tutorial sessions offered by particular departments to supplement the academic support offered by CPIA. Students are further encouraged to meet regularly with their respective faculty members and utilize office hours for additional help.

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

These services are available to all student-athletes determined to be at academic risk.

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

CPIA counselors communicate with students determined to be at-risk.

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

Beginning in Fall 2006, the services of CPIA, including those geared to student-athletes at academic risk, were reviewed by University personnel outside the Division of Athletics, under the direction of the Chairperson of the PAAC Academic Affairs subcommittee. This review was marked by three major components: 1) establishment of a process and timeline for all future regularly planned reviews every three years; 2) the review itself, including a list of strengths and areas for improvement; and 3) a plan to address any areas of concern that surfaced during the review process. This process will continue on a three-year basis.

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

The annual report the CPIA Director submits to the Provost and Executive Vice President for Academic Affairs serves as a means of review and approval of the services offered, including those specifically geared to at-risk students. The Provost assures that the services provided are consistent with the plans of the Provost's office, including academic plans. CPIA also undergoes an annual budget review hearing, consistent with all other departments that report to the Provost. Plans for the following academic year are defined at these meetings in the context of the University's overall academic plan and fiscal resources available. In addition, the FAR is involved in monitoring these services to student-athletes on a semester by semester basis.

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

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

As mentioned above, UConn admits only those students whom we believe have a likely probability of academic success leading to graduation. Thus, student-athletes are encouraged to complete their degree even if their athletic eligibility has expired or it has ended as a result of injury or illness. Former student-athletes are assisted through scholarships and full CPIA services. Upon recommendation from the coach, CPIA counselor and endorsement from the AD, student-athletes who have exhausted their eligibility
receive athletics aid and have 1-2 semesters remaining to complete the requirements for an undergraduate degree may receive athletics aid equivalent to what was received in the prior year. Each student is required to have completed and signed program of study and have a degree audit complete by the Office of the Registrar.

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

These services are available to all student-athletes who left the University in good standing and have not earned a baccalaureate degree at another institution.

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

CPIA engages in extensive if not aggressive efforts to keep in contact with student-athletes in this category.

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

This is a component of the three-year evaluation of CPIA, initiated in 2006, that is conducted by the PAAC Academic Affairs subcommittee.

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

The Registrar and the Vice Provost for Enrollment Management assure that these services are consistent with general University policies regarding returning students.

6. Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report.

The Academic Subcommittee of the PAAC conducted the review of CPIA and its services.

Overall Evaluation of CPIA: Based on the data collected and interviews conducted, we conclude that CPIA is performing in an exemplary way and that student-athletes are being well-served by CPIA counselors. As with all organizations, there are marginal changes that can be made to increase service delivery and effectiveness, but our overall evaluation is strongly positive.

STRENGTHS

1. CPIA reports directly to the Provost's Office, providing it with significant independence from the Division of Athletics.
2. CPIA, while certainly not over-funded, seems to have sufficient resources to fulfill its primary obligations. In addition, with the recent opening of The Burton Family Football Complex, CPIA is now less constrained in terms of physical space.
3. CPIA counselors do a very good job of keeping up with all student-athletes and giving them proper academic advice.
4. CPIA counselors also appear to work well with faculty and academic advisors within a student's major. This includes a collaborative relationship with the Academic Center for Entering Students (ACES).
5. CPIA runs an extensive set of tutoring sessions and has a large cadre of tutors. In terms of funding, this is one area where more resources might be necessary in the future.
6. CPIA also has very strong communication links with the administrators and coaches in athletics.

WEAKNESSES

Although our assessment of CPIA is strongly positive, we did identify one area potentially in need of attention. Specifically, and in the context of a perceived University-wide need, CPIA could significantly improve its services to student-athletes if it had greater ability to perform diagnostic work on students who potentially have learning disabilities. Currently, CPIA is providing this service by contracting with sources outside the University. Greater
University-wide resources in this area would help CPIA and all UConn students, as there is typically a lengthy waiting period for assessment and results.

PLANS FOR IMPROVEMENT

The determination of plans to address this issue will be developed under the direction of the Provost and Executive Vice President for Academic Affairs as part of an effort to deal with this concern on a University-wide basis. At this time we have no specific plans except to work as effectively as possible within the current structure.

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

There are no areas that require corrective action from the academic support services review.

Evaluation

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

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

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

4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? Currently Yes

5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? Currently Yes
## Academic Integrity

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<thead>
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<th>Elements</th>
<th>Goals</th>
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<th>Achieve</th>
<th>Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
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<td>Measureable Goals</td>
<td>Steps to Goals</td>
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<td>Individuals/Officers</td>
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FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-A: Standardized test Scores, by Gender

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<th>Academic Year</th>
<th>Gender</th>
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Name of person completing this chart:  Lee H. Melvin
Title:  Director of Admissions
FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

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

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<th>Academic Year</th>
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<th>Hispanic</th>
<th>White</th>
<th>Other</th>
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Name of person completing this chart:  Lee H. Melvin
Title:  Director of Admissions
### FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

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

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<th>Sport Group</th>
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<th>Men's Country</th>
<th>Track/Cross Country</th>
<th>Men's Other and Mixed Sports</th>
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Name of person completing this chart: Lee H. Melvin
Title: Director of Admissions

Date Printed Aug 14, 2007