### SPECIAL-ADMISSIONS INFORMATION

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

<table>
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<tr>
<th>Year</th>
<th>% of Special Admits</th>
<th>All Freshman Students</th>
<th>All Freshman Students on Athletics Aid**</th>
<th>Sport Group (Freshman)</th>
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Name of person completing this chart:  **Lee H. Melvin**

Title:  **Director of Admissions**
Operating Principle

3.1 Gender Issues

Self-Study Items

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

The NCAA Division I Committee on Athletics Certification imposed no "corrective actions," "conditions for certification," or "strategies for improvement" on the University of Connecticut in its first-cycle certification decision.

It should be noted, though, that the NCAA Committee on Athletics Certification recommended after its January 1999 peer review campus visit that the Mission Statement of the University of Connecticut Division of Athletics be modified "to ensure that it contains all the elements of the NCAA by-law 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." 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.

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

The original plan to address gender equity issues during the first-cycle certification process was developed by Lamar Daniel of Lamar Daniel, Inc. and presented to the BOT at its February 9, 1996 meeting. The company of Lamar Daniel, Inc. is dedicated to the identification and resolution of Title IX issues within a college/university athletic program. Mr. Daniel was formerly employed with the Federal Office of Civil Rights (OCR) for over twenty (20) years as an Investigation Officer and co-authored the 1990 Title IX Investigators Manual which is still in effect.

a. The original Gender Equity Plan developed during the first-cycle certification process advocated the implementation of the following:

1. The elevation of three (3) women's club programs to the status of NCAA recognized intercollegiate programs - lacrosse, rowing and ice hockey.
2. The increase of athletic scholarships to women student-athletes to provide the maximum number of scholarships permitted by sport by the NCAA for all University women's sports existing at that time except women's tennis and rowing.
3. The increase of the program budget for the women's sports of volleyball and field hockey to enable the programs to purchase additional equipment.
4. The addition of one full-time assistant coach and one part-time assistant coach to both the field hockey and the women's track teams.
5. The addition of one additional strength and conditioning coach and one full-time certified trainer to proactively respond and accommodate the expected increase in women student-athletes.
6. The provision of car allowances to the head softball and field hockey coaches for recruiting and business transportation needs.

b. All actions identified above in section 2(a) were implemented by the University in accordance with the Gender Equity Plan submitted during the first-cycle of certification.

c. The dates of implementation of the above referenced actions are as follows:

1. University women's teams were added in the following academic years: lacrosse, 1996-1997; rowing, 1997-1998; and ice hockey, 2000-2001.
2. The incremental increase of scholarships to women student-athletes commenced in the 1995-97 academic year and was completed by the 1999-2000 academic year per compliance with the original plan.
3. The program budget for volleyball and field hockey was increased in the 1996-1997 year pursuant to the original plan.
4. The addition of one full-time assistant coach and one part-time assistant coach for both field hockey and women's track was completed in 1998-1997 pursuant to the original plan.
5. The addition of one additional strength and conditioning coach and one full-time certified trainer was completed in 1996-1997 pursuant to the original plan.
6. The provision of car allowances to the head softball and field hockey coaches was completed in 1996-1997 pursuant to the original plan.
d. Not applicable. All required actions completed pursuant to the original Gender Equity Plan developed during the first-cycle certification process.

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

In July of 2000, the University, in consultation with Lamar Daniel, developed an Addendum to the original Gender Equity Plan to proactively review and ensure appropriate compliance with Title IX. The Addendum contained the following evaluation points that have since been implemented at the time referenced below:

- a confirmation that women’s ice hockey would be added as a varsity sport in the 2000-2001 academic year
- a confirmation that University participation opportunities for female student-athletes was in substantial proportion to the enrollment rate of female full-time students in 1999-2000
- the addition of 24 athletic scholarships to women student-athletes over a three (3) year period commencing in 2000-2001 to women’s ice hockey (18), rowing (4), and women’s tennis (2)
- the addition of a full-time head coach and graduate assistant coach to women’s ice hockey in 2000 and a full-time assistant coach in 2001
- the addition of a graduate assistant coach to lacrosse in 1999-2000
- the addition of a graduate assistant for rowing in 2001-2002.

In addition to the implemented actions identified above, the following matters have also been addressed by the University:

- a certified trainer was added to provide medical coverage and services to the women’s ice hockey team in the 2000-2001 academic year
- a certified trainer was added to provide medical coverage and services to the volleyball team in the 2001-2002 academic year
- a car allowance for recruitment was provided to the head coaches of the women’s sports of lacrosse, rowing and volleyball
- the provision of new locker rooms to women’s ice hockey and women’s track in the 2000-2001 academic year
- the renovation/improvement to the softball field and installation of a storage building for field equipment in the 2000-2001 academic year
- the improvement/installation of water cannons for the field hockey facility in the 2000-2001 academic year.

The University continues to utilize an annual Title IX review by Lamar Daniel, Inc. (Consultants for Gender Equity and Sports Management) to ensure a pro-active and long term commitment to gender equity. There has also been continued commitment to maintaining coaching staffs at the maximum level allowed by NCAA.

The University Division of Athletics continues its efforts to bring women and minorities into the executive and administrative ranks as well as within the coaching staffs. This is accomplished by continuing to work with the ODE on its employment searches to ensure that all opportunities to increase diversity are utilized. This is consistent with the University plan for diversity.

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

The AD and the SWA have overseen the assessment, evaluation and management of issues concerning gender equity for the Athletics Department staff and the student-athletes. Since 1995, the consulting firm of Lamar Daniel, Inc. has provided annual review of the Title IX compliance plan. Lamar Daniel is responsible for reviewing all thirteen program areas (operating principle 3.1 No. 6).

The University Senate, PAAC, FAR and ODE provide consistent oversight to the Division of Athletics with regard to gender equity issues. In addition, the Division created the Female Athlete Performance Committee (FAPC) in 1987, which consists of members of the sports medicine staff, Student Health Services, coaches for the women’s teams, University faculty and student-athletes. This committee routinely addresses issues specific to performance for both men’s and women’s sports, while being cognizant of gender-specific issues. Presentations are made to these
groups by members of the Division of Athletics, including the AD and the SWA. Topics for these presentations have included eating disorders, body image, alcohol and performance, overtraining, and performance nutrition. These presentations are presented in an equitable proportion across men’s and women’s teams.

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

ATHLETES PARTICIPATION
The percentage of female student-athletes has decreased slightly over the past three years, although at no point in time has their percentage dropped to less than equal that of male student-athletes. Female participants in rowing decreased from 90 participants in 2003-2004 to 61 in 2004-2005. This reduction in roster size for rowing was thought to be due to the scheduling of the first contest early in the semester, which did not allow adequate time for novice student-athletes to be added to the team.

ATHLETICALLY RELATED STUDENT AID
Over the period of the review, female student-athletes received a higher percentage of athletically related student aid than did male student-athletes. All women’s sports receive financial aid to the maximum NCAA limits with the exception of two sports: rowing and women’s tennis. The disparity between the rate of participation and athletically related student aid for women’s sports occurred in 2004-2005 because the maximum aid available was not awarded due to a transitional period between coaching staffs in our women’s track and field program. The disparity has since been corrected by redistributing unused aid available for women’s teams to female student-athletes in their graduating year. The Division of Athletics works closely with coaches to ensure that all available aid is awarded.

In addition, summer school allocations were made available to all student-athletes on an equal basis in response to a recommendation from each student-athlete’s respective academic counselor in CPAA and head coach, with final approval from the AD. These student-athletes enrolled in summer school courses to satisfy institutional and NCAA eligibility requirements, or as an opportunity to advance academically and ensure graduation in a timely manner. Summer school financial aid is also available to incoming freshmen student-athletes.

OPERATING EXPENSES

RECRUITING EXPENDITURES
The percentage of recruiting expenditures allocated to women’s sports is less than their respective participation rates. However, the dollar amount spent on recruiting for women’s sports increased to $245,182, its highest level ever, in 2005-2006.

OVERALL REVENUES AND EXPENSES
Note: The following numbers were derived using external revenues:
2003-2004: 94% of total revenue from all sports was generated from men’s and women’s basketball, and football. These sports also account for 65% of the total expenses. Men’s basketball, and football, together represent 64% of the total revenue and 49% of total expense of the intercollegiate athletic program, and represent 93% of the total revenue from men’s sports. (They also represent 75% of total men’s sports expenses.) Women’s basketball represents 30% of the total revenue of the intercollegiate athletic program, 15% of the intercollegiate athletic program’s total expenses, 95% of the revenue from women’s sports, and 81% of total women’s sports expenses.

2004-2005: 96% of total revenue from all sports was generated from men’s and women’s basketball and football. These sports also account for 68% of the total expenses. Men’s basketball, and football, together represent 72% of the total revenue and 54% of the total expense of the intercollegiate athletic program, 96% of the revenue from men’s sports, and 83% percent of total men’s sports expenses. Women’s basketball represents 24% of the total revenue from intercollegiate athletics, 14% of total expenses, 96% of the revenue from women’s sports, and 68% of total women’s sports expenses.
2005-2006: 95% of total revenue from all sports was generated from men's and women's basketball, and football. These sports also account for 66% of the total expenses. Men's basketball, and football, represent 75% of the total revenue from the intercollegiate athletic program, 52% of the total expense, 95% of the revenue from men's sports, and 81% of the total men's sports expenses. Women's basketball represents 21% of the total revenue from intercollegiate athletics, 14% of total expenses, 95% of the revenue from women's sports, and 36% of total women's sports expenses.

6. Using the 13 program areas for gender issues, please:
   a. Describe how the institution has ensured a complete study of each of the 13 areas;
   b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas;
   c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future; and
   d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

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

1. Athletics Scholarships. Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.
   a. Describe how the institution has ensured a complete study of this program area.

   The ESAWS reviewed the allocation of scholarships to all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc, which began in 1995, for the purpose of ongoing evaluation of the University's compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender equity that identifies any areas of deficiency and recommendations and comments for gender equity for the future with regard to Athletic Scholarships. This Self-Study represents a compilation of those reviews following the interim report of the first-cycle certification (i.e., 2003 through 2005).

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

   During the 2002-2003 year, the awards of athletic financial assistance were substantially proportionate to the rates of participation and in compliance. During the 2003-2004 and 2004-2005 year, there was a 2.1% difference favoring the men's and then the women's programs, respectively. The reverse in rates of awards to women (vs. men) was due to the action taken by UConn athletic administration in redistributing available unused aid for women's teams to women seniors for the spring semester. Mr. Daniel's report (December 2005) stated that "this is a good practice" he is recommending to other schools with similar problems.

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

   The annual reports of Lamar Daniel during the period of 2003 to 2005 did not identify a deficiency in the awarding of scholarship funds to women's athletic programs in comparison to men's athletic programs.

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

   UConn is consistently vigilant in complying with Title IX and an effort will be made to estimate the amount of redistribution that is necessary prior to awarding aid in the spring so UConn will fall within the 1% required for compliance.
2. Accommodation of Interests and Abilities. Participation proportionate to enrollment; history and continuing practice of program expansion for underrepresented sex; and/or, fully and effectively accommodate underrepresented sex; equivalent levels of competition. Please note, when presenting gender-equity plans for the future, institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities.

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

The ESAWS reviewed participation to all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc., which began in 1985, for the purpose of ongoing evaluation of the University’s compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender equity that identifies any areas of deficiency and recommendations and comments for gender equity for the future with regard to Accommodation of Interest and Abilities. This Self-Study represents a compilation of those reviews following the interim report of the first-cycle certification (i.e., 2003 through 2006).

ODE is charged with monitoring and evaluating affirmative action and equal employment opportunity compliance in employment for the institution. Accordingly, annually, operational activities (employment practices) of the Division of Athletics relative to issues of gender and diversity are reviewed by ODE.

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

As set forth above, data from annual reports from Lamar Daniel was reviewed for the academic years 2002-2003 to 2004-2005. For 2002-2003, there were twenty-four varsity intercollegiate teams, eleven for men and thirteen for women, with 339 men and 362 women participants acknowledged. In addition, there were 6,454 men and 7,234 women enrolled as full-time students at the University during the same time period. Accordingly, the rate of participation of female student-athletes (51.6%) was determined to be substantially proportionate to the enrollment rate of female students (52.8%).

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

A decrease in overall participation in women's ice hockey from 28 to 22 participants from the previous year was the only noted concern for 2002-2003. During 2003-2004, there would have been exact proportionality across teams with either 7 to 8 more women or 7 to 8 fewer men. There was an increase in male participants (7 men) while female participants were reduced (19 fewer women) due to a non-intentional reduction in female participants in rowing in 2003-2004.

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

It has become necessary to develop a roster management scheme to direct efforts at clear proportionality. These efforts include recommendations to reduce the roster of specific men's teams (i.e., baseball - 1, ice hockey - 1, soccer - 4, swimming/diving - 3, tennis - 1) and increase members of specific women's teams (ice hockey + 1, lacrosse + 3, rowing + 4).

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

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

The ESAWS reviewed the provision of equipment and supplies to all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc., which began in 1985, for the purpose of ongoing evaluation of the
Equity and Student-Athlete Well-Being

University's compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender equity that identifies any areas of deficiency and recommendations and comments for gender equity for the future with regard to Equipment and Supplies. This Self-Study represents a compilation of those reviews following the interim report of the first-cycle certification (i.e., 2003 through 2006).

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

Since the interim report period, all equipment and supplies were considered suitable for the various sports and head coaches and women participants rated equipment and supplies as good to excellent. Equipment and supplies were provided to all teams as necessary for practice and competition with the exception of men's golf, men's and women's tennis and men's and women's swimming. These student-athletes furnish their own practice clothes and clubs, racquets, and practice suits, respectively. Four full-time certified professional equipment managers handle equipment and supplies for all teams with temporary employment of a fifth manager. Student managers assist the full-time staff and football has its own head equipment manager. Most equipment is maintained in a central location in Greer Field House and some is stored in the Gampel Pavilion equipment room. Football and hockey store their equipment in their facilities building and ice arena, respectively. Equipment is replaced annually, as well as needed. In the December 2004 report, Mr. Daniel stated that "This is one of the best-staffed, best-operated equipment operations I have seen." The provision of equipment and supplies has been equivalent during this cycle.

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

None noted.

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

The institution intends to maintain this standard in the future.

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

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

The ESAWS reviewed scheduling for all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc., which began in 1995, for the purpose of ongoing evaluation of the University's compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender equity that identifies any areas of deficiency and recommendations and comments for gender equity for the future with regard to Scheduling of Games and Practice Time. This Self-Study represents a compilation of those reviews following the interim report of the first-cycle certification (i.e., 2003 through 2006).

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

Data regarding the NCAA maximum for regular season competitive events can be found in the Title IX reports submitted December 2003, 2004 and 2005. There were no problems in this area and the Scheduling of Games and Practice Times was equivalent, with the exception of concerns expressed regarding the competitive season for softball.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.
Because it is necessary to travel South in February and March for competition, the softball team exhausts its budget early with travel. The 2004 report also noted the possibility that teams may be reluctant to schedule away games due to a concern with the condition of an opponent’s facility. As a result, the maximum number of competitive events was not reached.

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

The University will either increase the travel budget or schedule more games in April and May to increase the competitive season for softball.

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

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

The ESAWS reviewed the provision of travel support to all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc., which began in 1995, for the purpose of ongoing evaluation of the University's compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender equity that identifies any areas of deficiency and recommendations and comments for gender equity for the future with regard to Travel and Per Diem Allowance. This Self-Study represents a compilation of those reviews following the interim report of the first-cycle certification (i.e., 2003 through 2006).

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

Using travel data and interviews with coaches and participants, all related areas to travel were determined to be without problems. An itemization of the mode of transportation (i.e., air, bus, van) is summarized in the Lamar Daniel, LLC reports (December 2003; December 2004; December 2005). When overnight travel is required, each team stays in good to excellent lodging establishments selected by a member of the coaching staff or an administrator. Participants share rooms with two beds per room and one individual per bed. Teams are provided with approximately the same amount of money per day depending on the number and time of day of meals. All women participants confirmed the quantity and quality of food provided during travel as sufficient.

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

No areas of deficiency were noted in this area for this cycle period.

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

The institution will maintain current standards, efforts and expectations for gender equity in this area.

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

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

The ESAWS reviewed the provision of tutoring resources to all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc., which began in 1995, for the purpose of ongoing evaluation of the University's compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender equity that identifies any areas of deficiency and recommendations and comments for gender equity for the future with regard to tutors. This Self-Study represents a compilation of those reviews.
following the interim report of the first-cycle certification (i.e., 2003 through 2006). This issue is also addressed in the "Academic Integrity" section of the Self-Study (Operating Principle 2.2 Self-Study Item 5).

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

The Director of CPIA supervises the staff providing academic services to student-athletes. In the period under review there were eight full-time CPIA counselors and four graduate assistants. Two graduate assistants are assigned to football while the other two graduate assistants serve as a tutor and an assistant in office administration. The CPIA Director reports to the Provost and Executive Vice President for Academic Affairs. The tutoring system, which utilizes undergraduate and graduate students who are paid $8 to $12 hourly depending on course and academic level, is online and accessible to student-athletes within 24 hours of a request at no charge to the athlete. The CPIA staff and services are highly rated by the head coaches and student-athletes.

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

The opportunity to receive tutoring and the assignment and compensation of tutors was evaluated as equivalent for men's and women's sports for this certification cycle.

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

The Director of CPIA will review assignment of staff and make necessary changes annually to maintain equivalency.

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

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

The EAWS reviewed coaching assignments to all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc. which began in 1995, for the purpose of ongoing evaluation of the University's compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender equity that identifies any areas of deficiency and recommendations and comments for gender equity for the future with regard to coaches. This Self-Study represents a compilation of those reviews following the interim report of the first-cycle certification (i.e., 2003 through 2006).

ODE is charged with monitoring and evaluating affirmative action and equal employment opportunity compliance in employment for the institution. Accordingly, annually, operational activities (employment practices) of the Division of Athletics relative to issues of gender and diversity are reviewed by the ODE.

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

In 2002-2003, there were 24 full-time coaches for nine men's teams, with 10 in football. There were 22 full-time coaching positions for 11 women's teams. The only men's team not at the NCAA maximum allowance was golf, and all women's teams were at the NCAA maximum for coaches allowed. There were also five part-time coaches or graduate assistants for men's teams and six part-time coaches or graduate assistants for women's teams. Men's and women's swimming/diving teams and the women's tennis team
were not at the maximum for coaches allowed by the NCAA. Overall, the availability of coaches was equitable.

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

No deficiencies were noted for the 2002-2003 and 2003-2004 years. A recommendation was made in the 2004 Lamar Daniel report to have separate coaches for the men's and women's tennis programs. In the 2005 report, upgrades noted in the recommendations were to increase graduate assistant positions from part- to full-time and concerns regarding coaching assignments for men's and women's tennis remained a minor issue.

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

Gender equity is maintained throughout procedures for searches, interviews, and hiring per the institution's gender equity plans, policies and procedures. As is the case throughout the University, ODE is charged with monitoring and evaluating affirmative action and equal employment opportunity compliance in employment for the institution. Accordingly, annually, operational activities (employment practices) of the Division of Athletics relative to issues of gender and diversity are reviewed by ODE.

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

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

The EAWS reviewed the provision of locker rooms, practice and competitive facilities to all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc., which began in 1995, for the purpose of ongoing evaluation of the University's compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender equity that identifies any areas of deficiency and recommendations and comments for gender equity for the future with regard to Locker Rooms, Practice and Competitive Facilities. This Self-Study represents a compilation of those reviews following the interim report of the first-cycle certification (i.e., 2003 through 2006).

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

The only teams which do not have locker rooms for their exclusive use are men's golf and men's and women's tennis. The locker rooms for men's and women's basketball were renovated and evaluated as excellent. With the exception of field hockey, baseball, and football, head coaches and women participants rated the locker rooms as good to excellent. Prior to the construction of the new campus football facility (The Burton Family Football Complex, completed in August 2006), the Head Football Coach rated his team's then-existing locker room as "fair." The locker room for football at Rentschler Stadium was rated excellent. While minimal complaints about locker rooms were noted early in the certification cycle, the 2004-2005 report stated that "almost all coaches and participants complained about locker rooms. Increased participation in some sports justified complaints regarding the size of some locker rooms (i.e., rowing)."

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

All practice and competitive facilities that existed at that time were the subject of review by Lamar Daniel in the annual report for 2003-2005. Those deficiencies specific to women's sports noted in the annual Title IX
reviews included the upgrading of the softball facility, the boathouse for rowing and replacement of the artificial turf at the Sherman Family Sports Complex.

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

A Division of Athletics Facilities Master Plan has been undertaken in conjunction with the University's overall master plan for facilities. The development of the Division of Athletics Facilities Master Plan began in 2005 and is nearing completion, under the guidance of the University's Department of Architectural and Engineering Services. This plan incorporates consideration of needs specific to gender equity. The early process of hiring architects to program and design facilities is currently moving ahead in conformity to University standard procedures. Upon completion of the designs and subsequent development of architectural renderings, the projects will move to the fundraising stage. In the meantime, many teams, including women's teams, are utilizing the new Mark R. Shenkman Training Center for indoor practices. Plans to replace the track and artificial field in the George J. Sherman Family-Sports Complex are moving forward.

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

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

The EWAWS reviewed the provision of medical and training facilities and services to all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc., which began in 1995, for the purpose of ongoing evaluation of the University's compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender-equality that identifies any areas of deficiency and recommendations and comments for gender-equality for the future with regard to Medical and Training Facilities and Services. This Self-Study represents a compilation of those reviews following the interim report of the first-cycling certification (i.e., 2003 through 2006).

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

Primary health care coverage for all student-athletes is made available through student health insurance or parents' insurance. With regard to the availability and quality of weight and conditioning facilities, there are four weight rooms: A new 18,000 square foot weight room has opened in the Mark R. Shenkman Training Center, which is connected to The Burton Family Football Complex. The Shenkman facility is presently being utilized by the football team and is available for use by some women's teams. Other weight rooms are at the Greer Field House (5200 sq ft), the upper level of Gampel Arena (3200 sq ft) and the lower level of Gampel Arena (2000 sq ft). The latter weight room was redone and all equipment is new. This weight room is used primarily by men's and women's basketball; however, volleyball, field hockey and other sports also use this weight facility. Teams are scheduled in the Greer Field House weight room in one-hour blocks. There are four full-time, certified strength coaches and two graduate assistants to supervise teams during scheduled workouts. Two of the full-time staff are females. The facilities were rated by participants as adequate (upper Gampel) to excellent.

Two fully equipped medical training rooms are located in The Burton Family Football Complex and Gampel Pavilion. Other medical training facilities are located in the Greer Field House, the Mark Edward Freitas Ice Forum and Rentchler Field. All facilities were rated as good to excellent.

The Director of Sports Medicine, a licensed and certified physician in the field of sports medicine, oversees the treatment of all student-athletes. He coordinates the medical staff and covers all football events. There is a contractual relationship with an orthopedist and a general agreement or referral service for other allied health professionals working with the student-athletes. Physicians are present at home games for football, men's and women's basketball, men's and women's ice hockey, men's and women's soccer, and field hockey. Thorough physicals are given to all incoming freshman and transfer student-athletes and previously injured athletes are carefully reviewed and other returning athletes are screened. As of December 2006, there were seven full-time trainers, five graduate assistants and twenty-two student
Equity and Student-Athlete Well-Being

trainers. All full-time and graduate assistant athletic trainers are nationally certified. While all sports have certified trainer coverage for home competition, a number of sports have limited trainer coverage at practice or away competition and some teams (men's baseball and soccer) have only student coverage. Similarly, women's field hockey, lacrosse, soccer, and volleyball only have student coverage during their non-traditional season.

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

The institution recognizes the need to increase trainer coverage, and to continue to work to assure equity across genders. The standards of the National Athletic Trainer Association are a basic guideline for the University's goals. In addition to recent increases in athletic training staff, a deficiency identified at the current time is the need for 2.5 FTE in additional certified trainers of which one will be added for academic year 2007-08. This certified athletic trainer will have primary responsibility for women's soccer as stated in Lamar Daniel's report as the immediate priority. The strength and conditioning program needs additional coaches, and this affects both men's and women's teams equally.

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

The University Division of Athletics will appropriately respond to the issues of concern identified in the most recent annual reviews conducted by Lamar Daniel to add and/or assign certified athletic trainers to existing women's programs to ensure commensurate coverage to the men's programs. In particular, the University will be mindful of available athletic trainer staffing for both men's and women's non-traditional seasons and will appropriately modify scheduling to ensure medical personnel coverage for any scheduled events. The EAWSW is also advocating for the Division of Athletics to perform a formal needs assessment in the area of Medical Training Facilities and Services provided to more definitively determine the optimum level of staff and services necessary to meet the health and safety concerns presented by the existing number of student-athletes. Following completion of this formal needs assessment, the EAWSW further advocates for the appropriate allocation of resources and hiring responsive to the conclusions set forth in the assessment. Finally, the University will look to continue to develop programs that educate and support female student-athletes following student interaction and formal action taken by the Female Athlete Performance Committee (FAPC) as more fully set forth in the response to Self-Study Item 4 of Operating Principle 3.3.

10. Housing and Dining Facilities and Services. Housing provided; special services as part of housing; dining arrangements.

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

The EAWSW reviewed the provision of housing and dining facilities and services for all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc., which began in 1995, for the purpose of ongoing evaluation of the University's compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender equity that identifies any areas of deficiency and recommendations and comments for gender equity for the future with regard to Housing and Dining Facilities and Services. This Self-Study represents a compilation of those reviews following the interim report of the first-cycle certification (i.e., 2003 through 2008).

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

Housing for student-athletes, whether in dormitories or apartments on or off campus, was considered equitable. Similarly, no differences in housing selection or locations during holiday breaks were found. With the exception of football in-season, there is no training table (i.e., special table for meals) and participants on room and board scholarship have a meal card for on-campus dining or receive a check to dine where they choose. Sports that require athletes be on campus for practice in August, provide students with access to a University dining hall to provide participants 3 meals a day. For holidays and breaks, student-
athletes eat at a University dining hall if one is open or they receive money for meals. These options are at the coaches' discretion and are equitable across genders.

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

The provision of housing and dining facilities was considered equivalent during this certification cycle.

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

While this area was satisfactory in the context of the Title IX reports, it is important to note the Division of Athletics has aggressively pursued greater access to dining services for all athletes. As a result, the University of Connecticut Department of Dining Services works closely with the Division of Athletics to provide meal options for a diverse group of student athletes. This service includes providing bag lunches, on-site meals, scheduling meals within any of the institution's eight resident dining facilities or the food court through the Student Union. Dining Services' extensive hours of for resident operations (continuous service from 7:15 a.m. to one unit closing at 10:00 p.m.) and the late night hours of retail enable student-athletes to be accommodated in the same manner as non-student athletes that have conflicts with labs or off-campus internships.

11. Publicity. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.

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

The EWS reviewed publicity services for all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc., which began in 1995, for the purpose of ongoing evaluation of the University's compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender equity that identifies any areas of deficiency and recommendations and comments for gender equity for the future with regard to publicity. This Self-Study represents a compilation of those reviews following the interim report of the first-cycle certification (i.e., 2003 through 2006).

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

Sports Information is under the supervision of the Associate Athletic Director/Communications. There are 4 full-time assistants and 2 interns. There are varied levels of experience and the staff is distributed across sports. There is also a website coordinated by an Assistant Director of Athletics/Communications. With the exception of lacrosse (good), softball (fair), and swimming and diving (poor), Sports Information staff services were rated as good to excellent. The quality of publications varies across sports with men's and women's cross country/track, swimming/diving, tennis and golf, lacrosse, and rowing receiving no marketing and promotions. There is also an Assistant Director of Athletics/Marketing and Corporate Relations who has one full-time staff member, 4 graduate assistants and 42 student assistants. Very little marketing is needed for men's and women's basketball. The men's soccer team led the nation in attendance over the last several years and women's soccer is in the top 5. Marketing and promotion efforts received good to excellent ratings from coaches.

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

Comments for this certification cycle include 1) the number of sports covered by interns, and in particularly the greater impact this has on women participants, and 2) the reduction in marketing in promotions did not negatively impact women's sports. Mr. Daniel stated that "Publications and marketing and promotions are without problems and seem better than ever" in the December 2005, Title IX report.
d. Explain how the institution’s future plan for gender issues addresses this program area.

The institution will continue to evaluate equivalency in this area.


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

The ESAWS reviewed the provision of administrative, secretarial and clerical support, and office space, to all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc., which began in 1995, for the purpose of ongoing evaluation of the University’s compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender equity that identifies any areas of deficiency and recommendations and comments for gender equity for the future with regard to Support Services. This Self-Study represents a compilation of those reviews following the interim report of the first-cycle certification (i.e., 2003 through 2006).

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

A new Director of Athletics arrived during 2002-2003 and reorganization subsequent to this administrative change was initiated in 2003-2004. All head coaches have private offices. Assistant coaches for three men’s teams (basketball, football and soccer) have private offices. Assistant coaches for three women’s teams (basketball, rowing and soccer) also have private offices. Support services and office equipment and supplies are equivalent.

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

There was no concern or deficiencies noted in this area.

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

The institution will continue to maintain equivalency in this area.

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

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

The ESAWS reviewed the recruitment of student-athletes for all teams as part of this Self-Study report. On an annual basis, the Division of Athletics at the University of Connecticut maintains a relationship with Lamar Daniel, Inc., which began in 1995, for the purpose of ongoing evaluation of the University’s compliance with Title IX of the Education amendment of 1972. This annual review constitutes an evaluation of gender equity that identifies any areas of deficiency and recommendations and comments for gender equity for the future with regard to Recruitment of Student-Athletes. This Self-Study represents a compilation of those reviews following the interim report of the first-cycle certification (i.e., 2003 through 2006).

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

The availability of coaches/recruiters, as well as the opportunity to recruit, is generally equivalent across genders at the University of Connecticut. For instance, 146 total women "prospects" for all women’s teams made official visits in 2002-2003 as compared to 143 male prospects. In 2003-2004, the same total
number (168) of male and female prospective student-athletes made official visits to the University. In
2004-2005, 161 female prospects made official visits as compared to 136 male prospects for all men's
teams.

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

During this certification cycle areas noted for improvement were: 1) Since women's swimming is fully
funded with grants-in-aid, recruitment funding should be addressed. 2) The provision of courtesy cars/car
allowances to another team should be considered. 3) A transition period was necessary for the new Head
Coach for baseball to establish a recruiting budget. 4) Recruitment funding should be provided for
women's ice hockey. 5) A review of the tennis budget in consideration of additional funding for recruitment.

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

While there were no areas of deficiency observed in connection with the resources made available for the
recruitment of student-athletes, the acknowledged areas for improvement noted above will be monitored
and the University will look to implement the following measures as soon as possible:

- the provision of additional car allowances to assistant coaches of one (1) additional women's team.
- the increase of any existing $5,000 car allowance to $8,000 for any recipient representing a women's
  team.
- the review of budgets of the women's swimming, women's ice hockey and women's tennis to determine
  specific needs for recruitment funding.

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

Within gender-equity written plans, specific numerical targets may place an institution at legal risk and
are not expected nor should they be included in an institution's written plan. The committee advises
institutions to submit plans that have broad, flexible non-numeric hiring goals.

The University of Connecticut Gender Equity Plan for Improvement is enclosed.

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

The President appointed faculty (4), the FAR (1), University-wide staff members (6), Division of Athletics staff
members (3), a student-athlete (1) and coaching staff (2) to the ESAWS. The ESAWS met bi-monthly with
subcommittee meetings aimed at full and open discussions regarding each of the areas covered under the purview
of the ESAWS in the NCAA Self-Study document. Data was gathered from various groups including athletic
administrators, CPA staff, student-athletes, coaching and sports medicine staff. The meetings provided an
opportunity for input, discussion and reflection on topics regarding ESAW. The comments and raw data were
incorporated into the final report and reflected in the ESAWS comments.

The final report was submitted by the Chair of the ESAWS to the University community and the Steering Committee
for comments and approval. Finally, the report was reviewed and approved by the President and the University's
governing board.
Information to be available for review by the peer-review team, if requested:

- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).
- Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**

2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**

3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**

4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**

5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Athletic Scholarships</td>
<td>No deficiencies were identified within this program area.</td>
<td>The institution will continuously review and evaluate factors that impact the ability to remain within the required range of 1% relative to awards for athletic scholarships.</td>
<td>Continuous monitoring of redistribution of aid awards and related activities.</td>
<td>Director of Division of Athletics; Associate Director of Athletics/Senior Women's Administrator; Senior Associate Director of Athletics/Administration. On-going.</td>
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<tr>
<td>2. Accommodation of Interests and Abilities</td>
<td>No deficiencies were identified within this program area.</td>
<td>Ensure continued compliance through monitoring participation rates.</td>
<td>Develop a roster management scheme to direct efforts at clear proportionality.</td>
<td>Director of Division of Athletics. On-going.</td>
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<td>3. Equipment and Supplies</td>
<td>No deficiencies identified within program area evaluation.</td>
<td>Ensure continued compliance and identification of any future areas of improvement or enhancement.</td>
<td>Continue to monitor and evaluate this program area.</td>
<td>Director of Division of Athletics. On-going.</td>
</tr>
<tr>
<td>4. Scheduling of Games and Practice Time</td>
<td>No deficiencies identified within program area evaluation. However, there were concerns that the softball team's depleted budgets hindered this particular team's ability to reach the maximum number of competitive events.</td>
<td>Reach the maximum number of competitive events.</td>
<td>Either increase the budget or schedule more games in the early spring in order to increase the competitive season for the softball team.</td>
<td>Director of Division of Athletics. Issue to be addressed in 2008.</td>
</tr>
<tr>
<td>5. Travel and Per Diem allowance</td>
<td>No deficiencies identified within program area evaluation.</td>
<td>Ensure continued compliance and identify the need for future improvements.</td>
<td>Institution and Division of Athletics will continue to monitor and evaluate this program area.</td>
<td>Director of the Division of Athletics. On-going.</td>
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<tr>
<td>Program Area</td>
<td>Elements</td>
<td>Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
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<tr>
<td>6. Tutors.</td>
<td>No deficiencies identified within program area evaluation.</td>
<td>Ensure continued compliance and identify the need for future improvements.</td>
<td>Institution and Division of Athletics will continue to monitor and evaluate this program area to ensure continued compliance.</td>
<td>Coordination between Director of Division of Athletics and Director CPIA.</td>
</tr>
<tr>
<td>7. Coaches.</td>
<td>No deficiencies identified within program area evaluation. Suggestion to hire separate coaches for the men's and women's tennis programs, and to increase Assistant Coaching positions from part-time.</td>
<td>Adequate staffing. Division of Athletics should conduct a needs and resource allocation assessment for existing sport programs.</td>
<td>Perform needs assessment and resource allocation assessment.</td>
<td>Director of the Division of Athletics; Associate Director of Athletics, Senior Women's Administrator; Senior Associate Director of Athletics/Administration; Division sport administrators.</td>
</tr>
<tr>
<td>8. Locker Rooms, Practice and Competitive Facilities.</td>
<td>No deficiencies identified within program area evaluation. Student-athlete focus group indicated concern regarding quality, availability and exclusivity of practice and competitive facilities.</td>
<td>Move forward with current plans to address improvements to facilities and issues of availability and exclusivity, as noted in more detail in the Self-Study narrative.</td>
<td>Communicate to student-athlete population plans and timetables relative to improvements, and post policies and procedures governing facilities availability and rules of access.</td>
<td>Director of the Division of Athletics; Associate Director of Athletics/Facilities Management and Planning.</td>
</tr>
<tr>
<td>9. Medical and Training Facilities and Services.</td>
<td>Focus group discussion led by Self-Study team suggested the need to evaluate the process by which student-athletes access athletic trainers and sports medicine physicians, and availability of the same.</td>
<td>Ensure availability of, and access to, athletic trainers and sports medicine physicians.</td>
<td>1. Move forward with current plans to increase the number of professional athletic trainers for under-served sports teams.</td>
<td>Director of the Division of Athletics; Senior Associate Director of Athletics/Administration; Senior Associate Director of Athletics/Internal Operations.</td>
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<tr>
<td>Program Area</td>
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<tr>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td></td>
<td>2. Perform a formal needs assessment to evaluate availability and access issues using national or other appropriate standards. Develop quantitative measures to determine need.</td>
<td>Director of the Division of Athletics; Senior Associate Director of Athletics/Administration; Senior Associate Director of Athletics/Internal Operations.</td>
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<td>- Allocate resources to recruit and hire in accordance with needs assessment.</td>
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<td>- Recruit, hire and assign additional personnel in accordance with needs assessment.</td>
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<td>Formalize policies and procedures concerning access to sports medicine physicians.</td>
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<td>10. Housing and Dining Facilities and Services</td>
<td>No deficiencies identified within program area evaluation. The Self-Study team noted that the Division of Athletics and Department of Dining Services continuously work to develop meal plan options and service mechanisms to meet the diverse needs of the student-athlete population, and also noted a request to consider opening an additional &quot;after-hours&quot; dining hall to accommodate those student-athletes whose practice schedules and practice locations (interior of campus) hinder their access to Shippe Dining Hall after-hours.</td>
<td>Ensure adequate access to dining facilities.</td>
<td>Determine if current facilities and services are adequate and ensure that location of facilities does not hinder access.</td>
<td>Coordinate between Director of the Division of Athletics and Director of Dining Services.</td>
</tr>
<tr>
<td>11. Publicity.</td>
<td>No deficiencies identified within program area evaluation.</td>
<td>Ensure continued compliance and identify the need for future improvements.</td>
<td>Institution and Division of Athletics will continue to evaluate equivalency in this area.</td>
<td>Director of the Division of Athletics.</td>
</tr>
<tr>
<td>12. Support Services.</td>
<td>No issues identified within program area evaluation.</td>
<td>Ensure continued compliance and identify the need for future improvements.</td>
<td>Institution and Division of Athletics will continue to monitor and evaluate this program area.</td>
<td>Director of the Division of Athletics in coordination with Director of CPIA.</td>
</tr>
<tr>
<td>13. Recruitment of Student-Athletes</td>
<td>No deficiencies identified within program area evaluation.</td>
<td>Ensure continued compliance and identify the need for future improvements.</td>
<td>Institution and Division of Athletics will continue to monitor and evaluate this program area.</td>
<td>Director of the Division of Athletics.</td>
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Operating Principle

3.2 Minority Issues

Self-Study Items

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

The NCAA Division I Committee on Athletics Certification imposed no corrective actions or conditions for certification on the University of Connecticut in its first-cycle certification decision. The Division of Athletics modified its mission statement to ensure it addressed the support of equitable opportunities for all students and staff, including women and minorities.

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

   a. The plan to address minority issues during the first-cycle certification process advocated the implementation of the following measures:

      1. An assessment of the then existing diversity training efforts across the entire University and the development of an institutional diversity awareness and human relations training plan that would include the Division of Athletics.

      2. The continuation of efforts to bring minority persons into senior positions within the Division of Athletics through interaction with the ODE to identify positions for recruitment and staff development.

      3. The continuation of a close collaborative working relationship between the ODE and the Division of Athletics to ensure all opportunities to increase diversity are utilized.

      4. The review by the PAAC to determine whether a permanent structure should be created for the development and review of issues/policies for female/minority employees and student-athletes.

   b. All actions or conditions identified above in section 2(a) were implemented by the University in accordance with the minority issues plan submitted during the first-cycle of certification. In addition, the following information is provided as a supplement to each individual action that has been implemented by the University:

      1. Diversity and discriminatory harassment training was developed and provided to all University employees.
including administrators and staff of the Division of Athletics. The institution wide training has been further reviewed and expanded to include issues pertaining to sexual orientation.

2. A review of recruiting and hiring activities during the 2005 and 2006 hiring period illustrates efforts to attract and hire women and applicants of color into all levels of the Division including senior administrative positions. Specifically, out of forty-four (44) searches to fill permanent positions within the Division, seventy-five percent (75%) of the applicants were from diverse backgrounds and sixteen percent (16%) of the selected (final) candidates were from diverse backgrounds.

3. The Division of Athletics continues to work in close collaboration with the ODE on all employment searches to identify any available recruitment efforts to promote and enhance opportunities to increase the diversity of a pool of candidates for available permanent positions.

4. The PAAC created and empaneled a permanent Subcommittee for Diversity and Equity. This subcommittee is concerned with the policies and practices that affect a supportive environment for all female/minority employees and student-athletes as well as promoting the open exchange information on existing concerns.

c. The dates the above referenced action were taken are as follows:

1. Diversity and discrimination training was conducted at the Division of Athletics for all employees during the academic year.

2. Since the first-cycle certification process in 1998, the Division of Athletics has acknowledged and continued the efforts to bring persons of diverse backgrounds into executive and higher administrative ranks.

3. Since the first-cycle certification process in 1998, the Division of Athletics has acknowledged and continued a close collaborative working relationship with the ODE.

4. Per the original plan to address minority issues, the PAAC created and empaneled a permanent Subcommittee for Diversity and Equity in the 1999-2000 academic year.

d. Not applicable. All required actions completed pursuant to the original Gender Equity Plan developed during the first-cycle certification process.

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

(a) The University of Connecticut is committed to providing a setting within which the personal growth and development of students may be fully realized. It considers the social environment of its campuses to be an integral part of such an educational experience and, therefore, seeks to maintain cultural, ethnic, and economic diversity in the student and employee populations. Efforts will be continued to attract students from diverse racial, ethnic and economic backgrounds and to encourage their participation in fields in which they have been traditionally underrepresented. The enrollment of women students is equal to that of men, but it is nevertheless desirable to encourage their involvement in disciplines which have historically excluded them.

The societal forces which have shaped the career aspirations of these and other groups are not exclusively economic, and financial awards based upon need alone cannot alter them; however, tangible recognition in the form of merit scholarship awards may increase the students' incentive to expand their horizons. Accordingly, the University will pursue monetary contributions to support its commitment to achieving and maintaining a diverse student body through scholarships awarded on bases including but not limited to financial need, and will continue to provide strong need-based financial aid programs. (This policy was approved by the BOT on March 12, 1982 and has been repeatedly reaffirmed by the Board and the University administration.)

ODE supports the University's commitment to diversity, multiculturalism, social equity, and affirmative action by providing advice and services. ODE advises the President, executive and senior administration on institutional civil rights and social equity policies, issues and problems. Individually and in collaboration with other divisions and units, the Office develops and implements programs and activities to promote a positive campus environment. ODE manages diversity training programs, monitors the University's compliance with and develops activities to support the Americans with Disabilities Act (ADA), investigates complaints of discrimination and discriminatory harassment, and manages all pre-litigation civil rights cases filed against the University with state and federal enforcement agencies. The Office prepares the University's Affirmative Action Plan for Employment (State and federal versions);
monitors employment systems, including search policies and procedures; and assists the University administration on matters relating to institutional compliance. ODE engages in outreach activities to campus units and external groups in the state, region, and nation.

In April 2002, the University's Diversity Action Plan was presented and accepted by the BOT. That plan acknowledged the definition and principle of diversity to be ever-changing and recognized the need for constant and appropriate review. Diversity encompasses the presence and participation of people who differ by age, color, ethnicity, gender, national origin, race, religion, and sexual orientation, and includes those with disabilities and from various socio-economic backgrounds. It encompasses not only individuals and groups, but also thoughts and attitudes. The University seeks to assure that the fabric of diversity here is woven in thought and in experience, within a climate in which diverse views are welcomed and respected and in which there is a commonality that comes from working together to effect constructive change.

The Diversity Plan includes 134 recommendations for campus-wide implementation. Although some recommendations name the Division of Athletics specifically, several others are targeted for "all campuses, all offices."

(b) The PAAC, discussed in earlier parts of this report, serves as an advisory group to the President composed primarily of University faculty and staff. The Committee meets regularly throughout the academic year discussing policies, activities and issues pertaining to intercollegiate athletics. PAAC's Diversity and Equity subcommittee assists the Division of Athletics in the application of University standards with regard to the achievement and maintenance of diversity and equity in the Division. The charge of the subcommittee is to put forth recommendations to PAAC pertaining to opportunity and equity for women and minorities in several areas, including: policies and practices in coaching and athletic administration; student life/welfare issues; the academic and work environment; existence and ability to access resources, facilities, programs and services; and the existing mechanisms available to address and communicate on issues of concern.

(c) In 2003-04, the subcommittee objectives were: 1) assemble data regarding the demographics of the Division of Athletics administrative and support staff; 2) characterize the student-athlete population with regard to diversity; and 3) identify resources regarding diversity and equity services, as well as opportunities, for University of Connecticut student-athletes.

In 2004-05, the subcommittee looked into opportunities for women and minorities regarding: 1) employment policies and practices; 2) practices related to student life; 3) supportive and bias free academic and work environments; 4) access to and provision of resources, facilities, programs and services; and 5) avenues and mechanisms for addressing concerns and obtaining input.

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

The Division of Athletics employs a full-time Compliance Coordinator to provide internal oversight, while the FAR provides external oversight. As discussed earlier in this report, the FAR reports to the President. In addition, the PAAC serves as an advisory group to the President, and is composed primarily of University faculty and staff. The PAAC meets regularly throughout the academic year discussing policies, activities and issues pertaining to intercollegiate athletics. PAAC membership is diverse in race, gender, and in various constituencies represented. The Director of CPIA is an ex-officio member of PAAC. The CPIA Director reports to the Provost and Executive Vice President for Academic Affairs and is able to act independently, while working collaboratively with the Division of Athletics. The CPIA Director has hired people from diverse backgrounds to help with the issues concerning minority student-athletes.

In addition, the Division of Athletics has developed a Guidebook to NCAA Regulations to inform alumni, friends and boosters of UConn sports programs about rules and regulations. The Division of Athletics provides NCAA rules education to its student-athletes, coaches and staff as well as the University community, donors, corporate partners and other constituencies that interact with the Division of Athletics. Athletics staff members work with Big East Conference and NCAA representatives, and, when necessary, with a law firm that specializes in NCAA compliance to provide continuous assessment and suggestions for improvement in the compliance program. As discussed earlier, UConn maintains a Student-Athlete Advisory Council to provide student input to the Division of Athletics.

ODE reviews and approves searches for faculty and non-teaching professional staff and serves in a consultative role throughout the search process. ODE also investigates any complaints of discrimination and discriminatory harassment, filed internally and externally, against non-students. The Dean of Students' Office handles harassment
complaints filed against students, under the provisions of the Student Conduct Code. In addition, ODE monitors institutional compliance to the ADA, Sections 503 and 504 of the Rehabilitation Act, and Title IX of the Amendments.

In 2006, the Division of Athletics appointed a Senior Associate Director of Athletics/Administration whose responsibilities includes serving as a liaison to ODE and continuing to promote and enhance the diversity of the Division of Athletics.

5. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

See attached chart.

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

See attached chart.

7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Graduation-Rates Disclosure Form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

See attached chart.

8. Using the eight program areas for minority issues please:

    a. Describe how the institution has ensured a complete study of each of the eight areas;
    b. Provide data demonstrating the institution’s commitment across each of the eight areas;
    c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution’s minority-issues plan for the future; and
    d. Explain how the institution’s future plan for minority issues addresses each of the eight areas.

1. Institutional and Athletics Department Commitment. Development and maintenance of written statements that address the issues of diversity.

    a. Describe how the institution has ensured a complete study of this program area.
The ESAWS reviewed the Division of Athletics Mission Statement, the University’s recently modified Mission Statement (April 2006) and ODE’s policies on Diversity, Non-discrimination, Affirmative Action and Equal Employment opportunity as well as the agency Affirmative Action Plan and Diversity Action Plan of 2002.

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

The University of Connecticut prepares an Affirmative Action Plan each year in compliance with Connecticut General Statutes Section 48a-68. The University Plan is applicable to the Division of Athletics and is a detailed, results-oriented set of procedures which articulate the University’s strategy to combat discrimination and implement affirmative action in employment. In addition, the University BOT reviewed and accepted a Report of the Diversity Action Committee (“Diversity Action Plan”) on April 16, 2002. The Diversity Action Plan is applicable to all Divisions and Departments including Athletics and exists as a unified vision of the University to achieve the following goals:

1. Create a more welcoming campus environment for all students.
2. Enhance the efforts to recruit and retain a diverse student population.
3. Enhance the efforts to recruit and retain a diverse workforce.
4. Diversity University leadership and management.
5. Assign accountability to achieve the goals outlined in the action plan it presents.

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

None identified.

d. Explain how the institution’s future plan for minority issues address this program area.

The senior administrators and head coaches value diversity within the Division and will continue to take necessary efforts in recruitment to secure the approval of ODE. In addition, the Division of Athletics will continue to remain compliant with applicable recommendations from the 2002 Diversity Action Plan including:

1. The provision of diversity and discriminatory harassment training for all University employees including the Division of Athletics employees. The diversity training of all Division of Athletics employees was completed on April 2001. The Division will continue to work with the ODE to structure training for Division employees in a manner consistent with all University Departments.

2. The inclusion of invitation of “feeder” high schools to be our guests at University events (e.g., athletic, cultural, art events). The Division of Athletics currently provides facility space to the School of Engineering to host the annual Connecticut Invention Convention for over 500 Connecticut students to demonstrate and discuss their inventions before a panel of judges. In 2006, the University hosted the Connecticut High School Basketball Tournament Championship at Gampel Pavilion.

3. The development of a plan for all searches that includes a demographic analysis of the potential applicant pool, monitors for affirmative action and diversity and informs committees regarding both the letter and spirit of affirmative action imperatives. The Division of Athletics continues to work in close collaboration with the ODE on all searches to ensure that opportunities to increase diversity are utilized.

4. The creation of "walls of fame" which feature the diverse achievements of the University of Connecticut community in academics, athletics, community service, etc. In the 2006-2007 season, the Division of Athletics created "Huskies of Honor" banners and wall plaques within Gampel Pavilion recognizing the elite players and coaches in the history of University men’s and women’s basketball.

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

a. Describe how the institution has ensured a complete study of this program area.
The EAWS reviewed and analyzed the activities of the Division of Athletics as part of this Self-Study including its mission statement, student-athlete handbook, the PAAC reports, and the Diversity Action Plan.

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

The Affirmative Action Plan is prepared each year in compliance with state statute and includes the Division of Athletics. The Affirmative Action Plan is specific to the function of the University as an employer.

The Diversity Action Plan is applicable to all components of the University (including the Division of Athletics) and specifically exists as a strategic plan to enhance efforts to recruit, retain and serve a diverse workforce and student population. The Diversity Action Plan is reviewed annually and updated regularly by the Office of the Vice Provost for Multicultural Affairs and the ODE. The Division of Athletics, like all campus divisions, departments, units and groups, is responsible for reporting and providing responsive information to the ODE regarding searches and diversity recruitment efforts.

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

None identified.

d. Explain how the institution’s future plan for minority issues address this program area.

The Division of Athletics will remain appropriately compliant to the obligations set forth for all campus divisions and departments in the Diversity Action Plan. In addition, the PAAC’s Diversity and Equity subcommittee will continue to act in an advisory capacity to the Division of Athletics. As mentioned earlier, in 2006 the Division appointed a Senior Associate Director of Athletics/Administration whose responsibilities includes serving as a liaison to ODE and continuing to promote and enhance the diversity of the Division of Athletics.

3. Organization and Structure. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

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

The EAWS reviewed and analyzed the Division of Athletics' organizational chart and its structure as part of this Self-Study.

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

The Division has done due diligence in reaching out to diverse populations through their advertisement of positions, regional meetings and conferences, and networking with their contacts nationwide. A review of the recruiting and hiring activities during the 2005-2006 hiring period illustrates efforts to attract women and applicants of color into the Division of Athletics, including senior administrative ranks. Specifically, out of 44 searches to fill permanent positions, the recruiting efforts of the Division resulted in a pool of applicants where 75% were from diverse backgrounds and 16% of the selected (final) candidates were from diverse backgrounds. It is hoped that over time the final outcomes will move further, as is true for the University as a whole.

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

None identified.

d. Explain how the institution's future plan for minority issues address this program area.
As part of the comprehensive University Diversity Plan, the Division of Athletics should continue to work closely with the ODE to develop recruitment strategies and non-numerical hiring goals to promote full range diversity at all staff levels.

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

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

The University's Office of Institutional Research is responsible for collecting all enrollment management data. The ESAWS reviewed and analyzed enrollment information for the general student body and compared it to student-athlete enrollment supplied by this office.

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

The University has been successful in recruiting students of high quality from Connecticut while simultaneously drawing highly qualified out-of-state students and international students. Enrollment management efforts, with input from across the University, also have addressed these students' retention and persistence toward a timely degree. Strong and augmented student services in academic support, co-curricular and residential life have been integral to this success.

Through its admissions screening process, the University of Connecticut reviews characteristics and learning needs of freshmen and transfer students to identify deficiencies and offer appropriate developmental or remedial support. The University of Connecticut endeavors to integrate specifically recruited populations into the larger student body and assure comparable academic experiences. As called for in the Diversity Action Plan, the University has initiated recruitment programs targeted towards attracting high caliber African American, Hispanic, Asian, Native American, and other students from underrepresented groups. The University also encourages enrollment of students from all parts of the world. These efforts apply to student-athletes.

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

None identified.

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

In 2004-2005, the overall full-time undergraduate enrollment was 14,622, of whom approximately 16% were minority students. From a total of 650 student-athletes, 136 (21%) were members of minority groups. The majority of minority student-athletes are African American males, concentrated on the football and cross country/track teams. Twenty-five percent of international students are student-athletes.

In developing a diversity plan, a recruitment plan for student-athletes will be included that is reviewed on an annual basis. Consistent with their charge, the FAAC’s Diversity and Equity Subcommittee will also review the plan.

5. Comparison of Populations. Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

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

The ESAWS compiled and reviewed three charts, as required in Operating Principle 3.2 #5, 6, & 7.

b. Provide data demonstrating the institution's commitment across this program area.
The University's Office of Institutional Research provides data regarding the ethnicity of the general student population. The data indicate that the number of Native American, Asian American and African American student-athletes in varsity or highly visible sports is in decline but Hispanic student-athletes and international student-athletes have made some modest gains.

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

None identified.

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

In 2004-2005, the overall full-time undergraduate enrollment was 14,822, of whom approximately 16% were minority students. From a total of 650 student-athletes, 136 (21%) were members of minority groups. The majority of minority student-athletes are African American males, concentrated on the football and cross country/track teams. Twenty-five percent of international students are student-athletes. The Division should continue to monitor the percentage of minority student athletes in comparative to the overall student population to ensure a similar or comparable level of diversity.

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

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

The EAWS reviewed the documents provided to SAAC as part of this Self-Study report. SAAC, advised by the Division of Athletics' Associate Athletic Director for Rules and Compliance, addresses issues of concern to student-athletes.

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

SAAC meets regularly on a monthly basis to discuss issues of concern with senior athletic administrators, the FAR, the PAAC representative, and the CPIA representative. The FAR and AD attend these SAAC meetings. The AD is on the agenda for all meetings for questions and answers.

SAAC is designed to include at least two members from each team, who serve on a volunteer basis. At the time of the Self-Study there was, however, a disproportionate number of students from women's lacrosse, rowing, softball, and women's track & field.

SAAC members seek to provide all student-athletes with assistance while also making significant contributions to the outside community (i.e., community school visits, collection of non-perishable food and winter coats for redistribution). SAAC members also encourage student-athletes to get to know each other across sport teams and other Big East and NCAA 1-A teams.

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

None identified.

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

The Division of Athletics should review the involvement of minority student-athletes in the governance and decision-making process and should also identify additional leadership opportunities for these student-athletes. SAAC membership should be consistent across teams. Consistent minority student-athlete representation should also be encouraged in SAAC.
7. Employment Opportunities. Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

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

The ESAWS found that there is no specific recruitment plan for the Division of Athletics beyond conformity to the University's standard policies, as outlined by ODE.

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

The Division of Athletics has done due diligence in their recruiting efforts, advertising in minority professional journals and periodicals, the Black Coaches Association, the National Association of Trainers, and the Chronicle of Higher Education. The University's geographic issues sometimes limit the number of diverse candidates who accept employment offers, but the Division is proactive in seeking ways to attract candidates to the area. A review of the recruiting and hiring activities during the 2005 and 2006 hiring period illustrates efforts to attract women and applicants of color into the Division of Athletics including the senior administrative ranks. Specifically, out of 14 searches to fill permanent positions, the recruiting efforts of the Division resulted in a pool of applicants where 75% were from diverse backgrounds.

It should be noted that the senior level professional staff has had limited turnover. In fact, several staff have been here for 20 years or more. The retention of the senior level staff is commendable.

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

None identified.

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

In discussion with senior staff administration, while consistent efforts have been made to recruit diverse hiring pools, actual hiring practice has not resulted in a diverse staff across all levels. Full-time minority staff numbers have declined over the past three years but part-time numbers have increased.

The Division of Athletics will continue to review and seek out other possible publications and listervs for advertising employment opportunities to minority communities. Working with ODE, all athletic personnel conducting searches should continue to be committed to interviewing a diverse pool of candidates and be given appropriate support and guidance.

8. Programs and Activities. Establishment of programs that address the needs and issues affecting minority student-athletes.

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

The ESAWS reviewed programs that are presently available to the general student body and address the needs and issues affecting minority student-athletes. There were no specific programs within the Division of Athletics that address the needs and issues affecting minority student-athletes.

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

The University of Connecticut offers many diversity education programs for the benefit of the entire student body through the Office of the Vice Provost for Multicultural and International Affairs, the African American Cultural Center, Asian American Cultural Center, Puerto Rican/Latin American Cultural Center, Women's Center, Rainbow Center, International Center, and the Native American Cultural Society Office. Additionally, the Student Involvement Office supports the work of over 200 registered student organizations which host a variety of cultural and social activities for the entire student body.
As previously discussed in response to Operating Principle 2.2, Academic Support, Item # 5, CPIA has developed a Life Skills Program that provides 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 acquaints them with available resources that enable them to balance the myriad of academic, athletic and social demands and adjust to college life. Issues of diversity and equity are addressed within the course. The Life Skills course for Junior/Seniors provides the student-athletes with the necessary skills to make successful transitions to life after sports and life after college.

Several key senior administrators are available to address the needs of minority student-athletes, including the ADA, SWA, Senior Associate Director, Associate Director-NCAA Compliance Officer, and the NCAA Faculty Representative.

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

None identified.

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

Interviews with a group of student-athletes indicate concern that, due to time pressures, they may have less opportunity than other students to participate in internships, community service, and other student activities that contribute to general well-roundedness. (This concern is not specific to minority student-athletes.) Some student-athletes voiced a concern that they are less competitive when seeking employment opportunities because of their limited co-curricular involvement. It is important to note, however, that when recruiting student-athletes the coaching staff emphasizes the time commitment and special demands of being an athlete, and that the University (including CPIA) seeks to address some of the concerns about the impact of time demands on internships and other academically-related activities.

Some student-athletes also indicated that they do not know where to go to address questions or issues regarding racism, sexual orientation, or other bias. Minority student-athletes should be made aware of campus-wide programs that address their needs, and should be regularly asked for their feedback on identifying those issues affecting them.

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

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

The University of Connecticut Minority Issue Plan for Improvement is enclosed.

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

In the interest of achieving a broad based participation across the University community to examine and review minority issues, the President appointed faculty (4), University-wide staff members (6), Division of Athletics staff members (3), a student-athlete (1) and coaching staff members (2) to the ESAWS. The bi-monthly meetings of the Subcommittee aimed at full and open discussions regarding each of the areas covered under the purview of the
Subcommittee in the NCAA Self-Study document. Data were gathered from various groups including athletics administrators, CPA staff, student-athletes, coaches and sports medicine staff. The meetings provided an opportunity for input, discussions and reflection on topics regarding equity and student-athlete welfare. The comments and raw data were incorporated into the final report and reflected in the subcommittee comments.

The final report was submitted by the Chair of the ESAWS to the University community and the Steering Committee for comments and approval. Finally, the report was reviewed and approved by the President and Board of Trustees.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**

2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**

3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**

4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**

5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**
<table>
<thead>
<tr>
<th>Program Area</th>
<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>
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</thead>
<tbody>
<tr>
<td>1. Institutional and Athletics Department Commitment.</td>
<td>No deficiencies were identified within program area evaluation. However, since the institution-wide plan for addressing minority issues (the Affirmative Action Plan for Employment) does not specifically reference the Division of Athletics or reference the unique needs of student-athletes, the Division of Athletics is developing its own Diversity Plan, in accordance with the NCAA’s “Requirements for Institutional Plans for Improvement” page No. 2.</td>
<td>Develop a Diversity Plan that sets for the Division of Athletics goals and illustrates its commitment to diversity across all areas concerning recruitment, retention and promotion of faculty, staff, and student-athletes from diverse backgrounds.</td>
<td>Using the template designed for both service and academic units at the University, complete the drafting of the Diversity Plan for the Athletics Division, and incorporate goals that are consistent with institutional goals and guidelines.</td>
<td>Athletics Director, Senior Associate Director of Athletics/Administration, and all senior level administrators within Athletics Division.</td>
<td>Fall 2007 and ongoing each year subsequent.</td>
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<td>2. Evaluation.</td>
<td>No deficiencies were identified within program area evaluation.</td>
<td>Ensure continued compliance and identify the need for future improvements.</td>
<td>Institution and Division of Athletics will continue to monitor and evaluate this program area.</td>
<td>Director of the Division of Athletics and Senior Associate Director of Athletics/Department.</td>
<td>On-going.</td>
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<td>3. Organization and Structure.</td>
<td>No deficiencies were identified within program area evaluation. Student-athlete focus group and student-athlete survey suggest that student-athletes might benefit from additional guidance regarding their rights and responsibilities under anti-discrimination and discriminatory harassment policies and the complaint process.</td>
<td>Expand upon currently existing notices, orientations and classes that emphasize the availability of resources, support services and policies designed to facilitate complaint intake, resolution, and protection from retaliation.</td>
<td>Follow through with current plans to update Student-Athlete Handbook and embed related topics of discussion into orientations and classes sponsored by CPIA and the Athletics Department. Follow through with current plans to secure student-athletes’ written acknowledgement of the receipt of related notices and participation in related orientations.</td>
<td>Senior Associate Director of Athletics and Administration; Associate Director of Athletics/Senior Women’s Administrator working in coordination with Director of CPIA.</td>
<td>Completion of 2007-08 academic year and on-going.</td>
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<tr>
<td>Program Area</td>
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<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
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<tr>
<td>4. Enrollment</td>
<td>No issues identified within program area evaluation.</td>
<td>Ensure continued compliance and identify the need for future improvements.</td>
<td>Institution and Division of Athletics will continue to monitor and evaluate this program area.</td>
<td>Coordination between Director of the Division of Athletics and Senior Leaders of Enrollment Management Division.</td>
<td>On-going.</td>
</tr>
<tr>
<td>5. Comparison of Populations</td>
<td>No issues identified within program area evaluation.</td>
<td>Ensure continued compliance and identify the need for future improvements.</td>
<td>Institution and Division of Athletics will continue to monitor and evaluate this program area.</td>
<td>Director of the Division of Athletics.</td>
<td>On-going.</td>
</tr>
</tbody>
</table>
| 6. Participation in Governance and Decision-Making | No deficiencies were identified within program area evaluation. The Self-Study team did suggest that the Division consider establishing a student-centered support group or committee dedicated to the unique interests of student-athletes of color, similar to those groups dedicated to issues of sexual orientation and female athlete performance. | Ensure availability and access to support services that address unique concerns and needs of student-athletes of color. | 1. Determine level of interest in such programs.  
2. Encourage and assist with design and facilitation of support services.  
3. Communicate availability of these support services. | Director of the Division of Athletics; Associate Director of Athletics; Senior Women's Administrator; PAAC Chairman; SAAC President. | Completion of 2007-08 academic year.               |
## Equity and Student-Athlete Well-Being

<table>
<thead>
<tr>
<th>Program Area</th>
<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>7. Employment Opportunities</td>
<td>No deficiencies were identified within program area evaluation.</td>
<td>Ensure continued availability of employment opportunities.</td>
<td>The Division of Athletics will continue to proactively identify and aggressively recruit applicants for administrative, staff and coaching positions. A review of recruiting and hiring activities during the 2005 and 2006 hiring period illustrates efforts to attract and hire women and applicants of color into the Division, including the Division's executive and higher administrative ranks. Specifically, out of 44 searches to fill permanent positions within the Division, 75% of the applicants were from diverse backgrounds, and 16% of the selected (final) candidates were from diverse backgrounds.</td>
<td>Director of the Division of Athletics.</td>
<td>On-going.</td>
</tr>
<tr>
<td>8. Programs and Activities.</td>
<td>No deficiencies were identified within program area evaluation. Student-athlete focus group noted some concerns regarding access to summer internship opportunities and academic programs of study.</td>
<td>Ensure preparation for, and opportunities to, participate in summer internship and academic programs.</td>
<td>These issues are currently addressed by workshops and mentoring available through CPIA. Increased communication may be necessary to teach student-athletes how to leverage their experiences and present their skills to prospective employers for internships and full-time employment.</td>
<td>Director of the Division of Athletics in coordination with Director of CPIA.</td>
<td>On-going.</td>
</tr>
</tbody>
</table>
Operating Principle

3.3 Student-Athlete Well-Being

Self-Study Items

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

There 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 3.3 (Student-Athlete Well-Being). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

The Self-Study Subcommittee set forth three elements of a Plan for Improvement relative to Student-Athlete Well-Being. Specifically, the 1997 Report provided as follows:

Plan for Improvement

During the next academic year, the following three items will be reviewed:
1. The Division of Athletics will work with the Office of Institutional Research to improve the use of data gathered by their Exit Interview Questionnaires.
2. The Office of Institutional Research will work with the Division of Athletics to determine whether the Office of Institutional Research should modify the recent Alumni Survey to capture information and data about the student-athlete population and experience.
3. The Division of Athletics will examine the value and feasibility of compiling the input provided by student-athletes through informal avenues, such as discussions with coaches or others, in a more formal and consistent manner.

Response to Plan for Improvement Item # 1: The Division of Athletics now uses the advanced technology available through WebCT Vista to electronically gather all data from Student-Athlete Exit Interview Questionnaires. The system allows the unit to efficiently export data into statistical analysis programs such as SPSS, and provides internal analysis features of its own.

Response to Plan for Improvement Item # 2: Rather than modify the alumni survey to capture information and data about the student-athlete population and experience. In the alternative to relying on Alumni surveys, the Division determined that the most relevant and efficient manner of gathering and utilizing information concerning the student-athlete experience would be accomplished through: 1) student-athlete exit interviews and annual surveys and 2) receipt of student-athlete input and opinion by the Student Athlete Advisory Committee and the Diversity subcommittee of the President's Athletic Advisory Committee. This practice was implemented in the 1997/98 academic year.

Response to Plan for Improvement Item # 3: Meetings of SAAC provide a forum for student-athletes to express their experiences in an informal manner. Concerns about the quality of their athletic and academic situations are addressed through discussion with Athletic Administration. SAAC meets once a month so issues that arise on a day-to-day basis can be dealt with in a timely manner.
3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Well-Being) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

No additional Plans for Improvement were developed by the University beyond those referenced in Self-Study Item #2 above.

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

The University's organizational structure ensures that, on an on-going basis, issues that impact student-athlete well-being are monitored, evaluated, and addressed. Programs and services that ensure student-athletes' health, safety and overall well-being are the province of the Division of Athletics, the Division of Student Affairs, the Division of Student Health Services and the Department of Sports Medicine, CPIA, and the Division of Public Safety. While these divisions and units serve all students, specialized programs and services have been created, and are continually monitored and evaluated, to address the unique needs of student-athletes.

1. STUDENT HEALTH SERVICES is responsible for providing primary care services to all UConn Students, including athletes. It is an American Association of Academic Health Centers (AAAHC) accredited organization with a multidisciplinary staff including physicians, nurses, nurse practitioners, clinical psychologists, psychiatrists, clinical social workers, pharmacists, nutritionists, X-ray technicians, Laboratory technicians, women's health practitioners, physical therapists, nutritionists, X-ray technicians, Laboratory technicians, women's health practitioners and an inpatient unit. Primary care services are available 24 hours per day, 7 days per week.

Primary monitoring of student-athlete well-being is performed by those with the most direct contact with the student-athletes. Traditionally, this has fallen to the sport coaches, athletic trainers, and strength and conditioning coaches. Referrals are made from these front-line individuals to the team physicians who evaluate, treat, and make referral, as necessary. The University Department of Sports Medicine provides comprehensive services to meet the dual goals of preventing injury whenever possible and, when necessary, offering an appropriate rehabilitation program that is consistently focused on the health interests of the student-athlete.

2. Matters concerning student-athletes' full integration into campus life, personal growth and development are proactively addressed through the programs and services sponsored by CPIA. CPIA's mission statement emphasizes its commitment to helping student-athletes optimize their educational experiences, and in doing so also addresses the holistic development of student-athletes as people who the University is preparing to meet the challenge of their collegiate experiences and beyond. Accordingly, there are CPIA sponsored programs, services, and support groups that address the general well-being of the student-athletes beyond their academic standing. For instance, CPIA provides credit counseling, and offers life skills training to student-athletes through formal courses that utilize traditional teaching methods as well as the shared experiences of former student-athletes who provide guidance and suggestions to current student-athletes on personal growth, and current and future career and educational choices.

As an example of this program's value in identifying and addressing issues that impact student-athlete well-being, CPIA recently responded to an expressed need for support services for gay, lesbian, bisexual and transgender (GLBT) student-athletes. CPIA partnered with the Rainbow Center (a campus-wide unit that provides educational, advocacy and support services for the GLBT community at the University) to sponsor the development of programs and secure resources to address this need. CPIA and the Rainbow Center's efforts resulted in the development of workshops and sensitivity training, commitments to maintaining gay-friendly office environments, and a website that 1) is dedicated to educating others about the GLBT community and, 2) links website users to hate crime reporting services.

3. Matters concerning student-athletes' safety fall within the jurisdiction of the Division of Public Safety, which is committed to ensuring the safety of all students and other members of the University community, including visitors. This Division includes a fully functional police agency with the same statutory authority as any municipal police department in the State of Connecticut. The Division is responsible for, and its primary mission is, the protection of lives and property at the University of Connecticut and all adjacent areas within its jurisdiction. The other constituent parts of the Division of Public Safety are the Fire Department and Locksmith Services.
In addition to the formally structured divisions and departments noted above, the following representative bodies are accountable for development, implementation, oversight or evaluation of various programs and services dedicated to student-athlete well-being. (Several are discussed in the Governance and Academic Integrity sections of this report.)

1. PAAC advises and makes recommendations to the President on all matters relating to athletics and student participation in athletics. Of the six standing subcommittees within PAAC, three have been assigned specific responsibilities for identifying, and bringing forward a broad range of concerns and recommendations directly related to student-athlete well-being.
   a. The Student Life Subcommittee is concerned with the full integration of student-athletes into campus life; policies for determining when health and other non-academic factors are used to restrict a student's involvement in intercollegiate athletics; health screening and drug testing; and housing assignments.
   b. The Diversity and Equity Subcommittee is concerned with policies and practices affecting female and minority employees; policies and practices that impact the well-being of female and minority student-athletes; the existence of a supportive and bias-free academic and workplace environment; female and minority student-athletes’ equitable access to resources, facilities, programs, and services; and mechanisms for soliciting input from student-athletes and employees regarding existing concerns.
   c. The Academic Support Committee is concerned with all matters affecting academic standing of student-athletes, ranging from the recruitment and admissions process to the provision of academic support services, retention and graduation rates, and policies affecting scheduling, practice times, post-season and tournament participation.

2. SAAC identifies "protecting student-athlete welfare" as one of its primary purposes. SAAC is comprised of student-athlete representatives from each sport who are nominated by the coaching staff and elected by their peers. This committee provides student-athletes with another forum to present their unique perspectives and experiences, and provides another mechanism through which student-athlete concerns may be identified and addressed either directly or by escalating issues to the appropriate University administrator or oversight authority.

3. The Female Athlete Performance Committee’s (FAPC’s) mission is to develop programs that educate and support female student-athletes on a broad range of issues impacting their well-being, including but not limited to eating disorders, body image, Human Papilloma Virus (HPV), communication and social issues, and is developing support services and resources for GLBT student-athletes. This committee also provides a forum for input, and solicits feedback, from female student-athletes.

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

The following describes educational enhancement programs available to student-athletes, and highlights the practices and procedures that encourage and assure student-athletes' access to these programs. (Several aspects were outlined in the section on Academic Integrity.)

1. Career Counseling - CPIA's services are intended to help student-athletes optimize their educational experience and develop skills to successfully transition from high school to college, and from college to post-graduate lives. CPIA has formalized programs and course curricula focused on resume writing, exploration of internship possibilities, professional demeanor and etiquette training. Additionally, the Female Athlete Performance Committee has designed a female athlete career fair to address the unique needs of the female student-athlete population. More detailed descriptions of CPIA's services may be reviewed in the response to Self-Study Item 4 for Operating Principle 3.3 (above) and responses to Self-Study Items for Operating Principle 2.2 (Academic Support).

2. Personal Counseling - As noted in response to Self-Study Item 4 for Operating Principle 3.3, Student Athletes' mental health care needs are addressed through Student Mental Health Services.

3. Health - As noted in response to Self-Study Item 4 (above), Student Athletes' health care needs are addressed through Student Health Services and the Department of Sports Medicine.

4. Safety - The University is committed to ensuring the safety of all students and other members of the University community, including visitors. To the extent that student-athletes have unique safety concerns, the UConn Police Department offers special services, most of which are also available to the entire student population. For instance, if student-athletes must move about campus during odd hours to accommodate practice or game schedules, an Escort Service is available. This same service operates every night of the week upon request from all students who
desire escort to their vehicles, dormitories, apartment complexes, and the library. In addition, Safe Rides is also available for those who realize their driving judgment has been impaired by drinking and wish to be driven home. This service is available Thursday, Friday and Saturday nights.

5. Alcohol and Drug Use - The University of Connecticut’s Alcoholic Beverage Policy is intended to support the responsible use of alcohol in accordance with local, state and federal law. As part of our comprehensive alcohol prevention program implemented five years ago, the University of Connecticut is requiring that each member of the first-year class complete AlcoholEdu, an online, non-opinionated alcohol prevention program for college students. This program is used on over 350 campuses nationwide. The course uses science-based research to educate students about alcohol and its effects.

The Division of Athletics prohibits student-athletes from consuming alcoholic beverages while attending athletic or athletically-sponsored events, and prohibits the consumption of alcoholic beverages by student-athletes who are traveling with, or representing teams, regardless of whether the student-athlete has reached the age of 21. The Division investigates reported violations of these rules and takes appropriate action.

In accordance with its belief in the harmful nature of non-therapeutic drugs and the impact of drug use on student-athlete behavior, the Division of Athletics takes a strong stance against the use of non-therapeutic drugs. The Student-Athlete Handbook discusses the processes by which such matters are monitored and enforced, describes the Division’s compulsory drug education programs, and lists drugs banned by the NCAA. The Division’s drug education program ensures student-athlete awareness of the hazards of performance-enhancing drugs, illicit drugs and alcohol, and informs student-athletes of counseling and rehabilitation services. Participation in these education programs is a prerequisite to maintaining status as a UConn Student-Athlete.

Relative to monitoring and enforcement mechanisms, the Division conducts drug testing to ensure student-athlete’s medical competence of participate in intercollegiate athletics and minimize risk of injury. The Division’s Drug Testing Policy describes drug testing procedures, sanctions for drug abuse, appeal procedures and support services. Additionally, the Student-Athlete Handbook emphasizes that members of the football and track teams may be tested by the NCAA at any time during the year, any number of times.

To buttress the above policies and prohibitions, the Office of Alcohol and Other Drug Services coordinates prevention, intervention, education, and peer leadership opportunities in the area of substance abuse in accordance with the principles set forth in the University’s Drug Free Campus and Alcohol Abuse Statement.

A confidential program known as the HEART/Alcohol and Other Drug (AOD) Rehabilitation Program offers the most intense level of AOD intervention currently in place at the University, and is thus designed to meet the needs of UConn students who are dealing with more serious AOD problems and situations. Since 1991 the HEART Program has evolved into an innovative, diverse, multi-dimensional, student-driven peer education and intervention program. The program was nationally recognized by Promising Practices in 1997 and again in 1998 for its innovative approach to recovery and creative student-driven intervention initiatives. The Program also received the Peer Education Program of the Year Award in 2004.

The UConn Bacchus & Gamma is a student-led peer group committed to outside the box thinking and radical programs dedicated to helping students make great decisions about substance abuse and drug use.

6. Life Skills Program (non-academic components) — CPIA develops and delivers Life Skills Programs intended to help student-athletes develop skills necessary to transition from high school to college, and then from college to post-graduate life.

a. Beginning with their freshman year, student-athletes are enrolled in courses such as “Learning Skills for Student Athletes: The First Year Experience Fall 2006,” that focus on the development of adaptive, coping, critical thinking, and problem solving skills. Additionally, students’ holistic development is addressed as student-athletes are introduced to the notion that college is a polishing ground where they can evaluate ethical, moral and behavioral choices, and clarify reasons for realistic major, career, and personal goals. This first year course is also designed to introduce student-athletes to numerous topics, campus support services and activities that enhance their college experience, such as classes on money management and stress management, sexual behavior and responsibility, sexual orientation, and discussions surrounding community outreach and cultural diversity programs.

b. In their junior and senior years, student-athletes attend the “Life Skills for Junior/Senior Student Athletes: Making the Transition To Life After Competitive Sports” class, which helps to prepare students to make decisions regarding their post-collegiate lives. Courses focus on development of self-advocacy skills and career goals, and provide practical training relative to resume writing, internship and job search techniques, interviewing, and managing personal finances. Student-athletes are also asked to explore how their personal identities have evolved since freshman year. This course also provides a forum for student-athletes to glean insight and guidance from panels of
former student-athletes, and apprise the administration of programmatic strengths and weaknesses to help improve the academic and athletic experience of future students.

Awareness of and Access to Services - Student-athletes are made aware of the aforementioned services and programs in a variety of ways. Prospective student-athletes meet with respective CPIA counselors during the recruiting process to receive an overview of services. Student-athletes are directed to both the Student-Athlete Handbook (available on-line) and the CPIA website, both of which provide an overview of services. CPIA counselors also periodically meet with teams at the beginning of the school year to provide an overview of expectations and services. Freshman student-athletes are enrolled in the CPIA First Year Experience courses, which present comprehensive information and guidance to services. All student-athletes meet with their academic counselors during the course of each semester to discuss classes.

To help with the adjustment to their new environment, most new students attend the University's summer orientation program. Student-athletes receive additional assistance. Before the first competition of the fall season, the Division of Athletics conducts an NCAA Squad Meeting for each team. During this meeting, the Division's Compliance Staff explains Division policies and procedures, as well as NCAA regulations and the Division's Substance Abuse Program. At the beginning of the year, coaches hold team meetings to discuss services provided by CPIA as well as provide opportunity to meet the team's counselor and address any questions regarding the program.

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

The Student-Athletes Exit Interview process is housed and maintained in WebCT Vista, a University system used for on-line course support for all students. The survey is administered to all student-athletes on an annual basis in one of two forms. One form is the Student-Athlete Annual Survey. This is administered annually to all student-athletes who will be returning the following year. The second form is the Student-Athlete Exit Survey. This is administered to all exiting student athletes, whether they have completed their eligibility, transfer from UConn or just quit a team.

Process - there is a virtual class set up in WebCT Vista called Athletics - "Student-Athlete Exit Interview" under the course number EKN0000wes where we have given all of our current student-athletes access as students in the class.

After completing their season of competition, student-athletes are notified of the availability of the survey via email and through their respective coaching staff and (CPIA) counselor. Student-athletes must use their University assigned Net ID and password to access the system. Once logged-in, the student-athletes select the interview appropriate for them (i.e. "Annual Student-Athlete Questionnaire" for returning students and "Student-Athlete Exit Questionnaire" for students who have exhausted their eligibility or are leaving the program) and complete the survey.

All survey responses are completely anonymous. However, using the features of the WebCT Vista system, the University is able to track the participation rate by team. This allows us to know if a student-athlete has not completed the survey, but not the specific responses they have made.

There is an option on both surveys for the student-athlete to indicate that he or she wishes to speak with someone about a specific issue. Generally, the contact person is the FAR.

After completing the survey, anonymous results are tallied within the WebCT Vista system. Once tallied, the Office of Compliance conducts a series of statistical analyses and generates a report for year. This report breaks down responses by team, gender, and race/ethnicity in order to monitor student-athlete patterns of responses and identify specific areas for improvement. Reports are examined over a series of years to assess the impact of specific programs designed to address any issues that may have arisen.

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

Procedures regarding the following matters are set forth in detail in the Student-Athlete Handbook.
1. Financial Aid - The Student-Athlete Handbook sets forth the policies and procedures surrounding appeals from decisions to reduce or cancel financial aid. The individual(s) responsible for overseeing applicable processes include: Head Coach, Sport Administrator, AD and the Director of Financial Aid. The following is an excerpt from relevant sections of the Student-Athlete Handbook.

If you believe the decision to reduce or cancel your aid is unfair or unjustified, you may request a hearing as provided by NCAA regulations. To make this request, contact the Director of Financial Aid, located in Room 208 of the Wilbur Cross Building, within 2 weeks of the date of the non-renewal or reduction letter. A hearing will be scheduled with the Financial Aid Appeals Committee. The appeal process must be completed prior to the commencement of the academic year of the award. Inability to reach reasonable athletic performance goals, problems of motivation, incompatibility with the coaching staff or teammates, etc., are considered legitimate reasons for non-renewal. If, during the school year, you feel there is a possibility your scholarship may not be renewed, you should talk with your coach. Should you disagree with his or her assessment of your standing, contact the AD as soon as possible.

Non-Renewal of Athletics Grant-in-Aid
1. The Head Coach will meet with the student-athlete at the first sign of non-compliance of team rules to clearly delineate the responsibilities of the student-athlete to correct the reasons given by the coach as substandard. The Head Coach will memo the program administrator of this occurrence.
2. If the student-athlete does not correct the behavior, the Head Coach will notify the program administrator of intent to recommend a student-athlete for non-renewal of athletics grant-in-aid and present supporting documentation. (It is the Division of Athletics policy and philosophy to continue grant-in-aid unless a severe case would warrant recommendation of nonrenewal. This can NOT be due to an athletics performance reason and must follow NCAA Bylaw 15.3.4.)
3. If approved, the Head Coach must have met face to face with the student-athlete to discuss the possibility of non-renewal of athletics grant-in-aid.
4. If, after a period of time, the student-athlete has not corrected the problem(s) as pointed out by the head coach in the face to face meeting, a formal written recommendation is submitted to the program administrator.
5. The Division of Athletics notifies the Director of Financial Aid of the recommendation for non-renewal of athletics grant-in-aid for the student-athlete.
6. The student-athlete is notified of the non-renewal of athletics grant-in-aid, including the reason, by letter from the Director of Financial Aid and the opportunity for a hearing. The student-athlete must notify the financial aid office within 15 days of the date on the letter.
7. If the student-athlete does request a hearing within the prescribed time frame, a hearing is set up in a timely manner. This hearing is scheduled at the convenience of the members of the Financial Aid Appeals Committee and the student-athlete is then notified of the date, time and place.

Hearing Protocol
A hearing brings several people together in an effort to allow for the full consideration of a financial aid appeal. The hearing participants may include the student-athlete, the coach, witnesses, one or more support persons, and members of the financial aid appeal committee. The Director of Student Financial Aid Services will serve as Chair and will select two other university officials to serve on the committee. The Director of NCAA Compliance will be present and serve as an information resource to the committee. The Chair shall have the authority to discharge or remove any person whose presence is deemed unnecessary or obstructive to the proceedings. The number of witnesses coming to the hearing should be presented to the Chair of the hearing at least two days prior to the hearing. An essential component of any hearing is the determination and the weighing of the facts that pertain to the non-renewal of athletics grant-in-aid. Therefore, it is vital that personal statements and other information be presented clearly.

All participants are expected to be respectful of each other's purpose in the hearing process and to conduct themselves according to the direction of the financial aid appeal committee chair. The hearing will open with the Chair of the Financial Aid Appeals Committee explaining the appeal process, including the organization of the hearing, participant presentations, rebuttal (if needed) and time lines on notification of results to all parties. The person(s) requesting the appeal hearing will give the first presentation, followed by the person representing the Division of Athletics. The committee may ask questions of either party as appropriate. The hearing will conclude with the chair apprising all parties of the remaining process and timelines for notification. Within 10 days, the financial aid appeals committee will reach a decision. Each party will be notified of the committee's decision in writing. The committee's decision is final.
8. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

The University maintains educational and support programs in the area of sexual orientation to support the Gay, Lesbian, Bisexual, and Transgender (GLBT) members of the campus community. Because each program is organic and needs to change with our students’ needs, UConn consistently polls the student body as well as the faculty and staff on campus to ensure students’ needs are being met.

The mission of the Women’s Center is to educate, advocate, and provide support services for the achievement of women’s equity at the University and within the community at large. Special attention is focused on, but not limited to, women who face additional challenges due to their race, ethnicity, socio-economic class and sexual identity. This mission is accomplished through major components of the Women’s Center: Educational Programs/Cultural Events, Advocacy, Support Groups/Services, and Violence Against Woman Prevention Program (VAWPP). The Women’s Center offers a weekly discussion group called “Between Women.”

The Rainbow Center (opened in 1998) is an active part of campus life at UConn. It is committed to addressing the needs of GLBT members of the campus community by providing educational, advocacy and support to sponsor the development of progress and secure resources to address the needs of this group. Some of these needs are met through workshops, sensitivity training, commitments to maintaining gay-friendly office environments, and a website that 1) is dedicated to educating others about the GLBT community and 2) links website users to hate crime reporting services.

Within the Rainbow Center are the Queer Resource and Response Network (QRRN) which consists of faculty, staff, students and professional who voluntarily support the GLBT population on campus. QRRN is organized to respond to the issues of harassment, isolation and general feelings of being in an unsafe environment.

The Rainbow Center is aligned with CPIA in proactively addressing the issues of the GLBT student-athletes. For more information see 3.2, No.4 which explains the support offered by CPIA.

The Rainbow Center works closely with the other cultural centers: the African-American Cultural Center, Asian-American Cultural Center, Puerto Rican/Latin American Cultural Center and the All-Cultural Center Staff Retreat. The establishment of cooperative relationships between all these centers provides a more comfortable environment for all GLBTQ students on campus.

In 2006, UCONN was recognized as one of the 100 most GLBT-friendly campuses in the United States by The Advocate College Guide.

The University is committed to providing the safest possible environment for all members of the community. For all students, a system of emergency phones is located throughout the campus. An escort program is available to assist students in moving around campus. A state-of-the-art Emergency 911 Center is located on campus.

In accordance with Connecticut and federal law, each institution of higher education is required to annually prepare a Campus Crime Report. This report is to reflect the crime statistics on the property of the university for the previous three years. The University reported four campus incidents of sexual orientation bias in 2003 and one each in 2004 and 2005. There were no reported incidents of gender bias during this same time period on the annual Campus Crime Report.

9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The AD, the Director of Student Health Services, and the Director of Sports Medicine Services are the administrators accountable for the health care services provided to student-athletes. In coordination with coaches, athletic trainers, and strength and conditioning staff, all are responsible for the development and communication of policies concerning the health and safety of student-athletes. The paramount concern of the Division of Athletics is to provide and maintain a safe environment for the participation and experience of the student-athletes. The Division ensures that the safety of student-athletes is the central element of concern through a comprehensive approach where issues are constantly monitored, evaluated and addressed by personnel throughout the Division.
The Student-Athlete Handbook, which is available on-line, articulates policies related to health, safety, sports medicine and travel policies. Relevant sections of the handbook include:

a. All incoming freshmen and transfer students must undergo physical examinations and evaluations by the Sports Medicine and Athletic Performance staff prior to participating in sports programs. All upperclassmen undergo interim examinations based on previous injuries, family history or medical diagnosis.

b. Relative to medical care, student-athletes are directed to report all injuries and illnesses, whether athletically related or not, to staff in the Training Room. The Student-Athlete Handbook directs student-athletes, in cases of injury, to see their team's Athletic Trainer for initial evaluation and referral to outside medical professionals. Specific referral information and appointments are arranged through Athletic Trainers. Referrals for physical rehabilitation must come directly from the Director of Sports Medicine Services.

c. Routine health care is provided by Student Health Services.

The Division of Athletics maintains a comprehensive Strength and Conditioning Program, which includes customized programs for each athletic team. Weight rooms are located in the Gampel Pavilion, Gaudet Field House and The Burton Family Football Complex. Student-athletes who have been injured must receive the approval of the Director of Sports Medicine before proceeding with workouts. Relative to issues of safety, the Student-Athlete Handbook references weight room rules, and discusses the necessity of spotters to assist student-athletes during workouts. The Student-Athlete Handbook instructs student-athletes to contact Strength and Conditioning staff members or Athletic Trainers to immediately address injuries that may occur.

The Student-Athlete Handbook describes Training Room Facilities, and articulates rules designed to ensure the effectiveness of the Training Room "in its role of prevention, treatment and rehabilitation of athletic injuries."

Beyond the essential collaborative relationships that exist between the student-athlete, the coaching staff and the Sports Medicine staff, the Division of Athletics supports an aggressive and preventative approach to safety by the routine inspection of all athletics facilities and fields prior to competition, practice and training. The Sports Medicine staff and the Athletics Operations staff collaborate to consistently monitor facility and weather conditions and will appropriately cancel, re-schedule or adjust event time/location in accordance with the objective of providing the safest environment for the student-athletes, staff and fans.

Guidelines for travel are set by the AD, communicated to student-athletes through coaches and outlined in the Student-Athlete Handbook. The Division engages in comprehensive planning of all matters related to the transportation of student-athletes to practice and competition. The coaching staff of each sport works in conjunction with the Division of Athletics Business Office to plan and coordinate all travel arrangements. Pursuant to Division policy, the mode of transportation of team travel is determined with safety as the most important factor of consideration. Air travel, including all arrangements for booking and ticketing, is provided by an experienced travel service firm selected following a competitive bid process compliant with state statute and University policy. Ground transportation is provided either directly by the University or by contract with commercial transportation companies with a demonstrated commitment to safety, well maintained and inspected vehicles and appropriately trained and qualified drivers. A recent illustration of the ongoing evaluation of critical issues of student-athlete travel is the ban by the Division of Athletics on the use of fifteen-passenger vehicles for the transport of student-athletes. This followed a comprehensive study and review of the use of fifteen-passenger vehicles by the NCAA.

10. Describe the institution's written emergency medical plan for practices and games. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

There is a written Emergency Action Plan (EAP) for each venue utilized for practice or competition. These EAPs are reviewed and revised every year, usually during the summer. Their existence is made known to the athletic administration by the Head Athletic Trainer and is made known to the coaches and student-athletes of each sport by the assigned athletic trainer. Additionally, the EAP is posted at each venue, and every EAP is printed on the department website. During August of each year, the entire Sports Medicine staff walks through each EAP and physically visits each site. The appropriate implementation of each plan requires an immediate, on-site responder who is both CPR and AED certified. Student athletic trainers with communication contact with Sport Medicine staff have been utilized on-site in circumstances where coverage of multiple events was needed. Beginning next fall, however, the students will not be permitted by their program to be at a site without a certified athletic trainer (ATC) present. The Sports Medicine Department will address this issue by implementing a training program by next fall with the assistance of the American Red Cross for all coaches and several administrators in CPR and AED use.
The EAWS is also advocating for the Division of Athletics to perform a formal needs assessment in the area of Medical Training Facilities and Services provided to more definitely determine the optimum level of staff and services necessary to meet the health and safety concerns presented by the existing number of student-athletes. Following completion of this formal needs assessment, the EAWS further advocates for the appropriate allocation of resources and hiring responsive to the conclusions set forth in the assessment.

11. Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The development and review of the EAP for each sport is described in the response to Self-Study Item 10. The current policy is to have an ATC available on campus and available for immediate response during any workout, practice, or game. The ATC is present onsite for all traditional season practices and games. There is an ATC available within five minutes any time a strength training session is occurring, and the strength and conditioning staff are all CPR/AED certified. One staffing issue that has been identified is the coverage of nontraditional season practices and games. It has been a practice for sports in the nontraditional/off-season to use student athletic trainers who are CPR/AED certified for event coverage. As noted above, this practice will not continue during the next fall semester. Instead, the Division of Athletics administration will coordinate the scheduling of non-traditional season events to achieve the necessary ATC coverage and the previously referenced CPR/AED training will be implemented by next fall semester.

The Sports Medicine and Athletic Training policies are determined jointly by the Head Athletic Trainer and the Director of Sports Medicine. They are communicated to the athletic administrator responsible for sports medicine, and are ultimately approved or disapproved by the AD. The policies and practices are consistently reviewed during each academic year for strict compliance with best practices and the accepted standard of care.

The EAWS is also advocating for the Division of Athletics to perform a formal needs assessment in the area of Medical Training Facilities and Services provided to more definitely determine the optimum level of staff and services necessary to meet the health and safety concerns presented by the existing number of student-athletes. Following completion of this formal needs assessment, the EAWS advocates for the appropriate allocation of resources and hiring responsive to the conclusions set forth in the assessment.

12. Using the four program areas for student-athlete well-being issues please:

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

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes; and

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

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

Periodic and regular reviews of the Division's activities ensure that programs and activities are aligned with the goals and objectives illustrated in the above statements. These direct or indirect reviews are accomplished through the following mechanisms:
CPIA: As discussed above in Self-Study Item #4 (above), CPIA focuses on the holistic development of student-athletes, including issues related to student-athletes’ academic, personal and career development, and provides forums whereby student-athletes’ unique needs may be addressed through special programs.

STUDENT ATHLETE SURVEYS: An annual survey which is administered to all student-athletes who are returning the following year serves to capture data concerning student-athletes’ experiences, concerns and needs. Survey responses are anonymous, but respondents are invited to speak with the FAR. The Athletics Compliance Office tallies results, produces reports and monitors patterns of responses to identify areas for improvement.

STUDENT-ATHLETE EXIT INTERVIEWS: All exiting student-athletes (including those who have completed eligibility, transferred from UConn, or quit the team) complete this survey. Survey responses are anonymous, but respondents are invited to speak with the FAR. The Athletics Compliance Office tallies results, produces reports and monitors patterns of responses to identify areas for improvement.

SWAT: This body holds monthly meetings during the academic year to discuss student life issues and concerns related to their academic success. The departments represented on SWAT include CPIA, Division of Athletics Compliance, Financial Aid, Registrar/Degree Audit, FAR (Chair) and the AD. In addition, an executive board has been established to include the directors of each department (CPIA, Compliance, Financial Aid, Registrar, FAR and the AD).

THE DEPARTMENT OF SPORTS MEDICINE AND STUDENT HEALTH SERVICES: This division and unit are directly responsible for monitoring and addressing the physical and mental health needs of the student-athlete population.

SAAC: This unit has a programmatic focus on the welfare of student-athletes, including student-athlete image and the provision of opportunities for student-athletes. SAAC, which is comprised of representatives from each varsity athletic team at UConn, meets monthly to discuss upcoming community service events, ideas, issues, and concerns regarding the well-being of student-athletes. Recommendations of SAAC are presented to leadership of the Division of Athletics for follow-up and resolution.

STUDENT-ATHLETE LIFE COMMITTEE: This subdivision of the PAAC reviews policies for determining when health and other non-academic factors are used to restrict a student's involvement in intercollegiate athletics; addresses issues concerning health screening and drug testing; and discusses matters related to housing assignments.

DIVERSITY AND EQUITY SUBCOMMITTEE: This subdivision of the PAAC reviews policies and practices that impact the well-being of female and minority student-athletes.

ACADEMIC SUPPORT COMMITTEE: This subdivision of the PAAC reviews all matters affecting academic standing of student-athletes, ranging from the recruitment and admissions process to the provision of academic support services, retention and graduation rates, and policies affecting scheduling, practice times, post-season and tournament participation.

EXTERNAL CONSULTANT REVIEW AND REPORT: The consulting firm of Lamar Daniel, Inc., conducts annual Title IX compliance reviews for the Division of Athletics, and develops plans for addressing any gender equity issues identified during the annual review.

b. Provide data demonstrating the institution’s commitment to this program area for all student-athletes.

Institutional commitment to student-athlete well-being is evident through the extensive involvement of the Division of Athletics (under the direction of the AD) and other units of the University (e.g., the Vice President for Student Affairs, who oversees Student Health Services and the Department of Sports Medicine), the Provost and Executive Vice President for Academic Affairs (who oversees CPIA) or the President himself (to whom the FAR and PAAC report).

Written commitments to student-athlete well-being are best illustrated by the Divisional Philosophy and Divisional Mission Statement. Both statements place a high priority on student-athletes’ intellectual growth and personal development, and explicitly emphasize the role of student-athletes as regular members of the student body who are subject to the same regulations and privileges afforded to other students. To the extent that student-athletes experience unique levels of visibility and challenges, these statements also allude to support services and an institutional commitment to student-athletes' growth mentally, physically,
and socially, referencing the importance of responding to both the educational and social needs of student-athletes. These are excerpted below:

Divisional Philosophy
At UConn, excellence in academics and athletics are mutually compatible. High standards in both academic and athletic programs insure that students will be given the best possible foundation for their future lives and careers.

The Division of Athletics adheres, in principle and in fact, to the rules and regulations of The Big East Conference, the Eastern College Athletic Conference (ECAC) Hockey East, Atlantic Hockey and the National Collegiate Athletic Association (NCAA).

The broad mission of the Division of Athletics at UConn is to provide an opportunity for students to enrich their college experience through comprehensive, challenging and professionally managed intercollegiate, intramural and recreational sports programs. Through associated athletic events, student-athletes are encouraged to achieve levels of excellence in competition and individual development, gaining interpersonal and leadership skills in the process. Additionally, the Division is dedicated to enhancing the University's reputation for integrity and excellence, as demonstrated by the performance of student-athletes, coaches, and all Division staff members both on and off the field.

The existence of the intercollegiate athletics program provides University students, faculty, alumni, and friends an opportunity to share in the life of the collegiate community. Because of the positive recognition involved, UConn's support on regional, state and national levels is enhanced.

Your success as a student-athlete at UConn must be measured first in terms of academic performance and then in terms of athletic performance. Intellectual growth and academic progress is the primary purpose for your being here. Representing the University in its intercollegiate athletics program is a privilege earned by your successful academic efforts, as well as by your athletic performance. Therefore, we believe our program's success must be measured by our ability to support you both as a student and as an athlete.

Although you may be "on display" much more than the average student may be because of your athletic participation, you must realize that this status confers no special privileges. You are expected to participate as a regular member of the student body, subject to the same regulations and afforded the same privileges as all other students. In fact, the following sections of this Handbook will emphasize how your increased visibility requires that you assume even more personal responsibility for your conduct.

Being a UConn student-athlete affords you a unique opportunity to grow mentally, physically, and socially in an atmosphere of excellence. Everything from the coaching, facilities and equipment to the academic support you receive is planned to ensure that your collegiate experience will be a positive one.

DIVISIONAL MISSION STATEMENT
In conjunction with the mission of the University of Connecticut to serve as a center for teaching and research, dedicated to excellence in higher education and fulfillment of its land grant status, the mission of the Division of Athletics is to operate a broad-based program of intercollegiate athletics and recreational and intramural sports opportunities that reflects the ethical philosophy of the University, the interests of the student body, and the desires of the University's internal and external constituencies.

The priority of the Division of Athletics is to give students the opportunity to excel in academic achievement and athletic accomplishments. In addition, the Division of Athletics fosters among its students a sense of citizenship, leadership and social responsibility.

The athletic program of the University adheres to the highest standards of integrity and ethics. The Division of Athletics promotes principles of good sportsmanship, honesty and fiscal responsibility in compliance with university, state, NCAA, and conference regulations. The Division of Athletics promotes and supports the University's comprehensive commitment to diversity and equity, providing equitable opportunity for all students and staff, including women and minorities.

Through its program of intercollegiate athletics, recreational and intramural activities, public service and outreach efforts, the Division of Athletics enhances the student experience and contributes to the quality of life within the campus community, the State, and across the nation.

The Division of Athletics and its programs undergo regular and periodic evaluation so that the Division may remain responsive to the educational and social needs of its students, the outreach efforts of the
University, the competitive standards of the athletic conferences with which it is affiliated, and the fiscal
demands of rapidly changing environments.

c. Explain how the institution will address this topic in the future for the well-being of all
student-athletes.

In 2006, the Division of Athletics established a new position, the Senior Associate Director of Athletics/
Administration, with a portfolio that references accountability for regular review of issues concerning
student-athlete well-being, including:

- The provision of daily operations and risk management assistance for athletic programs including
  administrative support for coaching staff and supervision of athletic/student-athlete interests.
- The monitoring of all federal and state laws and regulations concerning the operation of the Division of
  Athletics.

This new position, along with those departments, programs and services noted in (c) above, provides
continuing reviewing and handling of matters related to student-athlete well-being.

2. Organization and Structure. Policies, and/or organization, and/or activities of the
athletics program and its activities to help enhance student-athlete welfare.

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

The policies, offices, programs and services of the Division of Athletics that serve to enhance student-
athlete well-being are outlined in the Student-Athlete Handbook, which includes information, resources,
and guidance on sports participation and eligibility rules, academic activities, physical welfare, personal
conduct, team travel rules, medical care, student complaints and support services. Substantive information
provided in the Student-Athlete Handbook complements guidance and information provided in the
handbook and website maintained by the Division of Student Affairs (see Student Code), which is
applicable to all students in addition to student-athletes.

The institution ensured a complete study of the above through the ESAWS, which interviewed student-
athletes, conducted a survey of student-athletes, and reviewed the policies, procedures, offices, programs
and services related to enhancing student-athlete well-being.

In addition, the following individuals' job duties encompass accountability for student-athlete well-being:

- Executive Associate Director of Athletics
- Senior Associate Director of Athletics/Administration
- Associate Director of Athletics/Senior Women's Administrator
- Associate Director of Athletics and NCAA Rules Education and Compliance
- Head Athletic Trainer
- Strength and Conditioning Coordinator
- Faculty Athletic Representative
- Director of the Counseling Program for Intercollegiate Athletes
- Academic Advisors and Staff of the Counseling Program for Intercollegiate Athletes

b. Provide data demonstrating the institution's commitment to this program area for all
student-athletes.

The Student-Athlete Handbook contains all policies, programs and services of the Division of Athletics
pertaining to student-athlete well-being issues. In addition, and as previously discussed in Self-Study Item
4 and 5, the various offices, programs and services that enhance student-athlete well-being include the
following:

1. Department of Sports Medicine Services
2. Counseling Program for Intercollegiate Athletics
3. President's Athletic Advisory Committee
4. Student-Athlete Advisory Committee
5. Female Athlete Performance Committee
6. Office of the Athletic Director
Equity and Student-Athlete Well-Being

7. Faculty Athletics Representative
8. Division of Student Affairs-Student Health Services
9. Women's Center
10. Rainbow Center
11. Other Cultural Centers
12. Office of Diversity and Equity

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

Continued oversight and evaluation of the policies, organization and activities that serve to enhance student-athlete well-being will be conducted by those office noted in (a) above. In addition, and as more fully described in 1(d) the Division of Athletics created a new position of Senior Associate Athletic Director/Administration.

3. Participation in Governance and Decision-Making. Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

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

Relative to student-athlete involvement in the governance and decision-making processes of the Athletics Department, the ESAWS ensured a complete study of the following offices, committees and individuals by conducting student-athlete surveys and interviewing student-athletes:

1. Student-Athlete Advisory committee
2. President's Athletic Advisory Committee
3. Faculty Athletics Representative
4. Counseling Program for Intercollegiate Athletics
5. Female Athlete Performance Committee

b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

The University's commitment to student-athlete participation in governance and decision-making processes of the Division of Athletics is illustrated through the activities of offices, committees and individuals noted in (a) above. For instance, SAAC meets monthly to discuss a broad range of issues and concerns of student-athletes, which are brought to the attention of the AD in the form of SAAC recommendations. Also, the FAR fields inquiries and comments of student-athletes directly and by referral and brings them to the attention of the appropriate personnel in the Division of Athletics.

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The offices, committees and individuals noted in (b) above will continue to ensure student-athlete participation in the governance and decision-making processes of the Division of Athletics.

4. Programs and Activities. Establishment of programs that address the needs and issues affecting student-athletes.

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

The University has established a broad range of offices, programs and activities dedicated to addressing the needs and issues affecting student-athletes. These offices, programs and activities, which are noted above in Self-Study Items 4, 5, and 12. For this recertification process, the ESAWS reviewed the mission, charges and activities of the aforementioned offices, programs and activities associated with student-
Equity and Student-Athlete Well-Being

athlete well-being, and collected input from the client population by interviewing student-athletes and conducting a survey of student-athletes.

b. Provide data demonstrating the institution's commitment to this program area for all student-athletes.

Programs, activities and services that address the needs of student-athletes are typically available to all students at the University of Connecticut. Nonetheless, some programs address the unique experiences and needs of student-athletes.

- Education and support services concerning drug and alcohol abuse (noted in Self-Study Item 5).
- Life Skills Programs (noted in Self-Study Item 5).
- Gambling and Bribery - To the extent that the student-athlete population is particularly vulnerable to issues concerning gambling and bribery, the Student-Athlete Handbook apprises student-athletes of the dangers of these activities and mandates immediate reporting of such activities to coaches.
- Education and Support Programs Related to Issues of Sexual Orientation - The University has established educational and support programs to address the needs and concerns of Gay, Lesbian, Bisexual, and Transgender members of the campus community. In addition, as noted in Self-Study Item 4, CPIA recently responded to an expressed need for support services for GLBT student-athletes. As mentioned above, in 2006 UConn was recognized as one of the 100 most LGBT friendly campuses in the United States by The Advocate College Guide.

c. Explain how the institution will address this topic in the future for the well-being of all student-athletes.

The University will review, evaluate and enhance the aforementioned programs and activities to ensure that the above topics are addressed on a continuing basis in the future. As mentioned above, the Senior Associate Director of Athletics/Administration's job duties encompass accountability for matters concerning student well-being. A further example of institutional commitment to student-athlete well-being includes the recent decision to add create a new position dedicated to sports psychology, which will be associated with the Department of Sports Medicine within Student Health Services.

Evaluation

1. Does the institution provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**

2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**

3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**
## Equity and Student-Athlete Well-Being

<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Steps</th>
<th>Specific Timetable for Completing the Work</th>
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<tr>
<td><strong>Issues in the Self-Study</strong></td>
<td><strong>Measureable Goals</strong></td>
<td></td>
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<tr>
<td>Evaluation - Student-athlete focus group suggested the need to evaluate the process by which student-athletes access athletics trainers and sports medicine physicians, and availability of the same.</td>
<td>Ensure availability of, and access to, athletic trainers and sports medicine physicians.</td>
<td>1. Move forward with current plans to increase the number of professional athletic trainers for under-served sports teams.  2. Perform a formal needs assessment to evaluate availability and access issues using national or other appropriate standards.  3. Develop quantitative measures to determine need.</td>
<td>Director of the Division of Athletics; Senior Associate Director of Athletics/Internal Operations; Senior Associate Director of Athletics/Administration.</td>
<td>Completion by 2007-08 academic year and on-going.</td>
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<tr>
<td><strong>Organization and Structure - no deficiencies.</strong></td>
<td>Ensure continued compliance and identify the need for future improvements.</td>
<td>Institution and Division of Athletics will continue to monitor and evaluate this program area.</td>
<td>Director of the Division of Athletics; Senior Associate Director of Athletics/ Administration.</td>
<td>On-going.</td>
</tr>
<tr>
<td>Participation in Governance and Decision-Making - no deficiencies identified within program area evaluation.</td>
<td>Ensure continued compliance and identify the need for future improvements.</td>
<td>Institution and Division of Athletics will continue to monitor and evaluate this program area.</td>
<td>Director of the Division of Athletics; PAAC Chairman, SAAC President.</td>
<td>On-going.</td>
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<tr>
<td>Elements</td>
<td>Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
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<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>Ensure continued compliance and identify the need for future improvements.</td>
<td>Institution and Division of Athletics will continue to monitor and evaluate this program area.</td>
<td>On-going.</td>
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<td>Programs and Activities - no deficiencies identified within program area evaluation.</td>
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<td></td>
<td>Senior Associate Director of Athletics/ Administration; Associate Director of Athletics/Senior Women's Administrator.</td>
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### Racial or Ethnic Group Composition

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<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/Pl (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
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Name of person completing this chart: Angela Rola

Title: Director, Asian American Cultural Center
# Racial or Ethnic Composition

**Students Generally and Student-Athletes on Athletics Aid**

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<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>Other (N)</th>
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Name of person completing this chart: Angela Rola
Title: Director, Asian American Cultural Center
### Racial or Ethnic Composition
#### Men's and Women's Sports Teams

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<th>Sports Year</th>
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Name of person completing this chart: Angela Rola
Title: Director, Asian-American Cultural Center

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