

## Western Michigan University

### 1.2 Rules Compliance

1 NCAA Operating Principle 1.2 requires an institution to have a clear and unambiguous commitment to rules compliance as a central element in personnel matters for all individuals involved with the intercollegiate athletics program. In order to demonstrate conformity with this operating principle, all individuals inside the athletics department must have a statement regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions. After reviewing Page Nos. 27 and 33 of your institution's self-study report, the NCAA Division I Committee on Athletics Certification (hereafter referred to as "committee") noted that statements regarding the importance of rules compliance are contained within all full-time head coaches and assistant coaches contracts. Further, the committee noted that a statement regarding the importance of rules compliance is contained in all coaches performance evaluations and job descriptions. However, the committee noted that statements regarding the importance of rules compliance are not included in the contracts or letters of appointment for part-time assistant coaches or volunteer coaches. The committee noted your institution has created a plan for improvement to address this issue by October 2007. Therefore, your institution must provide written evidence that it has completed its plan to include a statement regarding the importance of rules compliance in the contracts or letters of appointment for part-time assistant or volunteer coaches.

#### Institution Response to CAC Analysis

The Governance and Commitment to Rules Compliance Subcommittee determined that there were no statements in assistant or volunteer coaches' contracts that dealt with questions of compliance. As a result, the University identified these individuals and all assistant coaches now sign a "Part-Time Coach Employment Agreement," with compliance language made explicit. Furthermore, all volunteer coaches sign a "Volunteer Coach Form" containing compliance language. In summary, language indicating the importance of rules compliance is included in one-hundred percent of coaches' letters of appointment.

2 Operating Principle 1.2 requires an institution to have a clear and unambiguous commitment to rules compliance as a central element in personnel matters for all individuals involved with the intercollegiate athletics program. In order to demonstrate conformity with this operating principle, all individuals inside the athletics department must have a statement regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions. After reviewing Page No. 27 of your institution's self-study report, the committee noted that statements regarding the importance of rules compliance are contained within all athletics staff members' job descriptions. However, the committee is unclear whether a statement regarding the importance of rules compliance is currently included in contracts or letters of appointment for individuals inside the athletics department. Further, the committee noted on Page No. 27 of your institution's self-study report that a statement regarding the importance of rules compliance will be included in the performance evaluations of individuals inside the athletics department during the 2007-08 performance management cycle. Therefore, your institution must provide written evidence that a statement regarding the importance of rules compliance has been included in contracts or letters of appointment and performance evaluations for all individuals inside the athletics department by December 14, 2007.

#### Institution Response to CAC Analysis

# Athletics Certification Committee Analysis Report with Institution Responses

## Western Michigan University

The Governance and Commitment to Rules Compliance Subcommittee determined that job descriptions within the Division of Intercollegiate Athletics contain clear statements regarding the importance of rules compliance, and that employees' performance evaluations and contracts or letters of appointment must be handled according to the appropriate human resources classification.

To clarify, performance management for division personnel who are part of the Staff Compensation System (SCS) comprises three categories of competency (Organizational Success, Job Effectiveness, Making People Matter). Organizational Awareness, which includes compliance, is an element of Job Effectiveness, and instructions for objective and competency setting explicitly state: "Employees responsible for NCAA rules compliance must select Organizational Awareness as a competency." The 2007-08 evaluation period began with objective and competency setting between June and August, and performance reviews are due in May 2008.

In regard to letters of appointment or contracts (i.e., hiring of new coaches), new non-SCS contracts and letters of appointment now include language on compliance, but there has been no SCS hiring since WMU submitted its Self-Study Report in April 2007. Tanya Bellamy, who worked with the Governance and Commitment to Rules Compliance Subcommittee in the preparation of the self-study, is the designated human resources contact for all SCS matters concerning the division.

- 3 Operating Principle 1.2 stipulates that a clear and unambiguous commitment to rules compliance must be a central element in all personnel matters for individuals involved with the intercollegiate athletics program. In order to demonstrate conformity with this operating principle, an institution must provide evidence that all individuals outside the athletics department who are involved in or associated with athletics have statements regarding the importance of rules compliance in all contracts or letters of appointment, performance evaluations and job descriptions. After reviewing Page No. 28 of your institution's self-study report, the committee noted that a statement regarding the importance of rules compliance is included in job descriptions for individuals outside the athletics department who are involved in or associated with athletics. However, the committee is unclear whether a statement regarding the importance of rules compliance is currently included in contracts or letters of appointment for individuals outside the athletics department who are involved or associated with athletics. Further, the committee noted on Page No. 27 of your institution's self-study report that a statement regarding the importance of rules compliance will be included in the performance evaluations of individuals outside the athletics department who are involved in or associated with athletics during the 2007-08 performance management cycle. Therefore, your institution must provide written evidence that a statement regarding the importance of rules compliance has been included in contracts or letters of appointment and performance evaluations for all individuals outside the athletics department who are involved in or associated with athletics by December 14, 2007.

### **Institution Response to CAC Analysis**

The Governance and Commitment to Rules Compliance Subcommittee determined that clear statements of the importance of rules compliance are contained in the job descriptions of individuals outside the Division of Intercollegiate Athletics whose responsibilities intersect with compliance matters, and that employees' performance evaluations and contracts or letters of appointment must be handled according to the appropriate human resources classification.

## Western Michigan University

To clarify, performance management for personnel who are part of the Staff Compensation System (SCS) comprises three categories of competency (Organizational Success, Job Effectiveness, Making People Matter). Organizational Awareness, which includes compliance, is an element of Job Effectiveness, and instructions for objective and competency setting explicitly state: "Employees responsible for NCAA rules compliance must select Organizational Awareness as a competency." The 2007-08 evaluation period began with objective and competency setting between June and August, and performance reviews are due in May 2008.

Since WMU submitted its Self-Study Report in April 2007, there has been one personnel change affecting an individual outside athletics whose responsibilities intersect with the division: Dr. Keith Hearit assumed the role of interim vice provost for enrollment management during summer 2007; both his job description and letter of appointment contain a statement regarding the importance of rules compliance. Since April, no SCS personnel changes have required new letters of appointment. In future, all contracts and letters of appointment will include statements of compliance. Tanya Bellamy, who worked with the Governance and Commitment to Rules Compliance Subcommittee in the preparation of WMU's self-study, is the designated human resources contact for all positions that intersect with intercollegiate athletics.

### **2.1 Academic Standards**

1 Operating Principle 2.1 requires institutions to report on the implementation of all plans for improvement developed by the institution during its first-cycle certification process as they relate to the operating principle. After reviewing Page No. 37 of your institution's self-study report and additional materials submitted by your institution June 5, 2007, the committee noted your institution did not fully implement its plan for improvement from the first-cycle certification process in the preparation of a goal statement by the president regarding graduation rates and a plan for achieving the stated goals. The failure to implement your first-cycle certification plan causes the committee concern. Therefore, your institution must provide evidence that the institution has fully implemented its plan from the first-cycle or provide an explanation for partial or noncompletion regarding the preparation of a goal statement for graduation rates and a plan to achieve the stated goals.

#### **Institution Response to CAC Analysis**

Presidents Floyd and Bailey, while firmly committed to increasing student graduation rates, chose not to set specific goals for graduation rates for the general student population, nor did they recommend that the Division of Intercollegiate Athletics or the Athletic Board create specific graduation rates goals for student-athletes. At the August 2006 meeting of Provost's Council, Interim President Haenicke described the need for a transition from broad-based institutional planning to a more pragmatic approach based on enrollment and retention. Pointing out that WMU would not be able to generate revenue in the short term without increasing its retention rate, and that planning for the coming fiscal year would need, therefore, to focus on retaining students, the president predicted that the University would take two to three years to realize a significant improvement in its retention rate (ideally from 70 percent to between 80 and 85 percent). Dr. Haenicke acknowledged that the new president would develop a strategic plan, but advised that the key to achieving strong enrollment and retention outcomes was to combine overall institutional goals with a flexible approach to planning. Delivering a similar call to action at the October 2006 Faculty Senate meeting, Dr. Haenicke urged those present to work with him to achieve an 85 percent retention rate and a fall 2007 enrollment of 28,000.

# Athletics Certification Committee Analysis Report with Institution Responses

## Western Michigan University

It was in the context of transition at the presidential level that the athletic academic services office established graduation rate goals of 60 percent (four-year rolling NCAA freshman rate) and 90 percent (four-year rolling internal Western Michigan University senior rate). The most recent analysis reflects success in both areas, with an NCAA rate of 68.0 percent and a senior rate of 91.4 percent. These figures are analyzed annually by the Athletic Academic Services Oversight Committee and the Athletic Board.

On July 24, 2007, during the first month of Dr. John M. Dunn's tenure as WMU president, the Board of Trustees approved Dr. Dunn's proposal for a plan called the Western Edge. The program, while not setting a specific graduation rate target, is a campuswide effort to increase the University's retention and graduation rates. Rooted in the Graduation Rate Outcomes Report of the American Association of State Colleges and Universities, the program is based on the assumption that graduation rate improvement is a byproduct of efforts to build a campuswide culture of student success.

- 2 Operating Principle 2.1 requires an institution's academic standards and policies applicable to student-athletes to be consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher. In addition, if the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athletes or comparable student-body groups, the contrast shall be analyzed and explained by appropriate institutional authorities. The committee reviewed Page No. 63 of your institution's self-study report and noted the significant percentages of student-athletes who were admitted through special admissions review in football. Further, Page Nos. 38 and 39 of your institution's self-study report and additional materials submitted by your institution June 5, 2007, provide only a limited explanation regarding these differences. Therefore, your institution must analyze, further explain and, if necessary, address through specific plans for improvement the disproportionate percentages of student-athletes in the sport of football who are admitted through special admissions review.

### **Institution Response to CAC Analysis**

The Office of Admissions makes all admission decisions, including admission for students with talents in specialized fields (e.g., athletics).

The limitation of no more than eight special student-athlete admissions annually has been in practice at Western Michigan University since 1987. This practice is closely monitored by the associate director of admissions and the associate athletic director for academic and compliance services. The director of admissions must specifically consent to any additional special student-athlete admits over eight. Since 1987, this figure has been exceeded in one year (2004) and equaled in one year (1998). The number of special student-athlete admits, rather than a percentage, is used in the evaluation of student-athlete admission. Any student-athlete being considered for special admission must meet two criteria, established by the Office of Admissions. First, he or she must be a recruited athlete who will receive a substantial athletic scholarship and, second, he or she must meet NCAA initial eligibility guidelines, establishing an academic preparation baseline consistent with national standards. Additionally, the associate athletic director for academic and compliance services conducts transcript reviews prior to official visits or the issuance of letters of intent so that coaches are aware of a prospective student-athlete's academic standing in a timely manner. In all cases, admissions personnel maintain final decision-making authority.

## Western Michigan University

In 21 years, 106 student-athletes have been admitted through this special admissions program, including 70 from the sport of football, an average of five student-athletes per year, of whom three were football student-athletes. Neither the Office of Admissions nor Division of Intercollegiate Athletics considers this disproportionate, considering the focus on number of special admits rather than percentage. Because football annually awards a large number of freshman athletic scholarships, it is not unreasonable to expect that football's number of special admits may be higher than that of other teams. It is unlikely that a team signing three freshmen would be allowed two or three special admits. The campus APR Improvement Plan in the sport of football also addresses the number of special admits in that sport, recommending no more than five in a given year.

- 3** Operating Principle 2.1 states that if the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athletes or comparable student-body groups, the contrast shall be analyzed and explained by appropriate institutional authorities. In order to demonstrate conformity with this operating principle, an institution must compare and explain any differences in the admissions profiles of freshmen student-athletes and student-athlete subgroups compared with students generally. After reviewing Page No. 38 of your institution's self-study report and additional materials submitted by the institution June 5, 2007, the committee noted your institution provided comparisons in academic profiles but did not thoroughly explain the differences. Therefore, your institution must provide further explanation regarding the differences in admission profiles for student-athlete subgroups (i.e., gender, sport group) when compared to students generally. If the admission profiles for any student-athlete subgroups (i.e., gender, sport group) are significantly lower than that of other student-athletes or comparable student-body groups, your institution will be expected to explain and, if necessary, address through specific plans for improvement such disparities.

### **Institution Response to CAC Analysis**

Although football standardized test scores are lower than those of other entering male students, the Academic Integrity Subcommittee did not recognize these figures as being significantly lower. When analyzing the composite score equivalent of the sum scores, the figures are within a reasonable range and do not suggest that student-athletes are at a significant academic disadvantage when entering the University. Also, the most recent figures for the 2005-06 class showed improvement over the two previous years. The one-year dip in standardized test scores for women's basketball was also not viewed as significant given the strong grade point averages that accompanied those scores.

## Western Michigan University

- 4 Operating Principle 2.1 states that written policies related to scheduling must be established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics consistent with the provisions of NCAA Constitution 3.2.4.14. In order to demonstrate conformity with this operating principle, these policies must be clearly communicated to student-athletes and staff (e.g., published in the institution's student-athlete handbook, published in the athletics department manual and discussed during team meetings). After reviewing Page No. 42 of your institution's self-study report and additional materials submitted by your institution June 5, 2007, the committee noted that efforts are made to schedule classes around practice times. However, the committee is unclear if your institution has established written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and/or final examination periods due to their participation in intercollegiate athletics. Further, the committee is unclear if the scheduling policies are clearly communicated to student-athletes and staff (e.g., published in the institution's student-athlete handbook, published in the athletics department manual and discussed during team meetings). Therefore, your institution must provide written evidence that established written policies regarding the scheduling of practices and competition exist to minimize student-athletes' conflicts with class time and/or final examination periods due to their participation in intercollegiate athletics. Further, your institution must provide written evidence that these policies are clearly communicated to student-athletes and staff (e.g., published in the institution's student-athlete handbook, published in the athletics department manual and discussed during team meetings.)

### **Institution Response to CAC Analysis**

The Student-Athlete Handbook includes a statement that no class may be missed for an athletic practice. Further, the associate athletic director for academic and compliance services and the director of compliance emphasize missed class time issues with student-athletes during the preseason team meeting. The Division of Intercollegiate Athletics' Policies and Procedures Manual specifies that special attention be given to exam schedules during the construction of game schedules. It also notes that practice schedules must not interfere with classes or exam schedules.

- 5 Operating Principle 2.1 requires institutions to demonstrate that written policies are established in all sports to minimize student-athlete's conflict with class time and/or final examination periods due to participation in intercollegiate athletics. In order to demonstrate conformity with this operating principle, an institution must analyze, explain and address missed class time that has been determined to be significant or excessive for any sport(s). After reviewing Page No. 43 of your institution's self-study report and additional materials submitted by your institution June 5, 2007, the committee noted your institution stated that missed class time has not been deemed excessive by the institution. However, your institution failed to provide an analysis or explanation of how your institution determined that missed class time was not significant or excessive for any sport. Therefore, your institution must provide further analysis and explanation of how it determined missed class time to not be significant or excessive for any sport.

### **Institution Response to CAC Analysis**

## Western Michigan University

No missed class time in any sport has been determined to be excessive. The Athletic Board analyzes missed class time for all sports when previewing competition schedules each year and has the opportunity to request additional explanation for travel matters. In addition, faculty members are afforded the opportunity to address any issue, including missed class time, via the "Professional and Academic Concerns" standing agenda item at monthly Faculty Senate meetings. In the last three years, no such concerns have been raised at Faculty Senate, Undergraduate Studies Council, or Board of Trustees meetings' public comment sessions, nor has the president brought this issue to the attention of the faculty athletics representative.

### **2.2 Academic Support**

1 Operating Principle 2.2 requires institutions to demonstrate that their academic support services are reviewed and approved periodically by academic authorities outside the department of intercollegiate athletics. In order to demonstrate conformity with this operating principle, an institution must demonstrate that academic support services for student-athletes are subject to a comprehensive review at least once every three years by academic authorities outside of athletics who do not have day-to-day responsibilities in the academic support services area. After reviewing Page No. 57 of your institution's self-study report, the committee noted that the associate athletics director presented an overview of the athletics academic services program areas to the Athletics Academic Services Oversight Committee in June 2006. However, the committee is unclear as to whether the academic support services are reviewed at least once every three years by appropriate academic authorities outside the department of intercollegiate athletics who do not have day-to-day responsibilities in the academic support services area. Further, after reviewing Page Nos. 48 through 57 of your institution's self-study report, it is not clear whether these services have been approved by academic authorities outside the department of intercollegiate athletics (e.g., athletics board). Therefore, your institution must provide written evidence that your academic support services for student-athletes have been subject to a comprehensive review and approval at least once every three years by academic authorities outside the department of intercollegiate athletics who do not have day-to-day responsibilities in the academic support services area. Further, your institution must ensure that this review will occur at least once every three years in the future. Finally, your institution must conduct this review not later than December 14, 2007.

### **Institution Response to CAC Analysis**

A comprehensive review of athletic academic support services is conducted annually by the Athletic Academic Services Oversight Committee (chaired by a member of the Athletic Board), after which the full Athletic Board, recognized as "academic authorities outside the department of intercollegiate athletics," formally receives the minutes of the oversight committee's annual review.

At the Athletic Academic Services Oversight Committee's most recent annual review, which took place on May 30, 2007, no significant concerns were expressed in regard to athletic academic support services. At its October 9, 2007, meeting, the Athletic Board reviewed and accepted the minutes of the oversight committee's May 30 meeting. The minutes were presented by Dr. Michael Miller, chair of the oversight committee.

Western Michigan University

**3.1 Gender Issues**

- 1 Operating Principle 3.1 requires an institution to demonstrate a commitment to, and the progression toward, the fair and equitable treatment of both male and female student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct an evaluation of all 13-specified program areas for gender issues by:
- a. Describing how the institution has ensured a complete study of each of the areas;
  - b. Providing data demonstrating the institution's status/commitment across each of the areas;
  - c. Identifying areas of deficiency and commenting on any trends; and
  - d. Explaining how the institution's future plan for gender equity addresses each of the areas.

After reviewing Page No. 79 of your institution's self-study report, the committee is unclear how your institution ensured a complete study of the accommodation of interests and abilities area. Therefore, your institution must provide a written description detailing how it has ensured a complete study of the accommodation of interests and abilities area for purposes of the self-study.

**Institution Response to CAC Analysis**

//Self-Study Report response (April 2007)://

At the request of the Gender Equity Oversight Committee, all head coaches and selected assistant coaches (preferably an assistant of opposite gender to the head coach) were asked to complete a Gender Issues Survey that addressed all 13 areas of review related to gender issues.

Members of the Gender Equity Oversight Committee, as well as members of the Equity and Student-Athlete Well-Being Subcommittee, reviewed the results of the survey and conducted in-person interviews with coaching staff to further query any issues raised by the respondents' comments.

A version of the Gender Issues Survey tailored to student-athletes was completed by members of the Student-Athlete Advisory Board, ensuring representation from each sport.

Members of the Gender Equity Oversight Committee, as well as members of the Equity and Student-Athlete Well-Being Subcommittee, reviewed the results of the survey and conducted in-person interviews with the student-athletes to further query any issues raised by the respondents' comments.

Further, the athletics administration has ensured a repeated, ongoing review of this area through the Gender Equity Oversight Committee and Sports Sponsorship Review Committee, and through the annual University and intercollegiate athletics budgeting process.

//Additional language (October 2007)://

The University also conducted two public forums (on April 5 and 6, 2007) to solicit comment on all aspects of the draft Self-Study Report, including accommodation of interests and abilities. Advocates for certain interests (specifically men's track and field) addressed the steering committee at both forums. In addition, the draft report was posted on the University's Web site and comments encouraged. At all times, the NCAA Recertification Self-Study Steering Committee has remained open to, and actively solicited comment from, students, athletics personnel, the public, and any other party with an interest in intercollegiate athletics.

## Western Michigan University

Finally, the athletics administration has ensured an ongoing review of the area of accommodation of interests and abilities through annual evaluation of the Equity in Athletics Disclosure Act (EADA) reporting, as required by the federal government each October. A review of participant proportionality over the preceding three years (the defined NCAA certification review period) shows that student-athlete participation by gender is proportionate to the overall undergraduate student population of the campus. More specifically, for the reporting year ending June 30, 2006, the overall campus population was 49 percent male and 51 percent female, while the student-athlete population was 51 percent male and 49 percent female. Through continual monitoring of team rosters and annual EADA reporting/evaluation, the University maintains the proportionality of its student-athlete population and therefore ensures a satisfactory study of interests and abilities.

2 Operating Principle 3.1 requires an institution to develop and implement an institutional plan to address gender issues in the intercollegiate athletics program. Acceptable gender-equity plans must address all 13-specified program areas and contain the eight-required elements for institutional plans for improvement. After reviewing Page Nos. 95 through 98 of your institution's self-study report, the committee noted all 13-specified program areas are addressed within your gender-equity plan. However, the committee noted that the measurable goals and the steps to achieve the measurable goals stated in your gender-equity plan lack specificity. Therefore, your institution must provide written evidence demonstrating the revision of your gender-equity plan to ensure that all gender issues identified have specific measurable goals and specific steps to achieve those goals. In addition, your institution must demonstrate broad-based participation is used in the conduct of the evaluation and development of a revised gender-equity plan. Finally, your institution must demonstrate that its revised gender-equity plan has received formal institutional approval, extends at least five-years into the future and is active at all times.

### **Institution Response to CAC Analysis**

//See Plan for Improvement//

The Gender Equity Plan for Improvement was developed and revised throughout the self-study process, which included public comment sessions and interviews with student-athletes and coaches. The plan was also shared with the NCAA Recertification Self-Study Steering Committee, which consists of a broad cross-section of University personnel.

The Gender Equity Plan for Improvement received institutional approval in accordance with the description provided on page 5 of the NCAA Recertification Self-Study Report Clarification of June 5, 2007, namely:

"All plans for improvement in the self-study report were approved by the Athletic Board on April 12 after extensive review of the self-study. Further, President Haenicke communicated his approval of the self-study report, including the plans for improvement, during an April 12 meeting with members of the steering committee. This approval process parallels that for institutional and specialized program accreditations. Preparing for institutional accreditation (i.e., the Higher Learning Commission of the North Central Association of Colleges and Schools) is the work of a presidentially appointed Universitywide steering committee, which oversees the work of multiple committees charged with data collection, analysis, evaluation, and report writing regarding particular topics. Final approval of the self-study, including recommendations for improvement, rests with the president."

## Western Michigan University

The Gender Equity Plan for Improvement was part of the self-study instrument, also approved as described on page 5 of the Self-Study Report Clarification. By its terms, it extends five years into the future, with annual review by the Gender Equity Oversight Committee and the Athletic Board. In accordance with the institutional approval process detailed above, the revised plan was reviewed and commented on by the Gender Equity Oversight Committee, whose members approved it on September 17, 2007; by the Athletic Board, whose members approved it on September 20, 2007; and by President Dunn, who gave his approval on October 9, 2007.

# Athletics Certification Committee Analysis Report with Institution Responses

## Western Michigan University

**Plan Date Range:** 2007-08 thru 2012-13

| Elements                |  | Goals   | Steps   |   |  |
|-------------------------|--|---|---|---|--|
| Program Area            | Issues in the Self-Study   | Measureable Goals   | Steps to Achieve Goals  | Individuals/Officers Responsible for Implementation                           | Specific Timetable for Completing the Work   |
| Athletics Scholarships. | Female grant-in-aid expenditure lags behind female participation percentage. | Increase amount of grant-in-aid budgeted to women's sports equal to the amount of increase in tuition and fees, and room and board. | Annual Review, as a component of base budgeting process, of University grant-in-aid allocation to intercollegiate athletics.  | Intercollegiate athletics senior staff and Gender Equity Oversight Committee. | First assessment completed at close of 2006-07 academic year; annually thereafter as a component of the annual base budgeting process. |
|                         |  |   | Ensure that grant-in-aid allocation to women's teams is equal to the cost increase. If not equal, follow University report lines for intercollegiate athletics (i.e., athletic director to president) to rectify budget shortfall.  | Intercollegiate athletics senior staff and Gender Equity Oversight Committee. | First assessment completed at close of 2006-07 academic year; annually thereafter as a component of the annual base budgeting process. |
|                         |  |   | Annual report to Gender Equity Oversight Committee regarding current and following year's funding.  | Intercollegiate athletics senior staff and Gender Equity Oversight Committee. | First assessment completed at close of 2006-07 academic year; annually thereafter as a component of the annual base budgeting process. |
|                         |  | Fund new scholarship opportunities as NCAA legislation allows in the future.  | Compliance staff to continually monitor pending NCAA legislation for potential increases in scholarship opportunities. Advise intercollegiate athletics senior staff of such a possibility. Senior staff to build increase into base budget model through discussion and approval of Athletic Board and University president. | Intercollegiate athletics senior staff and Gender Equity Oversight Committee. | First assessment completed at close of 2006-07 academic year; annually thereafter as a component of the annual base budgeting process. |

# Athletics Certification Committee Analysis Report with Institution Responses

## Western Michigan University

| Elements                                  |   | Goals   | Steps   |  |  |
|---|---|---|---|--|--|
| Program Area                              | Issues in the Self-Study                          | Measureable Goals   | Steps to Achieve Goals  | Individuals/Officers Responsible for Implementation  | Specific Timetable for Completing the Work   |
| Accommodation of Interests and Abilities. | None identified.                                  | Compliance staff to continually monitor roster status of each varsity sport for any changes that may affect gender equity. Senior staff, as a component of required EADA reporting (each October), to monitor participation rates so as to ensure rates remain substantially proportionate to undergraduate student population. Forward report to Athletic Board for review and monitoring. | Track, via EADA and NCAA reporting, male/female participation rates.  | Intercollegiate athletics senior staff and Gender Equity Oversight Committee.  | Annually, in conjunction with EADA and NCAA mandatory reporting.                   |
| Equipment and Supplies.                   | Distribution of "basic" equipment and supplies.   | Provide and ensure "basic" equipment and supplies are available to each team. Create list defining minimal basic equipment and supplies.  | Intercollegiate athletics senior staff to meet with coaches and equipment staff to generate list of basic needs. Discuss list with student-athlete leadership of each team. Procure basic items as needed for each sport. Distribute to student-athletes. | Intercollegiate athletics senior staff and head coach of each team; Gender Equity Oversight Committee; and student-athlete leadership from each sports team. | First assessment completed by close of 2007-08 academic year; annually thereafter. |
| Scheduling of Games and Practice Time.    | Scheduling of practices where facility is shared. | Monitor practice scheduling; ensure access to each program needing facility.  | Conduct yearly analysis of game and practice time issues. Continue current practice of regular interaction with coaches and senior staff for inclusive problem solving. Continue use of the rotation system where unresolved conflicts exist.             | Intercollegiate athletics senior staff, head coaches of affected teams, and Gender Equity Oversight Committee.   | First assessment completed at close of 2006-07 academic year; annually thereafter. |

# Athletics Certification Committee Analysis Report with Institution Responses

## Western Michigan University

| Elements                       |  | Goals   | Steps   |  |  |
|--------------------------------|--|---|---|--|--|
| Program Area                   | Issues in the Self-Study   | Measureable Goals   | Steps to Achieve Goals  | Individuals/Officers Responsible for Implementation  | Specific Timetable for Completing the Work   |
| Travel and Per Diem Allowance. | Perceived inequity of per diem amount from team to team; standardization of pre-game and post-game meals; and number of student-athletes per room on road trips. | Distribute policy for equitable per diem allowance to head coaches.                       | Write policy. Distribute policy to head coaches. Amend policy manual as needed. | Intercollegiate athletics senior staff. Associate athletic director of business operations to monitor expense vouchers for adherence to policy. Gender Equity Oversight Committee. | First assessment completed at close of 2006-07 academic year; annually thereafter. |
|                                |  | Provide policy for standardization of pre-game and post-game meals.                       | Conduct review. Evaluate findings. Strategize and write a standardization plan. | Intercollegiate athletics senior staff. Associate athletic director of business operations to monitor expense vouchers for adherence to policy. Gender Equity Oversight Committee. | First assessment completed at close of 2006-07 academic year; annually thereafter. |
|                                |  | Reiterate existing policy. Maintain preferred level of student-athletes per room.         | Reiteration of policy annually at a head coaches' meeting.                      | Intercollegiate athletics senior staff. Associate athletic director of business operations to monitor expense vouchers for adherence to policy. Gender Equity Oversight Committee. | First assessment completed at close of 2006-07 academic year; annually thereafter. |
| Tutors.                        | None identified.   | Monitor tutoring availability. Ensure all student-athletes have equal access to tutoring. | Yearly analysis by the Athletic Academic Services Oversight Committee.          | Intercollegiate athletics senior staff and Athletic Academic Services Oversight Committee.   | First assessment completed at close of 2006-07 academic year; annually thereafter. |

# Athletics Certification Committee Analysis Report with Institution Responses

## Western Michigan University

| Elements   |   | Goals   | Steps   |   |   |
|--|---|---|---|---|---|
| Program Area                                       | Issues in the Self-Study  | Measureable Goals   | Steps to Achieve Goals  | Individuals/Officers Responsible for Implementation   | Specific Timetable for Completing the Work  |
| Coaches.   | Perceived pay inequity; and addition of coaching staff to NCAA allowable maximum.   | Adjust salary of coaching staff who have been identified as being inequitably paid.   | Document legitimate issues that result in pay differences between men's sport coaches and women's sport coaches. Adjust pay as inequities are identified. Report results of annual review to Gender Equity Oversight Committee.   | Intercollegiate athletics senior staff, Gender Equity Oversight Committee, and Athletic Board.                                      | Document legitimate pay factors during 2007-08. Adjust inequitable salaries by July 1, 2008. Conduct annual review in conjunction with annual budget process as well as with EADA and NCAA reporting. |
|  |   | Add coaching staff as needed to reach NCAA allowable staffing for each team. Continue monitoring the number of coaches versus the NCAA allowable maximum number of coaches. | Evaluate the number of coaches versus the NCAA maximum. Determine where coaching staff could be added. Identify candidates to fill assistant coach roles. Add coaches on volunteer basis or on paid basis as funding might allow. | Intercollegiate athletics senior staff and head coach of each sport.  | Annual review of staffing as a component of annual budgeting process. Regular meetings, as scheduled for 2007-08, between each head coach and the athletic director.                                  |
| Locker Rooms, Practice and Competitive Facilities. | Shared locker room space; cleanliness of facilities; and condition of indoor track. | Maintain equitable distribution of locker rooms and competitive facilities.   | Conduct annual review of allocation to ensure no disparity emerges.   | Intercollegiate athletics senior staff and head coaches of affected sports. Gender Equity Oversight Committee.                      | Annual review conducted in 2007; annually thereafter.   |
|  |   | Adjustment of team area cleaning schedules.   | Review current cleaning schedule with Physical Plant. Adjust schedule to more effectively accommodate team needs.   | Intercollegiate athletics senior staff. Head coach of each sport. Gender Equity Oversight Committee. Physical Plant administration. | First assessment completed during 2007-08 academic year; as needed thereafter, as determined through everyday communication with coaching staff.  |

# Athletics Certification Committee Analysis Report with Institution Responses

## Western Michigan University

| Elements                                      |   | Goals  | Steps   |   |   |
|---|---|--|---|---|---|
| Program Area                                  | Issues in the Self-Study  | Measureable Goals  | Steps to Achieve Goals  | Individuals/Officers Responsible for Implementation   | Specific Timetable for Completing the Work  |
|   |   | Replace or repair indoor track.  | Develop renovation plan. Develop funding model. Secure funding. Renovate.   | Intercollegiate athletics senior staff. Vice president for business and finance. Gender Equity Oversight Committee.                                   | First assessment completed during 2007-08; as needed thereafter, as determined through everyday communication with coaching staff.        |
| Medical and Training Facilities and Services. | None identified.  | Maintain equitable distribution of medical and training facilities and services. | Conduct annual review of allocation to ensure no disparity emerges.   | Intercollegiate athletics senior staff and Gender Equity Oversight Committee.   | Annual review conducted in 2007; annually thereafter.   |
| Housing and Dining Facilities and Services.   | None identified.  | Maintain comparable housing and dining options for student-athletes.             | Assess annually through meeting of Student-Athlete Advisory Board. Annual nutrition review by Dining Services management.   | Intercollegiate athletics senior staff, Gender Equity Oversight Committee, Student-Athlete Advisory Board, and Campus Dining Services administration. | First assessment completed during 2007-08 academic year; annually thereafter in conjunction with Student-Athlete Advisory Board meetings. |
| Publicity.                                    | Limited media relations travel opportunities.   | Provide media relations travel opportunities as staffing priorities allow.       | Evaluate staffing priorities. Communicate those priorities to head coaches. Gender Equity Oversight Committee to conduct annual review of publicity funding and allocation. | Intercollegiate athletics senior staff. Assistant athletic director of marketing and media relations.   | First assessment completed during 2007-08 academic year; annually thereafter.   |
| Support Services.                             | Loss of clerical support; and lack of "hard" office space (ineffective for privacy issues). | Provide access to clerical support for each team.                                | Assign a clerical support person to each varsity sport. Gender Equity Oversight Committee to conduct annual review of support services funding and allocation.              | Intercollegiate athletics senior staff.   | First assessment completed at close of 2006-07 academic year; annually thereafter.  |
|   |   | Provide private area for meetings.   | Communicate availability of conference rooms in each facility and how to schedule space.  | Intercollegiate athletics senior staff. Director of athletic facilities.  | Communicate scheduling practice to staff during fall 2007; annually thereafter.   |

# Athletics Certification Committee Analysis Report with Institution Responses

## Western Michigan University

| Elements                         |  | Goals   | Steps   |   |   |
|----------------------------------|--|---|---|---|---|
| Program Area                     | Issues in the Self-Study                       | Measureable Goals   | Steps to Achieve Goals  | Individuals/Officers Responsible for Implementation   | Specific Timetable for Completing the Work  |
| Recruitment of Student-Athletes. | Budgetary constraint on recruiting activities. | Communicate recruiting budget allotment to each head coach.     | Create a budget code with University accounting office to specifically allocate budget dollars to recruiting. Gender Equity Oversight Committee to conduct annual review of recruitment funding and allocation. | Intercollegiate athletics senior staff. Associate athletic director of business operations. Director of compliance. | Implement budget code for start of FY2008-09.   |
|                                  |  | Conduct best practice recruiting meetings among coaching staff. | Conduct meetings as a part of "Third Thursday Thirty" monthly compliance meetings.  | Intercollegiate athletics senior staff. Associate athletic director of business operations. Director of compliance. | Conduct recruiting best practices discussions, commencing with October 2007 monthly compliance meeting. |

## Western Michigan University

### 3.3 Student-Athlete Well-Being

- 1 Operating Principle 3.3 requires institutions to report on the implementation of all plans for improvement developed by the institution during its first-cycle certification process as they relate to the operating principle. After reviewing Page No. 122 of your institution's self-study report and additional materials submitted by your institution June 5, 2007, the committee noted your institution did not fully implement its plan for improvement from the first-cycle certification process to establish procedures for completion of exit interview surveys for those student-athletes who are leaving a sport. The failure to implement your first-cycle plan causes the committee concern regarding your institution's commitment to student-athlete well-being. Therefore, your institution must provide evidence that the institution has fully implemented its plan from the first-cycle certification process or provide an explanation for partial or noncompletion regarding the establishment of procedures for completion of exit interview surveys by student-athletes who are leaving a sport.

#### Institution Response to CAC Analysis

Student-athlete exit surveys are requested only from individuals who have completed their athletic eligibility at Western Michigan University. Although formal written surveys are not conducted with individuals leaving teams or the University (as recommended, but not mandated, during the first cycle of certification), these transferring student-athletes meet with administrative personnel to discuss the reasons for their transfer and the details of their future plans. Specific comments from these meetings may be shared with the athletic director as appropriate. The Division of Intercollegiate Athletics demonstrates a clear commitment to student-athlete well-being in this regard, providing student-athletes with sound advice regarding the particulars of their transfer situation.

- 2 Operating Principle 3.3 requires an institution to provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis. In order to demonstrate conformity with this operating principle, an institution must demonstrate that it conducts exit interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with Constitution 6.3.2. In addition, the institution's instrument used to conduct student-athlete exit interviews must contain questions related to the institution's commitment to the academic success of its student-athletes and questions to measure the effectiveness of the institution's mechanisms (e.g., exit interview process) to monitor the well-being of its student-athletes. After reviewing Page No. 124 of your institution's self-study report, the committee noted that your institution has an exit interview process for student-athletes, including procedures for arranging an in-person interview should the student-athlete request one. However, your institution did not specify whether student-athlete exit interviews are conducted via in-person meetings and/or conference calls and whether the exit interview survey contains questions related to your institution's commitment to the academic success of your student-athletes and questions to measure the effectiveness of your institution's mechanisms (e.g., exit interview process) to monitor the well-being of your student-athletes. Therefore, your institution must provide written evidence that it conducts student-athlete exit interviews via in-person meetings and/or conference calls with a sample of student-athletes. Further, your institution must provide written evidence that the instrument used to conduct student-athlete exit interviews contains questions related to your institution's commitment to the academic success of student-athletes and questions to measure the effectiveness of the mechanisms to monitor the well-being of your student-athletes.

## Western Michigan University

### **Institution Response to CAC Analysis**

As a follow-up to the written senior survey, the athletic director and faculty athletics representative conduct an in-person meeting with a sample of senior student-athletes. The senior survey includes a section relating to academic support services and assesses student-athlete well-being issues by analyzing areas such as health (including review of medical services and strength and conditioning), gambling, initiations (hazing), facilities, and diversity.

**3** Operating Principle 3.3 requires each institution to have established grievance and/or appeal procedures available to student-athletes in appropriate areas. In order to demonstrate conformity with this operating principle, an institution must have written grievance and/or appeal procedures in the areas required by NCAA legislation (i.e., transfers, financial aid). Further, written grievance and/or appeal procedures must be communicated to student-athletes and staff. After reviewing Page No. 125 of your institution's self-study report and additional materials submitted by your institution June 5, 2007, the committee noted that transfer appeal procedures are forwarded to the specific student-athlete in writing in cases where permission to contact other institutions has been denied. However, the committee is unclear if your institution has established written grievance and/or appeal procedures in the area of transfer releases and how those procedures are communicated to all of your student-athletes. Further, your institution noted that athletics department staff members are apprised of their responsibilities in specific appeal procedures related to transfer releases and cancellation or reduction of financial aid by the athletics department administration. However, the committee is unclear how the grievance and/or appeals procedures in the area of transfer releases and cancellation or reduction of financial aid are communicated to all athletics department staff. Therefore, your institution must provide evidence that written grievance and/or appeal procedures related to transfer releases exist and are communicated to all student-athletes. Further, your institution must provide evidence that written procedures in the areas of cancellation or reduction of financial aid and transfer releases are communicated to all athletics department staff (e.g., posted on athletics department Web site, printed in athletics department policies and procedures manual).

### **Institution Response to CAC Analysis**

Student-athlete financial aid appeal procedures are documented in the Student-Athlete Handbook and forwarded to the specific student-athlete in writing in cases of athletic scholarship removal or reduction. Transfer appeal procedures are forwarded to the specific student-athlete in writing in cases where permission to contact other institutions has been denied. The associate athletic director for academic and compliance services has oversight of these two areas. Given the national importance of APR computations, the athletics administration has chosen to provide transfer appeal information only in the rare instances when it is necessary, rather than to encourage transfer behavior by placing instructions in the Student-Athlete Handbook. Unless there are egregious circumstances, athletics division procedure is to grant permission to transfer. At its October 9, 2007, meeting, the Athletic Board approved revisions to the division's Policies and Procedures Manual that incorporate these two areas.

## Western Michigan University

4 Operating Principle 3.3 stipulates that an institution must have in place programs that protect the health of, and provide a safe environment for, each of its student-athletes. In order to demonstrate conformity with this operating principle, an institution must review its travel policies (e.g., passenger vans, buses, permissible drivers, length of trips) as they relate to student-athletes to ensure those policies protect their health and provide a safe environment. Further, an institution is required to ensure such policies are communicated to athletics department staff and student-athletes. After reviewing Page Nos. 126 and 127 of your institution's self-study report and additional materials submitted by the institution June 5, 2007, the committee noted that travel policies are not currently provided to student-athletes in writing, but your institution has created a plan for improvement to include travel policies in the 2007-08 student-athlete handbook. However, the committee noted that your institution's plan for improvement did not contain all required elements for a plan for improvement. Therefore, your institution must provide evidence that it has implemented its plan in this area or revise its plan for improvement to ensure it contains all of the required elements. Please note, acceptable plans for improvement must include the following required elements:

- a. Identification of issues or problems;
- b. Measurable goals the institution intends to achieve;
- c. Steps to achieve the goals;
- d. Specific timetables;
- e. Individuals/offices responsible for carrying out the specific actions; and
- f. Institutional approval.

### **Institution Response to CAC Analysis**

The Division of Intercollegiate Athletics maintains a travel safety policy in addition to the general University guidelines governing travel. Guidelines are communicated in writing to student-athletes in the Student-Athlete Handbook and will be communicated to division staff via the division's Policies and Procedures Manual. The manual will be updated to include these travel guidelines by July 2008. Travel policies are reviewed annually by the associate athletic director for business operations; changes to policy will be communicated via the Student-Athlete Handbook and the division's Policies and Procedures Manual.