

**2008 - 2009
NCAA[®] Division I
Athletics
Certification
Self-Study
Instrument**

**University
of
Kansas**

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Introduction

The University of Kansas has an outstanding intercollegiate athletics program, as the following self study illustrates. Although challenges always exist, and areas for improvement always can be found, Kansas Athletics is in a remarkably strong position at this time.

Since the Second Cycle Certification in 2000, there have been two Athletic Director transitions at Kansas, the first in 2001, and the second in 2003. The first transition led to a short Athletic Director tenure for reasons addressed in the Self Study. Chancellor Hemenway hired Lew Perkins as Athletic Director in 2003, a move that has furthered and strengthened the long Kansas tradition of excellence in intercollegiate athletics. Since 2003, Kansas Athletics has made only forward strides, and great strides at that.

Included in the 2008 – 2009 Self Study are many highlights and achievements of the past several years, as well as identification of areas that needed attention (many of which already have been resolved or put on the correct path), and some that continue to require attention. The Self Study, however, probably does not do complete justice to the significant accomplishments and strides of recent years, both tangible and intangible. Major accomplishments for AD Perkins and the University in recent years include the following, not all of which may be reflected in the Self Study:

- Athletics has developed an impressive strategic plan, titled *Unparalleled Excellence, 2006 – 2011*, a plan that has won national recognition, in particular for its Diversity Strategy section.
- The Athletics budget has more than doubled – from about \$25 million in 2003 to almost \$60 million in 2009 – due to many measures conceived and implemented by AD Perkins and his staff, with the strong support of the Chancellor.
- Private fundraising and other funding sources have resulted in extensive, substantial increases and improvements in Athletics facilities, including the construction of a new football complex at Memorial Stadium, a new baseball clubhouse, new indoor practice facilities for men’s and women’s basketball, a new boathouse on the Kansas River for women’s rowing, new locker rooms for a number of sports, new vastly expanded space for Student Athlete Support Services, and new weight and other training facilities.
- The size of the Compliance staff in Athletics has increased from one full-time person to five full-time employees.
- New staff positions important to the student athlete experience have been created and filled, such as a Sports Nutritionist and Sports Psychologist.
- In 2008, the Jayhawks won the Orange Bowl, the Insight Bowl, and the Men’s Basketball National Championship.
- In 2008, AD Perkins was recognized in a Time Magazine poll as the top sports executive *in the world*.

With respect to the seven Operating Principles the Self Study addresses, there are several highlights and some areas for continued improvement, as follows:

Operating Principle 1.1: Institutional Control, President Authority & Shared Responsibility. Significant changes include the reorganization of the Board of Directors of Kansas Athletics, Inc., to reduce the size of the board to increase its importance and efficiency, while preserving important input from a variety of external constituencies by creating the Chancellor's Advisory Committee on Intercollegiate Athletics. The Chancellor's Advisory Committee also has created subcommittees with important monitoring responsibility, particularly in the areas of Rules Compliance, Academics, and Diversity (defined to include all aspects of diversity, including gender / Title IX issues). Importantly, AD Perkins brought clarity to Athletics' mission and goals with the strategic plan adopted for 2006 – 2011. Numerous institutional and Athletics plans have been integrated with the overall strategic plan.

Operating Principle 1.2: Rules Compliance. There has been a substantial increase in attention and resources devoted to compliance issues. In 2000, there was only one full-time compliance staff member; in 2009, there are five full-time compliance staff members. Further, administrators, coaches, employees, student athletes, donors, and alumni all receive regular communications regarding compliance issues, and those within Athletics receive regular training. One challenge has been insuring that compliance matters are included in or with all Athletics employee documents, but that issue has been identified in the self study process and is being addressed.

Operating Principle 2.1: Academic Standards. Athletics has an admirable record in terms of academic standards, with a sizeable and outstanding Student Athlete Support Services staff and good working relationships with all academic entities across the campus. Three APR Improvement Plans (for football, baseball, and women's basketball) were adopted and implemented a few years ago, all with successful outcomes (all those teams now are above the required APR levels). Furthermore, Athletics has chosen to be proactive in this regard. For example, during the self study process it was noted that the Men's Track & Field APR was lower than that in most other sports, even though above the NCAA-required level. Athletics this spring has chosen to create and adopt an APR Improvement Plan for Men's Track & Field as a proactive measure. Finally, it is a point of pride that the federal graduation rate for all student athletes is substantially higher than the rate for the University as a whole.

Operating Principle 2.2: Academic Support. Athletics has a sizeable and outstanding Student Athlete Support Services staff that provides a wide range of services and support to student athletes, including but not limited to academic support. The successful implementation of three APR Improvement Plans is but small testament to the tremendous efforts of the SASS staff. Furthermore, the SASS staff will be moving to newly created and greatly expanded space (more than double the size of the current space) by the time the certification team visits campus this fall, allowing the SASS staff to provide additional and even better support services to student athletes.

Operating Principle 3.1: Gender Issues. The University, Athletics, and AD Perkins all have demonstrated a deep and unwavering commitment to gender equity. The strategic plan addressed a number of gender equity issues, and a formal Gender Equity Plan was adopted earlier this year. For the past several years, Athletics has retained an independent outside auditor to review Athletics for gender equity on an annual basis. Further, Athletics has made improving facilities for women's sports a high priority, with a new boathouse for women's rowing dedicated in spring 2009, and current renovations (most likely completed before the certification team arrives) of locker rooms for several women's sports, a new indoor practice

facility that women's and men's basketball will share, increasing the size of the women's volleyball facility so that Athletics may host NCAA tournament games, and future improvements for women's softball and soccer fields in the pipeline.

Operating Principle 3.2: Diversity Issues. The University, Athletics, and AD Perkins all have demonstrated a deep and unwavering commitment to diversity issues, including recruitment, hiring, and retention. Diversity is a point of emphasis in the 2006 – 2011 strategic plan. As a result of the self study process, two recommendations were made, both of which have been accepted by AD Perkins and approved by the Chancellor. Those recommendations are (1) that Athletics retain an independent outside auditor for annual reviews of Athletics for diversity issues, just as Athletics currently does for gender / Title IX issues, and (2) that a subcommittee of the Chancellor's Advisory Committee, formerly titled the Gender subcommittee, be renamed the Diversity subcommittee and have responsibility for monitoring diversity and gender issues. Lastly, a point worth noting is that Athletics received national recognition in 2008 for the Diversity Strategy aspect of its strategic plan.

Operating Principle 3.3: Student-Athlete Well-Being. Student athlete well-being is a point of emphasis in the Athletics strategic plan, and the sincerity of that commitment is evident in the many changes since 2000 that have improved and enhanced the student athlete experience at the University of Kansas. Such changes include the hiring of a full-time Sports Nutritionist, a full-time Sports Psychologist, and the construction, expansion and renovation of numerous student athlete facilities, including the facilities that house the Student Athlete Support Services staff and space for student athletes to study and learn. Further, Athletics has implemented a highly successful, award-winning, and well-received CHAMPS / Life Skills program; it provides student athletes with regular training on a wide variety of topics, ranging from rules compliance to sensitivity on matters of diversity and gender.

* * * * *

In sum, the University is quite proud of Athletics and its accomplishments and strides forward since the 2000 certification process. From the top down, the tone and environment at Athletics is one of consummate professionalism, a proactive approach to issues, compliance with the rules, and "doing things the right way." Though there are always areas for improvement (some discovered during the self study process, though most already have been resolved or are being addressed), the overall, consensus impression of the members of the Steering Committee and the several subcommittees that assisted in assembling the self study was strongly positive, both with respect to Athletics, and its future direction. We look forward to welcoming the certification team to campus in October of this year.

Frequently Used Acronyms

<u>Acronym</u>	<u>Full Title</u>
AADC	Associate Athletics Director for Compliance
AD	Athletic Director
CAC	Chancellor's Advisory Committee on Intercollegiate Athletics
FAR	Faculty Athletics Representative
KUAC	Kansas University Athletics Corporation
KAI	Kansas Athletics Incorporated
SA	Student Athlete
SAAC	Student Athlete Advisory Committee
SASS	Student Athlete Support Services
SOP	Standard Operating Procedure
SWA	Senior Woman Administrator
USAC	University Senate Athletics Committee

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Institutional Control, Presidential Authority & Shared Responsibility - 1.1

Operating Principle 1.1: Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. List all “conditions for certification” imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities).

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

A1. The Committee on Infractions imposed no conditions for certification at the second cycle review.

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 second-cycle certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities).

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

A2. The Committee required no institutional plan for improvement during the second cycle certification process for this Operating Principle.

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

A3. While no plan for improvement or recommendation resulted from the second-cycle review, since 2003 the University has implemented significant changes to improve institutional control, accountability, commitment, and adherence to rules compliance. These initiatives are more fully described in responses to questions 4 through 7 and 9 through 12 below.

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

A4. The Director of Athletics is an employee of the University of Kansas and reports directly to the Chancellor of the University. He serves in two roles: (1) As Director of the Athletics Department and (2) as Chief Executive Officer of Kansas Athletics, Inc. In 1925, the predecessor to what is currently known as Kansas Athletics, Inc., was incorporated to conduct the day-to-day business of the athletics program. This nonprofit corporation has been the operating agent of the University since then, always subject to institutional control. This control is exercised and maintained through several key legal and contractual mechanisms. First, its Articles of Incorporation as well as its bylaws specify (see Appendix 2) that the corporation is subordinate to the Chancellor and that all its actions ultimately are subject to the Chancellor’s approval. Second, the Board of Directors of the corporation is comprised exclusively of University employees, including the Athletic Director, the University’s Chief Business and Financial Planning Officer, the University’s Lawrence campus Provost and its Vice Provost for Student Success, the University’s Faculty Athletics Representative, and the President of the

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Lawrence campus student body, who is compensated by the University for duties as student body president. While it is a “non-stock” corporation as a nonprofit organization, it is nevertheless a controlled corporation and subject to state open records and open meetings laws. Third, by virtue of an affiliation agreement between the University and the corporation, the corporation is operated as a “unit of the University,” again placing it squarely under the supervision and control of the Chancellor.

As described in more detail in answers to subsequent questions, the Chancellor meets with the Athletics Director (AD) on a formal basis approximately every two weeks. On an informal basis, this contact occurs on an almost daily basis.

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

5a. Chancellor or president;

A5a. Football Coach Hire--1997. A search committee was used to identify a football coach to replace Glen Mason, who left for the head coach position at the University of Minnesota. Candidates were brought to campus, and the decision was ultimately made by AD Robert Frederick, with approval by the Chancellor, to hire Terry Allen.

5b. Athletics board or committee;

A5b. Elimination of Men's Tennis and Men's Swimming/Diving – 2001. Then AD Robert Frederick and his staff discussed these decisions internally and with the KU administration. All parties reluctantly agreed that the elimination of these two sports was necessary for the financial health of Kansas Athletics, Inc. The decision was made by AD Frederick. These sports were selected in large part because they used facilities, particularly tennis facilities, that Kansas Athletics, Inc. did not control and because the athletics program at that time was experiencing severe financial difficulties.

5c. Faculty senate (or other faculty governing body);

A5c. Transition in Athletic Directors. In the spring of 2001, long-time AD Frederick announced that he was stepping down from his position. An outside search firm was hired to identify candidates for the position. Ultimately, Al Bohl was recommended by the search firm and hired by the University following interviews with a variety of University faculty and staff members, athletics department employees, students, including student-athletes, and alumni. While AD Bohl hired several successful coaches who remain with the University today, for a number of reasons, several of which were contributing factors to the NCAA's subsequent determination in 2006 that the University lacked institutional control before and during his tenure, it was necessary to terminate his relationship with the University.

5d. Student-athlete advisory committee;

A5d. Football Coach Hire -- 2002. AD Bohl used a search committee to identify a football coach to replace Terry Allen, who was terminated by AD Bohl prior to the end of the 2001 season. Candidates were brought to campus, interviewed by members of the board of directors of Kansas Athletics, Inc., including respected faculty members, and the decision to hire Mark Mangino was ultimately made by the AD with approval by the Chancellor.

5e. Director of athletics;

A5e. Men's Basketball Coach Hire – 2003. When long-time men's basketball coach Roy Williams resigned to take the head coaching position of the University of North Carolina's basketball program, Chancellor Hemenway and interim AD Drue Jennings personally

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conducted the search for his replacement. The Chancellor and Jennings quickly settled on Bill Self, who had had impressive success at Illinois, Tulsa, and Oral Roberts. Their decision to hire Self was well-received by University constituents on a nationwide basis.

5f. Faculty athletics representative;

A5f. AD Hire – 2003. Less than two years into Al Bohl's tenure as AD, Chancellor Hemenway determined that a change in direction of the program was necessary. Understanding that athletics needed a strong leader who was committed to compliance with NCAA rules and the staffing levels necessary to achieve compliance, nationally competitive teams, strong academics and successful fundraising, Chancellor Hemenway exercised control of the 2003 search for a new AD. He and the interim AD, Drue Jennings, a KU alum and successful businessman in Kansas City, interviewed several respected ADs and ultimately hired Connecticut AD Lew Perkins. Since his arrival, Perkins has raised well over \$100 million to upgrade facilities for all sports, raised administrative and coaches' salaries to competitive levels, and increased the emphasis on women's and Olympic sports. He also has made NCAA compliance a major emphasis, increasing the Compliance staff from one full-time person to five.

5g. Senior woman administrator; and/or

A5g. Compliance Office Reorganization and Expansion – 2003. When AD Perkins arrived in July 2003, the Compliance Office staff consisted of one full time and one half time positions. With the approval of the Chancellor, AD Perkins enlarged the Compliance staff, which now employs five full-time people. The Compliance staff now conducts regular meetings with student-athletes, staff and coaches, and conducts a comprehensive education program for those groups, as well as alumni and fans, throughout the year.

5h. Other individual(s) or campus constituencies.

A5h. NCAA Infractions Case –2003-2006. Upon AD Perkins's arrival in 2003, University staff brought to his attention a number of possible NCAA violations committed at KU over several years prior to his arrival. Chancellor Hemenway and AD Perkins immediately directed a full investigation, conducted by an outside law firm that specializes in NCAA investigations. The University subsequently and publicly self-reported violations to the NCAA. Chancellor Hemenway and AD Perkins pledged a transparent and thorough process, and followed through with public announcements at appropriate times during the investigation. While finding that a lack of institutional control occurred as a result of activities during the administration of the past two athletics directors, the NCAA Infractions Committee complimented Chancellor Hemenway and AD Perkins for the manner in which the University handled the investigation. In addition, the Chair of the NCAA Infractions Committee praised Chancellor Hemenway and the University for their public response to the Committee's decision in the case.

A5i. Senior Woman Administrator/Compliance Positions Separated – 2003. When a Senior Woman Administrator (SWA) left in 2001, the previous athletics administration made the decision to combine the SWA position with the director of compliance position in order to save money. Additionally, the individual who held the merged position was assigned sports' administration responsibilities. These decisions were a contributing factor to the loss of institutional control that the NCAA found occurring during previous athletics administrations. When AD Perkins arrived in July 2003, with the approval of the Chancellor, he made an immediate decision to make the SWA and the Director of Compliance separate, full-time positions.

A5j. SASS Expansion—2003-2004. When AD Perkins arrived in July 2003, there were five counselors in Student-Athlete Support Services to serve the academic needs of all student-athletes. This staff was increased to seven in the new AD's first year and to nine in the

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second year. In 2003, the University Senate Athletics Committee and the KUAC Academic Committee were charged with monitoring the AD's approach to maintaining a balance between academics and athletics. Concerns noted by each committee in November 2003 about graduation rate data of underrepresented male athletes were accompanied by a suggestion to increase SASS counselors as feasible. In addition to staff additions, a position was created and assigned to SASS for eligibility certification; this position has since moved to the Compliance office. Increased part-time staffing was also provided for class checkers (personnel responsible to assure that student athletes go to class). The total budget for this department has more than doubled since FY 04.

A5k. Reorganization of Athletics Oversight Structure—2004. Beginning in 2003 when Perkins was hired as AD and completed in 2004, the University and Kansas Athletics, Inc. significantly revised the composition and operation of the Board of Directors of the corporation. The previous Board of Directors had 23 members, a majority of whom either were not University employees or, if they were, did not report directly to the Chancellor. Further, the majority of these members were not appointed by the Chancellor, but by third party organizations and individuals. Board members were uncertain whether their role was to "advise or make policy" for the athletics program. While the Articles of Incorporation and bylaws of Kansas Athletics, Inc., were worded to reflect commitment to the principle of institutional control, in actual practice, this was an uncertain commitment, particularly since many of the board members were neither appointed by the Chancellor nor worked for or answered to him.

Before the Board of Directors voted to revise the Board composition from 23 to 6 members, all of whom serve essentially *ex officio* with vote by virtue of their key positions within the University, the decision to implement the revised structure was thoroughly vetted within the University community. The 23 former members of the athletic board voted by majority vote to implement the changes, following review by the Lawrence campus, faculty senate and student government leaders. The faculty athletics representative, as a member of both the old and new board structure, also was involved in the deliberations and the drafting of the revised structure. Throughout drafting and discussion of the revised Articles of Incorporation and bylaws, the AD met periodically with the Chancellor to brief him on progress and developments and to obtain his approval or guidance. Ultimately, the Articles of Incorporation and bylaws were voted into existence only after the Chancellor indicated his assent and approval. As a result, the Board of Directors is comprised of the AD, who chairs the Board; the Faculty Athletics Representative (FAR); the University Chief Business and Financial Planning Officer, who serves as Secretary/Treasurer; the Provost of the Lawrence campus or his designee; the Vice Provost for Student Success of the Lawrence campus; and the President of the Student Body of the Lawrence campus. All individuals serve with vote.

As part of the reorganization, the larger group of people who formerly comprised the Board of Directors was reconstituted within the bylaws to become the Chancellor's Advisory Committee on Intercollegiate Athletics. (See Appendix 2) This body provides the opportunity for the Board of Directors and the Chancellor to receive advice and recommendations from a wide variety of constituents. Included on the Advisory Committee are the six members of the Board of Directors of Kansas Athletics, Inc., six faculty members from the KU Lawrence campus elected by the Faculty Senate, a representative from the full-time staff of the KU Medical Center appointed by the Chancellor, five alumni appointed by the KU Alumni Association Board of Directors, three members of the student body, the SWA, three student athletes appointed by the Student Athlete Advisory Committee (SAAC), and the treasurer of the Student Senate. The Advisory Committee ordinarily meets four times during the academic year, and it receives an annual charge from the Chancellor setting forth his priorities and expectations for activities during the

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coming year. The Chancellor's Advisory Committee is currently chaired by the FAR. (see Appendix 3)

Additionally, to facilitate communication, accuracy, and efficiency among the various University offices—admissions, financial aid, bursar, and registrar—and their counterparts in Athletics, an Athletics Compliance Team was established in 2008. This group brings together individuals from these areas, and it has been charged to work collaboratively, communicate effectively, educate appropriately, operate ethically and promote the highest standards of accountability for the University of Kansas and its athletics programs. The group meets monthly during the academic year, with the exceptions of March and May. The Compliance Team is led by the SWA and the Associate Athletics Director for Compliance.

A5l. Priority Points System – 2004. Contributions have always been an important part of the funding of athletics. A priority point system, *i.e.*, tying seat selection to athletics contributions, had been discussed on several occasions but not instituted. Months after Chancellor Hemenway hired Perkins in June 2003. The new AD assembled a 44-member committee, comprised of faculty members, donors, student-athletes and alumni to help formulate a priority points system. There are numerous references to discussion and input from the members of the Chancellor's Advisory Committee and the University Senate Athletics Committee on this point system. The plan was approved by the Chancellor and instituted in 2004; since then, annual giving to the Williams Fund (the fund housed in the Kansas University Endowment Association for athletics' contributions) has more than doubled, making it possible to provide more opportunities for student-athletes.

A5m. NCAA Faculty Athletics Representative—2007. Chancellor Hemenway and AD Perkins discussed the need for a more active and involved NCAA (FAR). In 2007, they identified and appointed a faculty member with the necessary interest, time, and commitment. For the first time, the new FAR became a member of the AD's Leadership Team. Athletics made an office available to the FAR, making it easier for him to establish a meaningful presence in athletics. The FAR and AD meet monthly with the Chancellor and, at the urging of Chancellor Hemenway and the AD, the FAR is involved in all major decisions affecting student-athletes at KU. The NCAA FAR chairs the Chancellor's Advisory Committee on Athletics and is a standing *ex officio* member of the University Senate Athletics Committee, ensuring communication and input from diverse University members. He also sits on Athletics' Board of Directors.

A5n. Student Athlete Welfare. With the encouragement and approval of Chancellor Hemenway, AD Perkins made several important changes that have improved the welfare of KU's student-athletes. AD Perkins hired a full-time nutritionist and a full-time sport psychologist, making KU one of the few, if not the only, NCAA school to have two such positions. In addition, AD Perkins hired the corporation's first full-time doctor and a full-time legal counsel.

A5o. Women's Basketball Coach Hire – 2004. When long-time KU women's basketball coach Marian Washington decided to retire, AD Perkins secured the resignation of the women's basketball staff. Recognizing that a once-proud women's basketball program had slipped, the AD conducted a nationwide search to replace Coach Washington. Chancellor Hemenway and AD Perkins personally interviewed Bonnie Henrickson, the successful coach from Virginia Tech, in March 2004. With Chancellor Hemenway's approval, AD Perkins hired her. He upgraded the staff's salary structure and KU's financial commitment to the program, and he approved renovation of the team's locker room and construction of a new, first-class women's basketball suite of offices.

A5p. Facilities Expansion. Upon his hiring in June 2003, AD Perkins made facilities upgrade a major priority. Since that time, Kansas Athletics, Inc. has completed

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approximately \$63 million in renovation and construction. In March 2004, a new, state-of-the-art softball field was completed. Shortly thereafter, major enhancements were installed in Allen Field House, home of the men's and women's basketball teams. Improvements included a new video board, new lighting and sound systems, new windows, an improved ventilation system, and the painting and refurbishing of the seats. The soccer field was replaced. The baseball field was upgraded, including the addition of a press box and club house. An 80,000-square-foot football complex was built, which freed much-needed office space, locker-room, and training facilities for the other men's and women's sports. Major renovation and new construction is underway in the primary athletics' complex. With the completion of these renovations, all women's teams will have new locker rooms. In addition, the AD secured financial assistance from the student body to fund a new boathouse for the rowing team, which opened in January 2009. In 2009, seating in the volleyball facility will be increased to over 2,000, enabling KU to host NCAA tournament competition for the first time.

A5q. KU-MU Football Game Moved to Arrowhead Stadium in Kansas City – 2007. For many years, Kansas Athletics, Inc., discussed playing the annual KU-Missouri football game at Arrowhead Stadium (home of the NFL's Kansas City Chiefs). The financial benefits were obvious; both schools could net at least \$1 million more over a two-year period than they would if the games were played on campus. Another reason was to enhance the University's effort to give KU a larger, more regular presence in Kansas City. Kansas Athletics, Inc. entered into a two-year agreement to move the game to Arrowhead Stadium, with the approval of the Chancellor,. The agreement was recently extended.

A5r. Development of the Kansas Athletics Strategic Plan — When AD Perkins became the Kansas Athletics Director, many positive changes were initiated. Among those was the development of a systematic planning process. The Kansas Athletics Strategic Plan entitled Unparalleled Excellence: 2006-2011, (see Appendix 4) was developed over a six-month period in 2005 by a team comprised of KU student-athletes, department staff and the AD. The five-year plan was unveiled publicly in January, 2006. Its 12 goals were designed to establish a solid baseline for department growth and institute a keen sense of duty in Kansas Athletics' coaches, staff, student-athletes and various stakeholders. The Goals are:

1. Academic Excellence
2. Compliance Excellence
3. Athletic Excellence
4. Student-Athlete Excellence
5. Title IX
6. Communications and Customer Service
7. Community Relations
8. Human Resources
9. Facilities
10. Resource Development
11. Fiscal Responsibility
12. Respect for Tradition

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While a majority of the strategic plan focused on the future, it also was structured to respect and honor KU's strong athletic history. Unparalleled Excellence has guided Kansas Athletics since its adoption.

6. Describe the institution's written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution's governing board. Describe how the policies are communicated to the governing board on an annual basis.

A6. There are several governance policies as well as legal documents that provide for administration and oversight of the athletics program, which is operated by Kansas Athletics, Inc. As discussed in question 5 above, the articles of incorporation and bylaws of Kansas Athletics, Inc., (see Appendix 2) reflect that "[t]he Chancellor of the University of Kansas has ultimate responsibility and final authority for the conduct and administration of all aspects of the athletics program and the Chancellor may cause the corporation to proceed as he or she determines to be in the best interest of the athletics program and the University, notwithstanding decisions made by the Board of Directors." Further, the affiliation agreement between the University and Kansas Athletics, Inc., (see Appendix 5) states that "in accordance with the principle of institutional control of intercollegiate athletics, the intercollegiate athletic program will be operated by the Corporation as a division of the University." The AD is an employee of the University of Kansas and reports directly to the Chancellor of the University. The University of Kansas, and the other five state universities in Kansas, falls under the governance of the Kansas Board of Regents. The Chancellor of the University of Kansas reports to and serves at the pleasure of the Board of Regents. The policy manual of Kansas Athletics, Inc., (see Appendix 7) which sets out the governance policies for the athletics program, is reviewed annually and approved by the Chancellor and transmitted by the Chancellor to the Board of Regents for its review and information.

7. Since the institution's previous self-study, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been involved and describe the extent of the governing board's involvement with those decisions.

A7. The Board of Directors of Kansas Athletics, Inc., has approved resolutions to issue two revenue bonds to finance facility improvements and to finance or lease automobiles for the corporation. It has approved retirement plans and changes to the employees' cafeteria plan (increase the withholding limit). The board receives and reviews an annual report from outside auditors, who review the corporation's financial statements. The board also approves the annual budget that is submitted to the Chancellor for final approval. A sub-committee of the board, the Compensation Committee, reviews each year the compensation of the corporation's "highly compensated employees." When the Kansas Athletics, Inc., Policies and Procedures Manual was put into effect in January of 2005, the Board reviewed and approved the policies. The board also approved a conflict of interest policy for the corporation in May, 2008.

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

A8. As described in question 6 above, the affiliation agreement between the University of Kansas and Kansas Athletics, Inc., prescribes that the intercollegiate athletic program is operated as a division of the University. Consequently, although most of the staff members of Kansas Athletics, Inc., (see Appendix 5) are not employed by the University, their retirement plans are structured to provide the same benefits as received by University employees. In addition, annual pay raises are to be in line with percentage increases available for staff and faculty. The Chief Business and Financial Planning Officer of the University reviews the athletic budget at least annually with the athletic director and the Chancellor, as is the case with any

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department that reports directly to the Chancellor. Facilities in which Kansas Athletics, Inc. operates are owned by the University, and any renovations, repairs or capital improvements projects are conducted by the University's Director of Construction Management, as is the case for all University capital improvement projects. Since it is a revenue producing unit, Athletics is responsible for funding the maintenance and upkeep of the facilities in which it operates, similar to the University Housing Office and other auxiliary operations of the University. All of these activities demonstrate that athletics continues to be an integral part of the University community. The mission and direction of athletics complements and supports the goals and purpose of the University.

9. For each of the following individuals or groups:

9a. Explain the role and authority of the individual or groups as it relates to intercollegiate athletics;

A9a. Chancellor's Advisory Committee on Intercollegiate Athletics (CAC).

According to the Bylaws and Articles of Incorporation of Kansas Athletics, Inc., (see Appendix 2) the purpose of the Chancellor's Advisory Committee is to "provide advice and recommendations on athletic matters to the Athletics Board of Directors and to the Chancellor." The CAC does not make policy or deal with financial matters. As described in answer 5.k. above, its membership is representative of the main campus constituencies (faculty, students, university support staff and university professional staff) plus the Medical Center, alumni and senior Athletic Department representatives. The six faculty members are also members of the University Senate Athletic Committee. The CAC is chaired by the FAR and accomplishes its main work through three sub-committees. For 2008-09 those sub-committees were: Title IX, Compliance, and Student Athlete Wellness. The agenda of CAC is aligned with Kansas Athletics, Inc.'s, Strategic Plan. CAC meets four times per year and issues a report annually to the Chancellor in May with its recommendations.

CAC was created as part of the reorganization of the governance of Kansas Athletics in 2004. In its first years of existence CAC was faced with the task of defining its role. As meeting minutes from the 2007-2008 and 2008-2009 indicate, CAC is emerging as a major vehicle for receiving reports from Kansas Athletics, Inc., for compiling information on matters pertaining to its three sub-committees, serving in a monitoring role, and for providing input and recommendations to the Chancellor in those three areas.

Examples of meaningful input include the following:

- A 2006-2007 sub-committee on university relations worked on specific ways to communicate with faculty and staff about the role of Kansas Athletics, Inc., and about how athletics is funded.
- Athletics staff conducted a survey of faculty and staff to ascertain perceptions of Kansas Athletics as a basis for developing a plan, in conjunction with the University Relations Subcommittee, to promote Kansas Athletics within the community. This sub-committee has been discontinued.
- CAC, through the Title IX sub-committee, has assumed a monitoring role in relation to gender equity, particularly with respect to facilities. In February 2008, the sub-committee met with Title IX consultants to Kansas Athletics, Inc., to hear the results of the Title IX audit. The consultants confirmed that facility equity remained an issue at that time.
- On two occasions in 2007-08, the Title IX sub-committee met with representatives from Kansas Athletics, Inc., to discuss the challenges facing funding for women's

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sports and private fund raising to address gender equity problems with respect to facilities.

- The Compliance sub-committee aids the Associate AD for Compliance by providing yet another external assessment of overall compliance efforts. The sub-committee also makes recommendations on how to make the University community aware of Kansas Athletics, Inc.,' compliance efforts and tracks the Athletic Department's progress in implementing its strategic goals and tactics for compliance.
- In February and May of 2008, the Compliance sub-committee engaged in an analysis of the educational efforts and monitoring components of NCAA Bylaw 13, Recruiting, including a review of the Kansas Athletics, Inc. Coaches Compliance Handbook section regarding recruiting.
- The entire CAC was briefed at least annually by attorney Rick Evrard on his investigation of rules infractions.
- In 2008, the SA Wellness sub-committee identified possible areas for growth in the Student Wellness Program as space becomes available.
- The Student Wellness sub-committee reinforced the need for hiring a learning specialist, who has been hired.

Since its inception, CAC has emerged as a major vehicle for communication between Kansas Athletics, Inc., and campus constituencies. It is beginning to make its mark and has significant input into Kansas Athletics' policies and programs. Its effectiveness is enhanced by having Kansas Athletics, Inc.'s, administrators responsible for compliance, student wellness, and Title IX serve as liaisons to the CAC respective sub-committees. These administrators get advice and feedback in the normal course of committee activity that results in all parties working together for the betterment of the organization.

9b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of athletics department policies (e.g., review admissions data, review academic performance data, receive periodic reports from athletics department); and

A9b. University Senate Basketball Committee

After AD Perkins's arrival, he went to University Senate Executive Committee ("SenEx") with a proposal: that SenEx participate in setting the policy for and process by which faculty and staff season tickets for men's basketball would be distributed. Kansas Athletics, Inc. agreed to the specific number of seats and the location of those seats for faculty and staff and asked the Senate to derive a plan for how those seats would be allocated. SenEx spent the 2003-04 year developing a plan that was acceptable to both parties. SenEx then created a small SenEx Basketball Committee, consisting of representatives of faculty, University Support Staff, and University Professional Staff, to work with Kansas Athletics, Inc., specifically the director of Ticket Operations (an Assistant AD), to implement the policy in an ongoing way. Together, Kansas Athletics, Inc., and University Senate have devised and maintained a unique system for ticket distribution and seating. (see Appendix 9) The process has been so successful that SenEx was asked (fall of 2008) to devise a similar plan for football seating. Although the Senate Basketball Committee does not deal with major policy affecting athletics and student athletes, it has provided another vehicle for faculty and staff to work closely with Kansas Athletics, Inc.

9c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.

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Institutional Control, Presidential Authority & Shared Responsibility - 1.1

- (1) Athletics board or committee;
- (2) Faculty senate (or other faculty governing body);

A9c(2). University Senate Athletic Committee

The University of Kansas University Senate has twelve standing committees, one of which is the Athletics Committee. The University Senate Athletics Committee (USAC) membership includes seven tenured or tenure-track faculty appointed by the Faculty Senate, one member each from the University Support Staff and University Unclassified Staff appointed by their respective senates, and several student members appointed by the Student Senate. The NCAA FAR is an *ex officio* non-voting member of this committee.

Although six of the faculty members of the USAC are the same professors as those in the CAC, it is important to note that the members are recommended by the University Senate Executive Committee, and approved and appointed by the Chancellor. While the Chancellor directs specific charges to the CAC, the University Senate Executive Committee directs charges to the USAC. (See Appendix 10) Standing charges of the USAC are aligned with the Kansas Athletics five-year Strategic Plan, with the intent to promote excellence in all aspects of Athletics programs, to ensure student athlete wellness, and to broadly communicate progress and plans among University constituents. Specific standing charges include:

1. Help to ensure that KU promotes and maintains academic excellence, as it pertains to athletics. Specifically, the committee should:
 - a. Identify potential barriers to student athlete integration into curricular and extra-curricular activities, and recommend mechanisms to overcome such barriers
 - b. Recommend campus initiatives targeting academic success of student athletes, to include consideration of programs, facilities and infrastructure requirements
 - c. Recommend educational programs and communication strategies to increase community awareness of issues such as Academic Progress Rate (APR), progress towards degree and similar regulations
 - d. Review and advise on-going academic programs at the Hale Center for Academic Achievement
 - e. Review, summarize and disseminate Kansas Athletics' reports identifying academic parameters including but not limited to spring and fall grades by sport, graduation rates by sport, academic progress, and academic honors and awards to student athletes
2. Help to ensure that KU provides a premiere student athlete experience. Specifically, the committee should:
 - a. Recommend mechanisms to enable broader discussions of opportunities to improve the student athlete experience
 - b. Provide peer review of programs designed to ensure the academic success, personal development, and personal welfare of student athletes
 - c. Review, summarize and disseminate Kansas Athletics' reports identifying student wellness parameters including but not limited to drug testing practices and policies, nutrition and physical health, psychological and emotional well being, and social integration

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Institutional Control, Presidential Authority & Shared Responsibility - 1.1

3. Help to ensure that KU maintains athletic compliance excellence. Specifically, the committee should:
 - a. Recommend educational programs and communication strategies to ensure the KU community better understands our combined responsibility for compliance
 - b. Review, summarize and disseminate Kansas Athletics' reports identifying athletic compliance parameters including but not limited to ten day absence policies, academic screening practices and recruiting practices
4. Help to ensure that KU strategic goals pertaining to athletics are accomplished with attention to Title IX goals. Specifically, the committee should:
 - a. Recommend educational programs and communication strategies to ensure the KU community better understands our combined responsibility for Title IX compliance
 - b. Review and summarize the use of student fee generated funds for NCAA and club sports
 - c. Recommend priorities for campus program investments to ensure future success of broad Title IX initiatives
 - d. Review, summarize and disseminate Kansas Athletics' reports identifying Title IX compliance parameters
5. Help to ensure that KU maintains a premier community experience, balancing physical and intellectual pursuits. Specifically, the committee should:
 - a. Recommend educational programs and communication strategies to enhance the balance between academics and athletics, as well as to promulgate broad understanding of the goals and priorities of each
 - b. Recommend advertising and outreach strategies to ensure broad KU goals and ideals are well represented
 - c. Recommend mechanisms to promote and respect KU tradition
 - d. Recommend mechanisms for improved communication between Kansas Athletics and faculty, staff and students
 - e. Work with Kansas Athletics to avoid potentially divisive issues of personal interest to many faculty, staff and students, to include ticket distribution and pricing policies, ticket transfer policies, and the communication thereof
 - f. Recommend strategies for building community and alumni relations
6. Work with the University Senate Calendar Committee to avoid conflicts in long-term academic and athletic calendars
7. Maintain regular communications with the NCAA/Big XII FAR, the CAC, Kansas Athletics, and University Governance to ensure the needs of each are being served
8. Submit to SenEx:
 - a. The approved minutes of each meeting,
 - b. Recommendations for action as they are approved by the committee, and
 - c. A final report. The final report should make clear what was done (or not done) about each of the charges to the committee and make recommendations to SenEx for action

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Institutional Control, Presidential Authority & Shared Responsibility - 1.1

As such, this committee regularly reviews policy implementation related to Athletics, reviews academic performance data and other student wellness parameters, and interacts with Athletics Department personnel in pursuit of best practices for excellence in all programs.

In addition to the standing charges, additional annual charges of topical relevance are issued by the University Senate Executive Committee, generally as a consequence of recommendations contained in the final committee report of the prior year. The USAC generally meets as a full committee 6-10 times per year, and subcommittees addressing individual charges may meet dozens of times in an academic year, often with relevant Athletic Department personnel. Minutes of each meeting are available, as are final annual reports of recommended improvements and actions.

This body reports to the University Senate, which consists of twelve student members elected from the Student Senate, three members of the university support staff elected from the University Support Staff Senate, three members of the Unclassified Senate Staff elected from the Unclassified Senate, and thirty-nine faculty members elected to the Faculty Senate. The Chancellor and the Provost are *ex-officio*, non-voting members. The presidents of the Student, Faculty, Unclassified Senate, and University Support Staff Senate are also *ex-officio*, non-voting members of the University Senate if they are not among the elected members of the University Senate. As such, recommendations of the University Senate Committees are broadly communicated across campus constituencies. The University Senate leadership also meets regularly with the University Chancellor and Provost, thus having the ability for meaningful input into University policies.

Examples of meaningful input include the following:

- A 2001-2002 sub-committee recommended acknowledging faculty, staff and alumni who support student wellness and success in non-financial ways, which have resulted in football and basketball half-time presentations of Hope Award (perhaps the most prestigious undergraduate teaching award on campus) winners, multi-generation families, Ellsworth student award winners, Student Scholar athletes, and Blue fans of the game.
- Subcommittee reports from 2002-2003 recommended additions of classified and unclassified staff representatives to the Kansas Athletics Board of Directors. Although not possible *vis-à-vis* by-laws, this request was followed in principal with additions to the University Senate Athletics Committee in 2007.
- Sub-committee reports in 2002-2003 recommend retaining the salary line vacated by the Director of Strategic Tutoring and filled with a similar full-time student support counselor to be used in aiding retention of student athletes. Further recommendations the same year noted the need for additional counselors as feasible to address underrepresented male student athlete retention. Student athlete support staff has since increased from five to nine individuals.
- In 2002-2003 a steering committee was established to mentor softball, football, swimming, and baseball. Faculty mentors interact more regularly with student athletes through dinners, team meetings, advising sessions and group game play, enabling relationship building and reducing cross-directional stereotyping. This mentoring group has since grown to include over 100 faculty members working with student athletes in five sports.
- USAC also maintains a Title IX sub-committee, has assumed a monitoring role in relation to gender equity (particularly with respect to facilities), and on several occasions in 2007-08 the Title IX sub-committee met with representatives from

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Kansas Athletics, Inc., to discuss the challenges facing funding for women's sports and private fund raising to address gender equity problems with respect to facilities.

- USAC aids the Associate AD for Compliance by providing yet another external assessment of overall compliance efforts. The sub-committee also makes recommendations on how to make the University community aware of Kansas Athletics' compliance efforts and tracks the Athletic Department's progress in implementing its strategic goals and tactics for compliance.

(3) Faculty athletics representative; The FAR is a tenured faculty member who reports directly to the Chancellor, with whom he meets on a monthly basis. He also consults regularly with the AD. The FAR serves at the pleasure of the Chancellor. The FAR works closely with the Athletics Department on issues of compliance, student athlete welfare, and academic integrity. He is a member of Kansas Athletics' Board of Directors

(4) Student-athlete advisory committee; and/or

A9c(4). The Student Athlete Advisory Committee—SAAC

SAAC consists of student-athlete representatives from all teams. The Jayhawk SAAC Mission is to:

- Encourage unity, common purpose and camaraderie between teams and among all student athletes.
- Promote positive student-athlete image on and off campus.
- Give back to the community through outreach programs.
- Give all student-athletes the opportunity to enhance leadership skills.
- Enhance the quality of life of the student-athletes.
- Encourage unity and support among KU sports and activities.
- Provide an accessible way to be involved with the Athletic and University community.

Full SAAC meetings occur twice a month and involve 75-100+ student-athletes representing all teams. The SAAC Executive Board is comprised of 25 student-athletes representing 12 teams and meets twice a month throughout the academic year. The Executive Board is charged with driving the effort of the larger group. Executive Board members apply and are selected by the standing Executive Board members. Student-athlete feedback is gathered for many Athletic Department initiatives, including personal development programming based on needs expressed by student-athletes.

SAAC has many avenues to provide meaningful input to Kansas Athletics' policies and practices.

- In addition to the Senior Exit Survey, given to all student-athletes who have exhausted eligibility, SAAC also helps conduct an annual survey to all first and third-year student-athletes (effective October 2008).
- Two SAAC Executive Board members are appointed annually to the "Compliance Team," a committee comprised of Athletics staff as well as campus administrators charged with ensuring compliance with NCAA rules and regulations.
- Three SAAC Executive Board members are appointed annually to the Chancellor's Advisory Committee on Intercollegiate Athletics.
- In April 2006, SAAC representative led an effort to establish an appointed SAAC seat in KU's Student Senate.

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Institutional Control, Presidential Authority & Shared Responsibility - 1.1

- The SWA attends SAAC meetings to discuss and seek feedback on student-athlete related policies, including the SA Opportunity Fund and Student Assistance Fund.
- The AD attends one SAAC meeting per semester to solicit feedback and answer questions.
- The AD meets two to three times per semester with SAAC Executive Board members.
- Informally, needs are assessed by Student Athlete Support Services (SASS) staff, the Sports Nutritionist, and the Counseling and Sports Psychologist. Feedback and observations are communicated to Assistant AD for Student-Athlete Development and Community Relations in order to initiate programming that will address identified critical issues.

SAAC has had a direct impact on several policies in recent years.

- SAAC was instrumental in changing the Athletic Department's previous policy regarding prescription drugs for students when their sport was "out of season." Kansas Athletics will now pay for doctor-approved prescriptions in the spring semester for fall sports. SAAC brought this issue to the SWA who was able to have the policy changed.
- SAAC has a representative who is part of the annual review of SA Opportunity Fund expenditures, which includes funding international student athlete travel.
- SAAC raised concerns about inequity in the student travel policy between international and domestic students. The policy was changed.
- SAAC brings representatives from student-athlete financial aid, textbook distribution (for those who receive books as part of their scholarship), housing (for athletes receiving housing), and training table to meetings to get input and recommendations. This helps to keep small problems from becoming major issues and also helps to keep policies and practices up to date.

Jayhawk SAAC has also had significant influence on both Big 12 Conference SAAC groups and NCAA SAAC. In the past two years, two KU student athletes have served as chair of the Conference SAAC group, and one currently serves as national SAAC chair.

(5) Other individual(s) or campus group(s).

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

10A. External support groups, not "booster clubs," as they are traditionally referred to within the college athletics community, supplement the internal assistance that athletics programs at the University of Kansas receive.

The Williams Educational Fund is the developmental/fund raising arm of Kansas Athletics, Inc. The primary objective of the Williams Educational Fund is to provide necessary funding through annual giving for athletics scholarships and academic support for the 500-plus student-athletes at the University of Kansas. An Associate AD within the Athletics Department directs the Williams Educational Fund. Similar to academic units on campus, there is no outside board of directors or any other booster involvement in the solicitation or expenditure of these funds.

The Williams Educational Fund is under the budgetary control of Kansas Athletics, Inc., (see Appendix 11) and a line-by-line operational expense summary is found within the Athletics Department budget. All funds donated to the Williams Educational Fund are deposited with the

Governance and Commitment to Rules Compliance

Institutional Control, Presidential Authority & Shared Responsibility - 1.1

Kansas University Endowment Association. Those funds are then used to provide grant-in-aid awards to student-athletes through the line-by-line scholarship expenditures within the budget of each sport. Kansas Athletics, Inc. has both restricted and unrestricted funds. In fiscal year 2008, 100 percent of temporarily restricted funds and some money from unrestricted contributions were used for grants-in-aid. Donors may provide funding to specific sports through the Williams Educational Fund Margin of Excellence. The head coach uses this money to enhance the operating budget or for special needs of the team (e.g., international travel) as identified. The AD authorizes the expenditures.

In addition to the Williams Fund, other representatives of the interests of the athletics program include the following external support groups: Roundball Club (men's basketball), Quarterback Club (football), HardWood Club (women's basketball), Diamond Club (baseball), Jayhawk Oar and Rigger Club (rowing), Birdie Club (men's and women's golf), Friends of the Kansas Relays and Junior Jayhawk Club (kids 13 and under). Quarterback Club meets weekly before the head coach's radio show. For Roundball gatherings, attendees pay for a meal and listen to the coach(s) speak. Funds from Quarterback Club memberships and Roundball events are on deposit with and incorporated into the books of Kansas Athletics, Inc. The expenses for Roundball and Quarterback Clubs typically exceed the membership revenue so the general budget of Kansas Athletics, Inc. absorbs the balance. Hard Wood Club, Diamond Club, Birdie Club, Friends of the Kansas Relays, and Jayhawk Oar and Rigger Club funds are deposited with the Kansas University Endowment Association in accounts controlled by the athletics corporation. Excess funds at the end of the year from external support groups' activities are available for the sports programs. The Junior Jayhawk Club is affiliated with the athletics promotions office and is an exclusive club designed for children 8th grade or below and/or 13 years or younger so that they can be a part of the fun and excitement of KU sports. Membership fees cover a club T-shirt and membership card, free admission to different Jayhawk athletic events, e-newsletters, birthday messages from Big Jay and Baby Jay, and sports clinics with different teams. Diamond Club, Oar and Rigger Club, Birdie Club and Friends of the Kansas Relays are considered external support groups, but they do not have officers or an advisory board. Donors give money to be a member at a specific level to receive various benefits (T-shirts, banquet tickets, sweatshirts, hats, etc.).

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

A11. The Board of Directors of Kansas Athletics, Inc. was significantly restructured in 2004 and a Chancellor's Advisory Committee on Intercollegiate Athletics was created. The composition and purposes of these two groups are detailed in the answers to question 5, subparagraph j, and question 9, subparagraph a, above.

12. Describe how the institution's chancellor or president and his/her designees maintain control with respect to the budget, accounting, purchasing and debt management of the athletics program. In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

A12 - Budget. The Chancellor meets with each University unit that directly reports to him to set the annual budget for that unit. Included in these University units is the Athletics Department. The University Chief Business and Financial Planning Officer maintains the University budget and monitors these units for the Chancellor. She also serves as Secretary/Treasurer of the Board of Directors of Kansas Athletics, Inc. The Chancellor and the University Chief Business and Financial Planning Officer also meet with the AD, the Associate AD for Internal Affairs, and the Chief Financial Officer of Kansas Athletics, Inc. quarterly throughout the year. On a monthly basis, the University Chief Business and Financial Planning Officer meets with the Associate AD for Internal Relations and the Chief Financial Officer of Kansas Athletics, Inc., to review the budget.

Governance and Commitment to Rules Compliance

Institutional Control, Presidential Authority & Shared Responsibility - 1.1

A12 - Accounting and Purchasing. Accounting and purchasing for Kansas Athletics, Inc., is reviewed and monitored by the Chief Financial Officer of Kansas Athletics, Inc., and it is carried out by the Director of Business Operations as well as the Chief Financial Officer of Kansas Athletics, Inc. As noted above, the University Chief Business and Financial Planning Officer also serves as Secretary/Treasurer of the Board of Directors of Kansas Athletics, Inc. Additionally, Kansas Athletics, Inc. is subject to an annual audit by independent auditors. The auditors are selected by the University's Chief Business and Financial Planning Officer through a competitive process conducted every three to five years. The auditors' reports are made available to the Board of Directors and the Chancellor.

A12 – Debt Management. Debt Management is closely reviewed and controlled by the AD and the Chancellor, with bonds issued under the auspices of the Kansas Development Finance Authority. Advice of outside bond counsel is obtained, and the University Chief Business and Financial Planning Officer and the University General Counsel review and approve documentation supporting any bond issuance. (The newly-instituted NCAA Dashboard Indicators—in a comparative manner—will be helpful to the University as it monitors debt management.)

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

A13. As described in the answer to the previous question, the Chancellor and the University Chief Business and Financial Planning Officer review and approve the budget of the athletics program following the same procedures and in the same manner as the budgets for other University major units are viewed, including the Office of the Provost, the University of Kansas Medical Center, and other major University units that report directly to the Chancellor.

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

A14. The University has begun an administrative review of NCAA comparative data. The University's Chief Financial Officer (CFO) and the FAR presented a preliminary report using the NCAA's Dashboard Indicators at the January 2009 Athletics Quarterly meeting with the Chancellor and the AD. It is expected that the Dashboard Indicators will be of significant value not only to the Chancellor but also the AD, his Associate AD for Internal Affairs, and the University's CFO.

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

A15. The two most significant plans for improvement in the area of governance over the course of the last 10 years were the (1) reorganization of the Board of Directors of Kansas Athletics, Inc. and (2) the creation of the Chancellors Advisory Committee on Intercollegiate Athletics ("CAC"). Both of these initiatives involved broad-based participation across internal and external constituencies and both received formal institutional approval. Complete details of the purposes, planning, and implementation of these improvements are provided in answers 5k and 9 above.

Governance and Commitment to Operating Principle

Rules Compliance - 1.2

Operating Principle 1.2: Rules Compliance

Self-Study Items

1. List all “conditions for certification” imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance).

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

A1. The Committee imposed no conditions for certification at the second cycle review.

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 second-cycle certification process for Operating Principle 1.2 (Rules Compliance).

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

A2. The peer review team recommended two plans for improvement in this area during the second cycle certification process.

First plan:

One of the second cycle team recommendations was that the institution document appointments (e.g., Kansas Athletics, Inc. Board Members, the Faculty Athletics Representative) and follow up with a second letter explaining all responsibilities.

2a. 1st plan - The original plan;

A2a. In its 2000 response, KU indicated the following: “This change will occur during the 2000-01 academic year and will be carried out by the Chancellor and the Athletics Director.”

2b. 1st plan - The action(s) taken by the institution;

A2b. As the University began assembling materials in preparation for the current self-study, committee members were unable to locate historic documents dating from the 2000-01 academic year of such appointments or follow-up letters with an explanation of responsibilities. Instead, the current FAR and all current members of the Board of Directors of Kansas Athletics, Inc. have been issued letters (see Appendix 3) that appoint them to their positions and describe their responsibilities in those positions. With respect to the Board of Directors’ members, all serve in what amounts to an *ex officio* with vote capacity, since they hold membership on the Board by virtue of their positions with the University.

2c. 1st plan - The date(s) of the action(s); and

A2c. In the spring and summer of 2008, as the University reviewed the requirements of the third cycle review, as well as the responses made during the previous ten-year review, the Chancellor signed appointment letters for the FAR and members of the Board of Directors of Kansas Athletics outlining their responsibilities.

2d. 1st plan - An explanation for any partial or non-completion of such plans.

Governance and Commitment to Operating Principle

Rules Compliance - 1.2

A2d. As discussed above, there is no evidence that appointment letters were or were not prepared, consistent with the institution's stated plan following the second cycle review. What has been established, however, is that the institution did not implement a systematic plan to assure the appointment letters with accompanying descriptions of responsibilities would be prepared as a matter of routine at any time an incumbent left one of the designated positions. To institutionalize the appointment procedure, and to assure proper appointment letters are issued to future board members and faculty athletics representatives, the by-laws of Kansas Athletics, Inc. are being amended to specifically make the Secretary/Treasurer of the corporation responsible for initiating this process whenever a board member is replaced. The by-laws will require that drafts of such letters be reviewed, approved, and signed by the Chancellor.

Second plan:

Another second cycle team recommendation was that "the institution put in place a set of written policies and procedures that assign specific responsibilities in the area of rules compliance concerning camps and clinics. This should be completed to assure its staff, student-athletes and other individuals and groups representing the institution's athletics interests comply with the applicable Association rules and regulations."

2a. 2nd plan - The original plan;

A2a. In its 2000 response, KU stated the following: [t]he ultimate responsibility lies with the head coach. Sports information, compliance and sport supervisors will provide oversight to ensure rules compliance. The camps and clinics handout, which was distributed at the April 2000 coaches' meeting, will become more detailed. A variety of forms will be created for completion by coaches and/or student-athletes; these forms will be subject to audit before and after camps are conducted. This will be completed by the end of calendar year 2000.

2b. 2nd plan - The action(s) taken by the institution;

A2b. The institution is unable to provide written documentation of the original 2000 plan. However, upon the arrival of the current Associate AD for Compliance (AADC) in November of 2005, a review and evaluation was conducted of the policies and procedures for operating an institutional camp and/or clinic as well as the policies and procedures for coaches and athletics department staff members seeking employment by non-institutional camps and/or clinics. During the review and evaluation process, the AADC noted inconsistency in the pre-camp approval process in related areas of camp operations including but not limited to:

- Camp Brochure
- Camp Promotion and Advertisement
- Student-Athlete Employment
- Outside Coaches Employment
- Awards and Participation Gifts and Benefits
- Financial Documentation

It appears, however, that the institution had not been conducting post-camp monitoring and auditing to ensure that a camp indeed operated according to NCAA rules or regulations.

With the support of the AD, the AADC acted quickly in implementing several policies and procedures in November of 2005 to address various compliance related areas of the institution's camps and clinics. Initially, the first action taken was to mandate that all camp and clinic

Governance and Commitment to Operating Principle

Rules Compliance - 1.2

brochures along with all promotions/advertisements involving an institutional camp/clinic or one that employs a Kansas student-athlete or coach be approved through the Compliance Office prior to printing. This was not being done prior to the current AADC's arrival and was adopted immediately. This was communicated by the Compliance Office to all coaching staff members, sport administrators, camp directors, media relations staff, athletics department administrative staff, and others involved with the operation of a Kansas institutional camp/clinic.

At the conclusion of the 2006 summer camp season, the Compliance staff conducted a thorough evaluation of all compliance-related operations of camps/clinics. The AADC determined that a comprehensive handbook for coaches and/or camp directors to use as a reference while organizing and operating an institutional camp/clinic or while employed by a non-institutional camp/clinic was necessary to assure that NCAA rules and regulations were followed. The AADC assigned the task of creating the institution's *Guide to Institutional and Non-institutional Camps and Clinics and Coaching Clinics* to the current Compliance Coordinator. The *Guide* (see Appendix 12) was completed and distributed to all coaching staff members, support staff members and administrative staff members in the spring of 2007, prior to that summer's camp and clinic sessions.

The *Guide* includes NCAA rules and regulations, interpretations, and clarifications of rules pertaining to camp and clinic topics. In addition to including NCAA bylaw related information, the current Compliance staff also consulted numerous institutions for policies, procedures, and forms related to operating institutional camps/clinics. Through extensive research and review, the Compliance staff created the *Guide* to serve as both an educational tool as well as a monitoring system to assist in the overall operation of camps and clinics. In addition to creating the educational component, 11 forms were also created for monitoring institutional camps and clinics. The forms include both pre-camp approval policies as well as post-camp policies. The forms are required to be completed by the head coach/camp director and submitted to the Compliance Office.

During the fall of 2006, the Compliance Office began to develop Standard Operating Procedures (SOP) for each relevant NCAA rule or regulation that requires documentation and monitoring. These SOPs enable the Compliance Staff to consistently communicate and implement a process for monitoring and auditing camps and clinics as well as to ensure compliance with NCAA rules and regulations. These SOPs were completed in spring of 2007.

Beginning with the arrival of the AADC in November 2005, an annual camps and clinics meeting is now conducted for all coaches, camp directors, and athletics department support staff personnel who will be employed by or involved with organizing and directing an institutional camp/clinic. The AD requires the attendance of these individuals at this annual meeting. During the meeting, the *Guide to Camps and Clinics* is referenced and an education session is given that includes an extensive review of all camp and clinic rules. The camp documentation forms are distributed, reviewed, and discussed with all coaches. Coaches are required to use the forms or provide the information requested on each form to the Compliance Office for review and monitoring.

From the introduction of the current policies and procedures along with the implementation of required forms and documentation, the Compliance Office now monitors camps and clinics very closely; at the conclusion of an institutional camp/clinic, a review is completed by the Compliance Office to confirm that all forms have been received and reviewed. All missing documentation is requested and collected from the Camp Director.

In addition to providing education and assistance to coaches and camp operators, the Compliance Staff also provides NCAA rules and compliance education at camp sessions involving camp participants. The Compliance Staff also conducts camp "site visits" on an occasional basis as an additional monitoring tool.

Governance and Commitment to Operating Principle

Rules Compliance - 1.2

The Compliance Office continues to update the *Camp and Clinic Guide* as changes are made in NCAA Bylaws and Official Interpretations. Coaches are made aware changes to camp regulations immediately by email or hard-copy correspondence. New information is also provided during the monthly coaches' NCAA rules and compliance meetings and through postings on the monthly athletics department compliance E-newsletter. Additionally, the *Guide to Camps & Clinics* and all accompanying Camp and Clinic forms have been made available online to all Kansas Athletics staff members and are updated as any changes are made.

2c. 2nd plan - The date(s) of the action(s); and

A2c.

- November of 2005 – Mandatory Camp & Clinic Brochure approval
- Summer of 2006 – Research and Development of a new *Camp and Clinic Guide* (See Appendix 12) for coaching staffs.
- Winter of 2006-07 – Development of Standard Operating Procedures for the compliance monitoring of Camps and Clinics.
- Spring of 2007 – Introduction of the *Guide* to Institutional and Non-Institutional Sports Camps and Clinics and Coaching Clinics for all coaches and camp directors.
- Fall of 2008 – Forms provided online to all staff members.
- Continuous – Review and update of the *Camp and Clinic Guide*. Reminders and education through monthly meetings and e-newsletters.

2d. 2nd plan - An explanation for any partial or non-completion of such plans.

A2d. As stated previously, the institution is unable to show documentation of policies and procedures or SOPs related to camps and clinics prior to the arrival of the current AADC and thus cannot accurately comment on whether the responses in the second cycle certification review were implemented. What we do know is that, immediately upon arrival of the current Compliance staff in 2005, quick and aggressive actions were taken to regulate the monitoring of camps and clinics. This not only was a priority but one of the initial tasks of the AADC when hired in November 2005. Since that time, a plan has been put in place and carried out. The policies and procedures that are now in place are much more comprehensive and thorough than the information that the institution submitted during its earlier certification review. The AADC also has requested that regular external review be conducted of all camps and clinics education, documentation and monitoring policies, and procedures and practices be conducted by the CAC subcommittee on Compliance.

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

A3. Please see improvement plans set forth in the answers to questions 4 and 5 below.

4. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the athletics department. Specifically, the institution must provide written evidence that all individuals inside the athletics department (e.g., coaches, staff) have statements regarding the importance of rules compliance in all of the following documents:

A4. Assurance of the importance of NCAA rules compliance occurs in several ways in Kansas Athletics, Inc.'s, employee personnel documents. Coaches' contracts all contain a compliance

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component that includes penalties, including possible termination, for violation. Job descriptions for coaches and all staff at Kansas Athletics, Inc., also have as a requirement of employment that NCAA rules must be followed. All employees of Kansas Athletics, Inc., are required to annually sign the document “A Code of Ethical Conduct for Coaches, Support Staff and Administrators.” (See Appendix 13) Members of the Kansas Athletics Board of Directors sign annually a Conflict of Interest Statement as well as the Code of Ethical Conduct. Items 6 and 7 of the Code of Ethical Conduct document speak directly to support for rules compliance. They state:

Coaches, support staff members, and administrators of Kansas Athletics, Inc., will:

6. Observe the letter and intent of the rules of the particular sport and insist that student-athletes and teams under their direction adhere to the same.

7. Adhere to the rules and regulations of the University of Kansas, Kansas Athletics, Inc., the Big Twelve Conference, and the National Collegiate Athletic Association while avoiding actions that violate the legal and/or civil rights of others.

In addition, NCAA rules compliance is an important component of the annual performance evaluation for each coach and, since 2007, for each staff member. See the sample coach and sample evaluation form attached.

During the period of time set out below all job descriptions in Kansas Athletics, Inc. will be reviewed for adherence to this compliance requirement, and the Policy Manual will be revised to reflect this requirement. When appropriate, employees will be expected to sign an addendum to their contracts and will be informed that compliance will be part of the annual performance evaluation. This review will be completed by May 2010. A system will be developed to ensure that all job descriptions contain reference to the importance of NCAA rules compliance.

Issue	Measurable Goals	Steps to Achieve Goals	Individuals Responsible for Implementation	Specific Timetable for Completing Work
<p>Variation in the extent to which job descriptions, annual appointment letters and performance evaluation documents and processes for Athletics Department personnel take into account the importance of NCAA rules compliance.</p>	<p>1. Appropriate Athletic Department Personnel will sign an addendum to annual appointment document stating the importance of rule compliance. These signed documents will be on file.</p> <p>2. All appropriate job descriptions will contain explicit language stating the importance of rules compliance.</p> <p>3. Adherence to</p>	<p>1. Relevant positions will be identified.</p> <p>2. Position descriptions will be reviewed.</p> <p>3. All individuals in identified positions will sign an addendum to their annual appointment renewal letter and a copy will be kept on file in the personnel files.</p> <p>4. All identified personnel will be evaluated on rules</p>	<p>Director of Human Resources for Athletics Department , Director of Compliance, Supervisors, Corporate Counsel, Board of Directors</p>	<p>1.Relevant positions identified by October 1, 2009.</p> <p>2.Job descriptions reviewed, amended and approved as necessary by December 1, 2009.</p> <p>3. Addendum to annual appointment letter signed for all identified individuals by May 1, 2010.</p> <p>4. Performance evaluation process</p>

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Issue	Measurable Goals	Steps to Achieve Goals	Individuals Responsible for Implementation	Specific Timetable for Completing Work
	rules of compliance will be considered in all annual performance evaluations.	compliance.		reviewed for each identified position. Where rule compliance is not included, criterion will be added by December 1, 2009 5. New evaluation form initiated for all relevant positions May 1, 2010.

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

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

A5. Although many university administrators have contact with student athletes, the following KU administrators have direct responsibilities related to their admission, the awarding of financial aid, and the certification of their academic standing:

- Director of Admissions and staff
- Assistant Director of Financial Aid
- University Registrar, Assistant Registrar, and staff
- Bursar

A review of employment documents and job descriptions of the positions listed above reveals some unevenness in the extent to which the annual salary letters, job descriptions, and performance evaluation documents explicitly include the importance of NCAA rules compliance. To the extent that all KU employees are expected to uphold the rules of the University and State, NCAA rules compliance is included. Rules compliance is explicitly stated in the Registrar's job description and in the job descriptions and performance evaluation of the University Support Staff in that office who work directly with athletes and athletic matters. Rules compliance is an explicit part of the job description of the Assistant Director of Admissions. However, it is not an explicit component of the job description of the Director of Admissions. Beginning in 2010, all University employees who work with athletes will have an addendum to their annual salary notification letters specifying the importance of NCAA rules compliance and

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indicating that they are expected to uphold the rules. These letters are to be signed and returned to designated University records officials.

The certification self-study process revealed unevenness in the extent to which NCAA rules compliance is explicitly included in the job description, annual salary notification letters, and annual evaluation of University employees outside of Kansas Athletics, Inc., who have responsibilities for working with student athletes. Because of the way the University deals with annual salary notifications, the University senior administrators decided that the best way to include such a statement in annual letters was to prepare an addendum that all such employees will sign annually when they sign their salary notification letters.

The University will undertake an improvement plan to ensure the following:

1. Identify all relevant employees
2. Develop a system for ensuring that the affected employees receive and sign the addendum.
3. Review the criteria used for annual evaluation of these employees to ensure that NCAA rules compliance is part of performance evaluation.
4. Develop a system to ensure that NCAA rules compliance is part of job descriptions for relevant positions.

The review and implementation of the above will be completed by May 2010.

Issue	Measurable Goals	Steps to Achieve Goals	Individuals Responsible for Implementation	Specific Timetable for Completion
<p>Inconsistency in the extent to which job descriptions, annual salary notification letters, and annual performance evaluation for relevant University employees outside of the Athletics Department explicitly address the importance of NCAA rules compliance.</p>	<ol style="list-style-type: none"> 1. Appropriate University personnel will sign an addendum to annual salary notification document stating the importance of rule compliance. These signed documents will be on file. 2. All appropriate job descriptions will contain explicit language stating the importance of rules compliance. 3. Adherence to rules of compliance will be considered in all annual performance 	<ol style="list-style-type: none"> 1. Conduct review to determine relevant positions. 2. Positions descriptions will be reviewed. 3. All individuals in identified positions will sign an addendum to their annual salary notification letter and a copy will be kept on file in the personnel files. 4. All identified personnel will be evaluated on rules compliance 	<p>KU Director of Human Resources, Vice Provost for Student Success, Vice Provost for Administration, Provost, Chancellor.</p>	<ol style="list-style-type: none"> 1. Relevant positions identified by October 1, 2009. 2. Job descriptions reviewed, amended and approved as necessary by December 1, 2009. 3. Addendum to annual salary notification letter signed for all identified individuals by May 1, 2010. 4. Performance evaluation process reviewed for each identified position. Where rule compliance is not

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Issue	Measurable Goals	Steps to Achieve Goals	Individuals Responsible for Implementation	Specific Timetable for Completion
	evaluations.			included, criterion will be added by December 1, 2009. 5. New evaluation form implemented for all relevant positions May 1, 2010.

6. Provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' admission to the institution, certification of academic standing, and evaluation of academic performance.

A6. Student athlete admission to the institution is consistent with admission for all students, in conformance with Faculty Senate Rules and Regulations, Article II, Section 1: (See Appendix 14)

2.1.1 Policies for admission and readmission are established by the faculties of the various schools or the College of Liberal Arts and Sciences, within the parameters of state laws and Regents regulations and within guidelines set by the Faculty Senate. A statement of such requirements shall be published or filed with the Director of Admissions and the Secretary of Faculty Senate. For undergraduate admission, implementation of these policies by the Director of Admissions includes the initial evaluation of credentials presented by applicants covering academic work done elsewhere.

Ultimate responsibility for admission lies with the Director, Office of Admissions and Scholarships, Lisa Pinamonti Kress. In practice, the day to day evaluation of admissions requirements is performed by the Associate Director, Office of Admissions and Scholarships, Lisa Beck.

Certification of academic standing for student athletes, and all other students, is performed by the University Registrar, Dr. Cindy Derritt, who is also the designated NCAA certifying official. Student academic standing with respect to fulfilling graduation requirements is governed by University Senate Rules and Regulations Article III:

3.1.4 It shall be the responsibility of the Senior Vice Provost for Academic Affairs to enforce the University requirements for graduation listed in Sections 3.1.1 and 3.1.2 by removing the names of those students who do not meet these requirements from graduation lists submitted by the College of Liberal Arts and Sciences and the several schools of the University. In extraordinary circumstances, the Faculty Executive Committee may grant exceptions to these requirements.

Ultimate responsibility for certifying graduation requirements lies with the Senior Vice-Provost for Academic Affairs, Professor Danny Anderson.

Evaluation of academic performance is the responsibility of the faculty, per University Senate Rules and Regulations Article II:

2.1.5 The evaluation of student performance is the responsibility and privilege of the faculty. If this responsibility is delegated to a Teaching Assistant or an Assistant Instructor, the faculty member or members in charge of the course retain the right to assign the final course grade.

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7. Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as being responsible for the institution's rules compliance.

A7. AD Perkins is the person the Chancellor has charged with being responsible for the institution's rules compliance program. The AD's position description reflects this responsibility. The AD is assisted in this responsibility by Professor Jerry Bailey, the FAR, as well as by the compliance officer and her staff.

8. Identify the individuals inside and outside the athletics department who have rules-compliance responsibilities. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:

8a. Faculty athletics representative;

A8a. FAR is a tenured faculty member who reports directly to the Chancellor, with whom he meets on a monthly basis. He also consults regularly with the AD. The FAR serves at the pleasure of the Chancellor. The FAR works closely with the Athletics Department on issues of compliance, student athlete welfare, and academic integrity. He is a member of Kansas Athletics' Board of Directors.

8b. Director of athletics;

A8b. The AD is a member and Chair of the Kansas Athletics Board of Directors, directly reports to and has direct access to the Chancellor. The AD meets with the Chancellor regularly and frequently throughout the year on issues related to the management of the institution's athletics program, including long-range planning, compliance, student athlete welfare, finance, budget, policy issues, personnel, academics, and logistical matters.

8c. Compliance officer/director;

A8c. The AADC reports directly to the AD. The AADC also meets on a regular basis (every two months) with the University General Counsel's office. The AADC is responsible for interpreting legislation, coordinating the rules education program, and investigating alleged rules violations. Coaches, student-athletes, athletics administrators and other institutional personnel are aware of the fact that the AADC is the key contact for all compliance-related issues.

8d. Coaches; and

A8d. Coaches report to the AD and agree in their contracts to promote an atmosphere of compliance with the rules and regulations of the NCAA and the Big 12 Conference, and to monitor the compliance of all other persons under their supervision, including coaches and student-athletes.

8e. Other key individuals (e.g., admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:

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

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Rules Compliance - 1.2

A8e. The University Financial Aid Director assures all NCAA institutional reporting requirements are met, serves on the Kansas Athletics Compliance Team, and exhibits thorough understanding of NCAA Financial Aid Regulations. The Director reports to the Office of the Vice-Provost for Student Success. The Registrar manages the University review of over 500 student athletes for and reports to the Office of Vice-Provost for Student Success. The FAR and others external to the athletics program (such as the CAC, made up of faculty, staff, and students) are actively engaged in critical and sensitive areas of rules compliance such as eligibility certification; investigation and self-reporting of violations; monitoring of financial aid; the NCAA Div I Academic Performance Program.

9. Indicate by clicking “yes” or “no” in the Athletics Certification Web-based System (ACS), whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit.

	Yes	No
a. Initial eligibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Continuing-eligibility certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Transfer-eligibility certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Academic performance program	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Financial aid administration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f. Recruiting	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g. Camps and clinics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h. Investigations and self-reporting of rules violations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
i. Rules education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
j. Extra benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>
k. Playing and practice seasons	<input checked="" type="checkbox"/>	<input type="checkbox"/>
l. Student-athlete employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
m. Amateurism	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A9. The University employs clear written compliance policies and procedures that are engaged and functioning in each of the following areas:

A9a. (Yes) Initial-eligibility certification (see Attachment 15), Policy and Procedures Guide to Athletic Certification at the University of Kansas, Office of the University Registrar 14.3)

A9b. (Yes) Continuing eligibility certification (see Attachment 15)

A9c. (Yes) Transfer-eligibility requirements (see Attachment 15), 14.5.4, 14.5.5, 14.5.6)

A9d. (Yes) Academic performance program (see Attachment 15), 14.4)

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A9e. (Yes) Financial Aid Information. Kansas Athletics, Inc., and the Office of Student Financial Aid follow the policies and procedures in coordinating athletic grants and federal financial aid (see KU OSFA Policies and Procedures for Athletic Grants).

A9f. (Yes) Recruiting (see Process for Certifying Initial Eligibility for Incoming Freshman; Process for Certifying Initial Eligibility for Incoming Transfer Students; Process for Certifying Eligibility for Continuing Students; Bylaw 11 SOP of Kansas Athletics Compliance Office [for certification to recruit off-campus, limitations on the number and duties of coaches, contacts and evaluations], Bylaw 13 Compliance's SOP [for contacts and evaluations, off-campus recruiters, telephone calls to prospects, visits to prospect's educational institutions, banquets, meetings, and NCAA promotional activities, use of training-room facilities by prospects, official visits, unofficial visits, voluntary summer conditioning]).

A9g. (Yes) Camps and Clinics (See Appendix 12) for both institutional and private camps/clinics.

A9i. (Yes) Rules education. Kansas Athletics, Inc., has written policies and step-by-step procedures that include the assignment of specific responsibilities pertaining to rules compliance. The specific assignment of Rules Education falls under the job duties of the Assistant AD for Compliance.

A9j. (Yes) Extra Benefits. See Bylaw 16 SOP (including restitution for receipt of impermissible benefits; expenses to receive non-institutional awards; monitoring complimentary admission; student athlete pass list; incidental meals; expense waivers, and more).

A9k. (Yes) Playing and practice seasons. See Bylaw 17 SOP for Declaration of Playing Seasons; maximum dates of competition; in- and out-of-season practice limitations; and more.

A9l. (Yes). Student-athlete employment. See Bylaw 18 SOP and Kansas Athletics, Inc. Guide for Fee-For-Lesson Employment.

A9m. (Yes). Amateurism. See Bylaw 12 SOP on use of agents, promotional activities, media activities, logos.

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

A10. Kansas Athletics' written compliance policies and procedures are communicated on an annual basis to Athletic Department staff and individuals outside of the Athletics Department in a variety of ways. First, the policies and procedures are updated annually and distributed in hard-copy format to all employees. They are also kept electronically on the institution's website and protected through a log-in password. SOPs are communicated throughout the year, including at an all-athletic department staff meeting each August; monthly in coaches compliance meetings; annually in individual unit meetings; and, monthly in e-newsletters.

Compliance policies and procedures are communicated throughout the academic year to individuals outside the department. Examples include: monthly university Compliance Team meetings (Registrar, Admissions, Financial Aid and Bursar); quarterly meetings with University Bookstore, Dining Services/Training Table; and Residential Life/Housing; regular meetings of the CAC (faculty, alumni, student government, and staff); annual meetings with Registrar's office; monthly compliance e-newsletters.

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11. Describe the institution's rules-education program for all individuals associated with the athletics program including boosters, student-athletes, Athletics Department staff, coaches, faculty and institutional staff outside the Athletics Department.

A11. A monthly Education Plan task list and education plan covers areas such as financial aid, eligibility, recruiting, institutional issues, and education.

As a result of the University's major infractions case and the mandate for athletics compliance from the Chancellor and AD Perkins, a comprehensive rules education plan has been implemented. The rules education plan is described as follows and can also be referenced in a monthly format in an appendix to this report.

A11a. Boosters – Compliance information is provided throughout the year in several formats

- a. June – Approximately 6,000 individuals are sent a donation booklet and Compliance Information
- b. August – Approximately 40,000 individuals receive a Compliance informational email
- c. September – The parents of approximately 500 student-athletes receive Compliance information
- d. November – Approximately 5,000 individuals receive Compliance information with the ticket application for KU's Football Bowl game
- e. February – Approximately 10,000 individuals receive Compliance Information as part of the next season's ticket application for Football

A11b. Student-athletes

- a. August/September– The Compliance Office meets with every Varsity team to review rules and regulations
- b. April/May – The Compliance Office meets with every Varsity team to review summer reminders
- c. A monthly E-newsletter is sent to all student-athletes
- d. Compliance Staff attends Student-Athlete Advisory Committee meetings monthly to serve as resources

A11c. Athletics department staff

- a. August – An Athletics Department-wide mandatory Compliance meeting is held
- b. Monthly meetings are held with Student-Athlete Support Services staff
- c. January/February – Compliance meets with each individual unit/office in Kansas Athletics
- d. July – An online Compliance test is administered to all non-coaching staff
- e. Monthly E-newsletters are sent to all athletics department staff

A11d. Coaches

- a. May/June – All coaches take—and must pass—the NCAA recruiting exam
- b. August through May – Compliance meets monthly with an individual sport's coaching staff (7 meetings in all: Baseball, Men's Basketball, Women's Basketball, Football, Softball, Track & Field, All Other Sports)

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- c. Monthly E-newsletters are sent to all coaching staffs
- A11e. Faculty
 - a. Faculty who serve on Kansas Athletics' Board of Directors or on the CAC on receive periodic education in regular meetings
 - b. All faculty receive Compliance information with their periodic opportunities to buy tickets
- A11f. Institutional staff outside the athletics department
 - a. August through May – Monthly Compliance Team meetings (includes Office of Admissions, Registrar, Bursar, and Financial Aid) are held
 - b. Quarterly – Compliance meet with University Housing, University Bookstore, University Dining Service
 - c. December – Educational meeting personnel responsible for Progress towards Degree in each college/school
 - d. Monthly E-newsletters are sent to appropriate institutional staff members that are involved with the athletics department

12. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules-compliance evaluation. Further, describe the process used in selecting this authority outside the athletics department to ensure the individual(s) does not have day-to-day compliance responsibilities for the institution's athletics department and is knowledgeable of NCAA legislation and rules-compliance practices. Also, provide the date of the institution's most recent rules-compliance evaluation.

A12. Lori Ebihara, the Big 12 Conference's Assistant Commissioner for Governance, Compliance, and Academics, conducted a review of the institution's NCAA rules and compliance operations in March 2003. She did not interview the compliance auditor and did not become aware of existing rules violations until they were later brought to her attention by the Athletics Department when it self-reported violations in the summer 2003. AD Perkins contracted with Richard Evrard and Christopher Shoemann, attorneys with the Overland Park, KS office of Bond, Schoeneck and King, PLLC, to conduct a comprehensive review of the University's NCAA Rules and Compliance Operations. In February 2008 Mr. Evrard and Mr. Schoemann conducted a subsequent review of the institution's eligibility certification process. As this self-study was being prepared, the following reviews by Bond, Schoeneck & King, PLLC were scheduled: December 2008 (Mr. Evrard and Mr. Schoemann will conduct a further review of the SASS unit); February 2009 (Mr. Evrard and Mr. Schoemann have conducted an evaluation of the administration of institutional Financial Aid.)

In April, 2008, Chuck Smrt and Jane Mullens, NCAA rules specialists with the Lenexa, KS office of The Compliance Group, conducted a review of the institution's NCAA rules and compliance operations. The Compliance Group was retained by the Big 12 conference to conduct compliance reviews for each member institution every four years. The "Review of Certain Components of the Athletics Department's Compliance Program" was released August 12, 2008. (See Appendix 1)

13. The rules-compliance evaluation must determine that the institution's compliance practices are engaged and functioning and must include the required areas listed below. Indicate by clicking "yes" or "no" in the ACS which areas were included in the institution's most recent rules-compliance evaluation.

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Rules Compliance - 1.2

	Yes	No
a. Governance and organization	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Initial-eligibility certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Continuing-eligibility certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Transfer-eligibility certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Academic Performance Program	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. Financial aid administration, including individual and team limits	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g. Recruiting (e.g., official visit, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h. Camps and clinics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
i. Investigations and self-reporting of rules violations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
j. Rules education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
k. Extra benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>
l. Playing and practice seasons	<input checked="" type="checkbox"/>	<input type="checkbox"/>
m. Student-athlete employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
n. Amateurism	<input type="checkbox"/>	<input checked="" type="checkbox"/>
o. Commitment of personnel to rules-compliance activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>

A13. The rules compliance evaluation by the Compliance Group determined that the institution's compliance practices are engaged and functioning. Three new areas (e. Academic Performance Program; n. Amateurism; o. Commitment of personnel to rules-compliance activities) that the NCAA introduced in September 2008 were not required when the most recent rules-compliance evaluation was commissioned (April 2008) and released (August 2008). These are the only areas NOT included in the institution's evaluation.

Kansas Athletics has a Leadership Team, chaired by Debbie Van Saun, Associate AD and SWA, which has been assigned the task of setting dates and goals so that the next rules-compliance evaluation attends to these new areas.

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

The Big 12 Conference contracted with The Compliance Group of Kansas City to conduct compliance reviews of all of its member universities. In 2008, Chuck Smrt and colleagues of the Compliance Group, conducted the KU review. The Compliance Group personnel, after reviewing institutional documents supplied to them, conducted on-campus in-person interviews in April 2008. A draft report with recommendations was provided to Kansas Athletics. Athletics responded to the draft, and the final Compliance Group report was completed and submitted to the Conference Office in August 2008. The report is available as Appendix 1. The KU Compliance Review Report was shared with non-athletics personnel through the University's Compliance Team. Members include:

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Rules Compliance - 1.2

University Office of Admissions Director Lisa Pinamonti Kress

University Office of Financial Aid Director Brenda Maigaard

University Assistant Bursar Danita Robinson

University Registrar Dr. Cindy Derritt

FAR, Dr. Jerry Bailey

Bond, Schoeneck & King, Rick Evrard, Outside Counsel to Athletics

The report was also discussed by the Chancellor's Advisory Committee on Intercollegiate Athletics in August, 2008. Its Compliance subcommittee reviewed the document. The membership of that subcommittee is as follows:

Professor Sandra Gautt, Department of Special Education, Chair

Theresa Gordzica, University Chief Financial Officer

Matt Baysinger, Chair, National SAAC

Jonathan Earle, Professor of History

Sheri Hauck, Alumni Association appointee

Mike Maddox, Alumni Association appointee

Henry Menghini, Alumni Association appointee

Alex Porte, Student Senate Treasurer and member, Executive Board

Theresa Becker, Associate AD for Compliance, Staff to the subcommittee

The Associate AD for Compliance provided the Office of the University General Counsel a copy of the report.

15. Identify relevant corrective actions planned as a result of the process described in Self-Study Item No. 14 or actions previously planned or implemented from the most recent rules-compliance evaluation. Provide:

a. The plan(s) or actions implemented; and

A15a. As a result of the work conducted by the subcommittee for Operating Principles 1.1 and 1.2, the NCAA Cycle III Certification Steering Committee determined that the Compliance subcommittee of the CAC should be charged with reviewing all formal outside Compliance Reviews, the recommendations that come from these reviews, and Kansas Athletics' responses to the recommendations. The CAC subcommittee should communicate in writing its findings about each compliance review to the Chancellor. Kansas Athletics, through the AD, has agreed with this decision.

b. The date(s) of actions taken or specific timetable for completion of the plan(s). This was addressed during the NCAA Certification Steering Committee Meeting (19FEB09)

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

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

Operating Principle 2.1: Academic Standards

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide:

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

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

A1. No conditions were imposed by the Committee on Athletics Certification in the second cycle review of Athletics Certification.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the University during its second-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include:

2a. The original plan;

A2a. (See Appendix 17)

2b. The action(s) taken by the University;

A2b. The plan was implemented in the fall semester of 2000-2001. The Provost's Committee on Academic Review was formed. A report was issued in August 2001. Recommendations made in the report were reviewed and accepted by the Department of Athletics (See Appendix 18). Recommendations were that Athletics:

- Provide regular training for Student Athlete Support Services academic counselors.
- Implement a career-planning class for student-athletes.
- Develop a Bridge program for incoming freshmen and transfer students.
- Further develop the Faculty Mentoring program.
- Increase involvement of African-American tutors.

All five of these major recommendations have been addressed by Kansas Athletics.

The responsibility for continued oversight of Student Athlete Support Services (SASS) has been maintained in part through the University's governance system. The University Senate Athletics Committee (USAC) requires annual reporting from SASS (See Appendix 19). Administratively, all members of the SASS team report to the Associate AD for Student Support, Paul Buskirk. Buskirk reports directly to the AD, who reports directly to the Chancellor. SASS professionals are assigned to specific sports teams and interact with those coaches. All student athletes work with those designated SASS professionals on counseling, advising, and tutoring issues.

2c. The date(s) of the action(s); and

Academic Integrity

Academic Support - 2.2

A2c. No Conditions were imposed by the Committee on Athletics Certification in the second cycle review of Athletics Certification.

2d. An explanation for any partial or non-completion of such plans.

A2d. No Conditions were imposed by the Committee on Athletics Certification in the second cycle review of Athletics Certification.

Please note the University will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

3. Describe any additional plans for improvement/recommendations as they relate to Operating Principle 2.1 (Academic Standards) developed by the University since the second-cycle certification decision was rendered by the Committee on Athletics Certification, including any plans or recommendations developed through the University's involvement in the Division I Academic Performance Program (APP) Data Review process, if applicable. Provide

3a. The additional plans;

A3a. A comprehensive Program Review of SASS was initiated in summer, 2008, and a report was released in November, 2008 (See Appendix 20). This report meets the NCAA expectation that SASS units are to be evaluated every four years. The KU review was led by Professor Joy Ward of the Department of Ecology and Evolutionary Biology. All members of the review committee were from "outside athletics." See Operating Principle 2.2 regarding Recommendations and Actions.

A Baseball APR Improvement Plan (See Appendix 21) was submitted in spring 2006. By fall 2008, the University implemented all steps to achieve the stated goals. The 2007-08 multi-year APR for Baseball is 960, an increase of 112 points from the 848 in 2003-04.

A Women's Basketball APR Improvement Plan (See Appendix 22) was submitted in fall 2006. By fall 2008, the University implemented all steps to achieve the stated goals. The 2007-08 multi-year APR for Women's Basketball is 966, an increase of 119 points from the 847 recorded in 2003-04.

A first Football APR Improvement Plan (See Appendix 23) was submitted spring 2006. By fall 2008, the University implemented all steps to achieve the stated goals. A Second/Supplement Improvement Plan was submitted in December 2007. The steps to achieve goals are in progress and on time. The 2007-08 multi-year APR for Football is 941, an increase of 42 points from the 899 that was recorded in 2003-04.

The multi-year APRs for all sports teams at the University are above 925. The multi-year mean score across the 17 Big 12 Championship Sports in which the University participates is 970. Three sports teams (men's basketball, men's cross country, and women's cross country) have multi-year scores of 1000. A high premium is placed on the academic achievement of student-athletes.

When the NCAA Certification subcommittee charged with reviewing OP 2.1 and 2.2 made its recommendations to the Steering Committee, it suggested that Kansas Athletics **voluntarily** develop an improvement plan in men's outdoor track and field, although the team's multi-year score was 943. The action was requested as the 2007-2008 sport APR was 912. The Steering Committee made the recommendation to Kansas Athletics in the fall of 2008, and the plan was developed and adopted in spring 2009 (See Appendix 24).

3b. The action(s) taken by the University; and

A3b. NCAA SAAS Review—See Appendix 20

NCAA Baseball APR Plan for improvement— See Appendix 21

NCAA Women's Basketball APR Plan for Improvement— See Appendix 22

NCAA Football APR Plan for Improvement— See Appendix 23 Kansas
Athletics voluntary Men's Outdoor Track and Field APR Plan for
Improvement— See Appendix 24

3c. The date(s) of the action(s).

A3c. Fall, 2008. NCAA SAAS Review— See Appendix 20

Spring, 2006. NCAA Baseball APR Plan for improvement— See Appendix 21

Fall, 2006. NCAA Women's Basketball APR Plan for Improvement— See Appendix
22

Spring, 2006; fall, 2006. NCAA Football APR Plan for Improvement— See Appendix
23

Fall, 2008. Kansas Athletics **voluntary** Men's Outdoor Track and Field APR Plan for
Improvement— See Appendix 24

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

A4. Two offices are involved in the admissions of all University students:

Office of Admissions and Scholarships (OAS) and Office of International Student and Scholar Services (ISSS). In admissions, both the process and the criteria are the same for student-athletes and all other students.

Prospective students and prospective student-athletes are denied admission if they fail to meet any of the requirements for admission. However, anyone denied admission has the right to appeal the decision. The prospective student appeals by submitting his or her entire application form to the Admissions Appeals Committee, a committee comprised of the same individuals for denied prospective students-athletes and all other denied prospective students.

Members of the University-wide Admissions Appeals Committee are:

Paul Buskirk (Associate Athletics Director of Student-Athlete Support Services)

Director of the Office of Admissions and Scholarships

Associate Director of Admissions and Scholarships

Two faculty members from the College of Liberal Arts & Sciences

One representative from Disability Resources (a program in the University's Academic Achievement and Access Center).

Kansas Athletics has one representative on the six-member Admissions Appeals Committee. Athletics coordinates and collects admissions application materials for all student-athletes in an

effort to maintain records for the NCAA. This process enables the Department of Athletics to respond quickly and fully to all requests for information and inquiries from the NCAA.

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

A5. The following explanation was provided by Lisa Pinamonti Kress, Director, Office of Admissions and Scholarships at the University of Kansas. "If a new student does not meet one of the admission requirements, the student is denied admission. The student can appeal the decision by following the steps of the appeal process:

1. Request by email or phone that the student wants to appeal.
2. Submit a letter of appeal.
3. Submit at least one recommendation of a person who can speak to the student's academic ability.
4. Submit a completed questionnaire provided by the Office of Admissions and Scholarships.
5. Once the student has submitted all required documents for appeal, the student's application and appeal information are taken to the Admissions Appeals Committee."

6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 5 and the percentage of first-year students in general who were so admitted. Provide these comparative data for the four most recent academic years.

[Note: Use the supplied charts (Special Admissions on page 28 and Special Admissions by Sport Group on page 29) to compile this data.]

A6. The number of student-athletes who have been admitted to the institution through the admissions appeals process over the past four years has averaged approximately three applicants per class, or about four percent of freshman scholarship student athletes. The average four-year percent of non-athlete special admits is 0.41 percent, less than the percent of student-athletes.

The large majority of student-athletes admitted through the appeal process has performed, and is performing, well academically. The one-year retention rate for student-athletes admitted through the appeals process is higher (70 percent) than other students (62 percent) admitted through the appeals process.

The University admits students using three criteria: (1) high ACT/SAT scores; (2) high GPA on the Kansas Board of Regents recommended high school curriculum; and (3) high class rank. A prospective student, athlete or non-athlete, can be through any of the three criteria. While ACT/SAT scores certainly provide one measure of a student's aptitude, a variety of other non-cognitive variables are also considered in order to determine one's ability to succeed at this University. The number of student-athletes who are admitted to the University through the admissions appeals process is extremely small. The Department of Athletics has invested significant resources to provide a wealth of academic support services to all student-athletes who are admitted to the University.

Please see “Special Admissions for First-Year Students Generally and First-Year Student-Athletes on Athletics Aid” for additional details.

7. Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).

[Note: Use the supplied charts (Test Scores by Gender on page 30, Test Scores by Racial and Ethnic Group on page 31, and Test Scores and GPA by Sport on page 32) to compile this data.]

A7.

Males:

The national composite for all students nationally who took the ACT in 2008 was 21.1. The most recent four-year average ACT scores for all KU male first-time freshmen ranged from 24.8 for Fall 2005 to 25.2 for Fall 2008. While the ACT average for male student-athletes is less (21.1 for Fall 2005 to 22.0 for Fall 2008), the increase in the scores over time is greater for the student-athletes. The 2008 male student-athlete mean is higher than the composite national average.

Females:

The national composite for all students nationally who took the ACT in 2008 was 21.1. The Fall 2005, Fall 2006, and Fall 2007 ACT averages for the female student-athletes on scholarship (23.2, 23.6, 23.6) are slightly less than the average for all female students (24.1, 24.3, and 24.2). The differences are 0.9, 0.7, and 0.6, respectively. Additional female athletes are expected to receive scholarships in spring 2009, which could change the ACT averages; therefore, the Fall 2008 information is not included in this analysis. The mean female student-athlete score is considerably above the composite national average.

By Ethnicity:

In most subgroups, student-athletes' average ACTs by fall semester are less than the overall entering freshman population. This result is consistent with national composite scores by subgroup. Many of the cell sizes for minority student-athletes are small (5 or less). The University four-year average of all entering freshmen minority students (American Indian, Asian, African-American, and Hispanic) is 23.4 compared to the student-athlete four-year mean of 19.5. However, minority student-athletes have shown a 0.6 increase from fall 2005 to fall 2008, from 19.6 to 20.2, respectively.

While African-American students have the lowest average ACT score for student-athletes, the average of 18.6 (fall 2005) has increased to 20.0 (fall 2008), a total of by 1.4 points. The University-wide increase for this same timeframe for first-time African-American freshmen is only 0.5. The national composite ACT score for all African-American students who took the ACT in 2008 was 16.9, over three full points less than KU African-American student athletes.

By Sport:

ACT Averages:

The average ACT for Men's Basketball over the most recent four years is 18.9; this is the lowest of all sports groups. Women's Basketball is the next lowest at 19.7. Both of these

groups have shown declining averages for the most recent four fall semesters. The men and women in the combined "other sports" category earned the highest ACT scores, averaging 24.2 and 23.9 respectively in the last four fall semesters. When comparing the ACT averages for fall 2005 and fall 2008, the student-athletes in Football (20.3/21.4), Baseball (21.7/23.6), Men's Track and Field (22.3/23.2), and Women's Track and Field (19.8/24.3) have all increased by a range of 0.8 to 4.5 points.

Core High School GPA:

The four-year weighted average core GPA for the Men's Basketball (2.72) and Football (3.22) teams are the lowest of all the sports groups. Women's track (3.73), Men's Other Sports (3.59), and Women's Other Sports (3.57) are the three highest. The core GPA averages for five of the eight sports categories show an increase when comparing the fall 2005 and fall 2008 semesters.

See "Special Admissions by Sport for First-Year Student-Athletes on Athletics Aid by Sports Group" for additional details.

8. Describe the University's specific academic support programs to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item Number 5.

A8. Student-athletes with special academic needs are identified as follows:

- All incoming students, to include student-athletes, who are known to have IEPs (Individualized Education Programs) or 504 plans (Rehabilitation Act and the Americans with Disabilities Act) are directed to the University-wide Disability Resources staff in the Academic Achievement and Access Center (AAAC). Center personnel evaluate the student/student-athlete's IEP and/or the 504 plan to determine what KU services, if any, are appropriate to provide the student;
- Incoming students who participate in the Summer Bridge Program or who were admitted through the Admissions Appeals process are closely scrutinized;
- The Wide-Ranging-Achievement Test (WRAT-4) is administered to all Summer Bridge students and to select fall entry students for initial academic screening. The WRAT-4 tool is an instrument to assess reading comprehension, basic mathematics skill, spelling ability, and the identification of learning conditions;
- Special needs students may also be identified by SASS Academic Counselors, tutors, coaches, or faculty members.

The WRAT-4 screening tool is administered to the majority of incoming student-athletes. When additional follow-up is necessary, SASS staff contract with a licensed psychologist outside of Athletics to conduct further evaluation.

The AAAC assists students who have documented learning disabilities seek appropriate accommodations from their instructors (e.g., extra time to complete exams, an isolated environment during testing, and assistance with note taking). This service is available to all students on campus, including student-athletes. The AAAC does not provide diagnostic testing for students. However, Kansas Athletics provides resources for this testing when student-athletes are suspected of having learning disabilities issues.

Students may become at-risk for academic difficulty due to a wide variety of reasons. For example, when sudden or directed changes in academic performance occur (e.g., due to family problems, injury or depression), these changes are noted, and SASS staff conduct an intervention when appropriate. The University of Kansas offers a comprehensive program of

support services ranging from those designed to build a student's academic skills (for example, tutoring assistance) to those designed to assist a student with personal issues that impact his or her academic work (for example, crisis intervention).

Several University-wide programs provide core academic skill building and increased monitoring for at-risk students or students experiencing academic difficulty. These are:

- The Academic Achievement and Access Center offers many services and programs to assist students in their academic success, including individual consultations, group workshops, general or course-specific academic assistance, by appointment or on a walk-in basis. Regularly scheduled workshops provide information on time/priority management, how to study, note taking, studying for and taking exams, managing academic anxiety, and preparing for finals.
- Federally-funded TRIO Supportive Educational Services (SES), a fully comprehensive academic support program, works with first-generation students, limited-income students, and students with disabilities to enable them to make academic progress and graduate. Professional mentoring, academic advising, tutoring, and cultural events are some of the opportunities open to SES students.
- The KU Writing Center provides qualified writing consultants to assist students in understanding and practicing writing-to-learn skills. The Center provides assistance for writing in all subjects while in college and in the future. They also teach strategies for effective writing (e.g., brainstorming, editing).
- The Kansas Algebra Program is structured with the student's success in mind. Some of the support features are: small class sizes, opportunities to retake exams, a help room providing free drop-in homework help, video lectures, and exam reviews at the end of each unit.
- Academic probation advising is required for all students with cumulative grade point averages below the 2.0 required to remain in good academic standing. An enrollment "hold" ensures that the student meets with an academic advisor at least once per semester to help ensure progress.

All incoming student-athletes are considered at-risk during the first semester of their freshman year and are required to participate in regular SASS Academic Counselor meetings and/or tutoring sessions until academic independence is demonstrated. The academic records of all incoming student-athletes are closely reviewed. Special attention is extended to student-athletes with low standardized test scores, marginal high school or college transcripts, special admissions status, and those dealing with major changes in their personal lives. In addition, student-athletes who show changes in their academic performance are immediately identified as at-risk and receive more intense academic services for the short- or long-term (usually one-on-one support).

Student-athletes who are considered at-risk receive additional support from SASS's full-time Learning Skills Coordinator (LSC). The LSC is able to assist student-athletes in building the necessary learning skills to succeed in the classroom.

All student-athletes are encouraged to participate in the Summer Bridge Program. Students who are considered at-risk are particularly encouraged. Nearly 30 athletes (mainly from men's basketball, women's basketball, and football) participated during the summer of 2008. Summer Bridge students enroll in a two-credit University Orientation course that is linked to a one credit Library Skills Education course. A Life Skills course is also offered to student-athletes; it addresses student-athlete academic issues as well as topics covering the media, drugs/alcohol use and abuse, and sexual harassment. Bridge students are introduced to all services of the SASS program. They meet and learn the availability of the sports psychologist and the sports

nutritionist. Staff members from the CHAMPS/Life Skills Program are introduced, and Bridge student-athletes are encouraged to get involved.

SASS staff coordinates a Faculty Mentor Program. Faculty mentors participate in the following activities: (a) mentoring of student-athletes on academic issues and career networking; (b) assisting student-athletes in meeting the demands of both a rigorous academic and athletic schedule; (c) providing personal support to student-athletes by attending games and by participating in service projects outside of the classroom; and (d) serving as advocates by communicating academic achievements of student-athletes across campus and throughout the community.

9. For the four most recent academic years, assess and evaluate acclimation, retention, and the academic success of student-athletes with special academic needs [as defined by the University (e.g., at-risk, learning disabled)] and those student-athletes admitted through any of the processes described in Self- Study Item Number 5. If necessary, the University must develop plans for improvement to ensure acclimation, retention, and academic success for these student-athletes. If the University does not employ a special, or alternate, admissions process, the University must assess and evaluate acclimation, retention, and the academic success of student-athletes in the lowest (i.e., fourth) quartile of the University's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the University. If necessary, the University must develop plans for improvement to ensure acclimation, retention, and academic success for these student athletes.

A9. Academic status. Student-athletes who were admitted through the special admissions process in the years 2005, 2006, 2007, and 2008 (See Appendix 25)

Fall 2005: Of the six freshmen admitted through the special admission process, two transferred in good academic standing after one semester; one left in good academic standing to play professional basketball; two are still enrolled; and one left in poor academic standing after one year.

Fall 2006: The one student admitted is still enrolled and is in good academic standing.

Fall 2007: The three students admitted are still enrolled and are in good academic standing.

Fall 2008: The three students admitted are still enrolled and are in good academic standing.

Of the 13 student-athletes admitted through the special-admissions process, one left the University in poor academic standing. Based on the data presented above, no improvement plan is warranted. However, numerous services are available for student-athletes with special needs. This information is highlighted in Section 2.2.

10. List the step-by-step sequence of actions taken by particular individuals on the University's campus to certify initial eligibility for student-athletes. In addition, provide name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

A10. The steps are as follows:

- Coaching staff provides unofficial notification of interest in a Prospective Student Athlete (PSA)
- Academic Counselor receives unofficial/official copy of PSA high school transcript and/or test scores from respective coaching staff member.

Academic Integrity

Academic Support - 2.2

- Counselor completes Tentative Eligibility Center Core Course Evaluation form (hereafter referred to as HS Evaluation form) using the NCAA-Approved Core Course List from the Eligibility Center. Counselor signs and dates HS Evaluation form. Completed HS Evaluation form is returned to coaching staff. Counselor keeps copy of HS Evaluation form, Core Course List, and transcripts/scores on file.
- At Point of Official Visit. If not already on file, Academic Counselor receives unofficial/official copy of PSA high school transcript and test scores from respective coaching staff member. If not previously accomplished for this student or if new/additional information is now available, Counselor first completes HS Evaluation form. Counselor completes the KU Official Visit Form (hereafter referred to as Official Visit form) and signs. Second counselor must also review and sign. If PSA has registered with the Eligibility Center, Counselor must confirm that PSA has been added to KU's Institution Request List (IRL). Counselor attaches copies of transcripts, test scores, HS Evaluation form, and printed page from Eligibility Center providing proof that PSA has registered with Eligibility Center. Counselor forwards all documentation to Compliance office. If transcripts/test scores provide new information to Counselor, s/he provides new/revised copy of HS Evaluation form to respective coach. Counselor keeps a copy of all documents on file.
- Pre-National Letter of Intent/Financial Aid Agreement. When coaching staff wishes to provide a PSA with a National Letter of Intent (NLI) and/or Financial Aid Agreement (FAA), staff presents such request to Financial Aid Director. The Financial Aid Director sends an e-mail note to academic staff indicating that the request is pending. Counselor completes the Preliminary NLI/FAA Academic Review Form. Counselor attaches copy of printed page from Eligibility Center providing proof that PSA has registered with Eligibility Center. If transcripts/test scores provide new information to Counselor, s/he provides new/revised copy of HS Evaluation form to respective coach. Counselor gives Preliminary NLI/FAA Academic Review Form to respective coach for his/her processing. In the event that no academic information has been provided to academic staff at this point, Counselor notes such on the Preliminary NLI/FAA Academic Review Form. Counselor keeps a copy of all documents on file.
- Received-National Letter of Intent/Financial Aid Agreement. When NLI and/or FAA has been appropriately signed and returned by PSA, Financial Aid Director notifies academic staff of such receipt. If not already previously accomplished at the request of a Counselor, the SASS Administrative Assistant will then enter this new PSA's data into the Admission/Certification/Orientation (ACO) database and begin tracking the information listed on the database.
- A letter from Kansas Athletics is then sent to the PSA describing the various steps that any PSA must take in the areas of Admissions, athletics eligibility certification, and New Student Orientation.
- Upon confirmation of NLI/FAA, respective Counselor will re-evaluate the PSA's academic profile and provide copy of the HS Evaluation form with either new data, if available, and indicate what information is needed to provide most accurate tentative evaluation of PSA's academic status.

Note: If the NLI/FAA is received in the Fall term, Counselor must request updated grades and high school schedule early in the Spring term after the PSA's Fall semester has been completed.

Prospective student-athletes who do not sign National Letter of Intent/Financial Aid Agreements. Some incoming PSAs do not sign either the NLI or FAA. When a Counselor learns that a PSA may be attending KU in the next regular term, the Counselor will request that

the PSA's name be entered into the ACO database. Likewise, a Counselor may learn that a PSA is no longer planning to attend KU and will request that the PSA's name be removed from the ACO database. The Administrative Assistant will provide notes in the ACO database indicating the date that a PSA was added/deleted and list the name of the Counselor making the request.

Office of the University Registrar monitoring/process PSAs for Athletics Eligibility Certification. The Office of the University Registrar serves as the Certifying Officer for the University. On a periodic basis (*i.e.*, no less than monthly during non-peak cycles and no less than weekly during the two months preceding each new regular semester), the SASS Administrative Assistant forwards the ACO list to the Office of the University Registrar and to the KU Athletics Director of Initial and Continuing Eligibility. Only those PSAs on the ACO list will be initially monitored/processed for certification of athletics eligibility prior to the beginning of the regular semester. Once a regular semester has begun, the Office of the University Registrar will only act on eligibility certification requests made by the Director of Initial and Continuing Eligibility.

The Office of the University Registrar follows NCAA guidelines for certification of incoming freshman student-athletes. When the Office of the University Registrar determines that a new freshman student-athlete is academically eligible for competition, his/her information is entered into a Big 12 Eligibility Report form. This form must be signed by the Registrar, the FAR, the AD, and the respective Head Coach. When completed/signed, the form is forwarded to the Big 12 Conference office and copied to the Registrar, FAR, Sport Supervisor, Head Coach, Financial Aid Director, and academic staff.

The individual who has ultimate responsibility in determining student-athletes' eligibility is Dr. Cindy Derritt, University Registrar.

See Policy and Procedures Guide to Athletic Certification at the University of Kansas, Office of the University Registrar (See Appendix 15)

11. List the step-by-step sequence of actions taken by particular individuals on the University's campus to certify transfer eligibility for student-athletes. In addition, provide name(s) and title(s) of the individual (s) who has ultimate responsibility in determining student-athletes' transfer eligibility.

A11. The steps are as follows:

- Coaching staff provides an unofficial notification of interest in a Prospective Student Athlete (PSA).
- Academic Counselor receives unofficial/official copy of PSA 2- or 4-year transcript from respective coaching staff member.
- Counselor and/or Administrative Assistant conducts initial review of transfer courses using the KU CredTran tool in the KU Admissions' website. Counselor and/or Administrative Assistant then forwards a copy of the transcript to the Admissions Office where the Admissions' staff finish the review of transfer courses and return the transcript to the Counselor and/or Administrative Assistant. Counselor completes Tentative Transfer Evaluation Form (hereafter referred to as the Transfer Evaluation form). Counselor signs and dates Transfer Evaluation form. Completed Transfer Evaluation form is returned to coaching staff. Counselor keeps copy of Transfer Evaluation form and transcripts on file.
- The remaining steps are set forth fully in the answer to Question 10, starting with "At Point of Official Visit."

12. List the step-by-step sequence of actions taken by particular individuals on the University's campus to certify continuing eligibility for student-athletes. In addition, provide name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.

A12. The steps are as follows:

- The Office of the University Registrar processes all information for Athletics Eligibility Certification.
- The Office of the University Registrar serves as the Certifying Officer for the University. For the purposes of certifying Continuing Eligibility, Office of the University Registrar will only monitor/process those students who are either on the CAI squad list or whose names have been added for review by the Director of Initial and Continuing Eligibility.
- The Office of the University Registrar follows NCAA guidelines for certification of continuing student-athletes.
- When Office of the University Registrar determines that a continuing student-athlete is academically eligible for competition, his/her information is entered into a Big 12 Eligibility Report form. This form must be signed by the Registrar, FAR, AD, and the respective Head Coach. When completed/signed, the form is forwarded to the Big 12 Conference office and copied to the Registrar, FAR, Sport Supervisor, Head Coach, Financial Aid Director, and academic staff.

The General Timelines are as follows.

- October. At the conclusion of the Main Enrollment opportunity for student-athletes to enroll for the Spring term, the Office of the University Registrar will forward the Progress Toward Degree Evaluation forms (hereafter referred to as the PTD Evaluation form) to the respective KU School units. (KU is academically organized to have one College of Liberal Arts and Sciences, hereafter called the College, and a number of professional schools, hereafter called the Schools. In this discussion "School" means the College or professional school that offers the degree the student-athlete seeks.) The PTD Evaluation forms are issued for any student who will be entering his/her 4th or higher semester in the following Spring term. The School units review each student and determine which courses – both those completed and those enrolled in current or future term—will count toward the student's declared major/degree program. The School units return this information to the Office of the University Registrar. The Office of the University Registrar then forwards copies of these documents to the Director of Initial and Continuing Eligibility for review by the respective Counselors.
- January. At the request of a Counselor, individual updates on specific students can be forwarded to the respective School unit for an additional review based upon grades earned in the previous Fall term and potential changes in course schedule for the current Spring term.
- March. At the conclusion of the Main Enrollment opportunity for student-athletes to enroll for the Summer/Fall terms, the Registrar's office will forward the PTD Evaluation forms to the respective School units. The PTD Evaluation forms are issued for any student who will be entering his/her 5th or higher semester in the following Fall term. The School units review each student and determine which courses – both those completed and those enrolled in current or future term -- will count toward the student's declared major/degree program. The School units return this information to

the Office of the University Registrar. The Office of the University Registrar then forwards copies of these documents to the Director of Initial and Continuing Eligibility for review by the respective Counselors.

- June. At the request of a Counselor, individual updates on specific students can be forwarded to the respective School unit for an additional review based upon grades earned in the previous Spring term and potential changes in course schedule for the current Summer term. The Compliance Office and the Director of Financial Aid update CAi squad list for the coming academic year. The squad list is forwarded to the Office of the University Registrar.
- July. The Office of the University Registrar completes Eligibility Worksheets for all students on the CAi squad list. Information from the PTD Evaluation forms is included. These worksheets are forwarded to the Director of Initial and Continuing Eligibility for Counselors to review and indicate “agree” or “disagree” with the information provided. Copies of the Eligibility Worksheets are returned to the Office of the University Registrar. Using the PTD Evaluation forms and the Eligibility Worksheets, the Office of the University Registrar proceeds to certify each continuing student as either Eligible or Not Eligible and places this information on a draft Big 12 Eligibility Report Form. The Office of the University Registrar provides copies of these draft forms to the Director of Initial and Continuing Eligibility and Counselors for their review. Comments are returned to the Office of the University Registrar. The Office of the University Registrar then proceeds to finalize and sign the Big 12 Eligibility Report Forms.

See Policy and Procedures Guide to Athletic Certification at the University of Kansas, Office of the University Registrar (See Appendix 15)

13. Analyze, explain, and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate of all students.

If the most recent four-class average Federal Graduation Rate for student-athletes is lower than the most recent four-class average Federal Graduation Rate for all students, the University must develop a plan for improvement to address the issue.

A13. The student-athlete Federal Graduation Rate (FGR) is higher (62 percent) than the FGR for all students (58 percent), based on the 2006-2007 data from the NCAA.

See “Federal Graduation Rates-Comparison Chart” for additional data. No plan for improvement is warranted to address this item.

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

If the most recent four-class average Federal Graduation Rate of a student-athlete subgroup is lower than the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the University must develop a plan for improvement to address the issue.

A14. These data responding to this question must be interpreted with some caution as there are very few students in some of the subgroups. Additionally, students at the University are not required to disclose their racial, ethnic, or national origin group.

Academic Integrity

Academic Support - 2.2

Women's Teams

The Federal Graduation Rates of all Women's teams are higher than the female student-body rate of 61 percent.

The only subgroup below the All Female Student's FGR were black athletes on the basketball team. Black females on campus have a FGR of 43 percent, while the black student-athletes on the basketball team have a FGR of 33 percent.

Men's Teams.

The overall student FGR is 55 percent compared to the rate of 46 percent for male athletes.

By Ethnicity.

In two subgroups, student-athletes have lower federal graduation rates: The FGR for Asian student-athletes is 29 percent, while it is 51 percent for all Asian students. The FGR for white student athletes is 48 percent, while the FGR for all white students is 57 percent.

The subgroups where student-athletes have higher FGRs than other students in the subgroup are: African-American students-athletes have a FGR of 45 percent, while all African American students have a FGR of 34 percent. Hispanic student-athletes have a FGR of 100 percent, while all Hispanic students have a 47 percent rate. Nonresident alien student-athletes have a FGR of 60 percent, higher than the 51 percent of all nonresident alien students.

By Ethnicity and Team.

The following teams had lower federal graduation rates by ethnicity than the overall student population. Listed below are the **ethnic categories** (with FGR) and the sports team (with FGR):

Asian students' FGR rate is 51%	Basketball (0%), Football (40%);
African-American students' FGR rate is 34%	Football (33%);
White students' FGR rate is 57%	Baseball (37%), Baseball (50%), Track/Cross Country (38%), Other Sports (46%);
Nonresident Alien students' FRG rate is 51%	Other Sports (50%);

The following teams had higher federal graduation rates:

Hispanic students' FGR is 47%	Football (100%), All Other Sports (100%).
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Important Note: The University of Kansas relies on students' self-report of race and ethnicity. Prospective students are asked on their initial application forms to check an appropriate box; many do not check anything; some may error in checking. However, this checking constitutes the official ethnic/racial determination of the student, and it is not changed unless the student makes an official and confidential request to do so. This creates issues for the institution on occasion with issues of race and ethnicity. For example, apparently, some men's basketball student-athlete(s) self identified as "Asian/Pacific Islander." Kansas Athletics cannot recall any Asian/Pacific Islander men's basketball student-athlete. However, the student(s) who checked the box must have not graduated.

The NCAA Certification format does not account for small cell sizes. So, if one student-athlete constitutes a total population, and s/he does not accrue graduate, the entire subgroup is recorded as a “zero” FGR. This situation can be misleading. See Basketball above.

Plans for Improvement Status:

A Baseball APR Improvement Plan (See Appendix 21) was submitted in spring 2006. By fall 2008, the University implemented all outlined steps to achieve the stated goals. The 2007-08 multi-year APR for Baseball is 960 – an increase from 848 in 2003-04.

A Women’s Basketball APR Improvement Plan (See Appendix 22) was submitted in Fall 2006. By fall 2008, the University implemented all outlined steps to achieve the stated goals. The 2007-08 multi-year APR for Women’s Basketball is 966 – an increase from 847 in 2003-04.

A first Football APR Improvement Plan (See Appendix 23) was submitted spring 2006. By fall 2008, the University implemented all outlined steps to achieve the stated goals. A Second/Supplement Improvement Plan was submitted in December 2007. The steps to achieve goals are in progress and on time as indicated in the Plan. 2007-08 multi-year APR for Football is 941 – an increase from 899 in 2003-04.

APRs for the 2007-08 year are now finalized (See Appendix 26) APR figures for all three sport programs have increased significantly over the last four years (See Appendix 27) -- bar graph of Baseball, Women’s Basketball, and Football.) This is evidence that the previously established Improvement Plans are succeeding.

A14a. Based upon evidence that student-athletes in Men’s Outdoor Track & Field scored a 912 on its 2007-2008 APR, a **voluntary** Improvement Plan was developed and a timeline for implementation was established (see Appendix 24). This plan was not mandated by the NCAA as the sport’s multi-year APR is above 925; it is 943. The issue was discovered by the Certification subcommittee reviewing this Operating Principle. Kansas Athletics concurred that a proactive plan was a good idea.

A14b. The three previously implemented Plans (Baseball, Football, and Women’s Basketball) included broad-based elements that impact student-athletes well beyond the limits of the specific sports. In particular: they 1) established a formal relationship with the Academic Achievement and Access Center, which includes Disability Resources; 2) provided extensive tutoring services to students who evidence specific academic needs; and 3) created a position for a Learning Services Coordinator, *i.e.*, a learning specialist. These elements impact student-athletes in all sports programs. These specific steps, along with the creation of an Improvement Plan in Men’s Outdoor Track & Field, address all the subgroups identified in the above analysis.

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

If a sports team's projected Federal Graduation Rate is lower than the most recent four-class average Federal Graduation Rate for all students, the University must develop a plan for improvement to address the issue.

A15. Using the 2006-07 Academic Progress Rate data, three sport programs are listed as having a projected FGR below that projected for all student-athletes at the University:

Academic Integrity

Academic Support - 2.2

Baseball	APR = 925	Projected FGR = 40%
Football	APR = 919	Projected FGR = 40%
Women's Basketball	APR = 930	Projected FGR = 45%

Improvement Plans for all three sports programs have been implemented. A Baseball APR Improvement Plan (Appendix E) was submitted in Spring 2006. By Fall 2008, the University implemented all outlined steps to achieve the stated goals. The 2007-08 multi-year APR for Baseball is 960 – an increase from 848 in 2003-04.

A Women's Basketball APR Improvement Plan (Appendix F) was submitted in Fall 2006. By Fall 2008, the University implemented all outlined steps to achieve the stated goals. The 2007-08 multi-year APR for Women's Basketball is 966 – an increase from 847 in 2003-04.

A first Football APR Improvement Plan (Appendix G) was submitted Spring 2006. By Fall 2008, the University implemented all outlined steps to achieve the stated goals. A Second/Supplement Improvement Plan was submitted in December 2007. The steps to achieve goals are in progress and on time as indicated in the Plan. 2007-08 multi-year APR for Football is 941 – an increase from 899 in 2003-04.

Academic Progress Rates for the 2007-08 year are now finalized (see Appendix K). APR figures for all three sport programs have risen significantly over the last four years (see Appendix L). The bar graph of Baseball, Women's Basketball, and Football provides strong evidence that the Plans for Improvement are succeeding.

16. Analyze, explain, and address any differences between the most recent four-cohort average Graduation Success Rate (GSR) for each sports team and the most recent four-cohort GSR for all student-athletes. If the most recent four-cohort GSR for any sports team is lower than the GSR for all student-athletes, the University must develop a plan for improvement to address the issue.

A16. The Kansas Athletics' GSR for 2006-2007 was 70 percent.

Women's Sports. Only women's basketball has a lower graduation success rate (GSR) than the all student-athletes' GSR of 70 percent.

Men's Sports. Swimming, golf and tennis have a GSR higher than the all student-athlete GSR of 70 percent. (Note: men's swimming is no longer a team sport at the University of Kansas.)

Baseball (48 percent), basketball (45 percent), track/cross-country (52 percent), football (56 percent), and swimming (64 percent) all have a lower GSR than the all-student-athletes' GSR of 70 percent.

When the team GSR rates in 2006-2007 are compared with the 2007-2008 GSR rates, they all improved except football, which went from 56 percent to 53 percent.

Plans for Improvement Status. See answers to Questions 14 (Answers A14, A14.a, and A14.b).

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

If the most recent four-class retention rate for any student-athlete subgroup is lower than the retention rate for all student-athletes, the University must develop a plan for improvement to address the issue.

Academic Integrity

Academic Support - 2.2

A17. All teams have a retention rate of 925 or above. The all-student-athlete retention rate is 969.

Women's Sports. The all-female student-athlete retention rate is 986.

1. Only basketball (941) and softball (941) have lower retention rates than the all-student-athlete retention rate of 969.
2. Only three subgroups have lower retention rates than the all-student-athlete retention rate of 969.
 - a. white – basketball – 800
 - b. white – softball – 926
 - c. nonresident alien – swimming – 500

Men's Sports. The all-male student-athlete retention rate is 949, which is less than the all-student-athlete retention rate of 969.

1. Baseball (938), basketball (963), football (925), and golf (944) have a retention rate less than the all-student-athletes' retention rate of 969.
2. African-American student-athletes in football (861), basketball (933), indoor track (929), and outdoor track (929) have lower retention rates than the all-student-athlete retention rate of 969. Only all-African-American student-athletes have a lower retention rate (924) than the retention rate for all student-athletes (969).

Plans for Improvement Status. See answers to Question 14 (Answers A14, A14.a, and A14.b).

18. Describe the Department of Athletics' written policies and procedures related to scheduling competitions and practices to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, including how the University monitors this area.

A18. Scheduling of Practice Time. The University provides all student-athletes who have remaining eligibility for competition, as well as honors students, the opportunity to enroll for classes the day before the general student population begins to enroll. This permits sports teams to schedule practice on days/times that do not conflict with class attendance, as student-athletes have wide choices of class times. All classes are "open" when student-athletes enroll.

Scheduling of Competitions. The University prohibits the scheduling of competitions during the Final Exam Period (See Appendix 28) Any exceptions to the policy must be recommended by the Provost to the Chancellor, who makes the ultimate decision.

Kansas Athletics has a self-imposed policy to limit teams to a maximum of ten (10) days each semester away from campus. Student-athletes may not miss more than that number of days during their regular seasons. Teams that make their postseason NCAA competitions are eligible for exceptions to the policy. (See Appendix 28) All sport schedules are submitted by coaches to the respective Sport Supervisors prior to competition; schedules are subject to the approval of the AD (See Appendix 31)

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

A19. The University has no such written policy.

20. Using supporting data, analyze, explain, and address missed class time for the last two years for each sports team.

As noted, Kansas Athletics has a self-imposed limit of ten (10) days of classes each semester that student-athletes may miss due to travel and competition during the regular season. During the 2006-07 and 2007-08 years, all programs adhered to the self-imposed limit, with three exceptions: Women's Golf missed eleven (11) days in the Fall 2006 term; Men's Golf missed eleven (11) days in the Spring 2007 term; and Baseball missed eleven (11) days in the Spring 2008 term. (See Appendix 30) In each circumstance, the program was granted an exception by the Sport Supervisor and the AD. The analysis for each exception granted included the academic profile of the students participating in each program.

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

Communication with Student-Athletes. The policies governing practice time and missed classes due to travel/competition are clearly stated in the Student-Athlete Handbook (See Appendix 31). All student-athletes must sign an annual statement acknowledging that they have received the Handbook and that they understand the contents.

At the beginning of each academic year, each team meets with its respective coaching staff, members from the SASS staff, and members from the Compliance staff. All relevant policies are reviewed with team members at that time.

Communication with Kansas Athletics staff members. All policies regarding the scheduling of practice and competition are included in the Kansas Athletics Policies & Procedures Manual (See Appendix 6) All staff members sign an annual statement acknowledging that they have received the Policies & Procedures Manual and that they understand the contents.

Communication with Appropriate Faculty and Administrative Staff. SASS staff members work with respective coaching staffs at the beginning of each semester to generate letters for each SA to provide to the instructors. The letters specify when there are class conflicts due to travel/competition. The Student-Athlete Handbook states that it is the SA's responsibility to provide a copy of his/her sport's schedule to instructors and plan for any potential conflicts (See Appendix 31)

22. If the University has developed a plan for improvement(s) for Operating Principle 2.1, describe the University's efforts to ensure the plan for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

A22. Academic members external to Athletics will conduct a program review of SASS every four years. The Chancellor will appoint a University committee to conduct a comprehensive review of SASS. The committee should be comprised of faculty, directors of related units in Student Success (i.e., University Advising Center, Disability Resources, Academic Achievement and Access Center, etc.), and other appropriate University administrators. The committee will conduct a series of individual and group interviews in order to gain a University-wide perspective of the quality of academic support services offered to student-athletes and to provide recommendations for future improvements. The individuals to be interviewed by the committee will include faculty and staff who collaborate with SASS; the FAR; academic administrators; staff from the Department of Athletics; coaches; and of course, student athletes. Those interviewed will encompass diversity in gender, ethnicity, and academic discipline. For student-athlete interviews, diversity of sport and academic level will also be maintained. The final report will be submitted to the CAC and the Board of Directors for review. Recommendations will be forwarded to the Chancellor whose decision is final.

Operating Principle 2.2: Academic Support

Self-Study Items

1. List all conditions for certification imposed by the Committee on Athletics Certification in its second cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide:

- 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 non-completion of such plans.

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

A1. No conditions were imposed by the Committee on Athletics Certification in the second cycle review of Athletics Certification.

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 second-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

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

A2. No action plans were identified in the second cycle review.

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

A3. No additional plans were implemented since second cycle certification beyond those referenced in operating principal 2.1 and the Student Athlete Support Services Review Committee report.

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

4. Explain how the institution is organized to provide academic support and advising services to student athlete either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

A4. Student-Athlete Support Services (SASS) is currently housed in the Hale Achievement Center (Wagon Student Athlete Center), with additional space for tutoring and workstations in the Anderson Family Strength Center. Paul Buskirk, the director of the Center, has been leading SASS for over 20 years. The Center provides resources to assist student-athletes in achieving success in their academic, athletic, and personal lives. All student-athletes, regardless of their sports program or scholarship status, have full access to SASS, and are encouraged to participate in these programs. Currently, the Center supports over 500 student-athletes who participate in 18 different sports programs.

SASS mission statement: “The Student-Athlete Support Services Staff focuses all collective resources in support of the academic, personal and interpersonal development of each individual we serve. Therefore, we commit our energy and effort to these students as they pursue their undergraduate degrees at the University of Kansas.”

SASS philosophy: The philosophy of SASS is to support the student-athlete at an individual and personal level. Staff members acknowledge that each student-athlete is a highly valued individual with her/his own identity and skill sets. The staff operate under the basic principals that each student-athlete (a) is capable of being an independent and responsible adult, (b) is aspiring to excel in their academic performance, (c) is capable of earning a meaningful degree from the University of Kansas, and (d) is planning to continue the learning process long after graduating from the University of Kansas.

SASS Organizational Chart

Director: Paul Buskirk, Associate AD Reports to the Athletics Director 2 nd supervisor for Football, Women's Basketball, Men's Basketball			
Administrative Support	Academic & Career Counseling (A&CC)		Tutoring
Nancy Hettwer Administrative Assistant Helping Hawks Coordinator Laura Klotz Administrative Support Class Checking staff Daytime Student Assistants	Glenn Quick , Assistant AD Supervises all counselors Baseball, Men's Golf, Women's Golf Scott Ward , Senior Associate A&CC Men's Basketball, Volleyball Phil Lowcock , Director Life Skills Education Soccer, Tennis International student issues Liz Boldridge , Associate Director A&CC Football	Shanda Hayden , Associate Director, A&CC Football Mary Beth Marchiony , Associate Director, A&CC Men's Cross Country, Track & Field, Softball Laura Jacobsen , Associate Director, A&CC Swimming/Diving, Rowing Justin Mackey , Assistant Director, A&CC Women's Basketball, Women's Cross Country, Track & Field	Michelle Martin , Director Amy Leyerzapf , Assistant Director Vince McKamie , Assistant Director Howard Graham , Learning Services Coordinator Nighttime Student Assistants style="text-align: center;"> Additional Student Support Team Physician Life Skills Coordinator Sports Psychologist Nutritionist

Table 1. Organizational chart for SASS (Student Athletic Support Services) that mainly involves staff in the Hale Achievement Center. Additional support within the Department of Athletics is also provided to student athletes and these services are listed in the lower right-hand corner.

Paul Buskirk reports to the AD and oversees the performance of all SASS staff. The Center houses a total of fourteen full-time staff members, including eight Academic and Career Counselors (A&CC) and four tutor program staff (Table1). In addition, over 100 individual tutors are employed by the Center, including instructors and teaching assistants, along with undergraduate students who have excelled in their respective subject areas. Most of the

Academic Counselors hold advanced degrees (Doctoral or Masters degrees) and they average ten years of experience in academic advising in Athletics. They provide guidance regarding NCAA/Big 12 eligibility issues and contribute to the academic advising provided by the University academic advisors. More specifically, they assist students in choosing a major, planning appropriate course work to complete their degrees, and determining future career goals. In conjunction with Academic Counselors, tutors work to enhance the academic performance of student athletes by increasing their understanding of course material and by overseeing their progress towards completing course assignments. Student-athletes also have access to a team physician, life skills coordinator, sports psychologist, and nutritionist that further promote their well-being and academic success (Table 1).

In addition to providing academic support services, SASS staff also monitors the academic progress of student-athletes. This is accomplished at several levels: (a) Academic Counselors meet regularly with student-athletes to discuss their academic performance; (b) tutor program coordinators review student-athlete progress reports that are provided by tutors on a daily basis; and (c) individual faculty members are asked by the SASS Director to provide information regarding the academic progress and attendance of each student-athlete. In addition to this monitoring process, first year students, "at risk" students, and those with learning conditions are scrutinized more closely, and additional academic services are provided when needed. SASS staff also meet with coaches on a daily to weekly basis to discuss any academic problems that may arise with student-athletes, and work closely with coaches to determine a plan of action to resolve these problems as soon as possible.

University Units that Collaborate with SASS

<p>New Student Orientation Kristin Trindel, Director</p> <p>Academic Achievement & Access Center Mary Ann Rasnak, Director</p> <p>University Career Center David Gaston, Director</p> <p>Admissions Lisa Pinamonti Kress, Director</p> <p>Disability Resources Mary Ann Rasnak, Director</p> <p>University Registrar Cindy S. Derritt, Registrar</p> <p>Library Education Efforts Jennifer Church-Duran, Coordinator of Instructional Services</p>	<p>University Advising Center Tammara Durham, Director</p> <p>International Student and Scholar Services Joe Potts, Director</p> <p>Writing Center Terese Thonus, Director</p> <p>Thematic Learning Communities Gail James, Director</p> <p>Multi-Cultural Affairs Robert Page, Jr., Director</p> <p>Applied English Center Chuck Seibel, Director</p>
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Table 2. Other units at the University of Kansas that collaborate closely with SASS staff to promote the academic success of all student athletes. Note: The Thematic Learning Communities program will cease on June 30, 2009 due to recent budget reductions.

SASS staff members also collaborate closely with other units on campus to further promote the academic success of student-athletes (Table 2). Academic Counselors from SASS work with, but do not replace, academic advisors in the University Advising Center and within individual Colleges/Schools on campus. Through these integrative efforts, academic advisors from both the University and from SASS work to ensure that student-athlete are meeting the academic requirements of both the University and the NCAA.

SASS also works in close conjunction with KU faculty by organizing the Faculty Mentor Program in Athletics that includes approximately 100 faculty members from across the campus. The

mission of the Faculty Mentor Program is to “increase the graduation rate and retention of student athletes while enhancing their academic experiences at KU and preparing them for long-term success in their chosen professions.” For this program, faculty mentors are paired with student athletes who share an interest in a common sport, allowing the athlete and mentor to have an immediate connection. Faculty mentors also advise student athletes when there is overlap in their intellectual interests.

5. Explain how the institution's staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution.

A5. In the fall of 2008 institutional academic authorities conducted a comprehensive SASS review and compiled a report that includes facilities, financial support, and staffing. Recommendations for improvement are included in this report. Major renovations are being made, and will be concluded prior to the NCAA certification team's visit in October 2009. This new space will virtually double the square footage available to SASS; the new counseling, advising, tutoring, and computing facility will be among the best in the country.

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

If the institution has additional or different academic support services not included in the following list of examples, please click "Add Academic Support Area" in the Athletics Certification Web-based System (ACS).

- 6-1 Academic counseling/advising. Course selection, class scheduling, priority registration.

- 6-1a. The specific academic support services offered to student-athletes (if any);

A6-1a. All student-athletes, regardless of their sports program or scholarship status, have full access to the resources offered by SASS. Each student-athlete, within all eighteen sports, has an assigned SASS Academic Counselor. The ratio of Academic Counselors to student-athletes is 1:62. The average ratio for other University advisors to students is approximately 1:500 (for the two largest advising units on campus). Student-athletes who are freshmen or sophomores and have not declared their major are required, as are all KU students, to meet with their academic advisor in the University Advising Center before they are eligible to enroll for courses. Student-athletes are also required to meet with their SASS Academic Counselor to review their schedule plan as it applies to their athletic schedules.

Student-athletes are provided guidance regarding institutional degrees, majors, minors, course selection, course scheduling, and career planning. They are given the opportunity to participate in priority enrollment. They are educated in NCAA/Big 12 eligibility issues as applied to progress toward degree. Tutoring services for individual or small group sessions are available to all student-athletes.

- 6-1b. Any policies that govern which students can use these services;

A6-1b. All student-athletes, regardless of their sports program or scholarship status, have full access to the resources offered by SASS. (See Appendix 31)

- 6-1c. The mechanisms by which student-athletes are made aware of these services;

A6-1c. Prospective student-athletes meet with SASS Academic Counselors during campus visits. Incoming students receive informational mailings from SASS staff prior to their first semester of enrollment. Counselors participate in required team meetings at the

beginning of the new semester in order to orient new student-athletes to the academic structure of KU and the services provided by SASS. (See Appendix 31)

6-1d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-1d. Academic members external to Athletics will conduct a program review of SASS every four years. The Chancellor will appoint a University committee to conduct a comprehensive review of SASS. The committee should be comprised of faculty, directors of related units in Student Success (i.e., University Advising Center, Disability Resources, Academic Achievement and Access Center, etc.), and other appropriate University administrators. The committee will conduct a series of individual and group interviews in order to gain a University-wide perspective of the quality of academic support services offered to student-athletes and to provide recommendations for future improvements. The individuals to be interviewed by the committee will include faculty and staff who collaborate with SASS; the FAR; academic administrators; staff from the Department of Athletics; coaches; and of course, student athletes. Those interviewed will encompass diversity in gender, ethnicity, and academic discipline. For student-athlete interviews, diversity of sport and academic level will also be maintained. The final report will be submitted to the CAC and the Board of Directors for review. Recommendations will be forwarded to the Chancellor whose decision is final.

The most recent review was completed in November, 2008.

6-1e. The mechanism for periodic approval of these services by academic authorities outside athletics.

A6-1e. The CAC and the Board of Directors will review the document and make recommendations to the Chancellor. The Chancellor has final approval.

6-2. Tutoring: Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

6-2a. The specific academic support services offered to student-athletes (if any);

A6-2a. Goal number one, Academic Excellence, in the Strategic Plan, 2006-2011, lists the tactic "enhance the learning program", which includes increasing tutoring resources. Tutoring is provided to all student-athletes, regardless of their sports program or scholarship status. All student-athletes are encouraged to use tutoring services. All new students are required to participate in either tutoring, directed study time, and/or, regular meetings with their SASS academic counselor during the first semester of their freshman year, based upon review of their high school academic achievements and the judgment of the respective counselor. These new students must continue their participation in these academic interventions until they can demonstrate their academic independence.

Tutors are recruited from College of Liberal Arts and Sciences/professional school units, through contacts with current staff, instructor referrals, and advertising. All tutors are interviewed by full-time Tutor Program Coordinators. Tutors must have content knowledge in their respective area of study in order to qualify. Tutors are constantly trained and evaluated by Tutor Program Coordinators.

SASS staff maintains the Kansas Athletics Tutoring Program Handbook (see Appendix 32). The information within this handbook is reviewed annually by the Tutor Program Coordinators and is approved by the Director of SASS. Compliance information is provided in the Tutor Handbook, and tutors receive initial training in compliance from SASS staff. In

In addition, Compliance staff members meet with all tutoring staff no less than four times per year for continuing education. Tutors also meet with tutor coordinators throughout the semester to discuss compliance issues. Tutors must sign a code of conduct and are required to read the Tutoring Program Handbook (and must sign a form stating that they are responsible for the information within). Tutors also take an on-line quiz that tests their knowledge of compliance rules with respect to tutoring. Furthermore, SASS staff maintains an athletics BlackBoard site that is used by tutors for updates on NCAA compliance changes.

Tutor Program Coordinators and Academic Counselors are present in the Hale Center during all tutoring activities (including all evening hours that the Hale Center is in operation). Any concerns that arise are immediately addressed and brought to the attention of Compliance staff.

Student-athletes meet with Tutor Program Coordinators and Counselors to design a tutoring strategy that meets their individual needs. Specific requests from student-athletes for specific tutors and session times are considered, but are not guaranteed. Tutors are assigned to student-athletes based on academic area of expertise, tutoring style, student need, and the past quality of the tutor/student relationship (if relevant).

The quality of each tutor is determined by annual evaluations from student-athletes, through feedback between student-athletes and SASS Academic Counselors, and from observations by SASS staff (e.g., tutoring occasionally takes place in the offices of Academic Counselors during which tutor quality can be directly assessed).

The academic progress of student-athletes is closely monitored by SASS Academic Counselors, tutors, and instructors (through feedback forms). If a student-athlete is not doing well in a particular course(s), adjustments in tutoring are made, and these may occur several times throughout a semester.

Compensation is determined by the number of hours the tutor is scheduled to work and preparatory time allocation. The range of pay for tutors is \$8-15/hour. The tutor to student-athlete ratio is 1:4. (See Appendix 32)

6-2b. Any policies that govern which students can use these services;

A6-2b. The policies for tutoring of student-athletes are discussed in the Student -Athlete Handbook(See Appendix 31). Only student-athletes are eligible to use tutoring provided by SASS. Tutoring is also available through Academic Achievement and Access Center, and all KU students are eligible for this service.

6-2c. The mechanisms by which student-athletes are made aware of these services;

A6-2c. To make student-athletes aware of tutoring services, the Tutor Program Coordinators present information on tutoring services at all mandatory sports team meetings at the beginning of each academic year.

6-2d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-2d. Please see answer to Question 6-1d.

6-2e. The mechanism for periodic approval of these services by academic authorities outside athletics.

A6-2e. The CAC and the Board of Directors will review the document and make recommendations to the Chancellor. The Chancellor has final approval.

Academic Integrity

Academic Support - 2.2

6-3. Academic progress monitoring and reporting: Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

6-3a. The specific academic support services offered to student-athletes (if any);

A6-3a. The ultimate responsibility for academic progress rests upon each student athlete. As a result, each student athlete is expected to:

- Strive to obtain a college degree within four years.
- Understand and abide by the academic regulations of the University.
- Adhere to the University's policies regarding academic integrity and honesty.
- Attend all classes, unless officially excused, be prepared, participate at the level expected of all students, and complete all academic assignments.
- Communicate to the appropriate parties (e.g., instructors) in a timely manner when an academic/athletic conflict occurs.
- Consult with academic counselors frequently each semester and always prior to making any schedule or major declaration change.
- Maintain an academic load of at least 12 hours per semester.
- Make satisfactory progress toward a degree.

SASS staff monitor the academic progress of student-athletes using several methods: (a) Academic Counselors meet regularly with student-athletes to discuss their academic performance in the classroom (e.g., by reviewing the results of papers, exams, and quizzes); (b) tutors provide daily reports to Tutor Program Coordinators describing academic progress of student-athletes, and these are shared with Academic Counselors; (c) individual faculty are asked by the SASS Director to provide information regarding the academic progress and attendance of each student-athlete (twice a semester); and, (d) class checkers are hired by Athletics to ensure that selected student-athletes are attending class. In addition to this monitoring process, first year students, at risk students, and those with learning conditions are scrutinized more closely, and additional academic services are provided as needed. SASS staff members also meet with coaches on a daily to weekly basis to discuss the academic progress of student-athletes and work closely with coaches to determine a plan of action to resolve academic problems as they arise.

6-3b. Any policies that govern which students can use these services;

A6-3b. Coaches are prohibited from initiating any form of contact with faculty/instructors regarding the academic progress or performance of student-athletes. They are also expected to refer any unsolicited contact regarding the academic progress of their athletes to their respective SASS Academic Counselor.

Only SASS staff can administer examinations or quizzes during team travel (coaches and coaching staff are prohibited from these activities). If SASS personnel administration is not possible, arrangements are made to have the academic support services staff at the host institution administer the examination or test.

Kansas Athletics limits team travel to 10 class days per semester per student-athlete during the regular season. If a team enters post-season competition, this limit may be increased to accommodate the requirement for additional team travel.

6-3c. The mechanisms by which student-athletes are made aware of these services;

Academic Integrity

Academic Support - 2.2

A6-3c. Academic Counselors notify student-athletes at the beginning of the academic year during mandatory team meetings and at individual appointments.

6-3d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-3d. Please see answer to Question 6-1.d.

6-3e. The mechanism for periodic approval of these services by academic authorities outside athletics.

A6-3e. The CAC and Board of Directors will review the document and make recommendations to the Chancellor. The Chancellor has final approval.

6-4. Assistance for special academic needs: Provisions for diagnosis and treatment of students with learning disabilities.

6-4a. The specific academic support services offered to student-athletes (if any);

A6-4a. All student-athletes, regardless of their sports program or scholarship status, have full access to the provisions for diagnosis and treatment of learning disability resources offered by SASS.

6-4b. Any policies that govern which students can use these services;

A6-4b. Student-athletes with special academic needs are identified as follows: a) incoming students who are known to have IEPs (Individualized Education Plans) or 504 plans (Rehabilitation Act and the Americans with Disabilities Act) are given special attention by directing the student to the Disability Resources staff in the University Academic Achievement and Access Center to evaluate the IEP and/or the 504 to determine what KU services, if any, are appropriate to provide the student; b) incoming students who participate in the Summer Bridge Program or who were admitted through the Admissions Appeals process are closely scrutinized; d) A Wide-Ranging-Achievement Test (WRAT-4) is an academic screening tool to assess reading comprehension, basic mathematics skill, and spelling ability and is administered to all summer bridge students and to select fall entry students for initial identification of learning conditions; and/or e) special needs students may also be identified by SASS Academic Counselors, tutors, coaches, or faculty members.

The staff in Disability Resources in the Academic Access and Achievement Center (AAAC) provides support to students who have documented learning disabilities. The AAAC does not provide diagnostic testing for students. However, the Kansas Athletics provides resources for this testing when learning conditions are suspected.

The WRAT-4 screening tool is administered to the majority of incoming student-athletes. When additional follow-up is necessary, SASS staff contract with a licensed psychologist outside of Athletics to conduct further evaluation.

The AAAC will assist students who have documented learning disabilities to seek appropriate accommodations from their instructors (e.g., extra time to complete exams, an isolated environment during testing, and assistance with note taking). This service is available to all students on campus who seek accommodation, including student-athletes.

6-4c. The mechanisms by which student-athletes are made aware of these services;

A6-4c. Academic Counselors notify student-athletes at the beginning of the academic year during mandatory team meetings and at individual appointments.

Academic Integrity

Academic Support - 2.2

6-4d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-4d. Please see answer to Question 6-1.d.

6-4e. The mechanism for periodic approval of these services by academic authorities outside athletics.

A6-4e. The CAC and the Board of Directors will review the document and make recommendations to the Chancellor. The Chancellor has final approval.

6-5. Assistance for at-risk students: Availability including institution-wide assistance.

6-5a. The specific academic support services offered to student-athletes (if any);

A6-5a. Students may become at-risk for academic difficulty due to a wide variety of reasons. For example, when sudden or directed changes in academic performance occur (e.g., due to family problems, injury or depression), these changes are noted, and an intervention is conducted by SASS staff when appropriate. The University of Kansas offers a comprehensive program of support services ranging from those designed to build a student's academic skills (for example, tutoring assistance) to those designed to assist a student with personal issues that impact his or her academic work (for example, crisis intervention). A copy of the Referral Guide 2008-09 is available in Appendix 33, which lists the many and varied services available to assist KU students.

Several institution-wide programs provide core academic skill building and increased monitoring for at-risk students or student's experiencing academic difficulty. These are:

- The Academic Achievement and Access Center (AAAC) offers many services and programs to assist students in their academic success including individual consultations, group workshops, general or course-specific academic assistance, by appointment or on a walk-in basis. Regularly scheduled workshops provide information on time/priority management, how to study, note taking, studying for and taking exams, managing academic anxiety, and preparing for finals.
- TRIO Supportive Educational Services (SES), a fully comprehensive academic support program, works with first-generation students, limited-income students, and students with disabilities to enable them to make academic progress and graduate. Professional mentoring, academic advising, tutoring, and cultural events are some of the opportunities open to SES students.
- KU Writing Center provides qualified writing consultants to assist students in understanding and practicing writing-to-learn for writing in all subjects now and for writing in the future, including many strategies effective writers use, from brainstorming to editing.
- The Kansas Algebra Program is structured with the student's success in mind. Some of the support features are: small class sizes, opportunities to retake exams, a help room providing free drop-in homework help, video lectures, and exam reviews at the end of each unit.
- Academic probation advising is required for all students with cumulative grade point averages below the 2.0 required to remain in good academic standing. An enrollment hold ensures that the student meets with an academic advisor at least once per semester to help ensure progress.

All incoming student-athletes are considered at-risk during the first semester of their freshman year and are required to participate in regular SASS Academic Counselor

meetings and/or tutoring sessions until academic independence is attained. The academic records of all incoming student-athletes are closely reviewed. Special attention is extended to student-athletes with low standardized test scores, marginal high school or college transcripts, special admissions status, and those dealing with major changes in their personal lives. In addition, student-athletes who show change of performance in their academic studies are immediately identified as at-risk and receive more intense academic services for the short- or long-term (usually one-on-one support).

Student-athletes who are considered at-risk receive support from a full-time Learning Skills Coordinator (LSC). The LSC is able to assist student-athletes in building the necessary learning skills to succeed in the classroom.

All student-athletes are encouraged to participate in the Summer Bridge Program; particularly encouraged are students who are considered at-risk (approximately 25 student-athletes participated during the summer of 2008; these student-athletes were mainly from men's basketball, women's basketball, and football). Each Summer Bridge student benefits from a two-credit University Orientation course and a one credit Library Skills Education course. A Life Skills course is also offered to student-athletes and addresses academic issues relating to student-athletes (along with topics relating the media, drugs/alcohol, and sexual harassment). In addition, the Bridge students are introduced to all facets of the SASS program, as well as the availability of a sports psychologist, nutritionist, and Life Skills Program.

SASS staff coordinates a Faculty Mentor Program. Faculty mentors participate in the following activities: (a) mentoring of student athletes on academic issues and career networking; (b) assisting athletes in meeting the demands of both a rigorous academic and athletic schedule; (c) providing personal support to athletes by attending games and by participating in service projects outside of the classroom; and (d) serving as advocates by communicating academic achievements of student-athletes across campus and throughout the community.

6-5b. Any policies that govern which students can use these services;

A6-5b. Institutional-wide assistance is available to all students, with the exception of those federally funded TRIO programs. Only first generation, low income, and disabled students are eligible for TRIO programs.

As indicated, programs provided by SASS staff are available for all student-athletes. The Summer Bridge program is currently available to at-risk student athletes.

6-5c. The mechanisms by which student-athletes are made aware of these services;

A6-5d. Students, faculty and staff receive annually a referral guide briefly noting the many institution-wide referral options available to meet a wide variety of issues that may impact the student's ability to perform in the class room. SASS staff members actively direct toward and monitor participation in appropriate support services for student-athletes.

6-5d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-5d. Evaluation of institution-wide programs is the responsibility of the academic unit or Student Success Division in which the program is housed. Internal evaluations occur annually, with additional external evaluations as mandated by federal funding agencies.

Services provided by SASS will be reviewed externally every four years, with the next review scheduled for 2012. Please see answer to Question 6-1.d.

6-5e. The mechanism for periodic approval of these services by academic authorities outside athletics.

A6-5e. Institution-wide academic support programs fall under the organization umbrella of either Student Success or an academic unit at the University of Kansas. While they partner closely with Student-Athlete Support Services, the approval of these services falls completely outside of Kansas Athletics.

A review will be conducted every four years by academic members external to athletics. The Chancellor will appoint a University committee to conduct a comprehensive review of SASS.

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

6-6a. The specific academic support services offered to student-athletes (if any);

A6-6a. The goal of Academic Excellence in the 2006-2011 Strategic Plan lists a tactic of “improve/expand facilities for counseling, tutoring, studying and computer use.” All SASS activities currently occur in the Hale Achievement Center, which is used exclusively for academic support services. Additional space for tutoring is also available in the Anderson Family Strength Center. The SASS facilities comprise over 7,000 square feet of space and are in close proximity to the majority of sports facilities on campus. The offices of SASS staff are located within this space, allowing student-athletes to have easy access to SASS Academic Counselors and tutors.

Currently, the SASS facilities include 4 dedicated tutor rooms, a state-of-the-art computer laboratory with 20 stations (student-athletes commented that there are always desktop computers available when needed), and 15 office spaces.

The Center also provides additional laptop computers (30 total) that can be checked out by student-athletes during team travel, holidays, weekends, and during overnight use. The computing resources are comparable to other resources on campus.

The Hale Center facilities are in full operation during each academic semester with the following schedule: Sunday from 1–11 pm, Monday through Thursday from 7:30 am–11pm, and Friday from 7:30 am–5pm; the Center is closed on Saturdays.

The entire main Kansas Athletics facility is under construction presently. When the visiting team arrives in October, it will see new and expanded facilities for SASS. About 12,000 square feet of space for counseling, advising, tutoring, and academic support will be available. This facility will be among the best such operations in the country.

6-6b. Any policies that govern which students can use these services;

A6-6b. All academic facilities are available to student-athletes regardless of their sports program or scholarship status.

6-6c. The mechanisms by which student-athletes are made aware of these services.

A6-6c. Academic Counselors notify student-athletes at the beginning of the academic year during mandatory team meetings and at individual appointments.

6-6d. The mechanism for evaluation of these services by academic authorities outside athletics once every four years.

A6-6d. Please see answer to Question 6-1.d.

6-6e. The mechanism for periodic approval of these services by academic authorities outside athletics;

Academic Integrity

Academic Support - 2.2

A6-6e. The CAC and the Board of Directors will review the document and make recommendations to the Chancellor. The Chancellor has final approval.

6-7. Academic evaluation of prospective student-athletes: Review of academic profiles of prospective student-athletes.

6-7a. The specific academic support services offered to student-athletes (if any);

A6-7a. The transcripts (high school or college for transfer students) of prospective student-athletes are evaluated to determine the likelihood that a student-athlete will be admitted to the University and to determine their potential for academic success. This review takes into account core courses taken, standardized test scores (ACT and SAT), and GPA.

Upon receipt, coaches forward transcripts and standardized test scores to SASS Academic Counselors to conduct an academic review.

If the student-athlete is a high school prospect, then an NCAA Approved Core Class list is generated and a tentative profile is provided to the respective coach.

If the student-athlete is a transfer student, a copy of the transcript is forwarded to the Office of Admissions and Scholarships to determine which classes will transfer to the University of Kansas (to determine if Progress Toward Degree is met). That information is then provided to the respective coach in order to determine if a potential recruit can be admitted to the University. The Office of Admissions and Scholarships has on their website an on-line tool which allows any transfer student to evaluate how their courses may transfer to the University.

6-7b. Any policies that govern which students can use these services;

A6-7b. All students at the University of Kansas, including student-athletes, who do not meet the automatic admissions standards may request a review by the Admissions Appeals process. The student must submit a letter and respond in writing to a questionnaire. A letter of reference from an academic source must be included. The decision of the Admissions Appeals committee is final. Faculty members participate in the Admissions Appeals process. There is no separate review process for student-athletes.

6-7c. The mechanisms by which student-athletes are made aware of these services.

A6-7c. The Office of Admissions and Scholarships provides information pertinent to the admissions process for all students, including student-athletes. The information is the same for all students.

6-7d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-7d. Please see answer to Question 6-1.d.

6-7e. The mechanism for periodic approval of these services by academic authorities outside athletics.

A6-7e. The CAC and the Board of Directors will review the document and make recommendations to the Chancellor. The Chancellor has final approval.

6-8. Student-athlete degree selection: Degree program assistance.

6-8a. The specific academic support services offered to student-athletes (if any);

A6-8a. Student-athletes meet with SASS Academic Counselors during campus visits. A discussion of what academic program might best fit a student-athlete begins at this early

stage. All incoming student-athletes must attend a New Student Orientation program, which includes a discussion of academic programs offered by the University from the College of Liberal Art and Sciences/ professional school representatives. In addition, many student-athletes take the course PRE 210, Career & Life Planning, that assists students in choosing their major and determining a career trajectory (See Appendix 34) In addition, respective SASS Academic Counselors continuously engage in degree selection and progress discussions with student-athletes. Referrals to contacts within specific College/school departments are also made to assist student-athletes in choosing a major. Furthermore, those students attending the Summer Bridge Program undergo career counseling prior to choosing majors.

6-8b. Any policies that govern which students can use these services;

A6-8b. SASS Academic Counselors collaborate with, but do not replace, academic advisors in the University Advising Center and within individual the College of Liberal Arts and Sciences/professional schools throughout campus. SASS Academic Counselors meet at least twice each year with the University Advising Center staff, and at least once per year with academic advisors within the different schools. Only University advisors, and not SASS Academic Counselors, can provide final approval for student-athlete enrollment.

Ultimate authority to determine Progress Toward Degree (PTD) rests with the Certifying Officer (within the Office of the University Registrar). Three times per year, the Office of the University Registrar requests that the respective College/School for each student-athlete provide an assessment of coursework that will count towards the declared degree program. This information is returned to the Office of the University Registrar and is forwarded to all SASS Academic Counselors for consultation with the student-athlete.

6-8c. The mechanisms by which student-athletes are made aware of these services;

A6-8c. All new student-athletes participate in New Student Orientation and information is provided to them during the program.

6-8d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-8d. Please see answer to Question 6-1.d.

6-8e. The mechanism for periodic approval of these services by academic authorities outside athletics.

A6-8e. The CAC and the Board of Directors will review the document and make recommendations to the Chancellor. The Chancellor has final approval.

6-9. Learning assessments: Provisions for testing and evaluation (e.g., placement testing).

6-9a. The specific academic support services offered to student-athletes (if any);

A6-9a. Advising by SASS Academic Counselors regarding course scheduling and support services is informed by a variety of learning assessments, beginning with a review of standard predictors of academic performance. These include an evaluation of standardized tests, ACT or SAT, and academic transcripts. For example, students scoring below 22 on the ACT or below 540 on the SAT on the quantitative subtests are required to complete remedial mathematics coursework to help ensure success in required mathematics requirements. Students scoring above 25 on the ACT or above 590 on the SAT are determined to have met proficiency for first level mathematics requirements and may enroll in advanced mathematics directly. The transcripts are closely reviewed to

determine relative strengths and weaknesses in content areas, as well as readiness based on successful completion of prerequisites.

Additional placement tests in mathematics, communication studies, and over 30 world languages are utilized to determine the most appropriate course level to maximize the student's likelihood of successful completion.

The Wide Range Achievement Test-4 (WRAT-4) is administered to all student-athletes considered at-risk by the SASS Learning Services Coordinator (LSC). The Coordinator provides an evaluation of students' development of reading, spelling, and arithmetic. The WRAT-4 provides information to diagnose learning disabilities in reading, spelling, and arithmetic when given with a comprehensive test of ability. The LSC refers students for additional specialized testing when appropriate.

Student-athletes in LA&S 292, Life Skills Training, benefit from the administration of broader learning assessments that provide feedback on individual personality styles and behavior types that impact academic success. Both the DISC Profile Personality Test or Strengths Quest assessments have been administered.

6-9b. Any policies that govern which students can use these services;

A6-9b. Services are available to all student-athletes.

6-9c. The mechanisms by which student-athletes are made aware of these services;

A6-9c. Services are introduced to student-athletes in a private meeting between Academic Counselor and the LSC.

6-9d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-9d Please see answer to Question 6-1.d.

6-9e. The mechanism for periodic approval of these services by academic authorities outside athletics.

6-9e. The CAC and the Board of Directors will review the document and make recommendations to the Chancellor. The Chancellor has final approval.

6-10. Success skills: Study skills, note and test taking, writing and grammar skills, time management skills.

6-10a. The specific academic support services offered to student-athletes (if any);

A6-10a. Study skills development is incorporated into the daily academic support of all student-athletes. Summer Bridge students benefit from a two-credit University orientation course and a one credit Library Skills Education course (See Appendix 35) A Life Skills course is also offered to student-athletes that covers academic issues relating to student-athletes (along with topics relating to the media, drugs/alcohol, and sexual harassment) (See Appendix 36) The development of study skills also occurs during contact with Academic Counselors and during tutoring sessions.

6-10b. Any policies that govern which students can use these services;

A6-10b. All student athletes are able to utilize these services.

6-10c. The mechanisms by which student-athletes are made aware of these services;

A6-10c. Academic counselors introduce these service opportunities during official visits, during mandatory team meetings at the beginning of each semester, and during individual meetings once they arrive on campus.

6-10d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-10d. Please see answer to Question 6-1.d.

6-10e. The mechanism for periodic approval of these services by academic authorities outside athletics.

A6-10e. The CAC and the Board of Directors will review the document and make recommendations to the Chancellor. The Chancellor has final approval.

6-11. Study hall: Availability, facilities, attendance policies.

6-11a. The specific academic support services offered to student-athletes (if any);

A6-11a. Structured study time is available to all student-athletes by either participating in study hall or utilizing tutoring services within SASS. All student-athletes have access to either study hall or tutoring services provided by SASS. These options are designed to provide specific times and locations daily, weekly, or by semester as determined by SASS counselor's after consultation with respective sport coaches. In addition, SASS academic counselors occasionally travel with sports programs to provide and monitor student-athlete study hall.

6-11b. Any policies that govern which students can use these services;

A6-11b. All student-athletes are able to utilize these services.

6-11c. The mechanisms by which student-athletes are made aware of these services;

A6-11c. During official visits academic counselors inform students of the services available. Students are again informed of these services at team meeting at the beginning of each academic term and written notification is included in the Student-Athlete Handbook.

6-11d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-11d. Please see answer to Question 6-1.d.

6-11e. The mechanism for periodic approval of these services by academic authorities outside athletics.

A6-11e. The CAC and the Board of Directors will review the document and make recommendations to the Chancellor. The Chancellor has final approval.

6-12. First year/transfer orientation: Availability, attendance requirements.

6-12. New Student Orientation for First-Year Students. Twelve two-day orientation programs are offered during June and July for new first-year students. During orientation, students plan their fall semester schedule, enroll in courses, and meet KU faculty and staff members and other new KU students. They also will learn about student services and other opportunities that will help them make the most of their Jayhawk experience. There is a separate program offered simultaneously for students' parents or guests.

To maximize opportunities, students and their family or guests are encouraged to attend an orientation session in June or July. Orientation is not mandatory, but it is the first opportunity

students have to enroll in classes for the fall semester. If students are unable to attend a summer orientation program, there are two one-day programs offered for first-year students in August (typically offered a few days before classes begin). Students plan their fall semester schedule, enroll in courses, and learn about other student services.

Transfer Orientation. Three one-day orientation programs are available for transfer students during June and July. The orientation programs for transfer students are planned according to transfer students' specific needs. Students are advised about majors and course selections, enroll in fall semester classes, and leave with a completed fall schedule. They also learn about student services and other opportunities that will help them make the most of their Jayhawk experience. There is a separate program offered simultaneously for students' parents or guests.

Orientation is important to success as a KU student, so while orientation is not mandatory, it is highly encouraged. Transfer students are expected to participate in all orientation activities. Orientation sessions build upon each other in order to prepare students for their transition to KU. Orientation is designed for students based on major.

If students are unable to attend a summer orientation program, there are two one-day programs offered for transfer students in August (typically offered a few days before classes begin). Students plan their fall semester schedule, enroll in courses, and learn about other student services.

6-12a. The specific academic support services offered to student-athletes (if any);

A6-12a. All orientation sessions are available to student-athletes.

6-12b. Any policies that govern which students can use these services;

A6-12b. Orientation sessions are open to all new KU students (either first-year or transfer students).

6-12c. The mechanisms by which student-athletes are made aware of these services;

A6-12c. All new students receive a mailing from the Office of New Student Orientation about the sessions available and how to register. In addition, Student-Athlete Support Services sends a letter to the respective student relating academic counselor contact information and instructions to schedule an appointment prior to or during their orientation sessions. Students who are participating in the Summer Bridge Program are encouraged to attend a summer orientation program from their athletic counselors since they are already on campus.

6-12d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-12d. The Office of New Student Orientation staff conducts student and guest evaluations for each specific orientation session. In addition, they do a comprehensive review of their programs at the end of every orientation cycle, seeking feedback from KU faculty, staff, and students.

6-12e. The mechanism for periodic approval of these services by academic authorities outside athletics.

A6-12e. The Office of New Student Orientation falls under the organization umbrella of Student Success at the University of Kansas. While the Office partners closely with Student-Athlete Support Services, the approval of services falls completely outside of the Department of Athletics.

6-13. Mentoring: Availability of mentor, identification and assignment methods frequency of interaction.

6-13a. The specific academic support services offered to student-athletes (if any);

A6-13a. SASS works in close conjunction with KU faculty through the Faculty Mentor Program in Athletics; the program includes approximately 100 faculty members from across the campus. The mission of the Faculty Mentor Program is to “increase the graduation rate and retention of student athletes while enhancing their academic experiences at KU and preparing them for long-term success in their chosen professions.” For this program, faculty mentors are paired with student athletes that share an interest in a common sport, allowing the athlete and mentor to have an immediate connection. Faculty mentors also advise student athletes when there is overlap in their intellectual interests.

6-13b. Any policies that govern which students can use these services;

A6-13b. Current sports programs that utilize the Faculty Mentor Program include Swimming/Diving, Softball, Football, Women’s Basketball, Men’s Basketball, Baseball teams. Two sports teams are added annually.

6-13c. The mechanisms by which student-athletes are made aware of these services;

A6-13c. Sport Counselors organize programming with faculty involvement. Information about the Mentor program is discussed at team meetings; written notices of event type, time, and location are sent to student-athletes.

6-13d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-13d. Please see answer to Question 6-1.d.

6-13e. The mechanism for periodic approval of these services by academic authorities outside athletics.

A6-13d. The CAC and the Board of Directors will review the document and make recommendations to the Chancellor. The Chancellor has final approval.

6-14. Post eligibility programs. Availability of scholarships, assistantships and academic support.

A6-14. All SASS services are available to students who have completed their athletics eligibility.

6-14b. Any policies that govern which students can use these services;

A6-14b. A student-athlete who has received scholarships for athletics participation and has completed eligibility but has undergraduate degree requirements remaining is reviewed by the University Scholarship Committee (USC) for continuation of financial aid, if the student meets the following criteria:

- The student-athlete has completed satisfactory progress towards a degree and has passed 96 semester hours.
- The student-athlete demonstrates an intention to complete the undergraduate degree requirements.
- The student-athlete satisfies the NCAA and Big Twelve financial aid eligibility standards.

A student-athlete who meets the above requirements may be recommended by Athletics for continued financial aid for two additional consecutive semesters immediately following the last semester of intercollegiate athletics competition. Student-athletes who still cannot complete degree requirements may petition Athletics to receive aid for the summer semester following the fifth year fall and spring semesters.

Athletics reserves the right to discontinue such financial aid whenever it reasonably appears that the student-athlete is not making satisfactory progress toward an undergraduate degree.

6-14c. The mechanisms by which student-athletes are made aware of these services;

A6-14c. All student-athletes participate in team meetings at the beginning of the fall term (or spring if the student-athlete did not matriculate in the fall term, but will attend meetings during the successive fall terms) and given a Student-Athlete Handbook that details this information. The students sign a document indicating they have received, reviewed, and understand the contents of the Handbook.

6-14d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and

A6-14d. Please see answer to Question 6-1.d.

6-14e. The mechanism for periodic approval of these services by academic authorities outside athletics.

A6-14e. The CAC and the Board of Directors will review the document and make recommendations to the Chancellor. The Chancellor has final approval.

7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent academic support services evaluation.]

A7. 2008 Program Review (See Appendix 20)

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

A8. During the summer of 2008, the Chancellor appointed a University committee, namely the Student-Athlete Support Services Review Committee (SASSRC), to conduct this comprehensive review of Student-Athlete Support Services (SASS) within the Department of Athletics. A faculty member in Ecology and Evolutionary Biology chaired this committee, and other members included the Director of the University Advising Center, an Associate Vice Provost for Student Success, a faculty member in Engineering, and a doctoral student in the School of Education. All committee members hold appointments external to Athletics. In addition, the committee received outside assistance from Steve McDonnell, retired Associate Athletics Director for the Academic Support Services Center for Student-Athlete Services at Texas A&M University. Mr. McDonnell's role was to supply materials that were relevant to the evaluation process and to advise the committee on strategies for conducting a highly effective review.

The SASSRC conducted a series of individual and group interviews in order to gain a University-wide perspective of the quality of academic support services offered to student-

athletes and to provide recommendations for future improvements. A total of 90 individuals were interviewed during the review process, encompassing diversity in gender, ethnicity, and academic discipline. For interviews of student-athletes, diversity in sport and academic level were also maintained. Interviews were conducted in both individual and group settings. During each interview, participants were asked to consider all of the eight areas under review. Questions used during the interview process were taken from the NCAA/N4A Academic Support Services Evaluation Guide. Below is a list of constituent groups and individuals that were interviewed:

*Note: When more than one individual was interviewed, the total number of participants for a given category is shown in parentheses.

1. Athletics administration– Athletics Director; Senior Associate Athletics Director; Associate Athletics Director of Internal Affairs; Associate Athletics Director; Senior Woman Administrator
2. Student-Athlete Academic Support Services (SASS) Staff– Director of SASS; Academic and Career Counselors (7); Tutoring Director; Assistant Directors of Tutoring (2); Learning Services Coordinator; Administrative Assistant; Class-checker
3. Coaches– Football (head coach); Men’s basketball (head coach); Men’s golf (head coach); Men’s track & field/cross country (head coach); Women’s basketball (head coach); Women’s golf (head coach); Women’s rowing (head coach); Women’s soccer (head coach); Women’s softball (head coach); Women’s swimming (head coach and assistant coach); Women’s tennis (assistant coach); Women’s track & field/cross country (head coach); Women’s volleyball (head coach)
4. Compliance– Associate Athletics Director for Compliance; Counsel for Compliance
5. Student-athletes– Individual interviews (8 sports represented, freshman through seniors; 15 total); SAAC group (Student-Athlete Advisory Committee; many sports represented; 13 total)
6. Faculty Athletics Representative
7. Provost’s office– Senior administrators (2)
8. Academic administrators– Deans (2); Associate Deans (2); Assistant Deans (2)
9. Office of Student Success– Director of the University Career Center; Director of the University Advising Center; Director of the Office of Multicultural Affairs; Director of New Student Orientation; Director of International Student and Scholar Services
10. Faculty– College of Liberal Arts and Sciences (3); School of Business (2); School of Education (2); School of Engineering (2); School of Journalism (4)

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

A9. The committee received outside assistance from Steve McDonnell, retired Associate Athletics Director for the Academic Support Services Center for Student-Athlete Services at Texas A&M University. Mr. McDonnell helped author the National Athletics Academic Advisors Association (N4A) support services evaluation model. Mr. McDonnell's role was to supply

materials that were relevant to the evaluation process and to advise the committee on strategies for conducting a highly effective review.

10. Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine if corrective actions are necessary. In addition, identify the individuals involved in this review.

A10. A committee reviewed the Program Review document and provided a response to each recommendation. This document was then reviewed with the AD and was accepted. The committee that reviewed the document included:

Tim Bengtson, Associate Professor, School of Journalism

Paul Buskirk, Director, Student-Athlete Support Services

Kim McNeley, Assistant Dean, College of Liberal Arts and Sciences

Tom Mulinazzi, Professor, School of Engineering

Glenn Quick, Assistant Director, Student-Athlete Support Services

Lori Reesor, Associate Vice Provost, Student Success

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

a. The plan or actions implemented; and

b. The date(s) of actions taken or specific timetable for completion of the plan(s).

A11. See Action Plan for Program Review, (See Appendix 37) 12. List all NCAA Division I Academic Progress Rate (APR) improvement plans developed and approved by the institution if required by the NCAA Division I Committee on Academic Performance. Please provide:

a. The original plan;

b. The action(s) taken by the institution;

c. The date(s) of the action(s); and

d. An explanation for any partial or non-completion of such required actions.

A12. Football. A football improvement plan was adopted in 2006 and fully implemented. Athletics updated and re-submitted a new football improvement plan during Fall 2007 with new requirements. The 2007 plan is to be implemented over the course of the 2008-09 academic year. Athletics is on track for meeting the requirements of this new plan. In addition, the 2009 APR for football will be 938 (or higher) once the 2007-08 rates are publicly released next spring.

Women's basketball. A women's basketball improvement plan was adopted in 2006 and fully implemented. The 2009 APR will be 966 (or higher) once the 2007-08 rates are publicly released next spring.

Baseball. A baseball improvement plan was adopted in 2006 and fully implemented. The 2009 APR will be 958 or higher once 2007-08 rates are publicly released next spring.

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

A13. A program review of SASS will be conducted every four years by academic members external to Athletics as described in the answer to Question 6-1.d.

Operating Principle 3.1: Gender Issues

Self-Study Items

1. List all “conditions for certification” imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues).

A1. No conditions were imposed.

1a. The original “condition” imposed;

1b. The action(s) taken by the institution;

1c. The date(s) of the action(s); and

1d. An explanation for any partial or non-completion of such required actions.

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

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its second-cycle certification process.

2a. The original plan;

A2a. The Gender Equity Plan (2000) is attached as Appendix 38. There were 15 goals (which reflected the second cycle program areas) and 60 action steps.

2b. The action(s) taken by the institution;

A2b. Appendix 38 contains a matrix that reports on the Gender Equity Plan (2000), and includes the goals, action steps, the persons responsible, timeline and analysis of the actions that were taken.

2c. The date(s) of the action(s); and

A2c. Refer to Appendix 38 for the timelines reported.

2d. An explanation for any partial or non-completion of such plans.

A2d. There are a number of action steps not completed as designed in the Gender Equity Plan (2000). In July 2003, Kansas Athletics hired a new AD. As part of his leadership initiatives, the Department developed a Strategic Plan for Kansas Athletics, 2006-2011. This plan, Unparalleled Excellence, included gender equity as a key part; goal 5 states, “Comply with the spirit and letter of the law to ensure ownership of the country’s best Title IX program.” Appendix 39 provides a summary of how the 2000 Gender Equity plan interfaces with the current Kansas Athletics Strategic Plan. The goals and tactics outlined in the KU Strategic Plan identified more effective ways to meet the goals from the Gender Equity Plan (2000) than the original action steps outlined. Appendix 1 summarizes the

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action steps accomplished and the action steps updated in the current strategic plan (see Appendix 38).

3. Describe any additional plans for improvement as they relate to Operating Principle 3.1 (Gender Issues) developed by the institution after the second-cycle certification decision was rendered by the Committee on Athletics Certification.

A3. There are two plans that guide improvements for gender issues. First, there is the Strategic Plan, 2006-2011, which advances gender equity within Kansas Athletics. Second, in 2004, Lamar Daniel and Helen Grant, consultants for Gender Equity and Sports Management, were contracted to conduct annual independent audits that address compliance status with Title IX standards. Based on an early review, Mr. Daniel collaborated with Kansas Athletics to write the "Title IX Compliance Plan (August 2004)". Part of this plan includes an annual independent review of progress; since 2004, an annual review of Title IX programs at KU has been conducted (see Appendix 40 for 2004 report, Appendix 41 for the Compliance plan, and Appendix 42 (2005-2008) for the annual independent reviews of Title IX). The Daniel and Grant on-campus site visit for 2009 occurred in February, and their report will be forthcoming.

In reference to Strategic Plan:

3a. The additional plan;

A3a. Please refer to Appendix 38-39.

3b. The action(s) taken by the institution;

A3b. Please refer to the Appendix 38-39.

3c. The date(s) of the action(s); and

A3c. Please refer to the Appendix 38-39.

3d. An explanation for any partial or non-completion of such plans.

A3d. The Strategic Plan began in 2006, and continues until 2011 so the Goals and Tactics are ongoing at the time of this review. Appendix 2 links the Gender Equity Plan (2000) goals with the goals and tactics of the Strategic Plan (Appendix 39) to illustrate the transition to an overall integrated plan.

A critical area for improvement has been Student-Athlete facilities, with particular attention to the needs of women athletes. Strategic Goal #4: Student-Athlete experience, Goal #5: Title IX, and Goal #9: Facilities, all address this need. The Facilities Master Plan (Appendix 44) includes upgrades for track, softball and soccer, as well as the Rowing team boathouse, dedicated in February of 2009. (See Appendix 44, 2007-2008 annual report Appendix 50, and Title IX independent reviews Appendix 40-42).

In reference to the Title IX reports and plans:

3a. The additional plan;

A3a. Please refer to Appendix 40-42.

3b. The action(s) taken by the institution;

A3b. Please refer to the Appendix 40-42.

3c. The date(s) of the action(s); and

A3c. Please refer to the Appendix 40-42.

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3d. An explanation for any partial or non-completion of such plans.

A3d. The March 2008 Title IX Compliance Report by independent consultants Daniel and Grant noted significant progress on gender equity in athletics facilities, but that more remained to be done. Specific items identified in the Facilities Master Plan include:

- Renovation of most women's locker rooms.
- Completion of softball facility with grandstand and press box, including a restroom and concession facility.
- Reconstruction or resurfacing the outdoor tennis courts.

Since this report, the following progress has been made on these recommendations: softball, soccer, women's basketball, and women's track locker rooms are to have renovations completed by spring 2009; tennis reconstruction was completed in fall 2008; and upgrading the softball facility is in the Facilities Master Plan (Appendix 44).

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

A4. Kansas Athletics, Inc., has the structure and resources in place to further efforts related to Operating Principle 3.1 for both athletics department staff and student-athletes. An analysis of the policies and procedures in effect, the performance indicators that practices are followed, and a review of the programs that are made available to staff and student-athletes illustrates the institution's commitment to this operating principle.

Policies and Procedures. The institution's *Policies and Procedures Manual* includes ample documentation regarding the commitment to addressing the needs of the under-represented gender. The institution's Corporate Counsel has the responsibility for keeping the Manual current and in line with University and NCAA policies. The Corporate Counsel utilizes members of the institution's Leadership Team to meet that goal. The following excerpts and references from the Manual are provided:

- The University of Kansas mission statement states that the "university is committed to excellence. It fosters a multicultural environment in which the dignity and rights of the individual are respected."
- The mission of Kansas Athletics (July 2005) includes as one of its core values a Culture of Equality. "We will embrace diversity throughout our organization. We will hire and recruit without regard to age, ancestry, disability, gender, marital or parental status, national origin, race religion, sexual orientation or veteran status."
- One of the objectives of Kansas Athletics is to "provide equal opportunities for both men and women by developing and sustaining programs that help all student-athletes achieve their maximum potential, both academically and athletically."
- Kansas Athletics adopts University policies relating to discrimination, equal opportunity, affirmative action, harassment and other issues.
- As part of the commitment of Kansas Athletics to supporting the development of a national-championship caliber intercollegiate athletics program, "the provision of equipment, facilities, medical services, counseling services, coaching skills, and the like is to be of uniform excellence for all intercollegiate sports, regardless of the sport's own revenue producing capabilities."

Performance Indicators. All of these policies and procedures, core values, objectives, goals and tactics serve to demonstrate the commitment to fair and equitable treatment of all student-athletes and department personnel. However, having the policies and procedures, the strategic

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plan and mission statement in place does not speak to the institution's progress in this area. Therefore, some examples of practices will serve as performance indicators:

- Hiring practices established by the University of Kansas are followed by Kansas Athletics to ensure fair and equitable treatment of applicants.
- Retention practices are informal but seemingly effective, given that there is considerable longevity on the staff at Kansas Athletics since the current AD arrived. An audit of HR functions is underway which will spotlight any shortcomings in this area.
- In 2004, Kansas Athletics began a practice of contracting with outside consultants (Daniel and Grant) to do annual audits of the organization's compliance with Title IX standards. This practice has resulted in five years of documented progress towards meeting or exceeding those standards.
- Evidence of practices being put into place in order to insure the implementation of the institution's approved gender-equity plan from the previous self study is difficult to find. Equally disconcerting is the lack of follow-through by previous administrators to provide sufficient documentation that efforts were taken to follow the plan. However, the current AD has established a contemporary strategic plan that will meet the intent of the goals set forth in the previous self study (see Appendix 39) for a matrix that summarizes the interface between the 2000 Gender Equity Plan and the current Kansas Athletics Strategic Plan).
- Members of the athletics department staff (facilities, financial aid, compliance, etc.) make at least biannual visits to the Student-Athlete Advisory Committee (SAAC) meetings to determine what practices need to be changed to meet the needs of all student-athletes. SAAC has become an empowered group of male and female student-athletes who have engineered change in a meaningful way within the organization since the current AD's arrival. Appendix 46 contains the 2007-2008 SAAC Agendas, which illustrate staff involvement.
- In addition to annually giving student-athletes who have completed their eligibility the opportunity to complete surveys (see Appendix 45) to gauge the effectiveness of current policies, practices, and programs, Athletics now surveys each student-athlete during their first and third year of competition to determine if their needs are being met (see Appendix 48 for a summary of this survey from 2008).
- Exit interviews are conducted whenever a student-athlete quits a team, when possible. This practice gives the appropriate sports supervisor an opportunity to gauge if there are any issues associated with the student-athlete's decision that may have gender equity, diversity, or student-athlete well being implications.

Programs. A variety of programs are made available each year to benefit student-athletes and staff members. Examples include:

- Kansas Athletics provides funding for female staff members to join the National Association of Women Athletic Administrators, whose mission is "dedicated to providing educational programs, professional and personal development opportunities, information exchange and support services to enhance college athletics and to promote the growth, leadership, and success of women as athletics administrators, professional staff, coaches and student-athletes."
- Conferences and workshops are available to female staff members at the same level as male staff members. The Senior Woman Administrator is responsible for engaging

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appropriate female staff members (including coaches) in opportunities to enhance their professional development.

- Kansas Athletics professional staff obtains appropriate certifications and are expected to maintain those certifications in order to continue providing quality services to our student-athlete population.
- As explained elsewhere in this document, an audit of the department's human resources program is underway to accomplish a variety of goals, including an assessment of the depth and breadth of professional development opportunities available to staff, including annual training on issues such as gender equity, diversity, and student-athlete well-being. It is anticipated that additional resources will need to be devoted to this effort in the future.
- As part of the effort to compete for the Division 1A CHAMPS Program of Excellence award, staff from the SWA's office provided evidence of a comprehensive Personal Development program (see Appendix 47) for student-athletes that demonstrates:
 - An assessment of the personal development needs of the student-athletes
 - The involvement of a significant percentage of student-athletes
 - A collaboration of campus and community resources;
 - An evaluation process that assesses the effectiveness of the stated goals;
 - Goals that are consistent with departmental core values; and
 - Education and promotion of adherence to a departmental student-athlete code of conduct.

5. Describe how matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

A5. Annually since 2004, outside consultants have been retained to review, assess, and evaluate matters of gender equity for both staff and student-athletes. The result is five years of Title IX compliance reports (see Appendix 40-42) that address the compliance status of the University of Kansas with the athletic provisions of Title IX. Throughout the year the Leadership Team, specifically the SWA, the Senior Associate AD, and the AD monitor the institution's progress in responding to the recommendations presented in the aforementioned report as well as any other areas of concern that arise.

6. For the three most recent academic years in which information is available, analyze the institutions' Equity in Athletics Disclosure Act (EADA) report (i.e. participation, head coaches and assistant coaches). If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

A6. Coaches' salaries. The pattern shows that proportion of dollar amounts spent on men's teams' head coaches salaries outpaced that spent on women's teams' head coaches salaries, with women's teams receiving 31percent of the funds in 2005-06. This figure for the University of Kansas is identical to the proportion reported in the NCAA Gender Equity Report for 2005-06. The proportion of head coaches' salary dollars accorded to head coaches of women's teams at KU dropped to 26 percent in 2007-08.

The proportion of dollar amounts spent on assistant coaches' salaries for men's teams outpaced that spent on assistant coaches' salaries for women's teams, with assistant coaches for women's teams receiving 32 percent of the funds in 2005-06. This figure for KU is higher than the comparable proportion for Division I FBS schools reported in the NCAA Gender Equity

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Report for 2005-06; that figure is 27 percent (p. 34). The proportion of salary dollars accorded to assistant coaches' salaries for women's teams dropped to 26 percent of the total funds spent on assistant coaches at KU in 2007-08.

For the 2008-09 year, coaches of women's sports received significant salary adjustments to keep them competitive with other Big 12 institutions' comparable sports.

Scholarship funds for Student-Athletes. The total amount of athletic financial assistance awarded in 2007-08 was \$5,488,249.69. Men represented 46.3 percent of the participants and received 51.5 percent of the awards. Women represented 53.7 percent of the participants and received 48.5 percent of the awards. There is a difference of 3 percent favoring the men's program.

Although KU provides the maximum amount of grants-in-aid allowed by the NCAA for all sports, KU does not meet the one percent standard required for compliance. The difference between the rates of awards and the rates of participation in 2007-08 was 3.0 percent. Analysis by an independent external consultant confirmed that the difference is attributable to an increase in female walk-ons and is nondiscriminatory. Summer school aid was provided to all participants who desired to attend summer school without regard to gender. In 2007-08, 2.93 grants-in-aid were not awarded to men's sports and 3.45 were not awarded to women's sports. Had all these been awarded, it would be made little difference in the rates of the awards. Because KU makes available all grants-in-aid allowed by the NCAA rules, an independent consultant concludes that KU complies with Title IX in this area.

Recruiting. An independent external consultant concluded that the availability of coaches/recruiters and the opportunity to recruit is equivalent at KU for men's and women's teams. All head coaches except for the Swimming and Diving Coach verified that the recruitment funding for their sports was sufficient in 2007-08. The Swimming/Diving Coach stated that the recruiting budget should be increased. The recruiting budget for this sport has gone from \$18,630 in 2006/07 to \$23,500 in 2007/08 and to \$27,500 in 2008/09. Supportive materials, including cars, cell phones and media guides are provided in an equitable manner. Coaches who do not receive courtesy cars or car allowances are reimbursed when they use their personal cars for recruiting.

Participation. Through the practice of roster management, KU is providing participation opportunities to men and women student-athletes in proportion to their enrollment in the student body. Consultants Daniel and Grant have confirmed that KU fully complies with Title IX on this dimension. Participants include those athletes who do not receive scholarships (walk-ons), those who compete on varsity intercollegiate teams sponsored by the institution even though the team may be required to raise some or all of its operation funds, and those athletes who practice but may not compete.

Full-time undergraduate Male students (fall 2007)	9,195 (50.7%)
Full-time undergraduate Female students (fall 2007)	8,958 (49.3%)

By this test, KU exceeds the requirement to provide participation opportunities in proportion to the enrollment of male and female students

7. For the three most recent academic years in which information is available, analyze the institution's NCAA financial report (all revenue and expense categories). If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

A7. Discrepancies occurred in award rates and quality of facilities. The difference between the rates of awards and the rates of participation in 2007-08 was 3.0 percent. Analysis by the independent consultant confirmed that the difference is attributable to an increase in female

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walk-ons and is nondiscriminatory. Summer school aid was provided to all participants who desired to attend summer school without regard to their gender.

Regarding the quality of the facilities, the Facilities Master Plan includes plans for softball and soccer facilities to bring these sports into comparable quality of facilities (see Appendix 44).

8. Using the program areas for gender issues, provided as Attachment 2 on pages 56-57:

A8. Please refer to Appendix 49 for a complete analysis of the 17 NCAA Program Areas for Gender. The institution meets the standards for 15 of the Program Areas, and has specific plans for the two areas that need improvement.

9. Using the plan for improvement section, provide an institutional gender issues plan that addresses all 17 aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee (Appendix D). If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to monitor the institutions status in that program area(s).

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

A9. Please refer to Appendix 51 for the 2009-2014 Gender Equity Plan.

10. Describe how the institution will review its gender-issues plan on an annual basis, including how it will compare the plan with its EADA reports and NCAA financial reports. Further, please provide the names and titles of those individuals who will be responsible for this review.

A10. The Gender Equity Plan (2009-2014) (see Appendix 51) will be reviewed annually through several mechanisms. First, annual independent review of Title IX and the Gender Equity plan. Second, all components of the Gender Equity Plan (2009-2014) are now attached to job responsibilities of the Kansas Athletics Leadership Team to ensure that necessary activities and timelines are completed. Third, the CAC structure includes a Gender/Diversity subcommittee. This subcommittee will have the responsibility to review the Gender and Diversity plans annually; since this advisory group is comprised of faculty, alumni and students from outside athletics, it will ensure external review and feedback.

The Kansas Athletics Leadership Team (see Appendix 52 for a list of these members) will be responsible for annual analysis of financial activities in relation to the independent Gender Equity Plan (2009-2014). They will report their analysis to the CAC annually to provide additional external review and oversight of activities and progress.

11. Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

*If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

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A11. The Gender Equity Plan (2009-2014) was created through a broad based process. The committee that developed the plan included faculty from the main campus and the medical center campus, student leadership, alumni from both athletics and the university at large. The Committee also included members of the CAC's subcommittee on gender issues, a group that also includes students, faculty and alumni from the university.

Operating Principle 3.2: Diversity Issues

Self-Study Items

1. List all “conditions for certification” imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide:

A1. No conditions were imposed.

- 1a. The original “condition” imposed;
- 1b. The action(s) taken by the institution;
- 1c. The date(s) of the action(s); and
- 1d. An explanation for any partial or non-completion of such required actions.

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

A1a. The University took seriously the recommendation and suggestions made as a result of the second-cycle review and ensured that all points were implemented. As well, as evidenced by the Kansas Athletics’ Strategic Plan *Unparalleled Excellence, 2006-2011*, and the Diversity Issues Plan (2009-2014), diversity is a priority in the Department’s overall mission and strategic planning and goals.

Regarding minority issues in the second-cycle review, the Committee on Athletics Certification did not impose any conditions on the University in its certification decision. The Peer-Review Team’s Report, however, noted that the institution was not in substantial conformity with Operating Principle 4.2 and recommended that the University review the required elements prescribed by the Committee for acceptable minority opportunity plans and incorporate them, especially as they relate to measurability, steps needed to achieve the goals, and specific time tables. The peer-review team also made the following two suggestions:

- The Department forges an ongoing relationship with the University’s Office of Multicultural Affairs in an effort to encourage African-American Student-Athletes (SAs) to use services and programs through this office to enhance and assist in their adjustment to life on campus and in the community; and
- The Department takes seriously its commitment to move in the direction of an increase in minority representation at all employment levels.

After the second-cycle review, the Department revised its Ethnic Minority Opportunity Timelines and goals, particularly as they relate to measurability, as the peer-review team recommended. With regard to the first suggestion, the Department revised its Ethnic Minority Opportunity Plan (2000) to accomplish the objective of providing more direct encouragement and information to all ethnic minority SAs, not only African-Americans, regarding resources and services that the University’s Office of Multicultural Affairs provides. Indeed, the Department did form a close working relationship with the Office of Multicultural Affairs. Since 2000, this Office has provided diversity-sensitive programs and training to Kansas Athletics coaching staffs, personnel, and SAs.

With regard to the second suggestion, the University responded with data that showed the Department’s serious commitment to diversity in personnel. At the time of the second-cycle

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review, the data showed that the Department had increased employment of ethnic minorities, from 12 percent in 1992 to 18 percent in 1999. Furthermore, the Department demonstrated that it had made significant efforts to recruit and retain minorities in leadership positions. The Department, though pleased with its progress in this area, accepted the suggestion and made it an important and specific goal in the Ethnic Minority Opportunity Plan (2000), recognizing that a continuing effort in this area was warranted. The Department now actively recruits and seeks to hire diverse coaching staff and personnel through both conventional and unconventional means. Moreover, since becoming the Athletics Director in 2003, Lew Perkins personally recruits and seeks to hire people of color, as well as others with diverse backgrounds and experiences, to fill key leadership positions within the Department.

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its second-cycle certification process. In each case, provide:

2a. The original plan;

A2a. We have attached the 2000 Ethnic Minority Opportunity Plan in Appendix 57. There were five goals with approximately 24 action steps.

2b. The action(s) taken by the institution;

A2b. Appendix 57 contains a matrix report on the Ethnic Minority Opportunity Plan (2000), and includes the goals, action steps, the persons responsible, timeline, and analysis of the actions that were taken.

2c. The date(s) of the action(s); and

A2c. Refer to Appendix 57 for timelines reported.

2d. An explanation for any partial or noncompletion of such plans.

A2d. Refer to Appendix 57 for explanation on any partial completion or noncompletion of specific action steps.

A2. As a result of the second-cycle NCAA Certification process, Kansas Athletics (then known as KUAC) created a Diversity Committee to explore outreach and other programs in accordance with the 2000 Ethnic Minority Opportunity Plan. This committee, which included both University and Athletics Department personnel, was charged with looking specifically at issues regarding race and gender. The committee's work resulted in a plan for a more direct interface between the University's Office of Multicultural Affairs and the Department. Beginning soon after the second-cycle review, the Office of Multicultural Affairs began to provide diversity training to freshmen and sophomore SAs as well as Department coaches and staff. It also conducted a climate (for diversity) assessment survey that was given to SAs and Department staff in 2001 and 2004. In the fall of 2004, the Diversity Committee began to explore "diversity" in a more expansive way. Diversity workshops and training were offered to women, all SAs of color, international SAs, and newly hired Department staff. In addition, Diversity Dinners for SAs and coaching staffs were planned and conducted. As recently as February 2009, the NCAA conducted diversity training for the Department's staff and SAs.

As with the Gender Equity Plan (2000), there were some action steps within the Ethnic Minority Opportunity Plan (2000) that were not completed. See Appendix 57. In June 2003, the Department's current AD, Lew Perkins, was hired. He initiated a broad-based planning process that resulted in the Kansas Athletics Strategic Plan, *Unparalleled Excellence, 2006-2011*. This plan included diversity matters in its strategies and goals. Appendix 58 provides a summary of how the Ethnic Minority Opportunity Plan (2000) interfaces with the Strategic Plan (2006-2011).

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3. Describe any additional plans for improvement in the area of Operating Principle 3.2 (Minority Issues) developed by the institution after the second-cycle certification decision was rendered by the Committee on Athletics Certification. In each case, provide:

A3. In addition to revising the Ethnic Minority Opportunity Plan (2000) after the second-cycle review, the Department later created the Kansas Athletics Strategic Plan *Unparalleled Excellence, 2006-2011*, which was implemented in 2006 and highlights the importance of diversity within its overall mission and structure. Please refer to Appendix 58, which shows how the Ethnic Minority Opportunity Plan (2000) interfaces with the Strategic Plan (2006-2011) with regard to the Department's emphasis on diversity within its mission and structure.

3a. The additional plan;

A3a. Please refer to Appendix 57 -58..

3b. The action(s) taken by the institution;

A3b. Please refer to Appendix 57-58..

3c. The date(s) of the action(s); and

A3c. Please refer to Appendix 57-58.

3d. An explanation for any partial or non-completion of such plans.

The Department implemented its Strategic Plan in 2006, the plan is currently in effect. As a part of the self-study process for the third-cycle review, the Department has linked the goals of the Ethnic Minority Opportunity Plan (2000) with the current Strategic Plan (Appendix 58) to illustrate the transition to a more fluid and integrated diversity plan for the Department. This process has been helpful to create the Diversity Issues Plan (2009-2014). Please refer to self study questions 10 and 11.

As noted in Appendix 64-65, areas for Kansas Athletics improvement include annual independent audits or reviews of the Diversity Issues Plan (2009-2014). Independent assessment will ensure that the Department implements the Diversity Issues Plan and that there is follow up on completion of the plan's action steps. Independent review will assist the Department in creating prospective goals and actions steps as they relate to diversity, beyond those goals and action steps already included in the Diversity Issues Plan (2009-2014). This third cycle diversity subcommittee recommendation for periodic independent reviews has been discussed in Steering Committee meetings, and it has been referred to the Athletics Director. The AD has agreed that annual diversity audits will be done.

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

A4. Institution level. In accordance with both federal and state law, the University "prohibits discrimination on the basis of race, color, religion, sex, national origin, age, ancestry, disability, and veteran status." The University, led by the Chancellor and with full support of the Provost's Office, is committed to diversity and to the full participation of previously excluded or neglected classes of people.

As early as 1978, the University was a pioneer on diversity issues when, with support from the Kansas Board of Regents, it implemented its first nondiscrimination policy. Since that time, the University has continued to emphasize the need for diversity as well as the importance of nondiscrimination in all contexts, including sexual orientation. Further evidence of the University's commitment to diversity and nondiscrimination can be found in many of its policy statements. All of these policy statements are published and most can be accessed on the

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University's website at <http://www.ku.edu>. Appendix 59 provides a summary of some of these statements as they relate to diversity.

In addition to the many university-wide policies and procedures that address diversity-related matters, KU recognizes the diverse interests and backgrounds of all its students, faculty, and staff and strives to ensure the availability of organizations geared toward various interests. These include cultural, cultural arts, ethnic, and religious organizations as well as other registered organizations that embrace diversity. Finally, there are many diversity-related programs and resources available to all faculty, staff, and students. Please refer to Appendix 59 for a summary of some of these.

As an institution, the University has been recognized as a high quality employer. In a news release dated July 16, 2008, the *Chronicle of Higher Education* named KU as a one of a select few "Great Colleges to Work For." In this national survey in which more than 15,000 administrators, faculty members and staff members at 89 colleges and universities responded, the University is recognized as a top five university among large institutions in 12 out of 27 categories including, perception and confidence in fair treatment, as well as respect and appreciation for employees' work.

Department level. Importantly, Kansas Athletics includes as one of its core values a "Culture of Equity", stated as follows: "[w]e will embrace diversity throughout our organization. We will hire and recruit without regard to age, ancestry, disability, gender, marital or parental status, national origin, race, religion, sexual orientation or veteran status." The "Culture of Equity" statement is published in the Department's personnel *Policies & Procedures Manual*. As well, the *SA Handbook* states that the University does not "condone harassment directed toward any person or group...[h]arassment includes actions that intimidate, humiliate or demean a person or groups or that may undermine their sense of security or self-esteem."

Since the second-cycle review, the Department's very large and unwieldy Board of Directors has been reorganized to create a six-member Board of Directors and a larger Chancellor's Advisory Committee on Intercollegiate Athletics. The CAC is comprised of members from the faculty, student body, student-athletes, alumni, and Athletics. This reorganization has resulted in a stronger positive relationship among University administration, the Department, and other constituencies including faculty, staff, and alumni. Until 2009, the CAC had a Title IX Subcommittee, which focused specifically on gender matters. As a result of a recommendation made by both the Gender and Diversity third cycle Certification subcommittees, and accepted by the Chancellor, that CAC subcommittee now is charged with reviewing all issues related to diversity, including race, exceptionality, ethnicity, and gender. This CAC subcommittee is the outside body that is responsible to the Chancellor for the review of all outside consultants' reports relating to gender and diversity issues.

The Department's Leadership Team, comprised of key Department personnel led by the AD and the FAR, is responsible for and regularly addresses efforts to further diversity-related goals as they relate to staff and SAs. The AD recognizes that diversity in the Department's coaching staffs and personnel is important, and he personally recruits and seeks to hire and retain people of color as well as those with diverse backgrounds and experiences. The Department's Human Resource Manager (Diane Douglas) is charged with addressing diversity-related recruiting, hiring, and retention efforts as they relate to department staff. Among others in the Department, the Assistant AD for Student-Athlete Development (Michael Harrity) is responsible for addressing diversity-related efforts and programs as they relate to SAs. SAAC (Student-Athlete Advisory Board) and SAC (the Department's Staff Advisory Board) each provide organizational forums for SAs and department staff to address diversity-related matters. Lastly, the Department's personnel *Policies and Procedures Manual* and its *SA Handbook* provide information and evidence of the Department's commitment to supporting its overall core value of a "culture of equality." These publications are updated regularly under the oversight of Kansas

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Athletics Corporate Counsel (Judy Pottorff). All updates to the manual and handbook are provided to all employees and SAs respectively when changes are made.

The Department has been nationally recognized for making diversity a priority in its strategic plan for both its employees and its SAs. In 2008, Kansas Athletics won the "Diversity in Athletics" Award in the category of Diversity Strategy. The award was a result of independent research that the Laboratory for Diversity in Sport at Texas A&M University conducted. The NCAA supported this study. The Department was rated as one of the recognized schools that "achieved the highest total combined scores in the areas of diversity strategy, gender diversity of departmental employees, racial diversity of departmental employees, value and attitudinal diversity of departmental employees, graduation of African-American female and male student-athletes, and gender equity compliance."

5. Describe how matters concerning diversity issues are monitored, evaluated and addressed on a continuing basis.

A5. Institution level. The KU Nondiscrimination Policy provides that the University "must continuously address issues of diversity and multiculturalism. Every member of the University community is expected to engage in action that leads towards the development of a more democratic and inclusive community. Proactive efforts towards increasing diversity and the elimination of discrimination are necessary in our university."

To this end, University leaders continuously examine all areas of the institution, make policy decisions, and implement strategies to eliminate and prevent discrimination wherever necessary. Also, please see answer to question 4.

Importantly, reports of discrimination are to be evaluated promptly and acted upon in the manner deemed necessary by the appropriate faculty and administrators as prescribed in the relevant grievance procedure. At the University level, a variety of formal and informal mechanisms are in place for all students, faculty, and staff to address concerns or grievances concerning diversity-related matters such as discrimination or harassment. The University's General Counsel's Office is responsible for oversight of the review and update of the University's policies and procedures relating to diversity. A summary of some of these policies and procedures available to all members of the University community including SAs and Department personnel can be found in Appendix 60.

Department level. See answer to question 4 above, which discusses the Department. The Department uses the same structure and mechanisms discussed previously in question four (where appropriate) to monitor, evaluate, and address diversity issues on a continuing basis.

6. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

6a. Full-time senior administrative athletics department staff members (i.e., assistant athletic directors up through the athletics director level):

6b. Other full-and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket manager, academic support staff and facility managers, even if the position is not funded by or does not report to the athletics department);

6c. Full-and part-time head coaches;

6d. Full-and part-time assistant coaches (including graduate assistant and volunteer coaches);

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- 6e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and
- 6f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics student-athlete advisory committee) members (if any).

A6. Please see Appendix 61 for the completed Racial or Ethnic Composition of Personnel chart.

Key Department personnel, including Human Resources Director for Kansas Athletics (Diane Douglas) and Assistant Athletics Director for Student-Athlete Development (Michael Harrity), compiled most of the information for the “Racial or Ethnic Composition of Personnel” chart.

In comparison to the corresponding second-cycle chart, one category (Faculty Based Athletics Board or Committee Members) revealed a significant decrease in overall numbers. Subsequent research found that this decrease merely reflected the recent reorganization of the Department’s Board of Directors. This restructuring reduced the number of Board members from 24 to six. For additional information regarding this restructuring, please refer to Operating Principle 1.1 self study question five.

As part of the reorganization of the Department’s Board of Directors, the larger group of members who formerly comprised the Board of Directors was reconstituted within the bylaws to become the Chancellor’s Advisory Committee on Intercollegiate Athletics. Included on the CAC are the six members of the Board of Directors of Kansas Athletics, Inc., six faculty members from the KU Lawrence campus selected by the University Senate, a representative from the full-time staff of the KU Medical Center appointed by the Chancellor, five alumni appointed by the KU Alumni Association Board of Directors, three members of the student body, the Department’s three SAs appointed by the SAAC, and the treasurer of the Student Senate. The racial and ethnic data for the CAC is not included in Appendix E, but the CAC is comprised of sixteen males and eleven females, of whom twenty-five are Caucasian, one is African-American, and one is Hispanic.

For diversity data for all University staff for the last three years see <http://www.diversity.ku.edu/resources/data.shtml>.

- 7. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

A7. Please refer to Appendix 62 for the completed Racial or Ethnic Composition of all Students chart.

The University’s Senior Principal Analyst, Office of Institutional Research and Planning (JoAnn Williams), compiled the information for the “Racial or Ethnic Composition of All Students: Students Generally and Student-Athletes on Athletics Aid” chart.

The sources of the information include the reports created for the Integrated Postsecondary Education Data System (IPEDS) for the undergraduate degree-seeking population. This information is reported as of the twentieth (20th) day of classes. The scholarship counts were derived from SA files and are matched by student ID with the financial aid information on the University’s “PeopleSoft/Enroll & Pay” system.

For diversity data for all University students for the last three years see <http://www.diversity.ku.edu/resources/data.shtml>.

- 8. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

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A8. Please refer to Appendix 63 for the completed Racial or Ethnic Composition of Student-Athletes by Sport Group chart.

Again, the University's Senior Principal Analyst, Office of Institutional Research and Planning, compiled the information for the "Racial or Ethnic Composition of Student-Athletes by Sport Group" chart.

As mentioned above in self study question seven, the sources of the information include the reports created for the Integrated Postsecondary Education Data System (IPEDS) for the undergraduate degree-seeking population. This information is reported as of the twentieth day of classes—the day of the official University count. The scholarship counts were derived from SA files and are matched by student ID with the financial aid information on the University's "PeopleSoft/Enroll & Pay" system.

Importantly, international SAs have a strong presence in the Department. These SAs are grouped together in the Nonresident Alien category. However, this generic label conceals the considerable diversity they bring to the SA community, as well as the University community. For example, among international SAs currently at the University, the following countries are represented: Australia, Bahamas, Brazil, Canada, Hungary, India, Jamaica, Kenya, Russia, Serbia, Ukraine, and the UK.

For diversity data for all University students for the last three years see <http://www.diversity.ku.edu/resources/data.shtml>.

9. Using the program areas for diversity issues, provided as Attachment No. 3 on pages 58-59:

A9. Please refer to Appendix 64 for a complete analysis of the nine NCAA Program Areas for Diversity Issues. The Department meets the standards for eight of the Program Areas and has specific plans for the one area that needs improvement.

10. Using the "plan for improvement" section, provide an institutional diversity-issues plan that addresses all nine aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee (see Appendix D). If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to monitor the institution's status in that program area(s).

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

A10. Please refer to Appendix 65 for the Diversity Issues Plan (2009-2014).

11. Describe how the institution will review its diversity-issues plan on an annual basis, including how it will compare the plan with its assessment (see Program Area No. 2). Further, identify those individuals who will be responsible for this review.

A11. Like the Gender Equity area, the Department will ensure that the Diversity Issues Plan (2009-2014) is reviewed annually through several mechanisms. First, the Department will solicit an annual independent audit or review of the Diversity Issues Plan. Second, the Department has matched all components of the Diversity Issues Plan (2009-2014) to job responsibilities of the Department's Leadership Team to ensure that action steps are completed and timelines are met. Third, the CAC now includes a Gender and Diversity subcommittee. This subcommittee

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will have responsibility to review the Diversity Issues Plan annually, with its reports submitted to the Chancellor. Since this advisory group is made up of representatives of faculty, alumni, and students from outside of the Department, it can ensure appropriate and transparent external review as well as constructive feedback throughout the annual review process.

12. Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

*If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

A12. For decades, the University has shown commitment to diversity in all contexts. As well, Kansas Athletics has shown strong commitment to diversity. This is evidenced in the Ethnic Minority Opportunity Plan (2000) and the 2006-2011 Kansas Athletics Strategic Plan. For the third-cycle self study process, the Diversity Issues Subcommittee, which was charged with investigating and reporting on Operating Principle 3.2, was itself diverse. The composition of the nine-member subcommittee included four women and five men of whom four are African-American, one is Hispanic, and one member is self-identified as homosexual. Additionally, most members have different religious beliefs, marital status, and work and life experiences. The subcommittee has representatives from the College of Liberal Arts and Sciences, the School of Fine Arts, the School of Law, the Provost's Office, and Athletics. Through the broad-based participatory process engaged in for the third-cycle self study process, subcommittee members conducted many interviews, conversations, and e-mail exchanges with numerous members of Kansas Athletics (including SAs) as well as with many members of the University administration, all of which revealed a consistent University and Department culture of transparency and accountability on matters relating to diversity.

The Diversity Issues Plan (2009-2014) will be formally reviewed and approved by the CAC on Intercollegiate Athletics and the Kansas Athletics Board of Directors, then submitted to the Chancellor for his final review and approval.

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Operating Principle 3.3: Student-Athlete Well-Being

Self-Study Items

1. List all “conditions for certification” imposed by the Committee on Athletics certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being).

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

A1. No “conditions for certification” were imposed by the Committee on Athletics Certifications during the second-cycle.

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 second-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being).

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

A2. No actions were completed directly connected to conditions of certification (no conditions for certification imposed – see #1) but many plans for improvement/recommendations were made - see Question #3.

3. Describe any additional plans for improvement/recommendations as they relate to Operating Principle 3.3 (Student-Athlete Well-Being) developed by the institution since the second-cycle certification decision was rendered by the Committee on Athletics Certification.

A3. Unparalleled Excellence, 2006-2011, the 2006-2011 Kansas Athletics Strategic Plan (see Appendix 4) addressed improvements and plans for improvement, and declared 12 goals, one of which is that Kansas Athletics will:

Offer Student-Athletes the Finest College Experience in the Country.

- Provide the best and safest equipment and uniforms available through corporate partners, including Adidas®.
 - Signed eight-year sponsorship and product-allowance agreement with Adidas® worth \$26.67 million.
- Provide the best in sports medicine and strength training
 - Develop performance team to evaluate sports medicine needs, issues and trends
 - Maximize use of injury-tracking software system (SIMS)
 - Provide Gatorade™ hydration for all sports
 - Develop and design an aquatic rehabilitation center
 - Provide certified strength staff to develop workouts tailored to meet individual needs of student-athletes
- Work with nutritionists and certified athletic trainers on issues relating to health, nutrition and physical fitness of all student-athletes, particularly female athletes
 - Hire full-time staff nutritionist to work with all student-athletes

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- Design and implement workshop on healthy eating
- Provide education on eating disorders
- Provide educational workshops/seminars to all student-athletes on critical issues such as substance abuse, healthy relationships and finances
 - Two educational workshops/seminars will be mandatory
 - for all student-athletes during each academic year
- Provide counseling to any student-athlete for alcohol/substance abuse or psychological/emotional needs
 - Provide referrals to campus resources, including Counseling and Psychological Services
 - Hire sports psychologist to work with all student-athletes
- Develop programs to promote character development in student-athletes including teamwork, leadership, group loyalty and moral character
 - Hire full-time life skills coordinator
 - Partner with NCAA to bring speakers to campus
 - Design and implement a leadership training program

Actions that have been taken as a result of the Strategic Plan include:

Randy Bird, a full-time Sports Nutritionist, was hired in July 2005. To aid in the area of Sports Nutrition, Kansas Athletics purchased a "Bod Pod," which is an instrument to measure body composition. KU is one of less than 30 athletics departments nationwide to own a Bod Pod. Additionally, the nutritionist has improved the offerings on the training table and is working with the student-athletes to teach proper nutrition away from the training table. That includes grocery store tours, "fueling properly on a budget," and monthly cooking demonstrations.

Megan Brent, full-time Counseling and Sport Psychologist, was hired in July 2006. Dr. Brent has introduced individual counseling for our student-athletes to deal with personal concerns and performance enhancement. She also provides team consultation and has started an injury and rehabilitation support group to help student-athletes with significant injuries.

New athletic training facilities were built into the new Anderson Football Facility. There is a physical screening protocol for new athletes and a specific cardiac screening is completed. Focus continues on the development and coordination with the Sports Nutritionist and Sports Psychologist for interdisciplinary approaches.

New Kansas Athletics records for student-athlete community-service participation have been set annually the past three years.

SAAC participation and attendance has grown dramatically to an average of 90 student-athletes at each meeting. SAAC meets twice monthly during the academic year.

Kansas Athletics supported the establishment of a CHAMPS program at KU. *A Division 1A CHAMPS Program of Excellence* shows evidence of a comprehensive personal development program that demonstrates:

- an assessment of the personal development needs of the student-athletes.
- the involvement of a significant percentage of student-athletes.
- a collaboration of campus and community resources.

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Student-Athlete Well-Being - 3.3

- an evaluation process that assesses the effectiveness of the stated goals.
- goals that are consistent with departmental core values.
- education and promotion of adherence to a departmental student-athlete code of conduct.

Kansas Athletics conducted the assessment of the needs for student-athlete development. Goals for the Jayhawk CHAMPS program were set as a result of the data collected. A Jayhawk CHAMPS competition among all teams was begun, which has increased participation in life skills programming.

Mike Harrity, the Assistant AD for Student-Athlete Development and Community Relations, under the direction of the Associate AD/SWA, is responsible for CHAMPS and the coordination of SAAC activities. Harrity works with all head coaches or their designees to determine team specific needs and to schedule programs throughout the academic year. He also communicates regularly with the SASS staff, the Head Team Physician, the Sports Nutritionist, and the Counseling and Sport Psychologist.

Student-athlete development activities have been coordinated with various campus and community-based organizations. Events are described in more detail under “Programming” in (see Appendix 47). This appendix also includes CHAMPS program documents.

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of your current student-athlete exit-interview instrument.]

A4. Please see Appendix 45.

5. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., student-athlete advisory committee, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

A5. Individual Student-Athlete needs assessment. Student-athletes respond to questions pertaining to their well being online via *Survey Monkey*. Student athletes completing their first and third years are asked to complete one survey. A second survey is provided at the point when student-athletes exit their programs. In addition and annually, a sample of student athletes in all sports who have completed their eligibility are randomly selected for interview. They are interviewed by their sport supervisor.

In addition to the surveys, needs of student-athlete in the area of personal development are assessed informally throughout the year. Student-athlete programming needs are assessed during SAAC Executive Board meetings, full SAAC meetings, and through personal conversations staff members have with student-athletes. The SAAC Executive Board is comprised of 21 student-athletes representing 12 sports teams and meets twice a month throughout the academic year. Many athletic department initiatives, including personal development programming, are based on needs expressed by student-athletes.

Student-athlete needs information is also gathered in conversations with SASS staff, the Sports Nutritionist, and the Counseling and Sports Psychologist. Their observations are communicated to Assistant AD for Student-Athlete Development and Community Relations, in order to initiate programming.

Program evaluation. Following each department-sponsored personal development program, attendees complete a short survey that evaluates the program. For programs delivered solely within the athletics department, an online survey administered using Survey Monkey is

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used. On programs where Kansas Athletics collaborates with University offices, the StudentVoice program for evaluation (hand-held PDAs, administered by staff members moving throughout the crowd following the program) is used.

Student Athlete Advisory Committee. SAAC serves as both a strong sounding board for CHAMPS staff in determining personal development needs. SAAC representatives are always provided a voice, through weekly meetings with its advisor, as well as during the standing monthly meeting SAAC Executive Board members have with the Director of Athletics. Informal assessments are also completed through individual meetings between Student Athlete Support Services Staff, the Sports Nutritionist and the Counseling and Sport Psychologist.

Chancellor's Advisory Committee on Intercollegiate Athletics. The CAC is comprised of student-athletes, University of Kansas and Athletics Department staff, University of Kansas faculty, students, and alumni. Members are organized into three subcommittees. The subcommittee on Student Athlete Wellness focuses on issues for well-being. Activities of the past year have included visits to training facilities, conversations with medical staff, and discussions on plans for facilities improvement. Engineering professor Tom Mulinazzi is the current chair of the subcommittee on Student Athlete Wellness.

6. Describe the 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). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are communicated in writing to student-athletes and athletics department staff members.

A6. A full description of the procedures is found in the University of Kansas Office of Student Financial Aid, 2008-09 Student-Athlete Non-Renewal Policy & Procedures, 7.17.08, attached as Appendix E.

7. Describe the institution's written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are communicated in writing to student-athletes and athletics department staff members.

A7. All written grievance and/or appeals procedures in the relevant areas are communicated in the Student-Athlete Handbook, as set forth in Appendix 31.

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.

A8. Providing a safe environment for all students is central to the mission of the University. Offices at the University level that have direct responsibility for student safety include the Office of the Vice Provost for Student Success and the KU Public Safety Office. The city of Lawrence, the University of Kansas, and Kansas Athletics have adopted very clear policies against discrimination based on sexual orientation. Sexual orientation of students, faculty, and staff is protected by University policy. The Student Athlete Handbook and the Athletics Department Handbook give information regarding these policies. The Senior Exit Survey specifically inquires about any experiences that student athletes may have experienced relating to unfair treatment due to sexual orientation. Many events and resources are available to the lesbian, gay, transgendered, and bisexual students on the University of Kansas campus. The Athletics

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Student-Athlete Well-Being - 3.3

Department sponsors educational opportunities provided by the Office of Multicultural Affairs that addresses many topics of diversity, including sexual orientation. Examples of the University and Athletics policies, procedures, organizations, and activities include:

Program. “Evening of Diversity” presented to student-athletes by Robert Page from the Office of Multicultural Affairs. This annual offering focuses on diversity, awareness, values, the power of words, and Student Organizations available at University of Kansas.

Resource Center. The Lesbian Gay Bisexual and Transgender (LGBT) Resource Center—[http:// www.silc.ku.edu/lgbt/library.shtml](http://www.silc.ku.edu/lgbt/library.shtml)—has a number of resources easily accessible through the website.

Queers and Allies Association. The Queers and Allies Association sponsors a number of campus activities and forums. It often sponsors speakers across campus for various classes and groups. The Association sponsors a number of campus wide events throughout the year, to include Gay Pride Week. Programs and events are listed on the <http://www.kuqna.org/> website.

Safe Zone. The Safe Zone project provides education and training for agencies across campus. The Safe Zone program at the University of Kansas is an educational program that helps educate both the campus and greater Lawrence community in order to create a safer, more civil community for all individuals, particularly gay, lesbian, bisexual, and transgender (LGBT) members. The purpose of this program is to reduce homophobia, transphobia, and heterosexism on campus and to make it a safer and freer environment for all members of our community regardless of sexual orientation or gender identification.

Policies. University policies that address sexual orientation can be found at:

<https://documents.ku.edu/policies/hreo/Nondiscrimination.htm>

https://documents.ku.edu/policies/hreo/Sexual_Harassment.htm

University of Kansas Nondiscrimination Statement: “The University of Kansas, Lawrence, is committed to the full participation of previously excluded or neglected classes of people. Thus, it is also the policy of the university to prohibit discrimination on the basis of sexual orientation, marital status, and parental status. The university's nondiscrimination policy extends to employment practices, conditions of employment, personnel actions, and all other educational programs and activities of the university and its affiliates. Leaders in the university community continuously examine all areas of the institution, make policy decisions, and implement strategies to eliminate and prevent discrimination wherever necessary. Reports of discrimination shall be evaluated promptly and acted upon in the manner deemed necessary by the appropriate faculty and administrators and as prescribed by the appropriate grievance procedure.”

Equal Opportunity. “The University of Kansas, Lawrence, is also proud of its goal to help all individuals realize their potential. To this end, the university is committed to providing an equal opportunity for all qualified individuals to be considered for employment, benefits and conditions of employment, educational programs and activities, regardless of race, religion, color, sex, disability, national origin, ancestry, age, veteran status, sexual orientation, marital status or parental status. University leaders and supervisory personnel shall recruit, hire, train and promote persons in all job titles utilizing only valid requirements related to the position functions. A university community that provides equal opportunity in hiring and all conditions of employment will make significant strides towards the elimination of discrimination. Thus, the University of Kansas applauds every effort to create a positive working and learning environment for all individuals.”

Student-Athlete Handbook. The Student-Athlete Handbook affirms the nondiscrimination and equal opportunity policies of the University. These policies as they apply to student-

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athletes and employees of the Athletics Inc. as well as addressing diversity in its mission statement. The Student-Athlete Handbook and Kansas Athletics Department Policies and Procedures Manual contain all policies and procedures regarding sexual misconduct issues. Please see Appendix 31.

CHAMPS Mission Statement, Core Value, Culture of Equality. "We will embrace diversity throughout our organization. We will hire and recruit without regard to age, ancestry, disability, gender, marital or parental status, national origin, race, religion, sexual orientation or veteran status.

9. Using the seven program areas for student-athlete well-being issues, provided as Attachment No. 4 on page 60:

- 9a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;
- 9b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes;
- 9c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes; and
- 9d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

A9. Responsibility for answering the four questions across the seven Student-Athlete Well-Being Issue areas was vested in the Student-Athlete Well-Being subcommittee of the NCAA Certification Steering Committee. The subcommittee is chaired by Professor Andrew Fry, Chair of the Department of Health, Sport, and Exercise Science.

Assessing the needs of student-athletes in the area of each of the seven program areas is done throughout the year. Formally, needs are assessed through team evaluations initiated by the Head Coach at the end of the season, the Senior Exit Survey administered at the end of eligibility, a newly-developed survey of freshmen and juniors, and personal exit interviews conducted by the student-athlete's sport supervisor. The Senior Exit Survey and the new survey of first and third-year student-athletes are administered via *Survey Monkey*. Sport supervisors interview a random selection of exiting student-athletes. All of these data-gathering techniques have items about student-athlete well being and personal development programming.

Student-athlete programming needs are also assessed during SAAC Executive Board meetings and full SAAC meetings, and through personal conversations staff members have with student-athletes. The SAAC Executive Board is comprised of 21 student-athletes representing 12 teams and meets twice a month throughout the academic year. Full SAAC meetings also occur twice a month and involve 90+ student-athletes, representing all teams. Student-athlete feedback is gathered for many athletic department initiatives, including personal development programming based on needs expressed by student-athletes.

Informally, needs are assessed by SASS staff, the Sports Nutritionist, and the Counseling and Sports Psychologist. Feedback and observations are communicated to Assistant AD for Student-Athlete Development and Community Relations in order to initiate programming that will address identified critical issues. In all cases, the student-athlete's right to privacy is assured.

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For programs that are delivered solely to student-athletes, a Survey Monkey instrument gathers feedback online. On programs where Kansas Athletics collaborates with University offices, a StudentVoice program is used for evaluation. This technique uses hand-held PDAs, administered by staff members moving throughout the crowd following the program.

Also, the Student Athlete Advisory Committee serves as both a strong sounding board for CHAMPS staff to determine critical needs and as a group that initiates conversation on personal development needs. SAAC representatives are always provided a voice, through weekly meetings with the advisor (Assistant AD for Student-Athlete Development) and during the standing monthly meeting SAAC Executive Board members have with the AD.

Information is also gathered through meetings of the Chancellor's Advisory Committee on Intercollegiate Athletics (CAC). The CAC is comprised of student-athletes, the Kansas Athletics' Board of Directors, University of Kansas faculty, other students, and alumni. A subcommittee on Student Wellness focuses on issues for student-athlete well-being. Engineering Professor Tom Mulinazzi is the current chair of the subcommittee on Student Wellness; the subcommittee is staffed by the Associate AD for Student Support Services.

Organization and Structure

- a. Kansas Athletics has many resources and personnel directed towards assuring student-athlete well-being. Much of the coordination of these efforts are led by Assistant AD for Student-Athlete Development and Community Relations Mike Harrity, under the direction of the SWA Debbie Van Saun. Harrity is the lead CHAMPS/Life Skills administrator. The SWA is a direct report to the AD.

The AD, as explained in Operating Principal 1.1 and 1.2, reports directly to the Chancellor. The AD's Leadership Team, comprised of the key administrators/sports supervisors, compliance, and the FAR, meets every two weeks on the major issues facing Athletics and the University. The three Athletics administrators most directly involved in student-athlete well-being issues—the AD, the SWA, and the Associate AD for SASS—sit on the Leadership Team. A review of minutes from the bi-weekly meetings shows that issues relating to student-athlete well-being are discussed in every session.

Major components of Athletics units committed to student-athlete well-being are staffed as follows:

- Student-Athlete Support Services (SASS). SASS staff includes a director, eight full-time academic counselors with sport-specific duties, five staff members who coordinate tutoring, and a staff member who teaches the university orientation class for student-athletes (PRE 101). All of these staff members contribute to student-athlete career development.

Each academic counselor invests at least 10% of his or her time to student-athlete well-being, mainly through individual meetings with student-athletes and by sharing information with sport teams about career development opportunities. Every semester, an academic counselor is responsible for leading a discussion section for student-athletes taking the Career and Life Planning Course (PRE 210); this role rotates among counselors. Tutors provide encouragement and guidance toward additional resources. The introduction to the university course integrates career planning and development throughout the course. SASS staff and responsibilities are as follows:

- Paul Buskirk - Associate Athletics Director, Student-Athlete Support Services, a direct report to the Athletics Director, Lew Perkins.

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- Glenn Quick - Assistant Athletics Director, Academic & Career Counseling, Baseball, Men's & Women's Golf
- Scott Ward - Senior Associate Director, Academic & Career Counseling, Men's Basketball, Volleyball
- Phil Lowcock - Director of Student-Athlete Life Skills, Life Skills Education course, Soccer, Tennis
- Elizabeth Boldridge - Associate Director, Academic and Career Counselor, Football
- Shanda Hayden - Associate Director, Academic and Career Counseling, Women's Track & Field, Football
- Laura Jacobsen - Associate Director, Academic and Career Counseling, Liaison to the University Career Center, Rowing, Swimming & Diving
- Mary Beth Marchiony - Associate Director, Academic and Career Counseling, Softball, Men's Track & Field
- Michelle Martin - Director, Strategic Tutoring Program
- Justin Mackey - Assistant Director, Strategic Tutoring Program Men's Basketball, Women's Basketball
- Bill Nolan - Program Coordinator, Men's & Women's Basketball
- Amy Leyerzapf - Assistant Director, Strategic Tutoring Program, Football
- Howard Graham – Learning Services Coordinator, Liaison to University Disability Services, PRE 101 instructor

Career Counseling

- Glenn Quick - Assistant Athletic Director, Academic and Career Counseling
- Laura Jacobsen - Associate Director, Academic and Career Counseling

Community Service Learning

- Mike Harrity, Assistant Athletics Director for Student-Athlete Development and Community Relations, Director, Jayhawk CHAMPS
- Shelby Noonan, community service coordinator

Other contributing members of the community service effort include the SASS staff and the Counseling and Sport Psychologist.

Kansas Athletics, under the leadership of SAAC, has initiated, and participated in, a number of community service learning activities for student-athletes. Among them are:

- Jayhawks READ program. Kansas Athletics has joined with KU Libraries to promote literacy in the Lawrence community. Student-athletes make numerous visits to local elementary schools throughout the academic year to read to young students.
- Fun and fitness with the Jayhawks. Fun and Fitness supports the Lawrence School District's wellness initiative by providing student-athletes the opportunity to motivate young elementary students to exercise and eat well. Student-athletes visit classrooms.
- Hawks, Cops, and Kids. This annual event sponsored by Kansas Athletics, Big Brothers Big Sisters, and local law enforcement personnel provides an opportunity for

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youth in grades 3 through 8 to meet and interact with law enforcement professionals and Kansas student-athletes.

- SAAC works closely with Kansas Special Olympics. Events include bowling parties for Special Olympians and student-athletes and basketball clinics for Special Olympians and KU basketball.

b. Two major studies have recently been completed on the quality and effectiveness of SASS at the University of Kansas. One, completed by a faculty and staff committee from outside of athletics, was led by Professor Joy Ward of the Department of Ecology and Evolutionary Biology. The law firm of Bond, Scheneck, and King did the other. Both of these studies give Kansas Athletics high marks on issues relating to academic support, a key component of student-athlete well-being (see Appendix 20)..

The Division 1A (D1A) Athletics Directors' association recently reviewed the 2008 Jayhawk CHAMPS application for distinction. KU was the only chapter awarded "Program of Merit" status. In making its award, the D1A reviewed materials on personal development, community service, career development, academic development, and athletic development. See Appendix 47.

Recent data from the Freshman/Junior survey (October 2008) indicates that of 91 respondents the average rating of the KU Athletics Administration is 4.44 on a scale from (1-5); over three in every five respondents rated the Administration as "Excellent". Similarly, Academic Advising was rated 4.47, Sports Medicine 4.33, Nutrition 4.35 and Counseling and Sport Psychology 4.62. See Appendix 48. More data are available in these areas from the *Survey Monkey* database.

c. Consistent with the 2006-2011 Kansas Athletics Strategic Plan, the organization and structure of the athletics department has been enhanced and is continuously evaluated for improvement. Current data suggest that Kansas Athletics is committed meeting the needs of the students through the design of its programs and activities. Athletics' staff members systematically collect and analyze data and implement change where appropriate. As examples, a sport psychologist was hired in 2006 to address the mental health needs of student athletes. A nutritionist has been hired. Both of these hires came as a result of evidence that needs existed.

d. No current deficiencies are noted.

Participation in Governance and Decision Making

a. Student-athletes and other students are integrally involved with decision-making processes affecting Athletics. Examples of their involvement include:

- Two student-athletes sit on the University's Compliance Team
- The student body president is one of six members of Kansas Athletics' Board of Directors.
- Three Student-Athletes serve on the CAC
- Five other student leaders also serve on the CAC
- A student-athlete sits on the University's Student Senate
- A student-athlete is Chair of National SAAC
- Another student-athlete is Chair of Big 12 SAAC
- The AD meets regularly and frequently with the SAAC Executive Board

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- The AD meets every semester with SAAC at one of its regularly scheduled meetings.

SAAC is very active in the lives of student-athletes. All student-athletes are members of SAAC. Full SAAC meetings occur twice a month and involve 90+ student-athletes representing all teams. Student-athlete feedback is gathered for many athletic department initiatives, including personal development programming based on needs expressed by student-athletes. The SAAC Executive Board coordinates and governs SAAC. The SAAC Executive Board is comprised of 21 student-athletes representing 12 teams; it meets twice a month throughout the academic year. As noted, SAAC meets regularly with the Athletics Director, who places high value on student-athlete opinion and well-being.

b. Minutes showing the attendance and participation of student-athletes on governance and decision-making are available to the NCAA Certification on-site committee. In addition to SAAC meetings, these minutes include those from the Compliance Team, the CAC, and the NCAA Certification Steering Committee.

- A 2008-2009 online survey of student-athletes in their first and third year at KU asked respondents: Do you attend SAAC meetings. Forty-five respondents said “yes”.
- Thirty-Six (or 80 percent) responded “always” or “almost always” when asked, “Do you believe you have an opportunity to voice your thoughts and opinions?”
- Thirty-Seven (or 82 percent) responded “always” or “almost always” when asked, “Do you believe your input and feedback is valued by Kansas Athletics?”
- When asked if they had ever participated in community service, 46 respondents said “yes”. Sixty-two percent of them rated their experience either “excellent” or “above average.”

Other data about the participation in Governance and Decision Making are available from the Senior Exit Survey. A recent report from the Student Wellness subcommittee of the Chancellors Advisor Committee indicated student-athlete encouraged accomplishments made by sports nutrition, athletic trainers, and counseling and psychological services. They also applauded the accomplishments of the Rock Chalk Responsible CHOICES program, which is part of a three-year CHOICES Alcohol Education Grant. Kansas Athletics, through SAAC, was one of 15 schools nationwide who were awarded these NCAA grants.

c. Kansas Athletics appears to be doing an excellent to above average job with regard to involving student athletes in governance and decision-making; it should continue to assess the process via the annual and exit interviews. Further, in the 2006-2011 Kansas Athletics Strategic Plan set the following goal: *Offer student-athletes the finest college experience in the country.* One of the tactics to help meet this goal stressed the need to “provide an environment in which all student-athletes are treated fairly.” By maintaining communication between administration, coaches and student-athletes, and by establishing monthly meetings between SAAC leaders and the AD and/or SWA to address current issues, this goal tactic is being realized and student-athletes are participating at a high level in the governance process.

d. No deficiencies were identified.

Student-Athlete Exit Interviews

a. Formally, needs are assessed through team evaluations initiated by the Head Coach at the end of the season, the Senior Exit Survey administered at the end of eligibility, a newly-developed survey of freshmen and juniors, and personal exit interviews conducted by the student-athlete’s sport supervisor. The Senior Exit Survey (see Appendix 45) and the new survey of first and third-year student-athletes (see Appendix 48) are administered

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via *Survey Monkey*. Sport supervisors interview a random selection of exiting student-athletes. All of these data-gathering techniques have items about student-athlete well being and personal development programming.

b. Much data exist that demonstrates that student-athlete well-being issues and concerns are being addressed. Examples from the online survey and questions from the interviews include:

- The May, 2008, Senior Exit Survey of student-athletes whose eligibility has expired indicated 88.9% (40 of 45) would select KU if they were selecting a university today.
- The protocol used by sport supervisors in their exit interviews of student-athletes asks:
 - Did your participation in athletics affect your academic performance?
 - What programs could Kansas Athletics offer that would have been of assistance academically to you?
 - Did your participation in athletics affect your social life? Was it easy to meet non-athletes and friendships outside of athletics? Did you participate in any clubs or other organizations?
- The interview protocol also asked a number of questions concerning student-athletes' athletic experience. Topics include compliance, facilities, coaches, training table, equipment, training rooms, financial aid and textbook staff, nutrition, and practices.

Other data about the exit interviews are available from the Senior Exit Survey and Freshman/Junior Survey.

c. The athletics department continues to monitor all interview results for improving programs and assessing performance in all areas indicated by the NCAA Certification Self-Study checklist for exit interviews. Feedback from the surveys and interviews is provided to the AD, SWA and Assistant AD for student-athlete development and community service, the AD's Leadership Team, and as appropriate offices from the greater university community. In all cases, student-athletes' right to privacy is respected.

d. The current exit survey and exit interview meet the standards of the NCAA. These data are supplemented by the first and third year student-athlete survey. All instruments—the Exit Online Survey, the Exit Interview protocol, and the first and third year student-athlete survey are attached as Appendices 45 and 48.

Programs and Activities

a. As discussed earlier, the Jayhawk CHAMPS/Life Skills program is central to the lives of many student-athletes. Programming exists in a number of areas that are important to student-athletes. Some programs have mandatory attendance. All student-athletes participate or have participated in programs on alcohol, inclusion, and diversity. Many other program opportunities are voluntary. The entire student-athlete well-being program is continually assessed through online methods using *Survey Monkey* and in SAAC meetings.

Being aware of the multiple issues relating to health and wellness is central to CHAMPS programming. As examples of the manner in which awareness related to nutrition, drugs, alcohol, addictive behaviors, sexual responsibility, hazing, sports gambling, and other topics are raised among student-athletes follows:

- Key staff members are introduced at the New Student-Athlete Welcome, during team orientation meetings, and during SAAC meetings. These staff members include the

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Assistant AD for Student-Athlete Development and Community Relations, the Counseling and Sport Psychologist, and the Sports Nutritionist. Contact information for these individuals is included in the Student-Athlete academic planner. All of these positions were created within the past four years as part of a comprehensive approach to student-athlete personal development.

- A monthly e-newsletter called the “Beak’Em Bulletin” is sent to student-athletes during the academic year. The newsletter includes regular sections on compliance, nutrition, sport psychology, and leadership/service. Compliance staff members meet with each team at least once a year to provide education about issues including hazing and gambling.
- Coaches, athletic trainers, and other staff are aware that the Counseling and Sport Psychologist is available to address mental health and performance issues such as depression, anxiety, eating disorders, and substance use on an individual and/or team basis. They are also aware that the Sports Nutritionist is available to meet with individuals and teams regarding nutrition. Many staff members refer student-athletes to these services.
- Informational brochures about health and wellness (including eating disorders, mono, HIV, and substances banned by the NCAA) are available in the training room. Posters about banned substances and nutrition topics such as foods that prevent and aid in repair of inflammation are also displayed on bulletin boards in the training room.
- Sexual health and responsibility is also addressed within teams; recent guest speakers have presented to men’s basketball, women’s basketball, and football.
- A wallet keychain promoting responsible choices and including the phone number for Safe Ride was distributed to student-athletes and other students. Safe Ride is a free cab service for KU students that runs evenings and weekends.

Programming related to health and wellness issues is promoted throughout the department through the following avenues: team meetings, head coaches meetings, postings on an interactive plasma kiosk, posters in locker rooms and weight room, and emails to student-athletes.

Led by the Assistant AD for Student-Athlete development and Community Service, something is “going on” practically all of the time. Programming is listed and described extensively in the materials developed for the Division 1A CHAMPS Competition, held in 2008. CHAMPS/Life Skills program documents can be found as Appendix 47.

b. In addition to Exit Interviews, the Senior Exit Survey, and Freshman/Junior Survey, following each department-sponsored program attendees are asked to complete a short survey that evaluates the program. For programs that are presented solely to student-athletes, a *Survey Monkey* instrument is used. On programs where Kansas Athletics collaborates with University offices for programming for all students, a StudentVoice evaluation is conducted. StudentVoice uses hand-held PDAs, administered by staff members moving throughout the crowd following the program.

Also, the SAAC serves as both a strong sounding board for CHAMPS staff to determine critical needs. SAAC also initiates conversations on personal development needs. SAAC representatives are always provided a voice, through weekly meetings with the Assistant AD for Student-Athlete Development and Community Service. Suggestions and evaluative information are also provided the AD through his monthly meetings with the SAAC Executive Board members. SASS Staff, the Sports Nutritionist, and the Counseling and Sport Psychologist also provide student-athlete feedback to the Assistant AD.

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Student-athlete well-being is also assessed by the CAC. This body, comprised of student-athletes, KU and Athletics staff, faculty, student body leaders, and alumni. A subcommittee on Student Wellness focuses on issues for Student-Athlete Wellbeing. This subcommittee evaluates accomplishments as well as comments on areas that need improvement. Engineering Professor Tom Mulinazzi is the current chair of the subcommittee on Student Wellness.

c. Evaluations and data are collected throughout all of these programs. Data are analyzed to determine continue specific programs and activities or to develop new offerings. In the summer of 2007, the data identified programming goals for the 2007-2008 academic year related to adjustment to college, substance use, team dynamics, and communication and healthy relationships. A second goal identified the need for student athletes to participate in activities open to all KU students. A third goal was to show that all programs and activities would be assessed to be average or better.

Goal: Address the critical issues student-athletes face. These include: adjustment to college, substance use, team dynamics, communication/healthy relationships, eating disorders. The goal was achieved through programming throughout the year.

Adjustment to college – An introductory course was offered to summer bridge student-athletes. A new student-athlete summer bowling championship for all incoming student-athletes was developed and delivered.

- Substance use – Student-athletes were introduced to mystudentbody.com. Community experts presented to football and men's basketball teams.
- Team dynamics – The Counseling and Sport Psychologist was available to teams. Felicia Hall Allen made presentations to teams.
- Communication/Healthy Relationships – A "Can I Kiss You?" program was developed and delivered. Felicia Allen made team presentations. Community experts made presentations to teams.

Goal: Work with relevant organizations on campus to coordinate student development Programs. The goal was met through programming throughout the year. Appendix 47 provides information about how these programs met this goal.

Goal: Post-program evaluations completed by student-athletes rate overall program as above average or better. This goal was achieved. Data are available to the visiting team upon request.

d. No current deficiencies are noted.

Time Demands

a. Academic standards and requirements for student-athletes at the University of Kansas are no less stringent than for the general student population. Both the University and Kansas Athletics are aware that participation in varsity athletics makes exceptional demands upon a student-athlete's time and energy. Therefore, the University, in concert with Kansas Athletics, has established the SASS program to help student-athletes achieve their full academic potential.

Although supported and encouraged by their coaches and SASS, student-athletes are ultimately responsible for their own academic endeavors while attending the University and for adhering to the "Student-Athlete Code of Conduct" as it relates to academic responsibilities. To ensure that they understand their responsibilities, each student-athlete receives a copy of the *Student-Athlete Handbook*, which provides detailed information on

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academic requirements, as well as academic support services that are available to all student-athletes.

Class Attendance. A direct correlation exists between classroom attendance and academic success. Therefore, all coaches and Kansas Athletics' administrators must reinforce the mandatory class attendance policy established by Kansas Athletics: "It is the responsibility of the student-athletes to attend every class session held when they are not ill, involved with a personal emergency, or traveling with their team." Kansas Athletics' policy also states that no team can be away from campus more than ten days per semester, unless coaches receive especial permission from the AD—ahead of time. (Classes missed due to NCAA post-season championship events are not subject to the "ten day" rule.)

Student-athletes are informed of the class attendance policy and are expected to attend all sessions of each class in which they are enrolled. Furthermore, specific attendance policies may be established by each course instructor and/or Head Coach, and are to be adhered to by the student-athlete. University of Kansas faculty members have the discretion to require strict adherence to their own attendance policies at all times and may give failing grades for excessive absences.

It is the student-athlete's responsibility to present a copy of his/her sports' schedule to his/her instructors at the beginning of each semester. Furthermore, arrangements for taking any examinations or completing work assignments affected by team travel or competition are the responsibility of each student-athlete. Most faculty members are sensitive to the problems involved in scheduling athletic competitions and are generally willing to assist student-athletes when they request special consideration in advance. Should a problem with missed classes due to athletic participation arise, the student-athlete's Academic Counselor may be contacted to assist in resolving the situation.

Student-athletes with excessive absences are counseled regarding the consequences of continued absenteeism and are warned that they will be subject to ineligibility for practice or competition if this pattern continues.

Exams. University of Kansas professors are under no obligation to offer a make-up exam or to reschedule an exam. However, most professors are willing to assist student-athletes with making-up or rescheduling the exam, provided they are given sufficient notice. Therefore, when a student-athlete learns that an exam is scheduled during the time he/she will be participating in the intercollegiate athletics program, the student-athlete is responsible for notifying the instructor and making arrangements to make up the exam.

Final Examinations. Pursuant to Article 1, Section 3.7 of the University Senate Rules and Regulations, the following University policy governs the scheduling of intercollegiate athletic events during final examination periods:

"No university organization shall schedule events or meetings that require student participation ... during the final examination period, including Stop Day. Exceptions are allowed for local events or meetings that are scheduled on Saturday and 6:00 p.m. on Sunday. A committee that must meet during the final examination period to resolve an academic issue may meet only at a time mutually convenient to all members. No other exceptions are allowed unless by explicit direction of the Chancellor." Limited exceptions to the policy are sometimes granted to Athletics from the Chancellor, upon approval from the Provost, when scheduling by the Conference or the NCAA creates conflicts between finals and competition.

b. On the May 2008 Senior Exit Survey, over 90 percent (N = 44) of student athletes reported their coach was understanding about the academic rigors of the University of Kansas, and 89 percent reported the professors were understanding about their athletic

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commitments. Senior Exit Surveys from May 2008 also indicate that the length of in-season practices are “Just Right” 69 percent of the time, “Too Short” seven percent of the time, and “Too Long” 24 percent of the time. Other data about the Time Demands are available from the Senior Exit Survey and Freshman/Junior Survey.

Student-athlete programming needs are also assessed during SAAC Executive Board meetings and full SAAC meetings, and through personal conversations staff members have with student-athletes. Student-athlete feedback is gathered for many athletic department initiatives, including personal development programming based on needs expressed by student-athletes. Also, the SAAC serves as both a strong sounding board for CHAMPS/Life Skills staff to determine critical needs and also as a group that initiates conversation on personal development needs. SAAC representatives are always provided a voice, through weekly meetings with the advisor (Assistant AD for Student-Athlete Development) and during the standing monthly meeting SAAC Executive Board members have with the AD. Informally, needs are assessed by SASS staff, the Sports Nutritionist and the Counseling and Sports Psychologist.

c. Policies are stated in University documents such as those of the University Senate and Kansas Athletics via its policy manual. Data drawn from the Senior and Freshman/Junior Student-Athlete Survey suggest time demands are addressed by policy and feedback procedures engaged by the athletics department. However, these data will continue to be evaluated and monitored in order to address any concerns student-athletes, coaches, or professors may have through policy change.

d. No current deficiencies are noted.

Travel.

a. As stated in Student Athlete Code of Conduct: Personal Conduct and Responsibilities, “One of the primary purposes of a university is to educate young men and women to be responsible and productive citizens of good character. Character is knowing what is right (awareness), committing to what is right (attitude), and doing what is right (behavior). Good character is knowing of, caring about, and acting upon the core values such as fairness, honesty, trust, decency, and compassion. It means having personal integrity and possessing the will, the courage, the determination, and the persistence to do the right thing despite pressures and temptations to the contrary. Kansas Athletics firmly believes that good character is necessary for athletic excellence.

Student-athletes accepted into the University of Kansas athletics program are extended the privilege of participating in intercollegiate athletics. This privilege in no way constitutes a right to participate. Therefore, in return for the privilege of participating in the intercollegiate athletics program, student-athletes must be willing to accept personal responsibility for their behavior. Accordingly, student-athletes are expected to:

- Accept personal responsibility to exercise good judgment and self-discipline on and off the playing field/court and on and off campus
- Take seriously the duty of being a good role model, including prudent personal association, and of exerting a positive influence on others—especially young people
- Honorably represent oneself, one’s team, and the University by exhibiting pride in dress and behavior while playing in and traveling to and from sports events
- Present a positive demeanor at all times on and off the campus...As athletic ambassadors of the University, student-athletes are expected to, Conduct themselves in a manner reflecting positively on themselves and on the reputation of KU, both on

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and off the 'field of play,' in pre-game and post-game comments to media, and when traveling and participating at other institutions.”

Team Travel. Kansas Athletics is committed to following all Conference and NCAA rules and regulations related to transporting student-athletes to and from practice and competition sites. Kansas Athletics rules take precedence when NCAA does not address the issue at hand or when the NCAA rule is less stringent. Once a competitive schedule is approved, each Head Coach immediately begins to plan the home and away trips. Arrangements and travel itineraries for Kansas Athletics team travel for all sports are coordinated by the Travel Coordinator as requested by each sport's Head Coach. All travel arrangements and expenses are subject to the review and approval of the Associate AD for Internal Affairs. (See Policy 405B Disbursements: Travel and Entertainment Expenses, in the Kansas Athletics Policies and Procedures Manual) (Source 701B Kansas Athletics Policies and Procedures Manual.)

Travel Accommodations. All expenses incurred by a sport's team when traveling must be within budgetary constraints and meet Kansas Athletics, Conference and NCAA guidelines. The Travel Coordinator is ultimately responsible for arrangements. A major improvement since 2005, and in keeping with the Unparalleled Excellence 2006-2011 strategic plan, has been that no more than two student-athletes are assigned to any sleeping room.

Transportation. The mode of transportation for team travel is selected by the Head Coach, based upon the following considerations: Safety, expense, distance, availability, number of travel days with special consideration given to unusual circumstances such as inclement weather and exam schedules. In general, chartered buses are used for team travel. Airline transportation is reserved for long distances and for travel to national meets and contests. All air travel is subject to Kansas Athletics requirements.

Ground Travel. Chartered buses if appropriate for the size of the traveling party are generally approved for trips of at least three hours. If not using a bus, the head coach is responsible for ensuring that vehicles are driven by approved drivers. Policy states that the head coach should be in the lead vehicle and within sight of all other traveling vehicles in the party. Team travel plans should include driver rotation and rest stop every four hours.

Team Travel Requirements. In general, all team members must travel to and from an away event with their teammates, though exceptions may be granted. Any such exceptions are at the discretion of the head coach, with the approval of the AD, the Senior Associate AD, or the SWA, as appropriate. Additionally, student-athletes 18 years of age may not travel apart from the team without written parental approval. When approval is granted to travel separately, the student-athlete must sign a Letter of Release, which is co-signed by the Head Coach. The letter releases Kansas Athletics from any liability or risk involved in the alternate travel plans.

Standards of Conduct. As representatives of Kansas Athletics, student-athletes are expected to conduct themselves in an honorable manner at all times. To ensure that each student-athlete knows what constitutes acceptable behavior, the head coach is responsible for setting standards of team conduct during trips. Specific conduct standards may include dress code, individual conduct, curfews and free time activity. Additionally, the *Student Athlete Handbook* specifies in detail team travel rules and conduct expectations.

Postseason Championship Travel. The *NCAA Travel Handbook* sets forth policies governing transportation to NCAA meets, tournaments and committee meetings.

Special Assistance Fund (SAF). The SAF assists student-athletes with special financial needs. The guiding principle of the fund is to meet the student-athletes' needs in an emergency or essential nature for which financial assistance otherwise is not available.

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Only Pell-eligible student-athletes, including student-athletes who have exhausted their athletics eligibility or no longer are able to participate because of medical reasons, are eligible to apply for the funds.

A student-athlete must qualify for the fund on an annual basis. Domestic student-athletes qualify by becoming Pell eligible through the completion and analysis of the Free Application for Federal Student Aid form. International student-athletes become Pell eligible through the completion and analysis of the International Student Needs Analysis. In both cases, the University Office of Student Financial Aid will notify the Athletics' Financial Aid Office of student-athletes' eligibility. Permissible uses of the fund include costs of clothing, travel from campus to home, and other essential expenses up to \$500. Costs associated with student-athlete or family emergencies are also permissible expenses. The AD may opt to limit or deny any funding request not meeting the intent of the previously referenced guiding principle.

Student-Athlete Opportunity Fund (SAOF). The SAOF provides funds for student-athletes who qualify for other personal or family expenses. These could include additional student-athlete travel home; emergency travel for student-athletes, spouses and/or dependents; travel expenses for family members to be present when a student-athlete is honored; travel expenses for team members being honored by a governmental body; travel expenses for the birth of a child; team travel for the funeral of a teammate's family member; vacation period expenses such as lodging or meals; and, passport and student visa expense.

These travel policies can be found in the Kansas Athletics Policies and Procedures Manual and Student-Athlete Handbook.

b. Student Athletes rated quality of team travel conditions as "Excellent" 50 percent, "Above Average" 25 percent, "Average" 6.8 percent, "Below Average" 15.9 percent, and "Poor" 2.3 percent of the time. Travel policies are reviewed annually by the Kansas Athletics for revision in the Kansas Athletics Policies and Procedures Manual. Student-athlete programming needs are also assessed during SAAC Executive Board meetings, in full SAAC meetings, and through personal conversations staff members have with student-athletes. Student-athlete feedback is gathered for many athletic department initiatives, including personal development programming based on needs expressed by student-athletes. Also, SAAC serves as both a strong sounding board for CHAMPS staff to determine critical needs and also as a group that initiates conversation on personal development needs. SAAC representatives are always provided a voice through weekly meetings with the Assistant AD and during the standing monthly meeting SAAC Executive Board members have with the AD. Informally, needs are assessed by SASS staff, the Sports Nutritionist and the Counseling and Sports Psychologist.

c. Further exploration will be made about all aspects of the travel experience by each sport to address the concern that approximately 18 percent find travel below average. The vast majority 82 percent of student-athletes are finding the travel experience to be average or above.

d. No current deficiencies are noted.

Medical Policies.

a. The goal of the Kansas Athletics Sports Medicine Program is to support Kansas Athletics' mission of Unparalleled Excellence in all programs and activities. The Sports Medicine Program aspires to deliver the highest quality health care to its student-athletes by providing injury/illness prevention, evaluation and diagnosis, treatment, and rehabilitation services while maximizing athletic performance. Through this health care and preventative education, the Kansas Athletics' Sports Medicine Program will become a leader for sports medical services in Kansas, the Big 12 Conference, and the NCAA.

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The Sports Medicine Program's Guiding Principles are to:

- Provide comprehensive and state-of-the-art health care and wellness services
- Provide professional leadership and counseling to student-athletes
- Promote character development, leadership and sportsmanship
- Create a trusting environment through good communication, dependability and professionalism
- Develop interactive partnerships with the campus and community allied health professionals to allow optimum access and service for student-athletes
- Consistently provide high-level professionalism and patient satisfaction
- Maintain fiscal and operational integrity through sound management practices
- Function at high levels of accountability and productivity in all initiatives, programs and operations
- Cooperate and work together as a team to attain recognized excellence
- Conduct interpersonal and group relationships with honesty and integrity
- Value each individual's contributions, knowledge and expertise
- Strive for excellence in all facets of the department
- Commit to continuous improvement
- Provide an educational opportunity for undergraduate athletic training students
- Support the mission, goals, and objectives of the Department of Intercollegiate Athletics and the University as a whole

(i) In philosophy and objectives, the Kansas Athletics' Sports Medicine Program embodies a commitment to patient care and education of the student-athlete. Meeting these goals and objectives will enable the Sports Medicine Department at the University of Kansas to attain recognized excellence in its field and fulfill its commitment to become a leader in sports medicine services in Kansas, the Big 12 Conference, and the NCAA. The program commits to:

- The health of the student-athlete shall always be our first consideration. By allowing student-athletes timely access to our sports medicine services and by placing a high value on health and wellness, we will reduce the risk of athletic injury while assisting injured student-athletes to a medically safe return to competition in a timely manner.
- We will continually evaluate our Sports Medicine program to ensure our student-athletes have the highest quality sports medicine care.
- We will address problems and concerns regarding the Sports Medicine Department in a timely manner to ensure the needs of our student-athletes and employees are continually met.
- Finally, to ensure our sports medicine program attains recognized excellence, we will support the program with the human and financial resources necessary to accomplish the program's shared goals.

Kansas Athletics' Sports Medicine Program delivers comprehensive Allied Health services performed by providers licensed and/or certified by the Kansas State Board of Healing Arts

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to the student-athletes at the University of Kansas. Below is a list of providers that make up the Sports Medicine Department:

- Full time Head Team Physician
- Primary Care Sports Medicine Physician(s)
- Orthopedic Surgeon Team Physician(s)
- Consulting Medical Specialist(s)
- Full time Athletic Trainers (8)
- Part time Athletic Trainers (6)
- Full time Sports Nutritionist
- Full time Sports Psychologist
- Physical Therapy services
- Massage Therapy services
- Full time Administrative Assistant

Sports medicine is committed to using scientifically based and safe technologies currently available and affordable in the delivery of services. “We will remain committed to the continuous upgrading of the education and clinical skill development of our staff as well as our equipment so that our student-athletes will be assured of the most modern and progressive care available in the country.” The Head Team Physician oversees the Sports Medicine Program, which consists of the Director of Sports Medicine, the Athletic Training staff, a Sports Nutritionist, and a Sport Psychologist.

Privacy Policy. Written authorizations are required for disclosure of any health related information for student athletes. Authorizations must be on Kansas Athletics Sports Medicine approved forms with the student-athlete’s signature. If a student-athlete is a minor (under age 18), the student- athlete’s parent’s signature is required. A student athlete may revoke an authorization at any time, provided the revocation is in writing.

Medical Care. Kansas Athletics offers an extensive sports medicine program. The program’s goals are to prevent injuries whenever possible and to offer a treatment rehabilitation program when necessary. The Sports Medicine staff has a personal interest in each student-athlete and his/her well-being. In order to best serve student-athletes, the staff expects that all injuries and illnesses will be reported, whether athletically related or not, to the staff as soon as possible.

Article I.

There is an extensive list of medical policies that may be found in the *Student Athlete Handbook* and *Kansas Athletics Department Policies and Procedures*, Appendices 31 and 7 respectively.

b. All medical polices are reviewed at least annually for revisions of the *Student-Athlete Handbook* and the *Kansas Athletics Policies and Procedures Manual*. Recent data from the May 2008 Senior Exit Survey indicates 31.8 percent found quality of physicians to be “Excellent”, 31.8 percent “Above Average”, 9.1 percent “Below Average”, and 2.3 percent “Poor”. Other data about the Medical services are available from the Senior Exit Survey and Freshman/Junior Survey. Student-athlete programming needs are also assessed during SAAC Executive Board meetings, in full SAAC meetings, and through personal conversations staff members have with student-athletes. Student-athlete feedback is

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gathered for many athletic department initiatives, including personal development programming based on needs expressed by student-athletes. Also, SAAC serves as both a strong sounding board for CHAMPS staff to determine critical needs and also as a group that initiates conversation on personal development needs. SAAC representatives are always provided a voice through weekly meetings with the Assistant AD and during the standing monthly meeting SAAC Executive Board members have with the AD. Informally, needs are assessed by SASS staff, the Sports Nutritionist and the Counseling and Sports Psychologist.

c. Data gathered by Kansas Athletics Department and via the Senior Exit Survey and Freshman/Junior Survey suggest the needs of athletes are being met. Feedback to SAAC representatives also suggests needs are being met but they continue to be evaluated regularly by the Student Athlete Support Services staff.

d. No current deficiencies are noted.

10. If the institution has developed a plan for improvement(s) for Operating Principle 3.3, describe the institution's efforts to ensure the plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

A10. The second cycle Certification process did not require the institution to file a formal plan for improvement. However, Kansas Athletics constantly strives to provide student-athletes "the finest college experience in the country" as declared in the Strategic Plan, 2006-2011. Some University and Athletics examples of recent and ongoing efforts to assess and create a healthier student-athlete experience follow:

New Student-Athlete Survey. In October 2008 Kansas Athletics designed and implemented a survey that aims to evaluate the student-athlete experience overall. This survey is administered to first and third-year student-athletes, on an annual basis. This effort was made in order to catch as much data as possible and utilize formal feedback on a continuous basis versus relying on the Senior Exit Survey.

University-wide Wellness Committee. In 2004, a Wellness Initiative Priority Group determined recommendations for programming for students and employees of the KU Community within the areas of alcohol; nutrition and fitness; sexual health and healthy relationships; and, tobacco and marijuana. To carry out the proposed recommendations, a Wellness Group was formed. The Wellness Group examines the recommendations and determine what is now important and feasible. The committee is comprised of staff members from Athletics, KU Safety Office, Student Health Services, Emily Taylor Women's Resource Center, New Student Orientation, Housing, Recreation Services, Counseling and Psychological Services, University Advising Center, student leaders, and two student-athletes. The vision of the Wellness Initiative Priority Group is to make KU the healthiest campus in the United States.

Courses that Address Life Skills. About 75 percent of all student-athletes complete a Life Skills Class. During this course student-athletes learn about various life skills subjects, including stress management, time management, communication skills, and financial responsibility. In addition, each year approximately 30 student-athletes in the summer bridge program are enrolled in a university orientation class for student-athletes, and approximately 25 student-athletes take Career and Life Planning.

Emily Taylor Women's Resource Center (ETWRC). In addition to partnering on programs open to all students on campus, ETWRC staff were invited in the fall of 2008 to a head coaches meeting to discuss the resources they have available and discuss how Athletics can best utilize the services they offer. Two of football student-athletes have initiated a

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plan to establish a "KU Men of Merit" program, similar to the well-respected "KU Women of Distinction" program. The new program aims to be implemented in spring, 2009.

Sexual Orientation, Raising Awareness. Kansas Athletics, Office of Multicultural Affairs, and representatives from the Office of Student Success plan meet to discuss additional efforts to raise awareness campus-wide about issues involving sexual orientation. The plan is to integrate student athletes into campus wide offerings to a wider extent and to integrate campus gay, lesbian, bisexual and transgendered organizations into student athlete orientation and educational activities.

Chancellors Advisory Committee on Intercollegiate Athletics (CAC). The CAC is comprised of student-athletes, KU and Athletics staff, faculty, student leaders, and alumni. A subcommittee on Student Wellness focuses on issues for student-athlete well-being. This subcommittee reviews issues of compliance but further evaluates accomplishments as well as areas that need improvement. Engineering Professor Tom Mulinazzi is the current chair of the subcommittee. This CAC and its subcommittee are excellent examples of the effort to better integrate the Kansas Athletics into the University and use feedback from persons outside of the Athletics department for evaluation and quality improvement'.

